

Reading Comprehension Skills Challenge Cards with Questions and Answers with Sentence Starters

Plastic Pollution: A Plea

Purpose

We must remember that we only have one planet. Please give it the respect it deserves!

Modern humans have lived on earth for around 200,000 years. Plastics were first made less than 200 years ago but only became popular in the 1960s (just half a century ago). Yet, in this short time, people's plastic rubbish can now be found all over our world, from the deepest seas to the highest mountains.

Shouldn't we rethink our habits? How can we remember the three Rs of managing waste: reduce, reuse, recycle? There is so much that all seven billion of us can do to protect our earth for ourselves, the creatures we share it with and for future generations.

National Curriculum References:

2a - Give / explain the meaning of words in context.

2d - Make inferences from the text/explain and justify inferences with evidence from the text.

2g - Identify / explain how meaning is enhanced through choice of words and phrases.

Plastic Pollution: A Plea Comprehension Questions

Purpose

Answer the questions about the **purpose** of this text, using the sentence starters to help you.

1. Why do you think the author has written this text? *The author has written it because*
2. The author is telling us to be kind to our planet. **Find** and **copy** one sentence which shows this.
3. What effect does using the first person **we** have on the reader? *Using we makes the reader...*
4. How does the author feel about plastic pollution? Explain your answer. *The author feels...*
5. When the author says, 'There is so much that all seven billion of us can do to protect our earth', what does he or she mean? *The author means that...*
6. How do you feel about plastic pollution after reading this? *I feel...*

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Plastic Pollution: A Plea Comprehension Answers

Purpose

1. The author has written it because **he or she is trying to persuade us to look after our planet and stop plastic pollution.**
2. **Please give it the respect it deserves! (This is a command.)**
3. Using '**we**' makes the reader **feel that we all have to work together with the author to look after our planet. It makes the persuasive argument more powerful.**
4. The author feels **that we should look after our planet. He or she might feel sad that plastic pollution has become such a problem but feels like there is hope that all seven billion people can help.**

The author means that we should all be careful with what we do with our plastic waste. We should remember the three Rs: reduce, reuse and recycle.

6. **Your own responses.**

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Dog Runs Riot at School

Cause
and
Effect

At Wellthorpe School last Wednesday, a dog got into the school. He sneaked in through a hole in the fence and ran into the hall in the middle of assembly. The children gasped and laughed in surprise as Mr Sayer stopped his assembly and looked on in shock. Some of the teachers tried to quieten the children, while Mrs Robinson tried to catch the dog, but failed.

Excited by the noise, the dog barked happily and bounded out of the hall into the corridor. Children in their classrooms thought they were imagining things. It was only when the dog stopped by a group of children for a stroke that Mrs Robinson managed to catch him. Luckily, he was wearing a collar, so they called his owner who was able to come and get him. Later that day, Mr Jones made sure the hole in the fence was fixed.

National Curriculum References:

2b - Retrieve and record information/identify key details from fiction and non-fiction.

2d - Make inferences from the text/explain and justify inferences with evidence from the text.

2e - Predict what might happen from details stated and implied.

Dog Runs Riot at School Comprehension Questions

Cause
and
Effect

Answer the questions, thinking about **cause and effect**. You may use the sentence starters to help you.

1. What was the cause of Mr Sayer stopping his assembly?
The cause of Mr Sayer stopping his assembly was...
2. What effect did the dog have on the children in the assembly?
When the dog ran into assembly, the children...
3. What caused the dog to bark happily? *The dog barked happily because...*
4. What caused the children in their classroom to think they were imagining things?
The children in their classroom thought they were imagining things when they...
5. What was the effect of the dog wearing a collar? *Because the dog was wearing a collar, ...*
6. What will be the effect of Mr Jones fixing the hole in the fence? *When the hole in the fence is fixed, ...*

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2d - Make inferences from the text/explain and justify inferences with evidence from the text.

2e - Predict what might happen from details stated and implied.

Dog Runs Riot at School Comprehension Answers

Cause
and
Effect

1. The cause of Mr Sayer stopping his assembly was **the dog running into the hall.**
2. When the dog ran into assembly, **the children gasped and laughed.**
3. The dog barked happily because **he was excited by the noise.**
4. The children in their classroom thought they were imagining things when **they heard the noise of the dog barking.**
5. Because the dog was wearing a collar, **they were able to call his owner who came to take him home.**
6. When the hole in the fence is fixed, **the dog will not be able to get back into the school again.**

National Curriculum References:

2b - Retrieve and record information/identify key details from fiction and non-fiction.

