

Freeland CE Primary School

How you can help your child read at home.

Year 4 Reading - Probing Questions

PLC Reference	Probing Questions
1. Child as a Reader	
a. Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it	Is this book fiction or non-fiction? How did you know that? What features of the text helped you decide which it was? Are all stories the same type of story? What different types of stories can we have? What are the main features of different story types? What are the main events in this story? Who are the main characters? What are three key facts you gained from reading the text? Did you enjoy the book? What was your favourite part and why? Would you tell your friend to read this book?
b. Is able to choose books that they enjoy and will challenge them	Do you have a certain type of book that you like to read? Do you have a favourite author? What do you think about when you choose a book? How do you choose a book to read? Do you always choose books that are easy to read? Why is it good to choose books that we find a little bit more difficult? If a book is challenging, how can we help ourselves understand what we are reading?
c. Is familiar with different types of poetry	Do all poems have to rhyme? Do you know any different types of poem? What is special about a haiku poem? What is special about a limerick? Can you explain what a shape poem is? Do you know what an acrostic poem is?
d. Recognises similarities and differences between texts structured in different ways	What is the structure of this text? Why has it been structured in this way? Can you find any similarities between the structure of these texts? Why do you think they have both been organised in this way? What is the effect of that? What are the differences between these texts? Why are they structured differently? Do you think texts are organised in different ways for a reason? Why would someone layout their text in this way and not in a different way? How else could this text be structured?
e. Uses reading as a tool to support other aspects of learning	Apart from reading skills, what else could this book help us learn? How could books help us learn in (subject) lessons? If I wanted to learn about what book or type of book could I use? Do you use books in any different lessons to English? What information could we use from this book to help us with what we're learning in.....?
f. Understands when it would be helpful to use a dictionary to support reading	When would we use a dictionary? How could a dictionary help us with our reading? Does a dictionary only help us with spelling? What information can we gain from a dictionary? How do we use a dictionary? How would I find the word.....?

2. Word Reading and Decoding	
a. Can read age appropriate texts with a good level of fluency and stamina	Can you read this text without having to sound out individual sounds or words? How does the punctuation in this text help us with how read it? Can you read this passage at the same pace as me? Can you read through this full text without having to slow down or stop? Are there any words you need to check before reading the piece as a whole?
b. Can use a range of strategies to decode unfamiliar words	What can we do when we don't know how to read a word? Can you recognise the graphemes in the word? What phonemes could they make? Can you break the word into syllables? Are there any words within this word that you recognise? Does this word have a root word within it that you can read? Can you think of any words which look like this one? How would you pronounce those words?
c. Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum	Use the Year 3/4 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 3/4 curriculum	As above, but for suffixes.
e. Uses a range of punctuation to add meaning to what they are reading	What punctuation can you find in the text? In this part of the text, why has the author used these punctuation marks? How is the meaning of this sentence created by this piece of punctuation? Would the meaning change if the writer used a (punctuation) instead of a (punctuation)? Why has the author used a colon instead of ending the sentence? Why has the writer used a semi-colon in this sentence? What punctuation has been used to show the extra information in this passage?
f. Gives meaning to new language using the context in which it appears	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? What is the meaning of the sentence before and after this word? Can you split the word into a root word and prefix/suffix and work out the meaning? Do the sentences around the word contain any examples that would help explain the word? Do the sentences give you a word that could have a similar meaning to the word? Do the sentences give you a word that could mean the opposite of the word?
3. Comprehension (retrieval)	
a. Understands and explains the main points from what they have read, with direct reference to the text	Can you summarise the text in [x] sentences? How do you know that these are the main points? Which sentences in the text help summarise the main points? Is there a main message from the text? Use evidence from the text to explain that main message. It says.....in the text, do you think this is important within the text? Why or why not? Would you be able to take.....out of the sentence and the main points still be understood?
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.....
c. Is able to skim short passages to answer recall questions	How can we understand the main points of the text without reading in detail? Can you find and read the topic sentence of each paragraph? Do these sentences give us the general theme of the text? Which part of the text is going to tell you about.....? What

