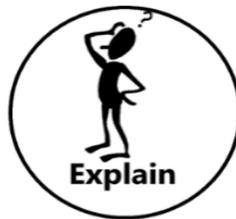


Wilbraham Primary Reading Support Handbook for Parents



Guidance on using the ERIC questions



Explain questions will focus on explaining the meaning of keywords in the text.

This might sound like:

Teacher – What do we have to do for explain questions?

Children – We might need to describe the meaning of a word. We will have to clearly show that we understand the vocabulary that has been used.

Question stems that you could use

- What does ___ mean?
- Which word is closest in meaning to hurried? Slowly, rushed, confident, fast
- Find and copy a word that means _____
- Give the meaning of the word...in this sentence.
- What does...mean? (can be multiple choice)
- Find and copy...different words that show...
- What does the phrase 'is a sore loser' tell you about the character? (For these questions, the children would need to explain what the phrase means and then link it to the character. i.e. *A sore loser is someone who hates to lose and might sulk, this tells me that the character is very competitive and always wants to win.*)



Retrieve questions are questions where the answer is clearly in the text and the children do not need to work anything out.

This might sound like:

Teacher – What do we have to do for retrieve questions?

Children – We need to find the answer, it should be something that the text tells us. We do not need to think about what the words mean. Most answers will be short, maybe just one word.

Question stems you could use

- Who
- When
- What
- Where
- How many
- Which

Tips to share with the children -

Who - a person is needed for the answer

When - a time is needed for the answer

What - a 'thing' is needed for the answer

Where - a place is needed for the answer

How many - a number is needed for the answer

Which – you often have to choose between more than one option



Interpret questions require the children to unlock the meaning of the text from the clues given. Interpret questions will cover inference, summarising and predicting skills.

Inference – to use the clues to understand the meaning of the text and to use the evidence to justify their answers.

Summarising – being able to retell, in their own words, the main parts of a story, the main idea of a paragraph, key events in a chapter or the main idea of a poem’s stanza.

Predicting – to use the evidence from a front cover, a blurb or from what they have already read to make sensible guesses about what will happen in the story or in the next chapter for example.

This might sound like:

Teacher – What do we have to do for interpret questions?

Children – We have to use the clues to help us understand the meaning of the text we are reading. We have to use the evidence to support our answers. We might need to use our inference, our summarising or our predicting skills.

Question stems you could use

<p>Inference</p> <p>A lot of these questions might start with why – remind children to start their answers with because.</p> <ul style="list-style-type: none"> • Why did the character...? • What impression do you get of...? • When does ___ mean when she says ___? • How can you tell that...was keen to get to the... ? • Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs? • Look at the paragraph beginning... why did ...find it difficult to ... ? • Look at the paragraph beginning...how do you know that... wanted to keep...a secret? • What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...
<p>Summarising</p> <ul style="list-style-type: none"> • What title would you give this page? • What is each stanza of the poem about? • What is the main message of the poem/story? • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story

Predicting

Any questions that encourage the children to make predictions using some of these

- the front cover
- the blurb
- pictures from the whole book
- pictures from the chapter
- using the chapter titles

- Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text.
- Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction
- What do you think...would say to... about? Use evidence from the text to support your answer.



Choice questions are always related to the choices that have been made by the author, illustrator, poet, director etc. and not the characters.

This might sound like:

Teacher – What do we have to do for choice questions?

Children – We have to think like the author/poet/illustrator and try to understand the choices they made. We need to use the evidence to support our thoughts.

Question stems you could use

- How does the author show that the girl is brave?
- How has the author made the boy seem vulnerable?
- The illustrator has used dull colours, why do you think they choose to do that?
- How has the author made you laugh?
- They have used a pun 'Bee Kind', why do you think they did this?
- Why did they include a fact box?
- Why did the director choose that music for the advert?