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2e - Predict what might happen from details stated and implied.

Cats and Dogs

Compare
and
Contrast

Cats and dogs are two of the most popular family pets. As well as having four legs and a tail, there are other similarities between cats and dogs.

Both are carnivores and need good quality meat in their diet to keep them healthy.

Cats enjoy fish but it should not be their main food source and dogs benefit from large quantities of vegetables. However, it is in the character of cats and dogs that they really differ.

Cats are nocturnal animals and tend to become more playful in the evening. Dogs, on the other hand, are more active and playful during the day. Dogs are pack animals and, in the wild, would hunt in a group. Therefore, they are sociable animals that love to be with people. Cats are solitary hunters and as a result, are content to be by themselves for long periods of time. When feeling threatened or annoyed, cats will arch their backs and hiss as a warning signal to stay away. Dogs will bare their teeth and snarl to tell another animal or human to keep their distance.

National Curriculum References:

2b - Retrieve and record information / identify key details from fiction and non-fiction.

2c - Summarise main ideas from more than one paragraph.

2h - Make comparisons within the text.

Cats and Dogs Comprehension Questions

Compare
and
Contrast

Use the information in the text to **compare and contrast** cats and dogs. You may use the sentence starters to help you.

1. Give **two** ways in which cats and dogs are similar. *They are similar because...*
2. List the **four** things cats do that dogs do not.
The four things cats do that dogs do not are:
 -
 -
 -
 -
3. List the **four** things dogs do that cats do not.
The four things dogs do that cats do not are:
 -
 -
 -
 -

National Curriculum References:

2b - Retrieve and record information / identify key details from fiction and non-fiction.

2c - Summarise main ideas from more than one paragraph.

2h - Make comparisons within the text.

Cats and Dogs Comprehension Answers

Compare
and
Contrast

1. **They are similar because...** (Two answers from the choices below)
 - **They are both popular family pets.**
 - **They are both furry and cute.**
 - **They are both carnivores.**
 - **They both have four legs and a tail.**
2. **The four things cats do that dogs do not are:**
 - **Cats enjoy fish.**
 - **Cats enjoy being on their own.**
 - **Cats become more playful at night time.**
 - **Cats warn off other animals or people by arching their backs and hissing.**
3. **The four things dogs do that cats do not are:**
 - **Dogs need vegetables in their diet.**
 - **Dogs are more playful and active during the day.**
 - **Dogs love being with people.**
 - **Dogs bare their teeth and snarl as a warning signal.**

National Curriculum References:

2b - Retrieve and record information / identify key details from fiction and non-fiction.

2c - Summarise main ideas from more than one paragraph.

2h - Make comparisons within the text.

European Holidays

Fact and
Opinion

There are many places to visit on holiday in Europe that are perfect for that special summer getaway. There are sandy beaches, bustling cities, historical castles and green hills. There is also a variety of places to stay; perhaps for you, camping is more fun than staying in a hotel. Many countries have resorts perfect for families, with facilities such as swimming pools and playgrounds nearby. For a more romantic escape, couples may prefer a break in one of Europe's beautiful historic cities, such as Rome, Barcelona or Paris. I would definitely recommend a trip to Europe for your next great adventure as it is full of beautiful landmarks and fun experiences.

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

European Holidays Comprehension Questions

Fact and
Opinion

Write **fact** or **opinion** for each of these statements about the text:

1. There are many places to visit on holiday in Europe.
2. There are sandy beaches.
3. Camping is more fun than staying in a hotel.
4. There are resorts that have swimming pools.
5. Couples may prefer a break in one of Europe's beautiful historic cities.
6. It is full of beautiful landmarks and fun experiences.

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

European Holidays Comprehension Answers

Fact and
Opinion

1. Fact
2. Fact
3. Opinion
4. Fact
5. Opinion
6. Opinion

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

The Big Moment

Inference

Stepping out on to the stage, Alisha felt a shiver down her spine. The judges sat at their table, whispering quietly. She squinted into the darkness, focussing roughly on where she thought her mum should be. Disappointed, she lowered her gaze.

