

Year 5 Reading – Probing Questions June 2016

PLC Reference	Probing Questions
1. The Child as a Reader	
a. Gives developed detail in discussion about a range of texts, including personal opinion	Imagine you were going to meet (character name), what would you expect them to be like? If you had an unlimited amount of money, would this text persuade you to buy the product/give to the charity/visit the place? Why or why not? Do you think this article would draw you in if you were reading the newspaper? Would the first paragraph encourage you to continue reading? Were you expecting the text to develop in the way it did? What did you find most/least enjoyable about the text? If you had to turn this text into a piece of television/film, could you write the script outline? Would the story make an effective comedy/horror/adventure/mystery/tragedy programme or film? Has this text expanded your knowledge of the world? If so, how did it do that? Which parts do you feel were most effective/informative?
b. Explains different reasons for reading including for enjoyment.	What is the purpose of reading? Does anyone read just to develop their reading skills? What other skills might you develop whilst reading? Can reading help in any lessons other than English? How? Can anyone go a day without reading? Why do you think reading is considered a life-skill? Why might you need to read in a PE lesson? Why might you need to read when completing chores in the house? Why might you need to read when in a restaurant with family? Do you always have to be thinking about what it is you're learning when you're reading? What are the benefits of reading for pleasure? What do we mean by reading for pleasure?
c. Perseveres with challenging texts	What do you think a 'challenging' text means? Why would we need to read these types of text? What are the benefits of reading challenging texts? Can you review/summarise each chapter as you read the text? What do you think is most challenging about this text? What could we use to help make the text less challenging? What background information can use to help you understand the text? How can an understanding of history, geography, religion, etc. help us with understanding challenging texts? What could we use to improve our understanding of these things? Why is it important to persevere with a challenging text?
d. Can read and discuss the construction and meaning of different types of poetry	Why do people write poems? Why can we sometimes find poems challenging? Do all poems have the same purpose? Do they all have the same structure? How can the construction of a limerick help create humour? What effect does repetition create in these poems? Is it the same effect in these different types of poetry? Why do a lot of poems use figurative language? Can you find examples of figurative language in the different types of poems? What effect does the syllabification of a haiku poem have? Do all rhyming poems rhyme in the same pattern? Do rhyming patterns change the meaning of poems? What does the poet mean when they write.....? Does this poem have a message that makes you happy/sad/thoughtful/confused/intrigued?
e. Can compare and evaluate different texts against their intended purpose	What does purpose mean when talking about texts? What is the reason a report/newspaper article/letter/advertisement/set of instructions/explanation would be written? What are these texts trying to do? What are they trying to teach a reader? Do all stories have the same purpose? Can a horror story have a different purpose to a traditional tale? Can a text have more than one purpose? Are texts always successful at fulfilling their purpose? How would you know if this (text type) was successful? Can you rank these texts from least to most successful in meeting their purpose? What were the reasons for your ranking? What features make this a better text than this one? Do you think everyone would agree? If you had to change something about the text to make it better, what would it be?

2. Word Reading and Decoding

a. Reads with fluency and stamina	Can you read this text in (x) minutes? Can you read (x amount) of chapters of this text without having to stop? When you read out loud can you use expression and still keep up with other people? Does the different punctuation in the text help you with the reading? How? After you have read a longer/more challenging text, can you still remember the main points and events?
b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency	Can you break the word into smaller chunks in your head? Can you quickly recognise familiar graphemes? What is the most likely phoneme for them to make? Can you successfully read ahead slightly to attempt to work out what a word says? Does the word have a recognisable root word, or prefixes and suffixes? Do you think it would rhyme with any other word? Can this help you?
c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum	Use the Year 5/6 word list. Can you read these words? What is the prefix in each word? What does each prefix mean? How do the prefixes affect the meaning of the root words? Can you use the meaning of the root words and the prefixes to understand the word as a whole? Use the word..... accurately in a sentence. In this sentence..... what does the word mean?
d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum	As above, but for suffixes.
e. Explains how punctuation and sentence construction is used to enhance meaning	What punctuation can you find in the text? Does the writer use a range of punctuation? In the sentence.....could the writer have used different punctuation? Why do you think they chose this particular punctuation mark? What is the effect of using a semicolon here instead of a full stop? Does this exclamation mark make this sentence more effective? If we used a dash in this part of the sentence, would it make the text more formal or informal? Look at this hyphenated word. Would the meaning change if we removed the hyphen? Why has the writer chosen to vary the length of sentences? In a horror story, would you expect to see short or long sentences? Why would a writer use fronted adverbials in their sentences? How can a sentence that lists actions help move the action forward in this story? What is the effect of having a range of clause structures?
f. Uses knowledge of vocabulary and context to give meaning to new language	Which words in this passage can you not understand/define? If you did not have a dictionary available, how could you work out the meaning of the word? In what context does this word appear? Look at the sentences surrounding the word. Do they contain any synonyms or antonyms you could use to help understand the word? Does any part of the sentence give an explanation or an example of the word? Have you heard this word be used before? Can you use your previous experience of the word help you understand it? Can you find any links between this word and a word you already know? Does it have a root word/prefix/suffix you can define? Do you think this word has only one meaning? Could this word have several meanings? Try and use this word in your own sentence to check your understanding.

