



## 15 Reading Comprehension Skills

Whilst reading, see if you can use these skills to analyse the text.

1. **Use prior knowledge**- what does this make us think of... what would I do if ... we've seen this before .... Was it like that when you ....
2. **Predict**- what might happen.., what if.. .,find evidence...'cloze' procedure where children suggest hidden word/phrase etc.. stop at a problem: consider alternatives, consequences
3. **Preview vocabulary**- prior to reading investigate new/less familiar words
4. **Magpie** – steal good words, ideas, phrases, sentences- Make own Dictionary, Glossary, Thesaurus but use words again, apply to own pieces of work
5. **Construct an image** – visualise, draw, freeze frame, turn into a cartoon strip
6. **Question**- use generic question starters ( see attached), children generate own, hot seat, talk to the author (role play) TV interview, tell us more about.... Why did you think that... how do you know...
7. **Quote**- dig deeper, use as discussion starter, point of view, fact or opinion
8. **Sequence**- pictures, verses, paragraphs
9. **Summarise**- find the main idea, skim then summarise in few sentences, highlight the key words/phrases, write a blurb
10. **Investigate** characters- feelings, thought bubbles, over time, relationships, emotions at different times, rank the characters to a given criteria , villains and heroes,
11. **Genre Swap**- change, alter, transpose into different text type.
12. **Skim and Scan**- fastest finger first,
13. **Compare and contrast**- versions of the same story, poems on a theme, authors works
14. **Express Opinion**- be able to explain why, justify, use text to back up/support – the best part, the scariest, recommend or not? Response journals,
15. **Speculate**- Alternative viewpoints- characters, and authors intent, perhaps that information was included because... I wonder whether she did that because... I don't agree because...



## Comprehension Question Starters

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

- What was...
- Where did...
- Why did... *(the answer must be within the text)*
- When...
- Which...
- Who ...
- What does the word ..... mean
- How does ..... feel *( answer must be in the text)*
- What 3 things will you find out...
- Write down 2 things .....
- Choose the best word/ group of words...
- Put a ring round...
- Match these statements/ words/phrases...
- Multiple choice questions
- Put the following on order...
- Tick one phrase ..... *(from a selection shown)*
- *(statement from text)* Select 2 pieces of information to show...
- How does ....
- True/ False Statements
- Find and copy a word/phrase/sentence which shows.....
- Where does the story take place?
- Who was the character that...
- Show me in the text where you found...
- What is happening in this part of the play?
- Where can you find an important piece of information about...?
- What does this part of the text tell us about?

Deduce, infer or interpret information, events or ideas from texts

- Why .... *(Where the answer is not able to be lifted directly from the text)*
- Why do you think....
- How can you tell... Explain fully using the text to help you...
- *(quote text)* Give 2 reasons why ....
- *(quote text)* Explain what this tells us...
- Why are the ..... described as .....
- Having read ..... Why do you think that .....
- If you were ..... what would you do .....
- For what reason might .....



- Why do you think .... (*quote from text*)
- Do you think that ..... Yes/No. Explain....
- How do we know that .....
- Where does the table show.....
- Why was .... Important in this story/play?
- Did any characters help each other in this text?
- Tell me about what sort of character.... Was from the things they did/said.
- What do you think ..... thoughts were at this point in the story/play/poem?
- If you were going to interview one of the characters, which questions would you ask and why?
- Which is the most interesting/funniest/scariest part of the ....
- How did one of the characters change their ideas/attitude during the text
- What do you think would have happened if...
- Tell me about one important event that happened that could not be left out. Say/write why it was important.
- Do you agree with the author's opinion? Explain your own opinion using the texts to help you.
- What do you think are the important points the author is trying to get over to you as the reader?
- Which do you think are the most important issues and why?
- Can you tell me what word the poet might have used here? Why?
- How did you think this story/poem/play should have ended?
- If.... Had not done..., how might this have changed other events in the story/play?

