Vocabulary Victor might ask...

- Look at the sentence/section and underline the word/phrase that means the same as _____.

- _____ has been described as _____.
  Think of another word/synonym that could have been used instead.

- Find and copy one word which tells you that _____.

- What do you think the word _____ means?

- Give another word that the author could have used instead of _____ in this sentence.

- Find two words which mean the same as _____ in this section.

- Write a definition of the word _____.

- If the word _____ was in the glossary, what would its definition be?

- Draw lines to match the words to their definitions.

- Which words do you think should have been included in a glossary? Why?

- Draw lines to match the words to their synonyms/antonyms.

- Tick the word which is closest in meaning to _____.

- Tick the synonym/antonym for _____.

- Underline the word/phrase in the sentence that means _____.

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Rex Retriever might ask...

- Where did _____?

- What _____?

- When _____?

- How many _____?

- Who _____?

- Find and copy _____?

- Underline _____?

- Tick one box in each row to show whether each statement is **true** or **false**.

- Fill in the missing information in the table.

- Draw lines to match each _____ to the _____.

- Where would you look to find information about _____?

- Fill in the missing words.

- Write **three** things that show/tell you about _____.

- Order these facts from 1-4 in the order that they appear in the text.

- Number these facts/steps to show the order that they are mentioned in.

Summarising Sheba might ask...

- What is this information text about?

- Below are some summaries of different paragraphs from the text. Number them from 1-5 in the order that they appear in the text. The first one has been done for you.

- Which section of the text is written to persuade/inform/entertain? Write down the name of the section.

- Summarise how _____ in 25 words or fewer.

- Explain the author's main point using 15 words or fewer.

- What is the main point of the section beginning _____?

- Based on what you've read, what would be an appropriate new title for this text?

- Look at the paragraph beginning _____. What does this part of the text focus on?

- Write three sentences to sum up the first section of the text.

- Make a table/chart/graph/timeline that presents this information more concisely.

- In light of what you've read, write a blurb for this text.

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Inference Iggy might ask...

- What does the sentence imply about the person/topic/event?

- Which words give you the impression that _____?

- Give one piece of evidence from the text which suggests that _____. Explain why _____. Use evidence from the text to support your answer.

- Why do you think that _____ made the decision to _____?

- What can you infer from the photographs/illustrations that have been included?

- How do you know that _____? Explain your answer.

- Look at the quote from the text. What can you infer from it?

- In this autobiography/biography, what do you think _____ thinks about _____? Use evidence from the text to support your answer.

Predicting Pip might ask...

- If we were to add another step to the instructions, what might it be?

- Predict what the article/section/entry might be about based on its headline/title/sub-heading.

- Based on what you've read about this person, what do you think that they will/would do next?

- If this text was to be re-written in the future, how might it change?

- How do you think _____ would react if they were to read this text?

- Based on the front cover of this book, what sections would you expect to find in it?

- Predict what would happen if we removed step _____ from the recipe/method/instructions.

- What do you think historians will gain from this text in the future?

- What effect do you think that this text will have on _____?

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Cassie the Commentator might ask...

- Look at the section called _____. Why has this been included?

- How does the layout of the text help the reader to _____?

- Draw lines to match the features to the correct example of how it appears in the text.

- Why might someone choose to use this text?

- Why might someone choose to read this text?

- In what ways do the diagrams/photographs/graphs help the reader to _____?

- Are the events ordered chronologically? Why/why not?

- Which section of this text do you think is most important? Explain your choice.

- Who do you think is the intended audience for this text? Use evidence from the text to support your answer.

- Do you think this advertisement/leaflet will be successful? Use evidence from the text to support your answer.

- Which part of the text was your favourite part? Explain your answer.

- Which part/fact/section surprised you the most? Explain your answer.

- What might have been the author's purpose when they wrote this text?

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Cassie the Commentator might ask...

- How is the section called _____ similar/different to the section called _____?

- How do _____ and _____ differ?
  Use evidence from the text to support your answer.

- How has your opinion changed after reading the text?
  Give reasons for your answer.

- What have you learnt about _____ that you didn't know before?
  Explain your answer.

Arlo the Author might ask...

- What impression does the author give us by using the word/phrase _____?

- The author has used a simile/metaphor in the text. How does this aid the reader's understanding?

- Find two/three ways that the author tries to show that _____.

- What was the author's intended effect on the reader when they wrote _____?

- What effect does this title/heading/sub-heading have on you as the reader? Explain your answer.

- Look at step _____ of the method. Why might the author have specifically chosen the adverb _____?

- Look at step _____ of the method. Why might the author have specifically chosen the imperative verb _____?

- How did the author achieve their intention of _____?

- How does the author make their own viewpoint clear in this section?

- The reader can tell that the author knows a lot about _____ because _____.

- What does the phrase _____ tell us about _____?

- What words has the author chosen to give the impression that _____?

- Give an example of humour from the text.

- What does the description suggest about _____?

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