

*‘Comprehension is the ultimate goal of reading’
Primary Framework for Literacy – September 2006*

This book explores the ‘Understanding and Interpreting Texts’ and the ‘Engaging with and Responding to Texts’ strands of the renewed *Primary Literacy Framework*. It is also cross-referenced to the Literacy Strategy’s text level objectives. These text level objectives are the basis for the activities in this book. The book is not intended as an individual work book. Its concept is that an adult will be working with the child, at whichever stage, in order to facilitate their understanding and their ability to process and answer the questions, simultaneously developing their reading and writing skills as they work through the pages.

Each activity should be discussed, with the child verbalising what they understand from the pictures or the texts, the adult pointing out what they miss and encouraging them to verbalise answers to the questions before attempting to write or having the adult scribe for them.

As the adult goes through the text with the child, she should encourage the child to become familiar with and recognise the various features of words: initial sounds, digraphs, double and triple consonants, vowels, final sounds and so on, and help the child to a) build up words and b) predict words from knowledge of some of the graphic details and from the context. In this way the activities become much more than just a comprehension task and help the child to absorb the many strategies that they may use in learning to read.

It is important for the children to learn to form their answers in simple but full sentences – ie those with at least a subject and a verb. They will then assimilate from this early stage that this is the way to answer comprehension questions.

The following notes give guidance for each activity.

Activity 1 – Y1, Term 1, T2

- 1a – Make sure the children know the story. Give them plenty of time to look at the picture. Ask them to point out all the things they can see. Explain that they are going to put a cross or a tick in the correct boxes when you read the questions to them. Ask them to identify the words ‘Yes’ and ‘No’ for themselves. Give clear instructions for the rest of the tasks.
- 1b – Read the tasks but help the children to identify as many words as they can by just cueing in the sounds. Encourage them to locate the appropriate words and copy them into the spaces. Encourage lateral thinking skills for the last question.
- 1c – Make sure the children can read the text, helping where necessary. Go over words that are unfamiliar. Read the questions together before working on the answers. Help the children to verbalise the answers then write them. Scribe for the child when appropriate.

Activity 2 – Y1, Term 1, T6

- 2a – Give lots of time to ‘read’ the picture with children verbalising what they can see. Say the rhyme together, paying attention to the pattern and metre. Give clear instructions for the tasks.
- 2b – Give time for the children to verbalise the picture. Encourage suggestions about which rhyme it might be about. Encourage them to read by predicting the words from the initial sounds. Tap the rhythm of the rhyme out together.
- 2c – Read the words of the rhyme together, paying attention to the rhythm and the second verse, which the children may not know. Discuss the tasks and help the children to verbalise before writing the answers.

Activity 3 – Y1, Term 1, T12

- 3a – Talk about what the teacher is doing in the picture. Discuss ‘labels’ and ‘captions’ to make sure the children know what they are. Make sure the children understand that the words under their pictures at the bottom of the sheet are captions.
- 3b – Discuss the idea of labels, captions and notices. Help the children to locate those words in the questions. Get them to verbalise before writing or scribing.
- 3c – Read the notice and the text together. Discuss the questions before deciding on answers. Help children to verbalise in proper sentences.

Activity 4 – Y1, Term 1, T5

- 4a – Discuss the picture, emphasising the ‘where’ and the ‘when’. Read the questions through with the children and help them to verbalise before writing or scribing.
- 4b – Discuss the picture, asking the children ‘where’ and ‘when’ questions. If they were in the picture, which sounds would they hear? Read the questions through with them before they try to answer them.
- 4c – Read the story together. Ask the children, ‘Where is it happening? When is it happening?’ Read through the questions with them. Use the word ‘setting’ when appropriate.

Activity 5 – Y1, Term 1, T13

- 5a – Carefully go through the pictures with the children. What do they think the pictures are telling them? Use the word ‘instructions’ and make sure they understand it. Help them to complete the tasks.
- 5b – Ask the children what the pictures are telling them. Encourage use of the word ‘instructions’. Help them to read and answer the tasks, then follow the instructions.
- 5c – Ask the children what kind of text this is. Make sure they can read all of it, including the questions. Help them to verbalise before writing. Encourage them to follow the instructions to make a mask.

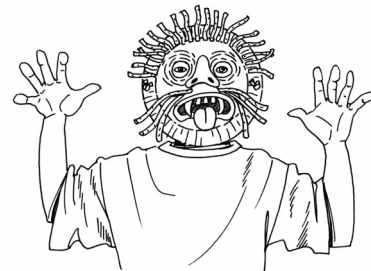
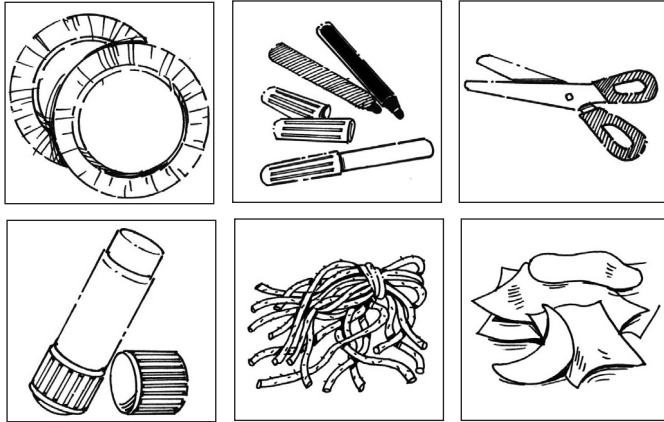
Activity 6 – Y1, Term 1, T7

- 6a – Make sure that the children understand that Jake’s class are making up a play for the mums and dads.