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

- Why has the *timeline/map/heading etc* been included.....
- Why do you think the author connected these paragraphs...
- What is the *glossary/index etc..* for
- What is the purpose of ...
- What type of text is this....
- What genre is ...
- On page ..... there is a ..... why has this been included
- How does the author organise the writing?
- Why does the author begin a new paragraph here?
- How does the layout of this playscript help actors to read and perform the play?
- Why are brackets used in this playscript?
- How does the punctuation help you as the reader of this poem/play?
- What is/are the main event(s) that happen(s) in this/each paragraph?
- Can you find any repeated patterns in this poem?
- What are particular words/sections within a text in **bold** /*italics*/ *larger print*?
- Why have bullet points/numbers been used in this text?



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- How does this text layout help the reader?
- Why has this text been highlighted?
- How does ( a diagram/picture/ caption) help you to understand the information on these pages?
- What is the purpose of the list/diagram/caption/sub-heading in this text?
- Why has some of the information been presented in a table?
- What is the main idea of this/each section paragraph?
- What would be a good heading for this section? Why ?

Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

- Why does the author use these words...
- Why has the title ..... been chosen
- Why does the author choose to use the word/phrase...
- In the ..... sentence, which 2 words *mean/ show* .....
- The author used the *word/phrase/sentence (Quote)*..... What do you think this means
- Look at page ..... Which sentence tells you ...
- How has the author used words/phrases to make this character funny/ sad/ adventurous/ clever/ frightening/excited/ disappointed etc...?
- What do/does this/these words tell you about ( a character)
- Which part of the story best describes the setting/characters / action? Which words and /or phrases do this?
- Find and copy some words or phrases that show us that this character is special/helpful/adventurous/unsure/ worried etc..?
- Why is ..... a good title for this story/book/chapter/ play?
- Do you notice anything special or unusual about the words the poet has used here?
- What do these words tell you about...
- Which word(s)/phrases/types of sentences are used well in this text...
- Is this writer an expert on.....? How do you know?
- Why do you think the writer chose to use the word(s)/phrase(s)... to describe..
- Why do you think the author chose... as the title/headline/heading
- Find something that is not a fact but the author's opinion.

Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

- What is the purpose of this ....
- Why do you think .....is included at the *end/beginning*
- What reason do you think this *title/heading etc..* was chosen
- Why do you think this ..... contains .....
- (*Quote* ) what is the effect of using this
- Did you enjoy reading the story/poem/play or not? Explain your answer by referring



- to the characters, events and how it made you feel.
  - How did the story make you feel? Why did it make you feel like this?
  - Why do you think the author chose this particular setting for this poem/play/story?
  - How has the author started this in an interesting way? How does this make the reader want to read on?
- 
- How do you feel when you read this poem? Which parts make you feel like this?
  - What does the writer think about/is .. what is the writers opinion on.... What is the writers viewpoint.... In this part of the text?
  - Why do you think the writer produced this article/leaflet/flyer/brochure etc..
  - How does the writer try to persuade you to ...
  - Which information/facts does the writer include to make you believe that..
  - Which words/points do you think are the strongest/most powerful in persuading the reader to ...
  - Why do you think the writer included details about....
  - Which advert/text would most persuade you to buy/take part in... Why?
  - If... was alive today he/she would be arguing for .....
  - The writer says .... Do you agree or disagree.. Why?

## Relate texts to their social, cultural and historical traditions

- (quote ) What is meant by ..... (reference to history, culture etc..)
- Explain why ..... is a suitable title
- Do you think nowadays ..... Explain your opinion.
- Read these 2 poems. What do they have in common? How are they different?
- When do you think this story/poem was written/ How do you know?
- In which country do you think this story takes place? Why?
- Does the setting remind you of a setting you know from another story/poem?
- Do you know any more stories/poems like this? Tell me why they are alike.
- Do you now another story with similar characters in? Tell me how they are similar.
- Many traditional tales have messages. What do you think this story is trying to tell us?
- What kind of a text is this? How do you know?
- When you have read these 2 texts, what can you find that is the same about them and what is different?
- Do you know of any other texts with similar issues or themes?