TalkforReading

Banks of questions stems/styles to support planning and teaching of Assessment Domains
Stems reflect the weighting of questions in 2016 and 2017 KS2 Reading Tests

2a. Vocabulary (explain meaning of words)

- *[Quote sentence from text]*
  What does *[one word in the sentence]* **mean** in this sentence.
- Look at the paragraph beginning: …
  Find and copy one word **meaning** …   *[provide a synonym]*?
- *[Quote sentence/phrase from the text]* …
  Which word **most closely matches** the **meaning** of the *[one word in the quote]*? *[provide options to tick]*?
- **Look at the paragraph beginning:** …
  Find and copy one word that **suggests** …
- **Look at paragraph/line beginning***:* …
  Find and copy one word that is **closest in meaning** to *[insert synonym]*. Or **opposite in meaning** to *[insert antonym].*
- *[Quote from the text]*
  Find and copy two different words from *[sentence/paragraph]* above **that show***/demonstrate/reveal/explain/expose/describe/indicate* … how *[a character]* feels *[insert how a character feels]*
- *[Quote sentence with powerful verb from the text e.g., Harry gripped his hands and feet and climbed higher …]*
  What does *[insert powerful verb]* **mean/***connote/insinuate/indicate/ represent/suggest/signify …*?
- *[Quote sentence from text containing a verb inferring feelings]*
  Which word is **closest in meaning to** *[insert verb from quote]*? *[provide range of synonyms to tick]*
- **Look at the paragraph beginning:** …
  What does the word X **suggest** *[mean/insinuate/indicate/signpost/ represent/connote/purport]* about how/why …?
- *[Quote sentence/phrase from text]*
  Give the meaning of the word X in this sentence/phrase.
- **Look at the paragraph beginning: ...**

Find and copy one word or group of words **that shows that** …

- [Quote phrase from the text] What does *[word from the quote]* **mean**? Tick one. *[provide choice of 4]*

2b. Literal Retrieval (retrieve and record information / identify key details from fiction and non-fiction)

- **Write down two/three things** that you are told about …
- What did *[a character]* have to do in order to …?
- What was revealed at the *[beginning/middle/end]* of the story? **Tick one**. [provide choice of 4]
- **Tick one box** in each row to show whether each statement is **true or false.**
- [A character] does something. [*Provide 4 choices of 'how' adverbs not explicitly stated in the text*]
- Everything was fine … until … *[provide choice of 4 events]*
- **Give two reasons** why *[a character]* was *[insert mood]* … before … *[an event]* changes.
- **Look at the paragraph beginning: … to** …
  Give one/two reasons why/how … *[an event]* happened.
- Why did *[a character]* do something *[event previously stated in text*]?
- **Look at page X.**
  Give one piece of advice/information that *[a character]* gives *[another character]*.

2c. Summarising main ideas from more than one paragraph

- Below are some **summaries** of different *paragraphs/stanzas/sections* from this text. **Number them 1 – 6 to show the order** in which they appear in the text. The first one has been done for you.
- **Number the events 1 to 5 to show the order** in which they happened. The first one is done for you.
- Which of the following would be the most **suitable summary** of the *whole text/paragraph/chapter section/stanza*. **Tick one.** *Provide 4 possibilities – 3 vague and one more precise.*
- What would be an appropriate *title/headline/heading/sub-heading]* for this *section/paragraph/chapter/stanza*?
- In your own words **summarise**/*paraphrase/sum up/precis/outline* the *paragraph/section/chapter/book.*

2d. Inference (make inferences from the text/explain and justify inferences with evidence from the text)

- **Look at page X.**
  How can you tell that *[a character]* was … *[insert mood e.g., sad/happy/eager/keen/stubborn/unkind/reluctant/scared/angry/ determined/resourceful/greedy/puzzled/amazed/suspicious … etc.]*

- **Look at the paragraph beginning:** … **to the paragraph ending: …** What **impressions** of *[setting/ character]* do you get from these two paragraphs?