Taking a deep breath, she tried to remember everything from her lessons and the hours spent practising at home. Crouching down, she got into her start position and wrapped her arms around herself. Her stomach rumbled noisily and she regretted having skipped breakfast. With her heart thundering in her chest, she looked up and nodded, before resuming her position and waiting for the music to begin.

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

The Big Moment Comprehension Questions

Inference

Answer these questions using **inference** skills and clues from the text. You may use the sentence starters to help you.

1. How is Alisha feeling? Explain how you know. **Alisha is feeling _____ because it says...**
2. What is Alisha doing? Explain how you know. **I think Alisha is _____ because it says...**
3. Did Alisha see her mum in the audience? Explain how you know.
Choose one
or the other
Alisha **did / **did not** see her mum because it says...**
4. Who did Alisha nod to? Explain how you know. **I think Alisha nodded to _____ because it says...**
Choose one
or the other
5. Is Alisha well prepared? Explain how you know. **I think Alisha **is** / **is not** well prepared because it says...**
6. What time of day is it? Explain how you know. **I think it is _____ because it says...**

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

The Big Moment Comprehension Answers

Inference

1. Alisha is feeling **nervous/worried** because it says... Use any of these sentences from the text as evidence:
 - **She has a shiver down her spine.**
 - **She is taking a deep breath.**
 - **She has not eaten breakfast.**
 - **Her heart is thundering in her chest.**
2. I think Alisha is **having a singing/dance exam or competition** because it says...
Use any of these sentences from the text as evidence:
 - **She is stepping out onto a stage.**
 - **There are judges.**
 - **She tried to remember everything from her lessons.**
 - **She got into her start position.**
 - **She was waiting for the music to begin.**
3. Alisha **did not** see her mum because it says **when she looked into the darkness to where her mum should have been sitting, she was disappointed.**
4. I think Alisha nodded **to the judges / the sound person** because it says **after she nodded, she waited for the music to begin.**
5. I think Alisha **is** well prepared because it says **she had had lessons and spent hours practising at home.** Or I think Alisha **is not** well prepared because it says **she had a shiver down her spine so she must be very nervous.**
6. I think it is **morning** because it says **she had skipped breakfast.**

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

Fireworks – Beautiful but Dangerous

Main Idea

Fireworks are beautiful. They come in many different forms and are designed to make a variety of colours, patterns and noises when they explode. Some of the most popular fireworks are Roman candles, Catherine wheels, rockets and sparklers.

People let off fireworks at different occasions and they are used as a form of celebration. As well as on Bonfire Night, fireworks are used at weddings, birthdays and at many large, organised events. Most famously perhaps, fireworks are used around the world on New Year's Eve to celebrate the start of the new year.

Although they look wonderful, fireworks can be very dangerous. Common firework injuries include hand burns, eye injuries and more seriously, amputations. In order to stay safe, there are certain tips and rules that people should follow. For example, fireworks should be kept in a closed metal box, children should be kept at a safe distance and people should never return to a lit firework.

National Curriculum Reference:
2c – Summarise main ideas from more than one paragraph.

Fireworks – Beautiful but Dangerous Comprehension Questions

Main Idea

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

1. What is the main idea of the whole text?
The main idea of the whole text is...
2. What is the main idea of paragraph 1?
The main idea of the paragraph 1 is...
3. What is the main idea of paragraph 2?
The main idea of the paragraph 2 is...
4. What is the main idea of paragraph 3?
The main idea of the paragraph 3 is...

National Curriculum Reference:
2c – Summarise main ideas from more than one paragraph.

Fireworks – Beautiful but Dangerous Comprehension Answers

Main Idea

1. The main idea of the whole text is **the fact that fireworks are beautiful but can be dangerous.**
2. The main idea of paragraph 1 is **that fireworks are beautiful and come in many different forms.**
3. The main idea of paragraph 2 is **that fireworks are used to celebrate different occasions.**
4. The main idea of paragraph 3 is **that fireworks can be dangerous and that people should follow rules to avoid getting injured.**

National Curriculum Reference:
2c – Summarise main ideas from more than one paragraph.

Here are some steps for baking a cake. Unfortunately, they are in the wrong order...

Sequencing

Baking a Cake

- Put the mixture in the oven.
- Leave the cake to cool.
- Add the ingredients into a bowl.
- Decorate the cake.
- Pour the mixture into a cake tin.
- Mix together with a spoon.
- Take the cake out of the oven.