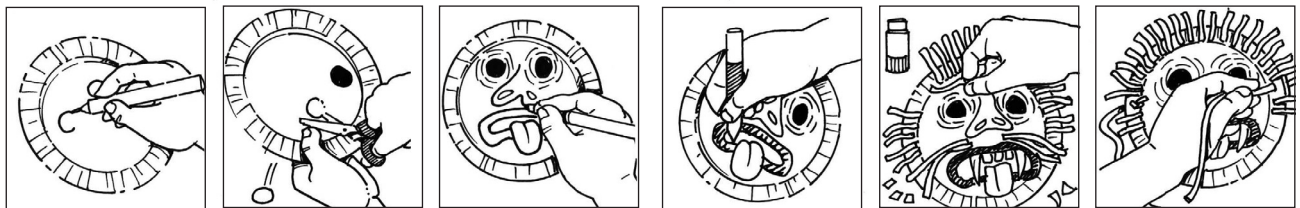
Name _____

Make a mask

What you need:



What you do:



Look at the things you need to make a mask.

- | | | | | | | |
|-------------|--|---|-----|--------------------------|----|--------------------------|
| Do you need | | ? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Do you need | | ? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Do you need | | ? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Do you need | | ? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

Should you do this first? Yes No

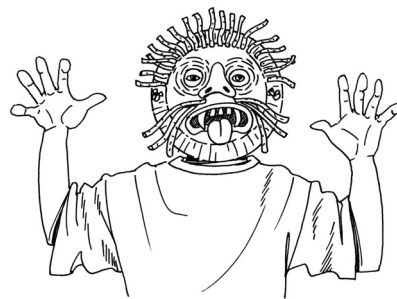
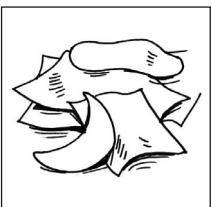
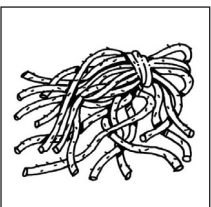
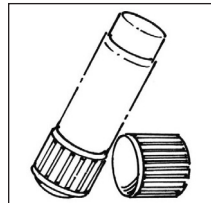
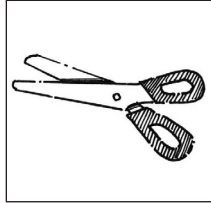
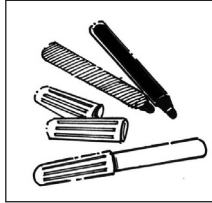
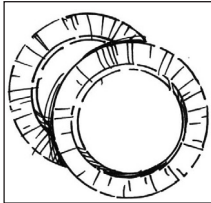
Should you do this last? Yes No

- Follow the instructions to make a mask of your own.

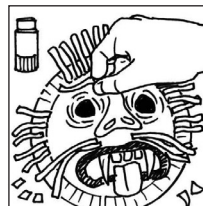
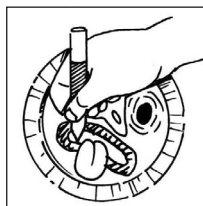
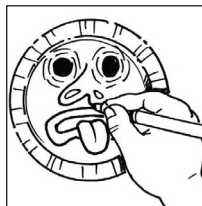
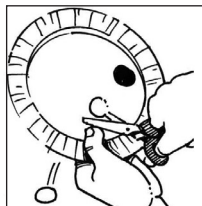
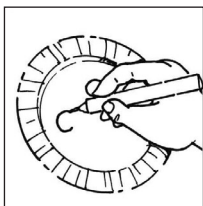
Name _____

Make a mask

What you need:



What you do:



✎ Use these words to label the first set of pictures:

glue paper plates scissors sticky shapes pens wool

✎ Look at these instructions, telling you what to do. Fill in the missing words:

First, you draw two eyes on a p _ _ _ _ p _ _ _ _ .

Then you c _ _ _ them out carefully with s _ _ _ _ _ _ _ _ .

Next, you draw a face with a p _ _ _ .

Then, colour the face.

Next, g _ _ _ bits on.

Last, thread w _ _ _ _ to tie the mask on.

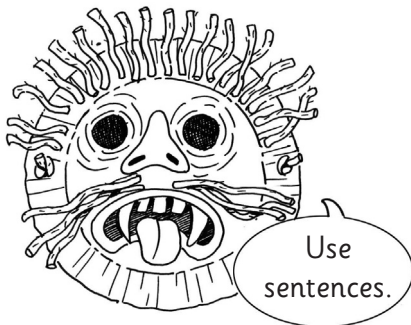
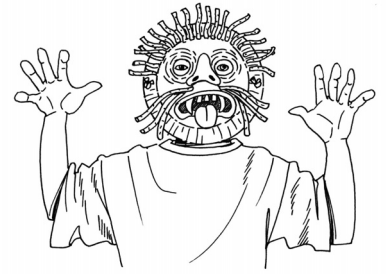
✎ What do you need the wool for? _____

Name _____

Make a mask

What you need:

- paper plates
- pens
- scissors
- glue
- bits of wool
- sticky shapes



What you do:

1. Draw two eyes on a plate.
2. Cut out the eyes.
3. Draw a face.
4. Colour it.
5. Stick on bits of wool, paper teeth etc.
6. Thread wool through sides to tie it on with.

Finish this sentence:

These words tell you _____

What do you need to start with?

a) breakfast b) whiskers c) pictures of cats d) paper plates

Where does it tell you how many things you need to collect together?

Is this kind of writing:

a) a story? b) a poem? c) information? d) instructions?

What would happen if everything in the 'What you do' section was in the wrong order?

How could you find out if they are in the right order?
