



# Comprehension Levelled Questions

*Play, learn and grow together*



## Some types of Level 1/2 Questions

### Key “can do’s”:

- Respond at a literal level to what is on the page
- L2 may attempt simple inference, but it is not always correct
- Understand main events in a story/basic information conveyed in a non-fiction text
- Can re-tell part of text or whole story with some accuracy
- Make simple predictions
- Express what they find interesting / like / dislike (L1) or simple preferences (L2)
- Some awareness of presentational features of a text
- Recognise difference between a narrative and information text (L2 might offer some specific features)

### Questions:

Who? What? Where? When? How many...?

Find and copy two things... List the...

L2 - Why did (his mother wipe Tom's eyes when he lost his bike)?

Why was (Tom afraid to climb the tree – the tallest in the forest)?

Re-tell part of the story when...

Re-tell the story of...

What do you think will happen next?

What do we find out about... in this factsheet?

Which characters do you like best / least?

Which character do you prefer?

What is the title of this text?

Who is the author? Who is the publisher? Who is the illustrator?

Where / what is the 'blurb'?

How can you tell it is a story / an information text?

Why is the word... in capitals?

What are the speech marks for?

What do the dots (ellipsis) mean?

## Some types of Level 3 Questions

### Key “can do’s”:

- Secure at literal level
- Generally accurate with simple inference / interpretation where meaning is implied in a fairly obvious way
- Understanding of main events in story / main points of information
- Simple interpretation of character
- Sensible predictions
- Express, but not always justify, a preference
- Understand function of simple presentational features

### Questions:

Who? What? Where? When? How many?

Find and copy... Repeat... List...

What happened when? Where are they? What type of...?

Why did (his mother wipe Tom’s eyes when he lost his bike)?

Why did (Tom have problems climbing the tree)?

Re-tell the story / part of the story in your own words.

What do you think will happen next?

Describe the place where...

Describe what character X looks like / does / feels like when...

What does the author tell us about...?

Who do you think is the bravest / best / worst character...?

Which place / part of the story do you prefer?

(N.B. Not confident in giving reasons for choice or referring to the text to support views.)

What do we find out about...?

Why has the author used capitals / speech / exclamation marks?

Use the glossary / index / contents list to...

## Some types of Level 4 Questions

### Key “can do’s”:

- Broad grasp of content, main ideas and information
- Confident in simple inference, will attempt more complex inference (but not always successful)
- Provide some explanation for interpretation of characters and events
- Can empathise with a character
- Occasionally uses evidence from text to support opinion and justify a preference
- Show understanding of main ideas / themes of a text with prompting
- Understands function of main presentational features
- Can identify key features of a number of genre

### Questions:

State in your own words...

What are the main points...? Identify the main points in...

Sequence / put in the right order...

Plot the timeline...

What happened before / after...?

How does the author suggest that...? (The dolphin is in a bleak environment?)

Why does character X feel / think...?

Why does character X do...?

Re-write story / part of a story from a character’s point of view.

Which do you prefer? Explain why.

What do you think or feel about...? Try to use evidence from the text to support your point of view.

Which words and phrases tell you X?

What does X mean? Explain the simile / metaphor in...

Prompt: This text describes... What is the main message or theme?

Re-cast the information in the form of a newspaper, report / leaflet / set of instructions, etc.

Why are the illustrations in X important?

Why is X in colour?

Why are those words in bold print?

## Some types of Level 5 Questions

### Key “can do’s”:

- Secure in inference and deduction
- Show understanding of themes, underlying messages
- Use evidence / quotations appropriately to support opinion
- Sound understanding of plot and character development
- Understanding of main linguistic and structural features of text
- Makes an attempt at analysis (of authorial technique / style / PEA or PEE) thought not well developed

### Questions:

What do you infer from...? What is implied in...?

What is the author suggesting by...?

What are the main messages / themes of the text?

What do we learn from...?

How would you describe character X's behaviour?

What causes character X to behave as he / she does?

Consider the reasons why character X...

How does the character change during...?

What effect does X's action have on events...?

Does X deserve...?

What problems does character X face?

Compare and contrast character Y with character Z.

What does the reader think / feel when...?

Which is the most dramatic / moving moment...?

Explain how...

What examples of emotive language can you find in...?

What impression do these words / images create in the reader?

What mood / atmosphere is being created in...?

How does the dialogue at X point move the action on?

What do we learn from the dialogue at X point?

What happens as a result of X saying...?

How does the author create suspense / interest at the beginning / end of / at a certain point in the text?

What information about X do the two or more extracts give us?

What do you think or feel about...?

## Some types of Level 6 Questions

### Key “can do’s”:

- Personal interpretation of a text (not received wisdom of Level 5)
- Justify an interpretation by commenting on an author’s style, use of language (detailed analysis Level 7)
- Awareness of a text’s structure
- Awareness of different / alternative interpretations of a text, character, image, etc
- Explore how themes and ideas are reflected in character’s thoughts and actions
- Focus clearly on response of the reader, the effect on the reader

### Questions:

What do you think / feel...?

What is your opinion of...?

What technique does the author use to...?

How does the author persuade / convey suspense, etc.?

Which words give the impression of...?

Explain the structure of...

Why does X follow Y? How does X lead to Y?

Consider why the author starts with / ends with...

In what different ways can we interpret...?

Supply evidence to support contrasting views of...

X can suggest Y or Z. Explain how.

Argue a case for / against...

How else might this word / line / event / character be interpreted / dramatised?

How is the theme of X reflected in the character of Y?

How does character X influence events?

How does character X develop the theme of...?

What is the effect on the reader of...?

Summarise the information which texts A and B (or more) have in common.

Summarise the differences in the information given in texts A and B (or more).

## Some types of Level 7 Questions

### Key “can do’s”:

- Secure in detail and coherent critical analysis including alternative interpretation
- Insightful responses with detailed justification
- Skilful integration of selected quotation / reference with well-developed argument
- Can analyse the effectiveness of authorial technique in conveying ideas and themes
- Can explore language used by characters for different effects

### Questions: Analyse

- How the author achieves the effect of / purpose...?
- The structure of...
- The effects of imagery, presentational features
- How the author appeals to an audience of...
- The importance of character X to the action / theme. What would happen if character X is left out of the play / novel?
- How the reader could interpret X as Y or Z, etc.

How effectively does language / imagery convey mood / atmosphere?

How effective is the creation of X as a complex character?

Justify the criticism of X that...

What evidence can you find to prove...?

Analyse the relationship of character Y with character Z.

What does the language of character X convey? (Attitude / status / mood, etc.)

Propose an effective alternative ending / beginning to...

What would happen if...?

How do these lines / chapters / events / scenes fit in with the whole text?

Where else can X and / or Y be seen in the text?

Trace the pattern of X imagery within the text.

From your reading of both (more) texts, create (another) text to appeal to (another) audience.

How would you persuade someone to...?