

Example texts and questions

What word suggest that children don't like Filch's office?

What sticks most in your mind from this extract?

Do you think Harry is about to be punished?

What clues are there that show Filch is disliked?

Harry had never been inside Filch's office before; it was a place most students avoided. The room was dingy and windowless, lit by a single oil lamp dangling from the low ceiling. A faint smell of fried fish lingered about the place. Wooden filing cabinets stood around the walls; from their labels, Harry could see that they contained details of every pupil Filch had ever punished. Fred and George Weasley had an entire drawer to themselves. A highly polished collection of chains and manacles hung on the wall behind Filch's desk. It was common knowledge that he was always begging Dumbledore to let him suspend students by their ankles from the ceiling.

What do the wooden filing cabinets contain?

Why do you think Fred and George have an entire drawer to themselves?

What group of words is similar in meaning to 'everyone knows'?

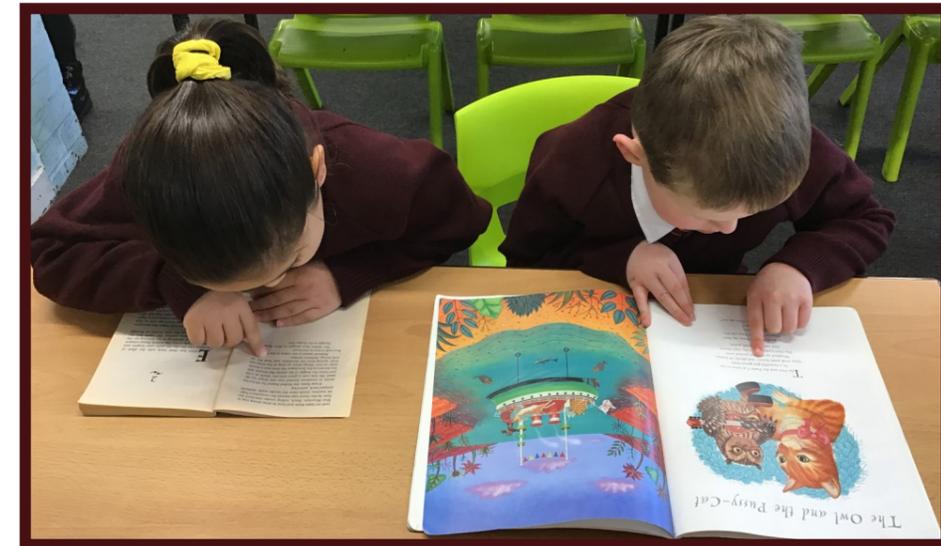
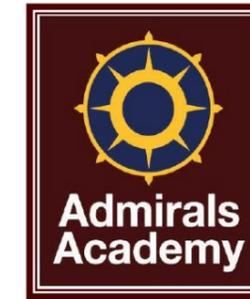
How are Filch and Hagrid Similar/different?

If you have any questions about the Read Aloud, Think Aloud strategy, please contact the office and arrange for a meeting with the English Lead.

Parents' Guide

KS2

Read Aloud, Think Aloud Strategy



How to develop your child's reading comprehension at home

September 2020

Once your child has completed the Key Stage 1 phonic test, they will begin to focus on developing their reading comprehension skills in class. Reading comprehension is the key to unlocking the world around them; but is a specific skill that needs to be learned.

Your children will have a reading lesson every day where they will be taught specific comprehension skills. These skills can also be developed at home with your child's personal reading book.

Although your child may be able to read their book fluently, it is always good to check that they are understanding what they read. In this booklet you will find some useful question ideas on how to check your child's understanding.

These questions can be applied to books they are reading individually or a book which you are sharing with your child.

Across Raleigh and Admirals Academy, we have adopted the Read Aloud, Think Aloud approach to the teaching of reading. We will spend a week developing your child's skills in a particular area of reading, using texts linked to their current learning in English.

Throughout the course of the week, your child's teacher will model a specific comprehension skill and build towards answering a range of questions linked to that skill. The Read Aloud, Think Aloud approach centres on engaging with the text and encouraging class discussion before focussing on the reading skill that week.

Making Comparisons

Describe different characters' reactions to the same event in a story.

How is it similar to ...?

How is it different to ...?