	does the beginning/middle/end of the text tell us?
d. Is able to scan short passages to answer recall questions	In (amount of time), can you find the date of.....? What will help you look for a date? What would help you scan for a character's name? How quickly can you find all of the words that describe the character's feelings? Can you find all of the words linked to the setting? 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 talk about key differences between text types, including texts of the same type but written by different authors	What are the differences between an adventure story and a fairy tale? Can you compare the way a newspaper report gives us information and the way a non-chronological report does the same? What are the features of a that make it different from a? Is it just the layout of an information text that makes it different from a fiction text? How can you tell that this is a (text type) and not a (text type)? How is this story written by Roald Dahl different to the story written by Michael Morpurgo? These texts are both letters, are they written in the same way? Would the diary ofbe the same as a diary written by.....?
f. Is able to explain how paragraphs have been used to organise a text	When should we change paragraph in a piece of text? Can you summarise each paragraph? What are the reasons for the changes in paragraph in this text? Why has the writer changed paragraph at this point and not at this point? What is the effect of this? How has the writer linked the paragraphs? Why have the paragraphs been written in this order? Could we move this paragraph to this part of the text? Is it important to the meaning of the text to read this paragraph before this one?
g. Is able to explain how the format and presentation of a text impacts on the reader	What are the main organisational features that have been used in this text? Why has the writer used subheadings? Why has this information been presented as a diagram? How do bullet points help the reader understand the text? What is it about the layout that makes this text easy to understand? How does the layout of the story help build suspense? What is the effect of using pictures/photographs in this text? Can you think of a different way to organise this text? Which way do you think is best for this type of text? Do text boxes help the reader in any way?
4. Comprehension (making inferences)	
a. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas	What do you think might happen next in the text? If this text were to be continued, what could happen next? Bullet point three more events that could happen next. Predict what could happen in the next paragraph and use direct quotes from the text to support your answer. What do these sentences suggest might happen next? Do you think (insert possible event) could happen next? What in the text tells you why this could/could not happen? Can you think of another text we have read that could give us clues about what might happen next in this text? In this series of stories, what event always takes place? Would this text be the same or different?
b. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative	What are the actions of this character? Were you expecting them to act in this way? What evidence from the text helped you decide? Can you summarise the type of person this character is by their actions? How do you know the character behaved like this? Does the text directly tell you or have you used inference skills to piece together clues? Why are the characters behaving in this manner? If you were in this story, would you act in the same way?
c. Can summarise the main points from a section of text	After you have read this section of the text, what is the main thing you have learnt? If you had to re-write this section in only 5 sentences, what would you include? In (amount of time) retell this section of text in your own words. What was the main message the writer wanted you to understand in this section? What information would you say is not essential to understand this section? Present the main ideas of this section in three images.

d. Can make inferences about characters' actions in a story based on evidence from the text	What do we know about how this character is acting? What evidence have we got that suggests they are doing this? How do you know they did this? Find the word/words that told you the character was behaving in a certain way. Does the text suggest why the character is doing these things? What were the clues that told you their reasons for their actions? What does (sentence from the text) tell us about the characters' actions? How did the characters react to one another?
e. 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. Can discuss word meanings, based on their existing vocabulary knowledge	Are there any words in the text of which you would like to check the meaning? Can you tell me what (word) means in this context? Does it always mean that? Do you know any words that are similar to this one? Can the meaning of a synonym of this word help you? Have you seen this word used anywhere else? Can this help you understand the meaning? Are there any parts of this word that can give you a clue about its meaning? Read the full sentence, can you substitute another word for this one?
b. Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc.	What is an expanded noun phrase/adverbial phrase/simile? Can you find any examples of these within the text? How did you know that this group of words was an example of an expanded noun phrase/adverbial phrase/simile? Why would the author use an adverbial phrase in this part of the sentence? Does the meaning change if the position of the phrase changes? What is the effect of using a simile? Is that the only comparison that could be made? What else could have been compared? Why has the author used those words within the expanded noun phrase? Do you think those are the most effective words to use?
c. Can explain how vocabulary choices affect meaning in a range of text types	What does mean? Why has the writer chosen to use this word? Would the meaning of the text be affected if a different word had been used? Can you think of other words that could have been used? Would the meaning of this word be the same if it was used in a different text type? Which words show that this is a story/newspaper report/non-chronological report/instructions/explanation, etc? If this was a (text type) would you use the same word or a different word? Would the meaning be the same or different?
d. Can identify language used to create atmosphere and discuss why this language has been chosen	Which words in the text do you think are particularly effective? What sort of feelings/effects do the words have on you as a reader? Which words create the humorous/tense/scary/adventurous/mysterious feeling? Why has the author chose this word? Why has the writer chosen to describe the..... using the word.....? Why has the author chosen to use (word from text) instead of (synonym)? How does the word.....create more atmosphere than the word.....?
e. Uses new language from their own reading experiences in their written and spoken work	Which words do you think you could use in your own writing/spoken pieces? Can you think of a sentence in which you could use the word.....? Instead of using the word....., could you use a word from this text? If you were writing a (text type) which words or group of words from your reading would be good to use? Have you ever thought about writing some of these words in your magpie/vocabulary book? How many words from the text you have read do you think you could use in a conversation this week?
f. Can discuss how the use of different	Can you identify the range of sentence types that have been used in this text? Why do you think the writer has chosen to use more

