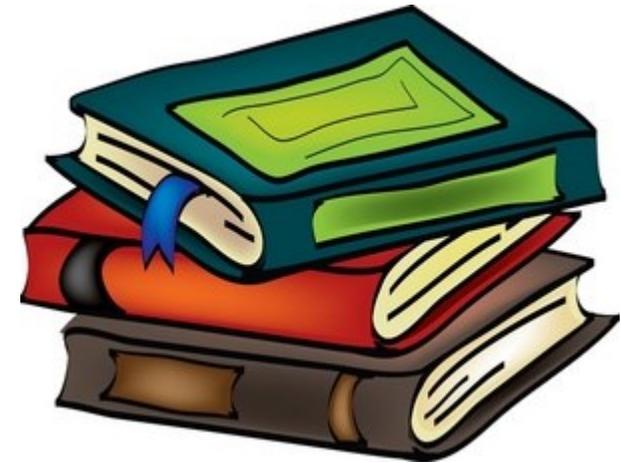# The Carfield Crew

"No passengers. Only crew!"

KS2 Guided Reading Prompts

for the

Reading Content Domains

1a (KS1): Draw on knowledge of vocabulary to understand texts.

2a (KS2): Give/explain the meaning of words in context.

<u>Questions to ask…</u>

Which word tells you that…?

Which word tells you about how…?

Find a few words/phrases/sentences that tell you about…? (character, setting, atmosphere)

What does (a particular phrase) mean?

What do the words… tell you about the…?

What is the definition of…?

Are there any other words that could be used instead? (Use dictionaries and thesauruses)

Which word in the text describes…?

Find and copy one word which tells you…

Find and copy one word that means the same as…

In this sentence, the word… is closest in meaning to…

Explain two things that the words… suggest about how the (character) feels…

Find and copy two words that show that…

2h (KS2): Make comparisons within the text.

<u>Questions to ask…</u>

Which was the most exciting part of the story? Explain why.

How does (character)'s mood change?

Have you read any other poems/stories by…?

Would you recommend this book to others? Who would you recommend it to? Why?

2g (KS2): Identify/explain how meaning is enhanced through choice of words and phrases.

Questions to ask…

Look at the way this poem is organised. Are there any words that signpost change? What effect does this change have?

Where does the writer give another point of view? How do he/she signal the he/she is going to do this?

What does… tell you about how the speaker is feeling?

What effect has the author created? How?

What do the onomatopoeic words tell you?

What does… mean? Think of another more/less emotive word you can use here. What different effect would your word have?

Find a metaphor that helps you visualise… What makes it effective?

This sentence contains a… simile/metaphor/alliteration/ onomatopoeia . What effect does it have?

How does the information in this paragraph try to influence your view of…? What is the effect of the writing in the bold type/italic type? Why dis he/she explain… in this way?

What impression does the writer give of…? What makes you feel this? Why did the writer choose (these words) to describe…?

How effective is… in getting across the writer's viewpoint?

Why does the author begin with…? How does this make you want to read on? Has the writer got a clear viewpoint on…? How do you know? Which words/phrases do you like? Why?

Are there any phrases you have/haven't heard before? Where? What do you notice?

1b (KS1): Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

2b (KS2): Retrieve and record information/identify key details from fiction and non-fiction.

Questions to ask…

How would you describe this story/text etc? (E.g. Is it a traditional tale?)

Do all recounts/explanations/stories have…?

What type of text is this paragraph/page? Give two features of the text that support this purpose?

What would be another suitable title for this text?

What do other people say about the character?

How did…? How often…? How many…?

Who had…? Who is/was…?

What happened to…? What does…? What could…? What did…? What was…? What had…? What are…? What is another name for…? What might…?

How old/big/heavy/strong etc…?

Find two/three facts/reasons for…

What did you learn about… from…?

Give one… Give two…

Where did…? Why did…? When were…? Why can…?

Match the events…

The story is told from the perspective of…?

1c (KS1): Identify and explain the sequence of events in texts.

2c (KS2): Summarise main ideas from more than one paragraph.

Questions to ask…

How are the beginning and ending similar?

Why is this order of events significant?

What happened after…? When does…?

What was… doing when…?

What did… do, after… did…?

Put the sentences in the order that events happened.

Draw a timeline of events.

Number the sentences to show the order they happen in the story.

What is the main message of the…?

Using information from the text, decide whether each statement is true or false.

2f (KS2): Identify/explain how information/narrative content is related and contributes to meaning as a whole.

Questions to ask…

Why is the text arranged in this way?

How does beginning this passage with a question make the reader want to read on?

How does the form of this poem suit the ideas it expresses?

Why has the writer used these repetitive structures?

How does the final paragraph link back to the beginning?

Why is the text arranged in this way?

Why is there an exclamation mark/question mark/colon/bullet point…?

What is the purpose of the writing in the boxes/bold type/italic type?

Is the use of direct speech here effective? Why/why not?

How have the different parts of the text been made clear?

What is the heading/subheading for?

Why are there line to the picture/photograph?

How does the layout and presentation of this advertisement help to persuade you to take notice of its campaign/message?

How many paragraphs…? Which conjunctions…? How is the topic/ scientific vocabulary used?

Where does the writer give another point of view?

What knowledge do you need to be able to understand/access the text?

1e (KS1): Predict what might happen on the basis of what has been read so far.

2e (KS2): Predict what might happen from details stated and implied.

<u>Questions to ask…</u>

What do you think this story is going to be about?

Where do you think this poem/story is set? What makes you think that?

What is happening? What do you think might have happened before? What do you think might happen next?

Based on what you have read, what does the last paragraph suggest might happen next?

1d (KS1): Make inferences from the text.

2d (KS2): Make inferences from the text/explain and justify inferences with evidence from the text.

<u>Questions to ask…</u>

How did (character's) actions affect the outcome of the story?

How does (character) feel when…? What does this tell you about him/her? Explain how… felt about…

Do you remember what… did firs the first time…? In light of what you know now, why do you think…?

Why did… enjoy/dislike/find surprising…? Why?

What did… mean when he/she said…?

What does (a particular phrase) tell you about what… was thinking/feeling? What was… thinking when…? How do you know?

Find the line/sentence that tells you… Who is telling the story?

What voice might the character use? How would he/she say…?

How do you know that…? How can you tell that…? How does…?

Find and copy a group of words that show that…

What opinions are expressed here? How do you know they are opinions and not facts?

How do these words make the reader feel about…?

How does the first paragraph suggest that…?

Explain how… supports the idea that… Use evidence from the text to support your answer.

How can you tell that…? Why is this story called…?