

Thinking Cards to challenge Readers.

These questions are designed to challenge your child to think more carefully about what they have read and to develop their understanding of the texts. After they have read their book, challenge them with some of these questions. They do not have to write down their responses or answer them all but they will help you to see if your child has really understood what they have read.

If you have any further questions please speak to your child's teacher.

Story questions.

Which is your favourite character and why?

How would you describe the setting?

What do you think is going to happen next?

Think of two different ways this story could end.

Choose your favourite word/phrase/sentence and explain why you have chosen it.

Make a list of your three favourite noun phrases and explain why you've picked them.

How many fronted adverbials can you find? Why has the author used them?

Make a time-line/sequence of events so far.

Find an example of direct speech. Why has the author used it?

Make a list of nouns/adjectives/verbs from your reading.

How many different words for 'said' can you find?

How are the characters feeling and why?

Make a list of other stories that are similar to this one.

Choose a character. What would you do if you were that character?

Choose a character. What might the character be thinking or saying?

Find three words readers might find hard. Write a glossary for them.

How would a different setting change the story?

Non Fiction Questions.

Find three facts you did not know already.

Which is the most interesting fact? Why?

Which is the most surprising fact? Why?

Why do you think this text has been written? Who do you think it is written for? How do you know this?

Find three phrases/sentences that you could 'magpie' to use in your own writing.

Make a list of different sentence starters.

Find at least three noun phrases. How are noun phrases different in non-fiction and why?

What conjunctions are used in this text? Make a list of as many different ones as possible.

Make a list of all the 'technical' vocabulary used and make a glossary.

Make a list of the topic sentences in this text.

Choose three words which are new to you. Make a glossary for them.

Find five facts. Put them in order from least important to most important.

Think of sub-headings for each paragraph.

Do you think there is anything missing from this text?

Do you think this text could be improved? How?

What is your favourite bit of the text? Why?

Identify any adverbials used.

Find three subordinate clauses. Why are they there?

Find different examples of punctuation other than full stops. Why has the author used them?

Poetry Questions.

Which bits of this poem do you like? Why?

Is there anything you do not like about this poem? Why?

Which are your favourite words/phrases/lines? Why?

What are the key events in this poem?

What is the poem about?

How does this poem make you feel? Why?

If there is rhyme – make a list of all the rhyming words. How many more can you think of?

What pictures does this poem put in your head? Why?

How does the poet want you to feel when you read this poem? How do you know?

How many examples of alliteration can you find?

How many similes can you find? Which is the most effective? Why?

How many metaphors can you find? Explain why the poet has used them.

Is there any onomatopoeia in the poem? Why has the poet used this technique?

Can you spot any personification? What effect does this have?

Find three unusual/challenging words – make a glossary.

What other poems or stories does this poem remind you of?

Take five of your favourite words from the poem. Now order them – least favourite to most favourite. Explain your choices.

Choose your favourite verse/few lines of the poem. How would you use expression, pauses, volume of voice, body language etc if you had to perform it?

CHILDREN ARE MADE READERS
ON THE LAPS OF THEIR PARENTS.

— EMILIE BUCHWALD



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