











"When we read, we can be inspired to want to build a better world and a brighter future. So, keep reading and change the world." CHRISTOPHER EDGE

Use the grid below to ask your child questions about what they are reading. They do not have to be done in order and can be a great way of checking understanding.

Be a Text Detective! Improving Inference Skills: Ten Tips				
<p>1. Ask questions</p> <p>All subjects: Who? When? What? Where? How?  Why?</p> <p>Look at what is said in the text BUT think about what implied information isn't given to the reader.</p>	<p>2. See images</p> <p>Try to picture (visualise) the information, and events and action in your mind as you read.</p> 	<p>3. Find Facts</p> <p>Are there any key dates, names or numbers that you need to highlight?</p> <p>These might be important evidence for an argument or explanation.</p> 	<p>4. Make Judgements</p> <p>What do you really think?</p> <p>Did your opinion change the more you read?</p> 	<p>5. Think about the author or narrator</p> <p>Who is giving you information? When did they write this?</p> <p>Is their opinion biased? Is it reliable?</p> 
<p>6. Re-read the text</p> <p>Can you spot anything that you didn't see before?</p> <p>This time, highlight question words and key vocabulary that can help you to answer the question.</p> 	<p>7. Infer</p> <p>Look for clues and read between the lines to find the meaning.</p> <p>Why has the writer made certain word choices?</p> 	<p>8. Empathise</p> <p>Imagine you were in the same situation as the main figures or characters.</p> <p>How would you feel? What would you do?</p> 	<p>9. Think about the audience and purpose</p> <p>Who was the text written for?</p> <p>Was the writer trying to make readers feel something, persuade them to act in certain ways?</p> 	<p>10. Make predictions</p> <p>Use what you know about the text to suggest what will happen next</p> <p>Pick out quotes to support your predictions.</p> 

<p>Quality of Written Communication / summarising</p> <p>Key Words: Alliteration, Fact, Opinion, Rhetorical Question, Emotive Language, Hyperbole, Statistics, Simile, Metaphor, Personification, Imagery, Pathetic Fallacy.</p> <p>Repetition, Triadic Structure, Listing Effect, Juxtaposition</p>	<p>Summarising:</p> <ul style="list-style-type: none"> Read the original text thoroughly to make sure you understand its overall meaning. Be aware that sometimes you might have to 'read between the lines' to pick up 'hidden' information. Use a dictionary or ask someone who knows to help you find the meaning of any unfamiliar words. Underline or highlight the main points of the text, ignoring any unnecessary facts, descriptions or opinions. Make a note of the most important details - you could even draw a diagram or use pictures if this helps. Link together the key points using sentences or paragraphs, as appropriate. If images provide additional meaning then these can also be included in your summary. Use headings or sub-headings if the text you're shortening is long. Read your draft to make sure you haven't lost the overall point of the original information. 	<p>Connectives</p> <p>Because – But – Although – Then – However – Next – Since – Therefore – Also – Despite – Furthermore – Whereas – On the other hand – So – As long as – For example – Such as – So far – Moreover – Apart from – Meanwhile – In addition – In contrast – Moreover – Alternatively – Nevertheless – Afterwards – Consequently – As well as – For example – What is more – As a result of this – Firstly – Secondly – Thirdly</p>
<p>Punctuation</p> <ul style="list-style-type: none"> Full stop - Marks the end of a sentence. Comma - Separates items in a list or clauses in a complex sentence. Apostrophe - Shows belonging or missing letters in words like don't and can't. Inverted commas - Show quotation. Question mark - Ends a question sentence. Colon - Joins two related clauses where one clause cannot stand alone. Semicolon - Joins two equal clauses that are closely related but could also stand alone. 	<p>SPaG Checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have I used an appropriate style with no slang or informal language? <input type="checkbox"/> Is my work in paragraphs? <input type="checkbox"/> Do my sentences start with capital letters and end with full stops? <input type="checkbox"/> Are my quotations in inverted commas? <input type="checkbox"/> Have I used capital letters for names and places? <input type="checkbox"/> Have I used specialist vocabulary correctly? <input type="checkbox"/> Have I checked that my sentences make sense and my meaning is clear? <input type="checkbox"/> Did I check my spelling against words in the question paper? 	<p>Homophones</p> <ul style="list-style-type: none"> There: I'd love to go there. Their: Is that their cat? They're (they are): They're here. To: I'm going to work. Too: Are you coming too? Two: I have two hands. Your: What's your name? You're (you are): You're welcome. New: She has a new phone. Knew: I already knew that. Right: Is that right? Write: Can you write that down? Which: Which colour do you like? Witch: She was a wicked witch. Peace: I wish for peace on Earth. Piece: Do you want a piece of pie? Rain: It's pouring with rain. Rein: I led the horse by the reins. Reign: The King's reign ended. Where: Where are you going? Wear: What should I wear? For: Is that present for me? Four: I'll take four of these.