3. Comprehension (retrieval)	
a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text	What do you think is the main event/point/message in this section of the text? Do any of the sentences in the text help you summarise the main details? If you were asked to create a fact file for this text, can you find the most important details in it to use? Find five key details that the text needs to meet its purpose. Can you find the date/location/character/time in the text? Which character.....? How long did it take for.....? At which point in the text does.....happen? It says.....in the text, what does that mean? Create a book cover, using the key details from the text. Write a blurb, including the main details/information.
b. Identify explicit details from the text, showing exactly where in the text they found the information	Find and tell me one word/group of words that tells you the character..... What does this word/group of words/sentence tell you about the text as a whole? Which sentences tell you about what the character is like? Find the exact words which tell you.... Write the sentence that tells you.... Which word/group of words in the text means the same as.....? Can you match these events with the date they happened in the text? Highlight the part of the text that explains..... How do you know that this text is written in the past/is written in a different country/is narrated by a child?
c. Is able to skim whole texts to answer recall questions	How can skimming help us when we are reading? Why might we skim a text rather than reading it in detail? When do we use skimming in everyday life? Can you speed-read this text and get a general idea about the main information/messages? Can you use the topic sentences of each section to recall the basic facts of the text? In which part of the text would you find.....? If I wanted to know about.....which part of the text should I look at? Can you skim the text to find out if the writer agrees or disagrees with.....? Skim the text to decide whether (character) seems like a good or bad person. Can you remember most of the main details after you have skimmed the full text?
d. Is able to scan whole texts to answer recall questions	Can you quickly trace your eyes over the text to find the main characters included in the whole text? What feature would help you scan for a character? Scan the text for the following events.....order them from first happened to last happened. Scan for all of the words linked to colour/size/age/date. What colour was/how big was/how old was/what date was.....? If this was the question (insert own question) what could we scan the text for? Is it sensible to scan for this word? Which word could we scan for to answer.....?
e. Can identify the text type according to key features	What type of text could this possibly be? Is it fiction or non-fiction? Is this text limited to one genre? What features could you look for in: a report, a set of instructions, a newspaper article, a persuasive advert, a letter of complaint, a diary, an explanation, a story? This text has descriptive language, speech sentences and a resolution to a problem. What is the text type? If a text has bullet point lists, numbered imperative sentences and adverbials of time, what type of text is it? A newspaper article would feature a headline, columns and what other features? A report/information text should feature..... How can you tell that this text is a.....? Do all examples of this text type include all of these features? Can the text be classified as a if it does not feature
f. Recognises common themes/styles in texts written by the same author	If we did not know who had written this text, would there be any clues to help us decide? What type of characters does this author often include in their stories? Will (author's name) always write sad stories? Have you noticed a particular topic this author is interested in? How do you think this author wants its readers to feel when reading their books? Does this author always make similar vocabulary choices? Can you name more books by this author which a similar message? Does this book remind you of any others that you have read by this author? Look at the titles of books by.....what do you notice they all have in common? What do you think.....wants readers to learn from their books?
g. Comments on the impact of organisational and presentational features of a text	When you look at this text, what is the first thing you notice? What first impression does that give you of the text? Do you find the organisation of the text engaging? Why or why not? What do we mean by an organisational/presentational feature? Can you identify any organisational features being used in this text? Do they improve your reading experience? How effective is the text's use of headings and subheadings? How does the text use paragraphs? Does the text separate the information out in any form? Is this successful? Is this text presented in a way that would help someone who does not find reading easy? Are diagrams used in an effective way to help further

