

YEAR 5 AND 6 ELEMENTS

Questions for cohesion

- What are the main ideas in this paragraph and how are they related?
- Which idea in this paragraph is linked to the next paragraph?
- Look at the way this poem is organised. Are there any words that signpost change?
- How does the layout and presentation of this advert help to persuade you to take notice of its campaign?
- Where in this chapter does the writer give another point of view? How does s/he signal that s/he's going to do this?
- How does it fit in to the presentation of the argument?
- What was the turning point in the game?

Analysing writers' use of language

- Which feature does the author use in a (specified) piece of text? Why?
- What does (word/phrase) mean? Why has the author used this phrase/feature? e.g. italics, bold, repetition, simile, exclamation marks, headings, bullet points, captions etc. Comment on the effect.
- What has the author used in the text to make this character funny/sad/angry/tense? How effective is this?
- How has the author used the text to make the situation of event angry/tense? Comment on the effect.
- Think of another more/less emotive word you can substitute here. What different effect would your word have?
- As a reader, how do you feel about? How has the author created this feeling?
- Which words and phrases tell you that the author is describing?
- How could the meaning be changed by altering the punctuation? E.g. commas, full stops, ellipsis, exclamation marks etc. Comment on the effect.
- Comment on the technical language and? Explain why the author used it.
- What words/phrases indicate the authors attitude?
- How does the author show that Is important?
- Why has the author used repetition? What effect does it have?
- Why have exclamation marks/italics/capitals been used? How does it affect the way you read it? What effect does this create?
- What is the author's style? What features help you identify this? Why is this style effective in this text?
- What words give you that impression?
- How has the author been humorous?
- What words, phrases or features make you think that?
- How would you explain this in similar terms/to a younger child?
- How does the metaphor/simile/adjectives/adverbs .. help you understand this text? What makes it effective?

Register - the tone of the writing

- What is the relationship between the writer and the person who will receive the letter? How do you know?
- Which feature gives you a clue that this is a formal letter?
- How would this biology be different if the subject had written it? How would the tone/emphasis/mood change?
- Why has the author set out the text like this? Comment on the effectiveness of this style. Could it have been written any other way?
- How could this be made to sound more friendly and informal? How could this be made to sound more formal and serious? Comment on the effect this has on the reader.

Commenting on the writer's purpose and viewpoint

- Why did the author choose this setting?
- What do you think the writer's purpose is? How do you know?
- What did the writer intend by (phrase/sentence/incident ...etc)
- What is the purpose of this particular paragraph/character/change?
- Why has the author used humour at this point?
- Look at the caption and diagram. What does it explain to you? Why does the write choose to include them?
- What impression do you think the writer wants to give this character? Why? What effect does this have on other characters?
- In this paragraph, what effect does the author want to have on the reader?
- What is the author's purpose in this piece of text in relation to the plot?
- From the opening section of the text, what is the writer's opinion of school/the war/animals etc? How does this affect the story /plot /characters / setting etc?
- Which other author handles time in this way e.g. flashbacks, dreams? Which stories have openings like this?
- Which article/letter would most persuade you to change your mind? Why?
- By using these words/phrases (.....) what effect has the author had on the reader?
- How are the two texts different in purpose? What effect does this have on the reader?
- From these texts, how have the authors presented the information in different ways? Which is the most effective? Why?
- Whose viewpoint is being presented here?
- What does the writer want to persuade you to do/think/believe?
- Can you tell what the author thinks?

Context Questions

- Can you think of another story which has a similar theme; e.g. good over evil; weak over strong; wise over foolish?
- Where there is a different cultural setting - where is the story set? What are the features of this setting e.g. language, environment, attitudes?
- What difference does the culture make to how the characters act/react in the story? What does this tell us about the way of life within this different culture?
- Which other stories deal with similar issues e.g. social; moral; cultural?
- In other poems by (same author), what common features such as themes or language, do you notice?
- What do you know about this period in history that helps you understand the writer's second paragraph/the author's meaning/the character's feelings etc?
- How is the heroine/hero in this story similar to others you have read about?

Evaluation Questions

- In the fairy stories that you know, who are the heroes/ villains? What have they got in common and how are they different?
- What cultural/historical/traditional features add to the success of this story/piece of writing/poem/description etc? What evidence do you have to justify your view?
- How is this setting similar in other traditional tales you have read?
- How would this text work in a different cultural/historical setting?
- Which text is more effective? In what ways?
- How is this text similar to? How is it different from?

Process & Production

- How do you think the author and illustrator worked together?
- What role would the publisher have had?
- What influences might have caused the author to make changes?
- What are the links, if any, to texts by the same author?
- What would s/he have needed to know what research would be needed before writing the text?