

When you listen to your child read at home, these questions may be helpful to gauge their

understanding and comprehension

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|--------|--|
| Level  | Question   |
| Must   | Can you tell me the purpose ofpunctuation mark?                            |
|        | How should that piece of speech be read?                                   |
|        | What has just happened in the story?                                       |
|        | How did you know he/she/it is like this?                                   |
|        | What is this character like?   |
|        | Have you ever felt how ? is feeling?                                       |
|        | What do you think will happen next?  |
|        | Why does he/she behave like this?  |
|        | Can you show where in the story proves this?                               |
|        | Is the text/story split into paragraphs?                                   |
|        | Why do you think the chapter ends there?                                   |
|        | What type of story is this? What are the clues that tell you?              |
|        | Why has a simple sentence been used here?                                  |
|        | Why is that adjective/adverb/simile/metaphor so effective?                 |
|        | Why is the writing laid out this way?                                      |
|        | Why has the author used that word here?                                    |
|        | What are the features of this authors writing?                             |
|        | What message is the author trying to get across to the reader?             |
|        | What is the difference between the two articles/reports/views?             |
|        | Is it written in the past/present tense?                                   |
|        | How valuable is this source of information?                                |
| Should | As above   |
|        | What does the illustration show you?                                       |
|        | What do you deduce from?   |
|        | How can you tell he/she feels this way e.g. body language?                 |
|        | Can you put yourself in his/her shoes?                                     |
|        | Is this character similar to others in the text or other stories?          |
|        | How does the character behave?   |
|        | How does he/she show this without talking?                                 |
|        | How informative is this piece of text? How could it be improved?           |
|        | Are the paragraphs linked?   |
|        | Which is the better non-chronological report and why?                      |
|        | What language has the author used effectively?                             |
|        | Has the setting/character/mood been described well? How?                   |
|        | What are the underlying themes of stories in this genre?                   |
|        | How would you describe the authors writing style?                          |
|        | What values do the characters in the story have?                           |
|        | Are there elements of bias/fact/opinion in this piece of text/information? |
| Could  | As above   |
|        | Where could you find further information?                                  |
|        | Which piece of text is the most reliable? Why?                             |
|        | Can you give more detail in your answer/s?                                 |
|        | Can you put yourself in his/her shoes? Explain you answer/feelings         |
|        | Is the character similar to others? How? What are the differences?         |
|        | How has the author made you feel? How has this been achieved?              |
|        | Has the author tried to influence your views? If so, how?                  |
|        | What is the purpose of this part of the story?                             |
|        | What do you learn about this culture from the text?                        |
|        | How has the setting/characters informed the plot of the story?             |
|        |  |