	explain the text? Can you think of an alternative way to organise this text? Would you expect to see this text type to be organised in this way? If this text used.....instead ofdo you think it would be more or less effective?
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4. Comprehension (making inferences)	
a. Gives feasible, reasoned predictions based on evidence	Ask children to predict at several points in the text, including at the end. What do you think is going to happen in the next few paragraphs? What in the text supports your prediction? Does anything in the text suggest something else could happen instead? Do you think the character is going to change in any way? What makes you think this? How do you think this text might end? Were any of your predictions accurate? How do you know? What do you think the problem/dilemma is going to be? Do you think that the problem will be resolved? What evidence in the text suggests things will be resolve? What does this sentence.....suggest could happen next? Write a paragraph that could come after the last paragraph in this text. Here is a set of possible events, order them from most to least likely to happen in this text. Find the evidence in the text that supports your predictions.
b. Explains isolated events from a text, in the context of the whole narrative	Where you expecting.....to happen at that point, given what you had read up to that point? Thinking about the character across the text, were you expecting them to do that/say that? What evidence have you got to support that? Why do you think.....happened? Is there evidence from elsewhere in the text that helps explain this event? Was the last event in the text expected? Why or why not? When.....happened at the beginning, was the reason behind it explained further on in the text? How does the text build up to.....taking place?
c. Can summarise the main points from a whole text	What is the main point from each section of the text? Can you put these main points together to summarise the whole text? What do you think the main message is from the whole text? If you had to write the blurb for this text, what would you include? Write a summary of this text that would fit on a post-it note. Summarise this text in five sequential images. Sort these sentences linked to whole text into essential for a summary and not essential for a summary.
d. Can prove or disprove simple statements about a character by finding evidence in a text	The character is an only child – true or false? Find the evidence in the text that tells you. This character is older than ten – true or false? Find the evidence to support your answer. The character enjoys..... - true or false? Find the evidence from the text. The character is easily scared/annoyed/upset – true or false? What in the text suggests you are correct? Use the text to prove that this character is a nice person. The character changes as a person – true or false? Find the supporting evidence.
e. Begins to use evidence from description, dialogue and action to support their ideas	What does the description of the setting tell us about the genre of this story? What does the character description tell us about their personality? What do these descriptive phrases tell us about.....? When the character says....., do you believe them? Why or why not? Do these characters get on? How can you tell by their conversation? What does the character say to suggest.....? Is there a link between what the character says and what they actually do? When the character does, how do you think they are feeling? What does this action.....suggest about the character/situation?
f. Can empathise with a character's motives and behaviours	Do you think that was the correct way to behave? Why or why not? If you were in that same situation, what would you have done? Why do you think you would act like this and the character has acted like that? Have you ever behaved in the same way as this character? What was it that made you behave in that way? Do you think the character had the same reasons as you for behaving like that? Are you a similar type of person as this character? How do you know? Are you surprised/shocked/angered/upset by the behaviour of the character(s)? Even if you would not act in the same way, can you think of any reasons why this character has decided to behave like that?

5. Comprehension (language in context and authors' choice of language)	
a. Explains clearly how vocabulary choices affect meaning in a range of text types	Why do you think the author chose this word instead of.....? How do the vocabulary choices in this text make it persuasive? Why does this set of instructions use adverbs? How does the vocabulary in this story make it spooky/funny/mysterious? Find examples of these words that help create the genre. If this text was a different type, would the author have still used words such as:.....? What does the wordsuggest about.....? Can this word have different meanings? Would they all have made sense in this text? Is there a word in the text that means.....? Can you find any subject-specific vocabulary in the text? Why does the writer use this vocabulary?
b. Recognises a range of descriptive devices including figurative language	What devices have been used in this text that help with the description? Can you find examples of expanded noun phrases? Are these always effective? How do adverbial phrases help describe.....? Can you find three different descriptive devices used to describe the setting? Do these prepositions help with the description in the text? How? What is figurative language? Can you identify any similes/metaphors/personification in this text? Why do you think authors use figurative language? What is the effect of the use of personification? Why is this a good metaphor to use? How does this simile help you understand what the author means? Why would the author compare.....to.....?
c. Comments upon language choices/structures of different authors (particularly in poetry)	Why would the author choose to use this word? Is this a typical choice of words for this author? Do they always use words similar to.....? What is similar about the words chosen by these two authors? What is different about their language choices? Why do you think these two authors make very different language choices? What is the overall effect both authors are trying to create with their language choices? How would you describe the structure of the language in this poem? Is it similar or different to this poem? Why would this poet use this word instead of this word? Does this word have the same meaning/effect in these two poems? Can you tell what type of poem it is from the words that have been used?
d. Confidently uses new language from their own reading experiences in their written and spoken work	Which of these words would be good to use in your writing this week? Will you be able to use this language in your own spoken and written work without being prompted? Can you try and use this word accurately ten times this week? If we were writing a, which words from your reading would you use? Can you use this word in a range of text types? Can you use this language without having to re-check its meaning? Instead of using the word....., could you use a word from this text? Think of a sentence in which to use these words.
e. Explains the use of sentence structures according to desired effect on the reader	What do you notice about the sentence structure in this text? Does the writer use a range of sentence lengths? Why would they do this? Does the writer use different sentence types? Which sentence types can you identify? Why would the author not use the same sentence type/structure all the way through the text? What effect does the author want to create when using.....sentences? Why would the author begin a sentence with an adverbial phrase? What effect does a multi-clause sentence have on the reader? Do they have the same effect as a sentence using one clause? Which sentence structures help advance the action in the text? Which sentence structure are best for description?

