

Vocabulary

Vocabulary skills are important for ensuring that your child understands the meaning of what they are reading. They will need to use contextual clues to work out the meaning of words they might not know.

For example, the text might state:

Bella accelerated, the streets becoming a blur.

Your child might be asked to choose which word from a selection of words is the closest in meaning to **accelerated**. They should be able to use the clue of the streets becoming a blur to let them know that it means **sped up**.

Questions to Develop Vocabulary Skills

Which word is the closest in meaning to ___?

What does ___ mean in this sentence?

Can you find and copy a word or phrase from the text that means the same as ___?

Find and copy two words from the text which show that the character is feeling ___.

Can you choose the best word to describe ___?

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Authorial Intent

This skill is important for understanding how the author of a text has used language to convey a deeper meaning. Your child will need to think about why the author has used certain words and phrases and how they give a certain meaning to the text.

For example, the text might state:

In the graveyard, the treetops moaned and groaned, their branches stretching out like knobbly witches' fingers.

Your child might be asked to explain how the author's use of the verbs **moaned** and **groaned** as well as the comparison to witches' fingers has given the text a spooky feel.

Questions to Develop Authorial Intent Skills

What does ___ tell us about this character?

Which phrase implies that this character is ___?

Can you find a simile/metaphor in the text?
What meaning does this add?

Why did the author choose to use this particular word?

How has the author's choice of words created a feeling of ___?

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Summarising and Sequencing

Summarising is the skill of identifying key points in the text and summing up what you have read.

Your child will need to have a good understanding of what they have read in order to pick out what is the most important information. They might also be asked to think about the overall theme of the text or to describe what has happened in a small number of words.

Sequencing is related to summarising. Your child will need to be able to identify the order in which events happened.

Questions to Develop Summarising and Sequencing Skills

What is the main theme or message of this paragraph/chapter/text?

Can you describe what happened in this chapter?

Write a new blurb for this story in less than 20 words.

How would you sum up __?

Can you order the events of this chapter?

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Retrieval

Retrieval is the skill of being able to find and extract information from a text. Unlike inference, where the information might be hidden, retrieval questions ask you to find key information that is plain to see within the text.

For example, the text might state:

Tobi travelled from London to Brighton by train on Wednesday.

Questions might ask your child to tell them where Tobi was going, where he started from, how he travelled and when he travelled.

Questions to Develop Retrieval Skills

Which paragraph/sentence/phrase tells us ____?

Who are the key characters in the text?

Who is telling the story? How do you know?

Where/when is the story set? How do you know?

Find and copy a word that tells you ____.

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