

Reading at Meadow Lane



Comprehension Questions

Reading Glossary

Good Questions for...

Lilac	Pink	Red	Yellow	Blue
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- ▶ Which part did you like best?
 - ▶ Did you find anything funny/sad in the story?
 - ▶ Who did you like best/didn't you like? Why?
 - ▶ Did anything surprise you?
 - ▶ Did you find anything out you didn't know before?
 - ▶ Did any pictures tell you something different from the words?
 - ▶ If this book did not have pictures would you still like it? Why?
 - ▶ Did you think any of the words were interesting or unusual?
 - ▶ What type of book is this? How do you know?
 - ▶ What other books do you know that are like this one?
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Green	Orange	Turquoise	Purple	Gold
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- ▶ In addition to the questions above:
 - Do the first few pages make you want to carry on reading? Why?
 - How do you think the story will end?
 - What did you find out that you didn't know before?
- ▶ Questions that are specific to the text such as:
 - Where was *Beatrice* going? Why?
 - Why did the boy take *Norman* to school?

- Why do you think George was feeling miserable?
- How did your opinion of the *dragon* change from the beginning to the end of the story?
- ▶ In non-fiction books:
 - Questions that require your child to find specific information.
 - Where is the glossary/index/contents? Let's use it to...

White	Lime	Black
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- ▶ 'Why' questions such as:
 - Why did you think that happened/character behaved that way?
- ▶ Questions about language:
 - Which words tell you how special it was/that the forest was dark etc?
 - What do you think that word means? What clues in the text tell you this?
- ▶ Questions that ask for a justified opinion:
 - What words would you use to describe this *Cinderella*? Why?
 - Do you think *Horrid Henry* should have behaved that way? Why?
- ▶ Questions that ask children to summarise?
 - What lesson did *Anansi* learn in this story?
 - What information did you learn from this book?

Reading Glossary

comprehension: Being able to understand they are reading.

context clues: Using understanding of the text to work out unfamiliar words.

inference: Reading between the lines. Being able to deduce what a text is saying without the answer being specifically given.

literary effects: The language and writing style used by writers to create an effect.

narrative voice: The voice of the story teller; may be from a specific point of view or the text may implicitly contain the writers opinion.

on the run: As you read; without having to stop.

phoneme: A single unit of sound. Could be a single letter (a, b, c) or two letters together (ai, ee) or even three or four (igh, eigh).

rerun: To reread a sentence or part of a passage, usually to clarify meaning.

self correct: When children notice that they have read a word incorrectly, usually because the sentence doesn't make sense, and then independently go back and read it again.

split diagraph: Sometimes known as 'magic e.' Where an e at the end of a word makes the vowel say it's name (cake, bone, white etc)

syntax: Using grammar and language structure to work out unknown words.

tracking: Being able to follow print.

using analogy: Making comparisons between words that look similar. For example a child may be able to read small because they recognise that the word all is contained within it.

