Vocabulary Victor might ask...

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

- Look at the sentence/passage _____ and circle a word/phrase that means the same as _____.

- Which word/phrase in the text shows that the main character is _____?

- Which words/phrases in the text show that the setting is _____?

- Which words/phrases in the text show that the atmosphere is _____?

- What word/synonym could you use instead of _____?

- What might '_____' mean?

- Find/tick the word that has the same meaning/is closest in meaning to _____.

- Can _____ have more than one meaning?

- Can you think of a synonym/antonym for _____?

Rex Retriever might ask...

- Where is the story set?

- According to the text, how does the main character look/behave/speak?

- When is the story set?

- Where would you look to find information about _____?

- What did _____ do when _____?

- Where did _____ go?

- Where in the text would you find _____?

- Who are the key characters in the text?

- What happened at _____?

- What did _____ look like?

- Who was _____?

- Where did _____ live?

- Tick one box in each row to show whether each statement is **true** or **false**.

- Write three things that show...

Summarising Sheba might ask...

- What is the main theme/argument in this paragraph?

- What is the main message in this paragraph?

- Can you describe what has happened in this paragraph/chapter?

- Using _____ or fewer, could you write a new blurb for this book?

- Which is the most important message in this book?

- What have you learnt from this text?

- What sticks most in your mind about _____?

- What moment do you remember most from _____?

- How would you sum up _____?

- Match the sub-heading to the most appropriate summary.

- Number the _____ from 1-4 in the order that they appear in the text.

Inference Iggy might ask...

- What makes you think _____? Give evidence for your opinions.

- Which words/phrases give you the impression that...?

- What impression do we get of _____? Why?

- What makes you think _____? Explain your answer.

- What does the word/phrase _____ suggest/imply about _____?

- Which character would you most like to meet? Explain why.

- Why did the character behave like this?

- Why do you think they _____?

- How do you think _____ feels about _____?

- What can you infer about how _____ feels?

- Find a word or phrase that tells us how the character is feeling. Explain your answer.

- Why do you think _____ reacted in that way?

- Give two reasons why _____. Explain your answer using evidence from the text.

- Put a tick in the correct box to show whether each statement is a fact or opinion.

- Which is the most important message in this text? Use evidence from the text to support your answer.

- Why do you think that might be important? Support your answer with evidence from the text.

- Find a word or phrase which tells us how the character is feeling.

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Predicting Pip might ask...

- How does the front cover hint about what might happen in the story?

- Based on what you know about the character/event, how do you think the story will develop next? Use evidence from the text to support your answer.

- How might this story end?

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

- In the future, predict how this character might react in a similar situation.

- The character is in a tricky situation. What do you think they will do next?

- What do you think is likely to happen when _____?

- What would you advise _____ to do next time?

- What might happen if _____?

- What do you think will happen to the main character now? Give reasons for your opinion.

Cassie the Commentator might ask...

- Look at the section entitled _____. Why has this been included in this text?

- What is the purpose of the _____ (glossary/sub-headings/diagrams/illustrations/italics/bold/large font/capital letters)?

- How does the layout help to _____?

- How has the author organised the text? Why?

- How does the organisation of this text help us to better understand the information?

- In what ways do the features of the text help us to enjoy/understand it?

- Who is the intended audience for this text?

- Which part is the most important section in this text? Explain your answer.

- Overall, what is the effect of _____?

- What was the most effective/thought-provoking moment of the story? Use evidence to support your answer.

- Why have the headings/chapter names/character names been chosen for this text?

Cassie the Commentator might ask...

○ Explain how the character's behaviour/appearance has changed over the text.

○ Compare one setting to another. How are they similar or different?

○ How is the character different at the end of the text in comparison to the beginning? Use evidence from the text to support your answer.

○ How have your thoughts about _____ changed?

○ How is the character like someone that you know?

Arlo the Author might ask...

- What effect do you think the author intended by using the word _____?

- How does the author make the character/setting/atmosphere _____?

- The author describes _____ as _____.
  What effect does this have?

- Look for an example of figurative language [insert here] in the text. How does this add meaning?

- How does the word/phrase _____ help us to understand _____?

- How has the choice of words created a feeling of _____?

- Why did the author choose the verb/adjective/adverb _____?

- Draw lines to match each quotation from the text to the effect it has on the reader.

- Find and copy a word/phrase which explains _____.

- Explain why the author chose this word to describe _____.

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

- How does the author make the reader feel about _____ in this part of the text?