

2014 National Curriculum
 KS1 – Year 2 Guided Reading Questions
 Pupil Name:

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Word Reading

Pupils should be taught to:

Apply phonic knowledge and skills to decode words

Read accurately by blending the sounds in words, especially alternative sounds for graphemes

Read accurately words of two or more syllables

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound

Read most words quickly and accurately, when they have been frequently encountered

Re-read books to build up their fluency and confidence in word reading

Reading Comprehension

Pupils should be taught to:

...listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction texts

What was your favourite part of this book?

Can you find a page in the story /a part of the poem that you didn't like?

Can you choose a character from the story that interests you, and say why?

What made you choose this book? What sort of book is this, and how can you tell?

What is the author's view of this subject /events in this story? How can you tell?

...discussing the sequence of events in books and how information is linked

What is the main event in this story?

What was happening at the beginning of the story?

Can you find words which tell you the order things happened in?

Can you think of another way to begin this story?

Were you surprised by the ending? Is it what you expected?

...becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

What happened in the story?

Who do you think is telling this story?

Can you choose part of the story to retell to your friend /group?

How can you use your voice to make your story interesting?

...being introduced to non-fiction books that are structured in different ways

How is this book organised? Does the genre (fiction/non-fiction) affect how the author presents the text?

What is the theme of this book?

Has the author put certain words in bold or in italics? Why do you think they have done this?

Can you find the contents /index/glossary? Why does the author include these?

...recognising simple recurring language in stories and poetry

Can you recognise any patterns in the way words are used in the text?

How do stories often begin? Can you think of a different way to begin this story /section?

...discussing and clarifying word meanings, linking new meaning to those already known

Is this like any other word you know?

Does it sound the same? Does it mean the same?

Develop positive attitudes to reading and understanding of what they read by:

	...discussing their favourite words and phrases								
	Can you find any amazing adjectives?								
	Can you find a powerful verb? Why has the author chosen this verb?								
	Can you find a description of (a character /setting) that you particularly like? Why do you like it?								
	...continuing to build up a repertoire of poems learnt by heart, reciting some with appropriate intonation to make meaning clear								
	How can you use your voice to make the meaning clear? Can you use volume and tone to help?								
	Can you join in and remember this poem?								

Understand both the books they read accurately and fluently and those they listen to by:	...drawing on what they already know or on background information and vocabulary provided by the teacher								
	What do you already know about this topic?								
	Have you ever been in a similar situation? What happened? How did you feel /behave?								
	...checking that the text makes sense to them as they read, and correcting mistakes								
	Did that make sense? Can you work out what this (unfamiliar) word means by reading the words around it?								
	How does punctuation help you to read for sense?								
	..making inferences on the basis of what is being said and done								
	Why did (a character) behave in this way?								
	Can you choose a character from the story that interests you and say why?								
	How does the character feel at this point in the story? Can you find clues in the text and illustrations to show me why you think this?								
	...predicting what might happen on the basis of what has been read so far								
	Using role play, can you act out what you think might happen?								
Based on the cover /this chapter /section, what do you think the book/next section will be about?									

Participate in discussion about what is read to them, taking turns and listening to what others say									
	Do you agree with the rest of the group?								
	What do you think about (an event /character in the text)?								
	After discussing (an event) with the group, have you changed your mind?								

Explain clearly their understanding of what is read to them									
	Can you explain what you know about the text that I read to you?								
	What happened in the story?								