Banks of question stems/styles to support planning and teaching (linked to the assessment domains in England)

2a. Vocabulary (explain meaning of words)

- What does *(chosen word)* **mean** in this sentence?
- **Give the meaning** of the word *(insert word)* in this sentence/phrase.
- **Find and copy one** word **meaning** …
- Which word **most closely matches** the **meaning** of the word …?
- Which word is **closest in meaning to** *(insert word)*?
- **Find and copy one word** that **suggests** …
- **Find and copy one word** that is **closest in meaning** to ….
- **Find and copy one word** that is **opposite in meaning** to ….
- **Find and copy two different words that show** how *the* character feels.
- **Find and copy one word** or group of words **that shows that** …
- **What does** *(insert emotive verb)* **mean/suggest?**
- **What does the word** *(insert word)* **suggest about** how/why …?

2b. Literal Retrieval (retrieve and record information/identify key details from fiction and non-fiction)

- **Write down two/three things** that you are told about …
- **What did** *(character)* **have to do in order to** …?
- **What was revealed at the** *(beginning/middle/end)* of the story?
- **Tick one box** in each row to show whether each statement is **true or false.**
- **Give two reasons** why…
- **Give one piece of advice/information that is provided.**

2c. Summarising main ideas from more than one paragraph

- **Number the following sentences to show the order** in which they appear in the text.
- **Number the events 1 to 5 to show the order** in which they happened.
- **Which of the following would be the most suitable summary** of the *whole text/paragraph/chapter section/stanza.*
- **What would be an appropriate** *title/headline/heading/sub-heading* for this *section/paragraph/chapter/stanza*?
- **In your own words summarise** the *paragraph/section/chapter/book.*

2d. Inference (make inferences from the text/explain and justify inferences with evidence from the text)

- **How can you tell that** *(character)* was feeling …?
- **What impressions of** *(setting/ character)* do you get from the text?
- **What evidence is there of** …?
- **Explain what this description suggests about**…
- **How is** *(character)* **made to seem**…?
- **What do you think the character is thinking?**
- **In what ways might** *(character)* **appeal to/repel many readers?**
- **What is unusual/surprising** about…?
- **What does this paragraph tell you about**…?
- **What do the character's actions suggest about**…?

2e. Prediction (predict what might happen from details stated and implied)

- **Do** you think that…?
- **What may have happened before/previously/beforehand/earlier?**
- **What possibly could happen next**/later/afterwards/because of/as a consequence of/as a result of/ following …?
- **Based on what we know so far**, **how do you think** *(character/s)* **will react?**
- **What is most likely going to happen next?**

2f. Identify/explain how information/ narrative content is related and contributes as a whole

- **Draw lines to match** each section to its main content.

2g. Meaning enhanced through choice of words/phrases

- **Give two impressions this gives you of/about**…
- **What does this description suggest about** …?