Question their Learning

"What do you learn?"

You should ask your child what they learn from reading the text/

For example, having read a charity leaflet you could ask your child what they learn about why they should donate money.

"What does this suggest?"

After your child has told you what they have learnt, you then ask, "What does this suggest?" This encourages your child to read between the lines of what they have read and think about what the text is actually saying to them.

For example, we learn that we should donate money because 'thousands are dying'. This suggests that a high number of people are at risk and by donating we are helping many which is perhaps more rewarding than helping a few.

"What is the PAF of this text?"

You should ask your child if they can identify the purpose/audience/form of the text.

Purpose – describe/inform/explain/
argue/persuade/entertain

Audience – age/gender/occupation/interests

Form – article, leaflet, website, blog etc.

"What language features does the writer use for effect?"

Can your child identify a specific language features and then explain the effect it has on the reader?

e.g. simile, metaphor, fact, rhetorical question, repetition, pathetic fallacy

Question their Learning

When they need to do close analysis of language…

Layer 1 – What does the word mean? - dictionary
Layer 2 – What other words could have been used? - thesaurus
Layer 3 – Which word class or technique does the word belong to?
Layer 4 – What do we associate with that word? (connotations)
Layer 5 – What senses does that word effect?
Layer 6 – How does this word make the reader feel?

Question their Learning

When they are writing creatively…

Capital Letters

At the beginning of a sentence
For proper nouns (names, special places)
For I, I'm, I've

Punctuation - basic

Commas for pauses
Full stops at the end of sentences
Question marks for questions
Exclamation marks (use sparingly)
Dash – like a comma

Adjectives

Can you use interesting describing words?
Avoid basics like 'good', 'black', 'dark'

Verbs

Can you use powerful verbs for impact on the reader? E.g. think bigger than 'walk'

Spelling

Check in the dictionary
Keep a list of spelling errors to practise

Sentence Variety

Do all sentences start the same way?
Can you vary how paragraphs begin?
Vary the length of sentences?
Use short sentences or one word phrases
Vary the types of sentences

Adverbs

Using adverbs gives the reader information how something happened, such as 'He strolled **casually** across the room'