6. Comprehension (responding to the text)	
a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc	Why has the writer used diagrams in this text? How would they support the reading? Why might we see a table in a non-fiction text? Would we expect to see a table in a fiction text? Why, or why not? Why does the writer include captions with the pictures in this text? What is the job of an introduction and conclusion? Why would a writer include these? Why would an author begin their story with a conversation between characters? Why would an author use flashback scenes in the story? What effect does the flashback have? Why would the section describing the setting be included?
b. Selects information from across a text to explain or illustrate their ideas	Can you find evidence from the beginning, middle and end to support your view of the character? Can you find more than one time in the text when the character was acting.....? How are persuasive devices used across the different parts of the text? Does the beginning of the text have the same effect as the middle and the end? How does the end of the text link to the beginning? Does your opinion change throughout the text? What evidence in the text changes your opinion?
c. Compares the behaviour and feelings of different characters in a text	Are these characters similar or different? How do you know? Do they act in the same manner? How can you tell that..... is happy about the situation but.....is not? Would you expect both characters to behave in the same way in this situation? What evidence is there to suggest that.....andare very different types of people? Do any of the characters change to become more like one of the other characters? How can you tell that all of these characters feel differently about.....?

7. Comprehension (themes and conventions)	
a. Identifies key themes and styles in books and extracts by a range of authors	What would you say the theme of this text could be? What evidence is there to suggest that this could be the theme? Have you read any other books that have a similar theme? Were they by the same author or someone different? Can you describe the themes that (author's name) likes to write about? Do you think they write in a certain style? How does this compare to (author's name)? Can you think of authors that like to write about the theme of friendship/growing up/family/mythical places/magic and fantasy? Do any of these texts write about those themes? How does the language and sentence structure reflect the style of this author?
b. Can explain the importance of cultural or historical settings on how a text is composed	Can you work out/do you know the time in history in which this text is set? What evidence for this can you find? Can you work out/do you know if this text is set in a certain country? Which one? How do you know? How can the culture of a setting be reflected in the text? How would a text set in Britain be different from one set in India? What clues are there in the text about the culture? What would change about this text if it was influenced by a different culture? Is this text set in the past, present or future? How can you tell? What would change about this text if the time period was different? Why is it important to think about the culture/historical setting of a text? Would the vocabulary change? Can you compare two texts of different cultures/historical settings?

8. Oracy and reading	
a. Makes links between own reading experiences and that of others	Do you like to read with your friends? Do you all like the same style books? Are there any authors you all like in particular? If you had to rank your classmates by how much they like to read, where do you think you be placed? Why? Do you discuss reading with your peers? If you were discussing reading, what questions would you ask? Would you say that you are a good reader? Why or why not? What style of books do you read as a class? Why do you read those books? As a group, do you read a range of styles of text? Do you think all of your classmates think reading is important?

b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	Do you think this is a high quality text? What is it about the text that makes you think this? Does the text manage to create strong feelings for you? What is it about the text that creates these feelings? What was the main aim of the author for the readers? Have they managed to achieve that aim? How so? Was there a message from the text that readers are supposed to understand? Can the messages from the text help you in your own life in any way? Do you feel like you have benefited from reading this text? Do you feel like you can answer questions confidently about this text?
c. Probes texts deeply through their own questioning and evaluation	Can you think of questions to ask about the text? Can you think of questions that would stretch someone's understanding of the text? Is there anything from the text that you are still unsure about? What questions could you ask that would help you gain a better understanding? Do you think other people would have questions about the text? Would you be able to answer them? Do you think it is important to understand all of the words and events in the text? How can questions help you gain a deeper understanding of a text?
d. Confidently presents texts aloud to a range of audiences	
e. Uses information from the text to direct their presentation of it to others	When you are presenting a text to others, what should you be thinking about? How should the punctuation of a text influence how you read it? How can you portray the behaviours and feelings of a character when you're reading aloud? Should the text type affect how you present it? Would you read a formal letter in the same manner as a mystery story? Why might you change your presentation and how? What would these words/phrases/sentences tell us about how to present the text? If you were creating a playscript for this text, what stage directions would you give?