

Questions and question marks

Objectives

Y1. T3. S7.

To add question marks to questions.

S&L 3.

To ask and answer questions, make relevant contributions, offer suggestions and take turns.

Guided work

1. Make an enlarged copy of photocopiable page 19. Then make one same-size copy of it per pair of children. Stick or copy the spinners onto card, cut them out, and insert a short stick through the middle. Finally, make a card with a question mark on it, for each child.

2. Display the enlarged copy of the picture at the top of photocopiable page 19. Ask each child for one sentence about it.

3. Give each child a question mark card. Ask them, with a partner, to form questions about the picture. Give each pair a copy of spinner A to prompt questions. After a few minutes, ask each child to say a question, and to hold up a question mark card at the end of it. Write the questions on the board and circle the question words.

4. Pretend to be one of the people in the picture (for example, the young boy). Invite the children to question you. Explain that you can only answer 'Yes' or 'No'. So they cannot ask: Who are you? But they could ask: Are you very poor? Give each pair a copy of spinner B to help them compose two or three suitable questions.

5. Bring the group back together and encourage each child to ask you (in role) one of the questions they have thought of. Remind them to hold up their question mark card at the end of the question. Reply with 'Yes' or 'No'. Write their questions on the board using a different colour pen. When everyone has asked a question, invite one or two children to summarise what they have learned about your character.

6. Read through the questions on the board. Explain that there are two ways of making questions: using question words (spinner A) and using phrases (spinner B). All questions need a question mark.

Independent work

- Group the children in pairs, giving each pair spinners A and B. Ask the children to take turns to spin a spinner and make up a question to ask their partner – beginning with whatever word or phrase it lands on. The partner should write down the question (and a question mark) and give an oral answer. Encourage the children to swap between spinners A and B – so they form questions in both ways.

Plenary

- Ask the children what they have learned about forming questions. (When to use a question mark. How to use question words, and question phrases like 'Can you...'.)
- Then encourage them to consider their independent work, comparing questions formed with words from spinner A and phrases from spinner B. For example, they might consider which received the longest or most interesting answers.

Further challenges

- Ask the children to use spinner A to compose questions to ask a character in a story.
- Use spinner A to help the children generate questions about objects and pictures in different subjects – using, for example, a historical picture or artefact, or a photograph of a place.