sentence types changes the meaning of a passage	than one type of sentence? What effect does using 2A/4A/short descriptive sentences have on the text? Why would a writer use extra information sentences in a newspaper report? How do -ing sentences help move the action on in a text? Which sentence types help create links within the text? In this part of the text, why has the author used a sentence instead of asentence? Which sentence types have helped give information in this report? How have sentence types helped this text be descriptive/persuasive/explanatory?
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6. Comprehension (responding to the text)

a. Identifies the main purpose of a text	Why has this text been written? Why would somebody read this text? What would the author want you to have learnt/gained by the end of reading this text? What is the main job of the text? Is the text meant to inform/persuade/instruct/entertain/complain/explain? Does the text have a main message? How does the language help us decide what the text's purpose is?
b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening	Is there a main idea or a main set of ideas running through the full text? How does each paragraph/section build on ideas introduced at the beginning of the text? Does each part of the text discuss a similar theme/idea? How does the conclusion of the text link back to the introduction? Which sentence(s) in the conclusion link to ideas from throughout the text? Find a sentence from each part of the text that refers to the same idea. Can you pull ideas from different points in the text and summarise them? If you had to label these different sections, what would you label them?
c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect	How do you think the writer wants the reader to react to the text? What feelings do you think the writer wanted to create with this text? Which words/sentences show you how the writer wants readers to respond to the text? Is this text supposed to make you feel shocked/upset/happy/intrigued/angry? How do you know? How has the text made you feel? What effect has it had on you as the reader? What was it about the text that makes you feel this way? Do you think that was what the writer intended? Do you think all readers will feel this way about the text?
d. Discusses viewpoints in a text, where appropriate of more than one character	What do we mean by viewpoint, or point of view in a text? Whose viewpoints do we learn about in this text? How do you know when a point of view is being expressed? How does (character) feel at this point? What evidence is there in the text that they feel this way? What is (character)'s opinion on this event/issue? Do these two characters have the same viewpoint? How can you tell that they agree/disagree with each other? Which character do you agree with? At this point in the text, what do you think (character) thought about.....? Does the viewpoint of characters change at all? How do you know?
e. Can evaluate the overall quality of a text, as well as the inclusion of specific features	Do you think this text does the job it is supposed to do? Are they clear and easy-to-follow instructions? Is it a very informative report? Does the text explain.....effectively? Is it an interesting story, which makes you want to read on? Does the text really persuade you to.....? Which part of the text really makes it effective? Does the text use paragraphs, subheadings, diagrams, pictures, etc to make it a high-quality text? Would you change anything in the text to make it even better? Is it one of the best (text type)s you have read? Why or why not?

7. Comprehension (themes and conventions)

a. Uses their broad reading experiences to compare books by the same author or on a similar theme	Who is the author of this book? Have you ever read anything else by this person? What is similar about the books that (author) has written? Do they all use similar language? Do they have similar structures? Do they have similar topics? Are any of their books very different to this one? What is different about them? Do they like to write about a range of different topics? Do they adopt a
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	different style and structure in each book? What is the theme of this book? What main topic is it trying to discuss? Have you read any other books about the same or a similar topic? What was similar about those books? Did any of those books write about the same theme but in a different way?
b. Begins to recognise the importance of cultural or historical settings on how a text is composed	Does the country/time in history a book is set in affect the writing? What can we learn from books set in a different country/time in history? If a book was set in India (any country), how would we be able to tell? If a book was set in the past or the future, how would we be able to tell? Can the country/time in history in which is book is set affect the food, music, sports, clothing, technology routines, etc discussed in a book? How so? Can you tell which culture/time in history is the main influence in this text? What clues can you find to support this? If this book was set in a different culture/time in history, what might change about it?
8. Oracy and Reading	
a. Confidently discusses a range of reading experiences with peers and adults	Do you enjoy reading? Why or why not? Do you have a favourite book? Has it always been your favourite? Do you think your favourite book will change as you get older? Why do you enjoy the book? Which type of texts do you enjoy reading? Which don't you enjoy? Where is your favourite place to read? Do you prefer to read aloud or in silence? Do you enjoy someone reading to you? What would make you enjoy reading even more?
b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion	What are your thoughts on this text? How does the text make you feel? Does it create a strong feeling that helps you form your opinion on a topic or issue? What about the text did you enjoy/not enjoy? Do you think others feel the same way about the text as you? How might someone else feel differently about the text? Do you think any reader might have some questions about the text? Would you be able to answer the questions?
c. Chooses skilful questions to improve their understanding of the text	Can you think of any questions to ask about the text? Would you like to gain a better understanding of some of the meanings of words? Did anything in the text make you feel confused or unsure of why certain events were happening? Would you question any decisions made by characters?
d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions	
e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud	What is the character like as a person? How are they feeling at this point? What clues tell us this? If they are feeling.....how would they speak? If they have just done this.....how would they talk to somebody? How could you change your reading to show this emotion?