

# Parent Guide



@twinklparents

We are excited to share this content with you. If you are interested in finding more resources made especially for Parents, then check out these links to different areas of the **Twinkl Parents** hub.

[SEND Support](#)



[Subject Guides](#)

[Pregnancy & Baby](#)



[Health & Wellbeing](#)

[Supporting Learning](#)



## What is this resource and how do I use it?

Each stage of Bloom's Taxonomy is explained and there are cards that you can cut out to keep handy for when you're reading with your child. The cards indicate example questions for each stage so you can move your child on to deepen their understanding at a pace that suits them.

## What is the focus of this resource?

Bloom's Taxonomy

Reading Comprehension

Supporting Your Child

## Further Ideas and Suggestions

Take a look at our [reading comprehension packs](#) - there's something suitable for children from years 3 - 6 in each pack. Try one on [historic coronations](#), the [Moon landing](#) or the [climate](#). Or, you could download a pack with a range of texts suitable for your child in [year 3](#), [year 4](#), [year 5](#) or [year 6](#).

Parents Blog



Parenting Wiki



Parenting Podcast



twinkl

Parents  
Hub

# Bloom's Taxonomy Questions for Reading Prompts: A Guide for Parents

## Learning Models



Learning models are methods and techniques that are used to teach. Different schools might employ a range of learning models to ensure that their teaching is inclusive and effective for all learners to absorb, process and retain information.

## Bloom's Taxonomy

Bloom's Taxonomy is a learning model that is employed by many teachers. It can be used effectively to promote the development of reading comprehension and develop children's skills in engaging with texts and answering more complex questions. Benjamin Bloom first devised this method in 1956 in order to categorise the processes used throughout the acquisition of knowledge and skills. He ordered them according to the complexity of each process. His original taxonomy was revised slightly in 2001 and depicts six categories:

Stage	What it Means	Why?
1. Remember	recall facts and concepts	to check basic understanding and retention
2. Understand	explain and describe ideas and concepts	to develop a deeper understanding of basic information
3. Apply	use the learnt material in new situations	to develop a deeper understanding and manipulation of facts
4. Analyse	be able to use what has been learnt in a deeper way; infer meaning	to develop relationships between facts and to use these to answer deeper questions
5. Evaluate	form opinions and make judgements about information	to be able to use opinions to discuss knowledge and justify conclusions
6. Create	use the knowledge to create something new	to encourage solutions and alternatives and develop new ideas

### Bloom's Taxonomy: An Example

When you are reading with your child, you can use Bloom's Taxonomy to ask questions which allow them to develop skills and build on them in a structured way. For example, if you have been reading a chapter book with a mystery theme, you could ask the following questions:

Stage	What it Means
1. Remember	Where is the story taking place?
2. Understand	What is the mystery about?
3. Apply	What question would you ask the main character about the mystery?
4. Analyse	Why did the author use a particular word to describe the setting?
5. Evaluate	Do you agree with the actions of the main character to solve the mystery?
6. Create	How was the mystery solved? Could you give a different solution?

### Bloom's Taxonomy Question Stems for Reading

Bloom's Taxonomy gives a clear pathway for your child to develop their understanding of a text and the themes within it. As your child becomes confident answering questions at one stage, you can move on to the next stage in order to deepen their understanding and engagement.

Use the cards to support you when reading with your child. They will enable you to have ideas of questions for each stage of Bloom's Taxonomy to hand. Your child will be able to show their knowledge in a range of ways and the questions will support you to ensure that reading times are productive. Cut them out and laminate them if possible for durability, then hole punch the corner and use a treasury tag to keep them together.

We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.

## Bloom's Taxonomy

### Question Stems for Reading

**Remember**

**Understand**

**Apply**

**Analyse**

**Evaluate**

**Create**



## Stage 1: Remember

Ask your child to:

**name**

**define**

**recall**

**describe**

**identify**

### Example Questions

- Who is the main character?
- What is the problem?
- Where is the story taking place?
- When is the story set?
- What does...look like?
- What has happened so far?
- What do you know about...?
- Do you remember?
- Which character enjoys...?
- Describe the main character.

## Stage 2: Understand

Ask your child to:

**interpret**

**predict**

**compare**

**explain**

**discuss**

### Example Questions

- How is the character feeling and how do you know?
- What might happen next?
- Can you explain this part?
- Can you retell this part from the point of view of another character?
- Why did...happen?
- What kind of book is this? Can you list some reasons to prove it?
- Which part did you like least? Why?
- What do you know about...?

## Stage 3: Apply

Ask your child to:

**demonstrate**

**relate**

**show**

**use**

**transfer knowledge**

### Example Questions

- Can you think of another story with a similar theme or style?
- Have you had any similar experiences?
- How would you react if an event from the book happened to you?
- What sort of character is...?
- What questions might you ask a character?

## Stage 4: Analyse

Ask your child to:

**infer**

**classify**

**examine**

**select**

**investigate**

### Example Questions

- Which part of the story is the funniest/most exciting/saddest? Why?
- What does the author want readers to learn from the story?
- Why did the author use particular words to describe a character?
- What were the main character's motives when they...?
- What evidence can you find to prove that...?

## Stage 5: Evaluate

Ask your child to:

**assess**

**compare**

**judge**

**criticise**

**recommend**

### Example Questions

- What do you think would happen if this character...?
- Can you rewrite the ending, using what you know about the characters?
- Compare this story with another - which is better? Why?
- Which parts of the text would you change if you were to edit it?
- Do you like the way the story ended? Why/why not?

## Stage 6: Create

Ask your child to:

**imagine**

**design**

**propose**

**plan**

**construct**

### Example Questions

- Can you think of a different way to solve a problem in the story?
- Can you rewrite the story from another character's point of view?
- Using evidence from the text, what do you think about...?
- Can you create a brand new story, using the characters from the book?
- In what way have the views in the text changed your own views?