Is it as good as ...?

Which is better and why?

Compare and contrast different character/settings/themes in the text

What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

Authorial Choice

Find two or three ways that the writer tells you 'x'.

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

The writer uses words like ... to describe What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases to describe ... How does this make you feel?

What do you think the writer meant by... 'x'?

Which words do you think are most important? Why?

Which words do you like the best? Why?

The author makes an action/description 'like' something else. Why?

The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?

An example of a typical week would be:

Monday	First Read—Exploring new vocabulary and developing understanding.
Tuesday	Second Read—Summarising the key events or sequence of information.
Wednesday	Skill Focus—Introduction to the skill and group practice.
Thursday	Individual Questioning—Independent comprehension activity.
Friday	Review—Identifying strength and areas for improvement from Thursday's work.

These are the reading skills that your child will be learning in Key Stage 2:

Vocabulary	Give / explain the meaning of words in context.
Retrieval	Find and write information / identify key details from fiction and non-fiction.
Summary	Summarise main ideas from more than one paragraph.
Inference (reading between the lines)	Make inferences from the text and be able to explain why.
Prediction	Predict what might happen from details stated and implied.
Meaning	Identify / explain how information / narrative content is related and contributes to meaning as a whole.
Authorial Choice	Identify / explain how meaning is enhanced through choice of words and phrases.
Comparing	Make comparisons within the text.

Vocabulary

What does this word tell us about the character/setting/atmosphere?

The writer uses words like ... to describe What does this suggest about... (character/setting)?

Why did the author use the word _____ to describe _____?

The author describes the main character as _____. Think of another word that could be used instead.

What other words/phrases could the author have used?

Which word most closely matches the meaning of the word _____?

The writer uses ...words/phrases...to describe ... How does this make you feel?

Which of these words..... is a synonym for?

Find and copy one word meaning.....

Give the meaning of the word..... in this sentence

What does this phrase mean?

What might that mean?

Meaning

Explain why a character did something.

Explain a character's different/changing feelings throughout a story. How do you know?

What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?

What is similar/different about two characters?

Why is 'x' (character/setting/event) important in the story?

What is the story (theme) underneath the story? Does this story have a moral or a message?

Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?

How does the title/layout encourage you to read on/find information?

Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?

Why has the writer written/organised the text in this way?

In what ways do the illustrations support the instructions?

How could these instructions/information/illustrations be improved?

Prediction

Based on what you know about the character/event how do you think the story will develop next?

Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?

Based on the author's other stories, are there any familiar themes/ characters/settings in the story we are reading? How did the story end? How might this story end?

Do you think the character will change their behavior in the future? Give evidence for your ideas.

Which stories have openings like this? Do you think this story will develop in the same way?

Why did the author choose this setting? Will that influence how the story develops?

How is character X like someone you know? Do you think they will react in the same way?

Do you think the author has a plan for _____?

What might happen if _____?

What do you guess could _____?

Why do you suppose _____?

Retrieval

Where/when does the story take place?

What did s/he/it look like?

Where did s/he/it live?

Who are the characters in the book?

Where in the book would you find...?

What is happening at this point in the text?

What happened in the story?

Through whose eyes is the story told?

Which part of the story best describes the setting?

What part of the story do you like best? Find evidence to support your opinion.

What evidence do you have to justify your opinion?

Write down 3 things you are told about ... (character/setting/subject of the text)

What was revealed at (beginning, middle, end, paragraph)

Which of these statements is true/false?

Summary

What's the main point in this paragraph?

Can you sum up what happens in these three/four/five... paragraphs?

Using less than 20 words, could you write a blurb for the book?

Sort the information in these paragraphs. Do any of them deal with the same information?

Make a table/chart to show the information in these paragraphs.

Which is the most important point in these paragraphs?

How many times is it mentioned?

Write sub-headings for each paragraph.

What moment do you remember most from _____?

What sticks most in your mind from _____?

Inference (Reading Between the Lines)

What makes you think that?

Which words give you that impression?

How can you tell that...?

Can you explain why...?

Explain what x suggests about x.

What does this... word/phrase/sentence... imply about... ?

Why did that character behave like this?

Why do you think h/she?

What does _____ think?

What do they seem to think about each other?