National Curriculum References:
1c – Identify and explain the sequence of events in texts.
2g – Identify/explain how meaning is enhanced through choice of words and phrases.

Sequencing Comprehension Questions

Sequencing

1. Use **seven** numbered steps to put the 'Baking a Cake' steps in the correct order.
1)
2)
3)
4)
5)
6)
7)
2. Can you think of any extra steps or details you could add in to improve the instructions? Explain how they improve them.
3. Write your own numbered steps to **describe your journey to school**.

National Curriculum References:

1c - Identify and explain the sequence of events in texts.

2g - Identify/explain how meaning is enhanced through choice of words and phrases.

Sequencing Comprehension Answers

Sequencing

1.
 - 1) Add the ingredients into a bowl.
 - 2) Mix together well with a spoon.
 - 3) Pour the mixture into a cake tin.
 - 4) Put the mixture in the oven.
 - 5) Take the cake out of the oven.
 - 6) Leave the cake to cool
 - 7) Decorate the cake.
2. Here are some examples:
 - **You could add: Put a birthday candle on top and light it, which tells the reader that these are instructions for making a birthday cake.**
 - **You could add: Turn on the oven to 180 degrees, which makes the instructions clearer.**
 - **You could add some details, such as: Wearing oven gloves, take the cake out of the oven. This adds extra safety information to tell the reader to be safe when cooking.**
3. **Your own journey to school, in numbered steps.**

National Curriculum References:

1c - Identify and explain the sequence of events in texts.

2g - Identify/explain how meaning is enhanced through choice of words and phrases.

The Mystery of the Poet Thief

Story Elements

Avoiding the crowd outside, Detective Smith hastily ducked under the 'POLICE: DO NOT ENTER' tape, confidently dodged the broken glass on the pavement and ducked as he entered Ruby's Jewellery Shop. Tiny shards of glass glinted in the bright light coming in through the window. Detective Smith had unfortunately seen this kind of scene many times before. He paused to pull out a handkerchief from his pocket to wipe his brow. Still, it felt different this time. Ruby was a dear friend of his and he'd known her for years.

Surprisingly, only one glass cabinet in the entire shop was broken. Peering closer, he saw the empty jewellery stand. Underneath it, something else caught his eye. It was a piece of paper poking out. On it was a note addressed to him! It said, 'Rubies are red, violets are blue, can you guess where I'm next going to?' With furrowed brow, Detective Smith scratched his grey beard and gazed out of the window, thoughtfully.

National Curriculum References:

2b - Retrieve and record information / identify key details from fiction and non-fiction.

2c - Summarise main ideas from more than one paragraph.

2d - Make inferences from the text / explain and justify inferences with evidence from the text.

2e - Predict what might happen from details stated and implied.

The Mystery of the Poet Thief Comprehension Questions

Story Elements

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

1. Describe the main character of the story. *The main character is...*
2. What has happened so far in the story? *In the story so far, ...*
3. What is the story setting? *The setting is a...*
4. Can you predict what might happen next? *I think that...*
5. What is the **genre** of this story? Explain how you know.
The genre is _____ because it says...

National Curriculum References:

2b - Retrieve and record information / identify key details from fiction and non-fiction.

2c - Summarise main ideas from more than one paragraph.

2d - Make inferences from the text / explain and justify inferences with evidence from the text.

2e - Predict what might happen from details stated and implied.

The Mystery of the Poet Thief Comprehension Answers

1. The main character is **called Detective Smith** and he is a police officer who has come **to investigate a crime**. He might be quite old because it says he has seen this sort of **crime many times before** and also because it says he has a **grey beard**.
2. In the story so far, **a jewellery shop has been broken into**. There is something missing from one **glass cabinet** and a **strange note** has been left, addressed to the detective. It has a poem on it **which might give a clue to another robbery**. It makes Detective Smith feel strange and confused.
3. The setting is a **jewellery shop called Ruby's Jewellery Shop** which has been broken into.
4. **Your own thoughts and predictions**.
5. The genre is **crime / mystery** because it says there has been a robbery in a jewellery shop and **Detective Smith must solve the mystery using the clues**. Crime stories involve a main character **having to investigate what happened**.

National Curriculum References:

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