

# Freeland CE Primary School

## How you can help your child read at home.



### KS1: Year 2 Reading - Probing Questions

PLC Reference	Probing Question
<b>1. The Child as a Reader</b>	
1a. Is increasingly familiar with a wide range of stories, fairy stories and traditional tales	<p>Can you tell me what happened in this story?</p> <p>Who are the characters in the story? Are any of the characters similar to characters in other stories you know?</p> <p>How would I know if a story is a traditional story?</p> <p>Do you know any stories that are similar/ different to ... ?</p> <p>Where does the story take place?</p>
1b. Is developing pleasure in reading	<p>Tell me about a story or information book you enjoyed reading?</p> <p>Where/when is your favourite place/time to read? How does reading make you feel?</p> <p>If you could choose to read a book about anything, what would it be about?</p>
1c. Can participate in discussion about both books that are read to them and those they read for themselves	
1d. Can recognise recurring literary language in poems and stories	<p>Can you predict how this story will start / end?</p> <p>Do you notice a pattern?</p> <p>What is special about the words at the end of each line?</p>

<b>2. Word Reading, decoding and understanding</b>	
2a. Can decode unknown words applying phonic knowledge without undue hesitation	Can you sound out this word? Do you recognise any parts of this word? Can you find the root word? How does this help you work out what the whole word says?
2b. Can recognise, read and identify the full range of vowel digraphs and graphemes	Could this grapheme make any other phonemes? Which phoneme does it make in this word? How do you know? How do you know that this is a vowel phoneme?
2c. Can recognise, read and identify the full range of consonant graphemes	As above but for consonant graphemes.
2d. Can break words into two or more syllables	What is a syllable? How many syllables does this word have? How do you know? Do you recognise any of these syllables from other words that you know?
2e. Can read 90 words per minute at expected level	
2f. Can read further common exception words	
2g. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment	What is the root word? What does it mean by itself? What if we add this suffix to it? How does this change the meaning of the root word? What is the meaning of the suffix?

<p>2h. Can recognise an increasing range of punctuation (. CL ! ? " " , ' ) and use this to add expression and understanding to the text</p>	<p>Why is x (punctuation) used here? How does this help you decide what expression is needed?          How does it help to give the text more meaning?          How would it affect the meaning of the text if it wasn't there?</p>
<p>2i. Can use the context of the text to help read unfamiliar words</p>	<p>What does the rest of the sentence say? Do you recognise any graphemes in this word?          Which parts of this word are similar to other words you know?          Which word could you use to help the sentence make sense?          What other words/phrases could the author have used?</p>
<p>2j. Can discuss word meanings, linking new meanings to those they already know</p>	<p>Are there any words in the text that you don't understand? Can you explain the meaning of ... word? Can you think of another word that means the same as ... ? Think of another sentence you could use that word in ...</p>
<p>2k. Can recognise adjectives, adverbs and similes</p>	<p>Can you find the adjectives/similes/adverbs in this text? Why has the author used them?          What other words / phrases could the author have used?</p>
<p>2l. Can identify how vocabulary choices effect meaning</p>	<p>By using this X (word), what effect has the author created? Would it have the same effect if we used a different word? Why?          How has the author made you feel ... ? Find the words / phrases that made you feel like that?</p>

### 3. Comprehension (Retrieval)

<p>3a. Recall main points with reference to the text (who, what, where, when, how, why answers)</p>	<p>Can you <b>describe</b> what you have just read in your own words?          Who solved the problem in the story? What did they do?          What was the first thing that happened in the story?          Can you list 3 main events in the story?</p>
<p>3b. Can read closely to obtain specific information e.g. what type of clothes someone was wearing</p>	<p>Where in the book would you find ... ?          What is the setting of the story? Where in the story would you find ... ? Who are the characters in the book?          Can you find X fact from the story?          Which specific word/phrase tells you that ... ?</p>

3c. Can identify, select and highlight key words in a sentence to answer recall questions	Which words are the most important to read and understand in this sentence? Which are the adjectives? Which are the nouns?
3d. Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters	Scan the text and find the words ... Scan the text to find these adjectives ... (Give children words to find quickly)
3e. Can recognise and talk about the main differences between fiction and non-fiction texts.	What do you notice about how this text is organised? Why is it organised in this way? Have you seen anything similar or different? Which part of the book should I use to help me find X? How does a contents page, glossary or index help me find facts?

<b>4. Comprehension (Sequencing)</b>	
4a. Identify components of a story – beginning, middle and end	Use three sentences to describe the beginning, middle and end of this text.
4b. Can sequence events in text	Sort these sentences from the story in order. What does character X do in the middle of the story? What happened at the end / start of the story?

<b>5. Comprehension (Inference)</b>	
5a. Can discuss the actions of characters and justify views on the basis of what is being said and done	Was the character good or bad? Explain your answer? Why do you think the character did what they did? What evidence do you have to justify your opinion? Can you show me where? Can you explain why ... ?

5b. Can summarise the main points from a passage or a text	Explain the passage you have just read in your own words. What are the important points? Why are these the most important points?
5c. Can identify and discuss favourite words and phrases	Which words / phrases make you feel ... ? Why do you think the author choose those words / phrases?
5d. Can ask questions to improve their understanding of a text	
5e. Is beginning to identify the author's main purpose for writing	Why do you think the author wrote this text? What do you think the author's point of view is? Why?
5f. Can explain what the writer might be thinking	What do you think the author intended when they wrote this? Why do you think this? What do you think the writer thinks about what ... did? What gives you that impression?
<b>6. Comprehension (Prediction)</b>	
6a. Can make predictions on basis of what has been read so far	Look at the cover/title/first few lines ... What do you think will happen next? What clues has the author given that make you think that? What do you think will happen to the X character? Why do you think this? What do you think might happen next? Why do you think that? What clues are there in the text?