

# Comprehension Questions



St Aidan's Primary School  
**A Church of England Academy**

## A guide for parents



The questions in this booklet can be used to generate questions for your comprehension conversations.

They are arranged under these reading skills.

- R** Recall and retrieval
  - E** Exploring the author's language and point of view
  - A** Analysis of structure and organisation
  - D** Deduction and inference
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## FICTION BOOKS

### **R** Questions for **RETRIEVE**

- Where/when does the story take place?
- What did he/she/it look like?
- Who was . . . ?
- Can you name the . . . ?
- Who was the character that . . . ?
- Show me where in the text you found . . . ?
- Who are the characters in the book?
- Read/write down the part that tells the reader about . . . ?
- What happened before/after . . . ?
- Find one/two things that the main character did.
- Who did . . . speak to when . . . ?

### **E** Questions for **EXPLORE**

- How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/excited/disappointed etc?
- What does/do this/these words tell you about . . . ?
- Which part of the story best describes the setting/characters/action? Which words and/or phrases do this?
- Find words or phrases that show us that this character is special/helpful/adventurous/unsure/worried etc.
- Do you notice anything special or unusual about the words the poet/author has used here?
- What do these two stories/poems have in common?
- When do you think this story/poem was written? How do you know?
- Does the setting remind you of a setting you know from another story or poem?
- Which words/images in particular remind you of . . . ?
- Many traditional tales have messages. What do you think this story is trying to tell us?
- How did the story make you feel? Why did it make you feel like this?
- How has the author starting this in an interesting way? How does this make the reader want to read on?

- Do you know of any other texts with similar issues or themes?

**A**

### Questions for **ANALYSE**

- How has the author organised his writing?
- Why does the author begin a new paragraph here?
- How does the author link these paragraphs together?
- How does the author link this chapter to the next/previous one?
- How does the layout of this play help actors to read and perform the play?
- Why are brackets used in this text?
- How does the punctuation help you as the reader of this text?
- Can you find any repeated patterns in this poem?
- Has the author used an unusual layout in the text? If so, describe it and explain why it has been done this way.
- How do longer and stronger sentences change the pace of the story?

**D**

### Questions for **DEDUCE and INFER**

- How did . . . feel?
- Why did . . . feel/think?
- Match feelings throughout the story.
- How did his/her feelings change?
- How do we know . . . ?
- Have you ever had a similar experience? How did you feel?
- Who do you know who is like . . . ?
- What happened in this part of the story? What might this mean?
- What do you think will happen because of . . . ?
- What do you think might happen next? What makes you think that?
- What do we know about this character . . . ? (Caitlyn stomped to school, not wanting to hold her mother's hand.)
- How might the ending have changed if . . . ?
- What were the motives behind . . . ? How do you know?
- What assumptions have you made and why?
- What evidence do you have? Justify your answer/
- Why was . . . important in this story/play?
- How did the characters help each other in this story/play?
- Tell me/write about what sort of character/person . . . was from the things they did/said in the story/play.
- In an interview with a character, which questions would you ask and why?
- How did one of the characters change their ideas/attitudes?

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## NON FICTION BOOKS

**R**

### Questions for **RETRIEVE**

- Where can you find an important piece of information about . . . ?
- Find two pieces of information that tell you about . . . ?
- What does this part of the text tell us about . . . ?
- Would it be true/false to say . . . ?
- Show me where in the text you found . . .

## **E** Questions for **EXPLORE**

- What do these words tell you about . . . ?
- Which word(s)/phrases/types of sentences are used well in this text?
- Is this writer an expert on . . . ? How do you know?
- Why do you think the writer chose to use the word(s)/phrase(s)?
- Find something that is the author's opinion, not a fact.
- What does the writer think about . . . in this part of the text?
- Why do you think the writer produced this article/leaflet/flyer/brochure etc?
- How does the writer try to persuade you to . . . ?
- Which information/facts does the writer include to make you believe that . . . ?
- Which words/points do you think are the strongest/most powerful in persuading the reader to . . . ?
- Which advert/text would most persuade you to buy/take part in . . . ? Why?
- The writer says . . . Do you agree or disagree? Why?



## **A** Questions for **ANALYSE**

- How do headings help you when you can a text?
  - What do the headings describe?
  - If you wanted to find out about . . . how could you do it?
  - If you can't find information in the contents page, where else could you look?
  - Why are particular words/sections within a text in bold/italics/larger print?
  - Why have bullet points/numbers been used in this text?
  - How does this text layout help the reader?
  - How does (a diagram/picture/caption) help you to understand the information on this/these page(s)?
  - What is the purpose of the list/diagram/caption/sub-headings in this text?
  - What is the same about these two texts and what is different?
  - What would be a good heading for this section? Why?
  - How could you adapt this. . . for older/younger children?
  - What are the main ideas in this paragraph and how are they related?
  - Which idea in this paragraph is linked to an idea in the next paragraph?
- Find three ways in which you can identify that this text has been writing as a recount/a report etc

## **D** Questions for **DEDUCE and INFER**

- Can you explain why . . . ?
- How do you know that this text is trying to tell you more about . . . ?
- How do you feel about this topic? Why?
- What do you think about/is your opinion of . . . ? Can you support your view?
- What are the important points the author is trying to get over?
- Which do you think are the most important issues and why