- **Look at the paragraph beginning:** …
  Why did *[a character]* find an event/a setting/another character … *[insert mood/feeling e.g., easy/difficult/challenging/emotional/frightening/ disturbing/funny/puzzling/… etc.]*

- **Look at the paragraph, beginning:** …
  How do you know that [a character] wants to/is motivated to do… *[something/insert action]*?

- **What evidence is there of** *[a character]* being *[insert mood/feeling e.g., sad/happy/eager/keen/stubborn/unkind/reluctant/scared/angry/ determined/resourceful/greedy/puzzled/amazed/suspicious … etc.]* in the way they behaved with *[another character]*? **Give two/three points.**

- **What evidence is there of** *[a character]* being *[insert mood/feeling e.g., sad/happy/eager/keen/stubborn/unkind/reluctant/scared/angry/ determined/resourceful/greedy/puzzled/amazed/suspicious … etc.]* when they … *[insert event]*?

- *[Insert a description from the text]* …
  Explain what this description **suggests** about... *[insert mood/ feeling/ genre/ etc …]*

- **What evidence in the text** is there that *[a character]* can be/appears to be *[insert mood/feelinge.g.,sad/happy/eager/keen/stubborn/unkind/ reluctant/scared/angry/ determined/resourceful/greedy/puzzled/amazed/suspicious … etc.]*? **Give two examples.**

- *[Statement from text about a character]*
  Why was *[a character]* … *[add word from statement]*?

- Look at *[section/paragraph]*.
  Put a tick in the box to show whether each statement is a **fact or an opinion.**

- *[Statement from text describing a character's action]*

Why does [a character] … do this? [provide possibilities to tick]

- In the paragraph beginning: … [incude some dialogue between characters]. Why does [a character] say this? Or What does this tell you about how the character might be feeling?

- [A character] is [insert characteristic]. **Give one/two piece(s) of evidence** from the text which shows this.

- Look at page X.
  How is [a character] made to seem [insert characteristic e.g., mysterious/ unusual/friendly/scary/aggressive/frightening/funny … etc]

- When [a character] does [something] on page X [another character reacts]. What do you think the first character is thinking …?

- In what ways might [a character] appeal to/repel many readers? **Explain fully, referring to the text** in your answer.

- Look at page/ paragraph X.
  What are two/three ways [a character] likes/dislikes/enjoys/hates/fears/ etc …] something?

- [Quote sentence from text including an adverb inferring a character's feelings]
  Why was the [character] [insert adverb]?

- Look at Page X.
  What is unusual/surprising for [a character] about this time/day/event?

- **Look at paragraph beginning:** …
  What does this paragraph tell you about [name a character]?

- [A character] seemed/did not seem alarmed/surprised/angered/puzzled etc. by [meeting another character/an event]. **How can you tell this from the character's actions**?

- [Insert quote from text]
  This tells us/shows/suggests/conveys/reveals/discloses/divulges/states/ indicates **that** [a character] felt … Tick one. [provide 4 possibilities]

2e. Prediction (predict what might happen from details stated and implied)

- **Do you** think that [a character] will change their behaviour**? Find one/two pieces of evidence.**

- **What may have happened before**/previously/beforehand/earlier … [insert an event from the text]

- **What possibly could happen next**/later/afterwards/because of/as a consequence of/as a result of/ following … [insert an event from the text]

- **Referring to the text,** what do you think will happen next **because of/**as a

consequence of/as a result of … *[insert an event/ action/…]*
- **Based on what we know so far**, how do you think *[a character/s]* **will react** change/alter/respond **next** *[to an event]*?
- What is **most likely** going to happen next? *[insert options to discuss and compare]*

2f. Identify/explain how information/ narrative content is related and contributes as a whole

- **Draw lines to match** each section to its main content. One has been done for you.

2g. Meaning enhanced through choice of words/phrases

- *[Quote from the text]*
  Give two impressions *[ideas/ notions/ thoughts/]* this gives you of...
- *[Insert figurative language from text e.g., a simile or metaphor, alliteration etc]*.
  What does this description **suggest** *[indicate/ connote/ etc ...]* about … *[a character/an object / feeling or setting]*?