

### Comprehension Types

#### Retelling

Children should be able to retell coherently using appropriate vocabulary from the text. They should focus on characters/sequence of events, problems and resolutions when retelling narratives so that vocabulary is used appropriately. They need to be able to recognise the structural features of non-fiction texts. Retelling texts will support children in making connections with prior knowledge.

**Support advice:** Encourage your child to refer to pictures as cues if appropriate. They can use puppets or props to help the retelling of narratives. Encourage the use of time connectives such as *first, next, then after that* to sequence events.

#### Retrieval/Literal:

These type of questions require children find the answer in the text. They need to prove their answer by using the text. Children should be encouraged to use the text to support them in answering the questions. If they do not know the answer, please encourage them to re-read the text to find the phrasing that gives them the answer.

#### Support advice:

Encourage your child to predict. Check and confirm literal information with the text. Ensure they are rereading the text in order to find answers to literal questions. Check they can remember details of main events or facts. Support them in reading on or rereading to evaluate the accuracy of predictions. When reading non-fiction texts, ensure children can recall information from these texts. Skimming or scanning the text can be taught to locate specific details or facts.

#### Inferential:

These type of questions require children to read between the lines. They need to think beyond the text to locate information not directly stated within the text. Children need to make connections between the text and prior knowledge. They need to be able to think critically when information in a text has not been stated explicitly.

#### Support advice:

When reading, inferential questions require children to find clues in the text and use these clues to support them in answering questions. Sometimes children need to add those clues to what they already know or have read to be able to answer these questions. There can be more than one correct answer to inferential questions. Children need to be able to support their responses using knowledge they have gained from the text.

#### Applied Knowledge:

These type of questions reflect on an author's purpose and intended audience. They require children to search in and think beyond the text for answers and information. They need to skim or scan texts to locate specific details or facts to support an opinion or idea.

#### Support Advice:

Encourage your child to recognise and describe how plot, characters and settings can influence a text.

When reading, ask children to describe and explain. E.g. if reading a non-fiction text about snowboarding; children should be able to describe what a snowboarder might have to do to win competitions (move faster and do more complicated tricks). They should also be able to use the information they have read to explain why some people say snowboarding is an extreme sport (it is very fast and can be dangerous if it is not done properly).

### **Vocabulary Enrichment**

When reading, do discuss the precise meanings of unfamiliar or more complex words found within texts. If possible explain the meaning of words and ask children to think of a word that means the same. It is useful for children to participate in using dictionaries to check the meaning of words and thesauruses to extend their vocabulary.

We hope you find this guide along with the attached example comprehension documents useful. Thank you for your continued support.