



# Tattenhall Park Primary School

### Literal retrieval

**What** did mummy pig say to the three little pigs?

**Where** did the three little pigs go?

**Describe** each of the houses the pigs built.

**What** happened after the pig got into the butter churn?

**Can** you tell me **why** the three little pigs were asked to leave their mummy's house?

**Which** phrase does the wolf say again and again?

**Who** did the pigs meet just after they set off?

**Describe** what happened at the end.

**List** all of the materials used to make the houses.

**What** did the pigs and the wolf look like?

### Deduce, infer or interpret information, events or ideas

**How** did the third little pig know the other little pigs were scared?

Explain why the wolf wanted to blow down the houses.

**What** makes us think that the wolf was getting annoyed?  
How do the characters feel at different points in the story?

**Why** is the fire/stove important?

**What** does this tell us about how the second little pig was feeling?

**Match** feelings/ thoughts to parts of the story.

**If** this was you, what would you do next? (At a given point in the story)

**If** you were going to interview the wolf, what would you ask him?

### Structure and organisation of the text

**How** do the pictures help to organise the story?

**What** is the purpose of the pictures? (non-fiction story about houses)

**How** does the layout help the reader? (non-fiction text about houses: contents; glossary; index; headings)

**Which** words tell you what order to follow? (non-fiction book about making fires)

**Why** has the author used 'fact boxes' for key points? **Why** is *slowly* in italic print?

**Some** of the text is printed in a different way. Why do you think the writer does this?

**Why** did the author choose to change paragraphs here?

### Explain and comment on the writer's use of language

**What** does *pretended* mean? Can you replace this with another word?

**What** has the author used in the story to make his characters seem scared?

**Find** some adjectives that help you picture the characters in your mind.

**How** is language used to create a positive image of the third little pig?

**Find** a sentence that encourages you to want to read more of the story.

**Can** you find any similes/ metaphors in the story?

**Find** two words or phrases that make the passage seem scary.

**Why** has the author set out the text like this?

### Writer's purpose and viewpoint

**Why** does the author choose this setting?

**What** evidence is there that this story was written for children?

**How** does the writer try to make us like the little pig?

**Explain** how this passage gives a negative impression of the wolf?

**Who** is this new house advert trying to persuade?

**What** makes this a good story?

**What** do you learn about the writer's attitude to wolves?

**What** question would you like to ask the writer of the story? **Could** the story be better? **What** would you suggest?

### Social, historical or cultural traditions

**Do** you know any other story like this?

**Where** is the story set?

**What** does the story remind you of?

**What** did the story make you think of?

**How** would you have felt in the same situation?

Many stories have messages. **What** is the message of this story? **Do** you know another story that deals with the same issues e.g. social, cultural, historical issues?

**Are** there any familiar patterns that you notice?  
E.g. Once upon a time

**What** might you have done instead?

**How** did you know the ending was going to be happy for the pigs?