

# I N T R O D U C T I O N

*'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 workbook. 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, Y2 (Year), T1 (Term), T2 (Text level)**

**1a** – Read the text to and with the children.

Encourage them to predict, from the meaning, which word might come next. Sound beginnings and endings of words and discuss meanings.

**1b** – Read the text to and with the children. Talk about what word might come next, where appropriate. Discuss meanings and whether their predictions make sense.

**1c** – Share the reading with the children. Stop at intervals to encourage predictions of words. Give beginning sounds and endings where appropriate to help with prediction.

### **Activity 2, Y2, T1, T4**

**2a** – Read to and with the children. Discuss how events in a story happen one after another and how

time passes. Ask them to guess how much time the contest will take.

**2b** – Read to and with the children. Discuss how time passes in a story. What words can help to show this?

**2c** – Share reading with the children. Discuss the element of time in stories. Discuss the idea of events happening one after another. Discuss the fact that the contest is an event. How does the text show that time does not stand still?

### **Activity 3, Y2, T1, T8**

**3a** – Read the poems to the children. Give them copies and ask them to join in with you where they can read or remember the words. Encourage them to find other animal poems, copy them and add to the collection.

**3b** – Read the poems to and with the children. Explain the idea of a collection or anthology (a set, of poems for example). Make a compilation.

**3c** – Read the poems with the children. Discuss the idea of an anthology or collection and ask them to look for more animal poems so that they can compile an anthology.

### **Activity 4, Y2, T1, T6**

**4a** – Read the text to and with the children. Discuss times when they have not been very well and help them to identify with the story.

**4b** – Read the story together. Ask the children to discuss what it is about and whether it has any links with their own lives.

**4c** – Encourage the children to read the story and discuss how they can identify with the main character. Which other stories have they read where they have found links with their own lives?

### **Activity 5, Y2, T1, T5**

**5a** – Read the text to and with the children. Discuss what a plot in a story is. Ask them how one event in the plot of this story leads to another.

**5b** – Share the story with the children. Discuss the word 'plot' as in a story. Discuss how events in a plot are about action and consequence.

**5c** – Encourage the children to tell you the plot of the story. Discuss how a plot is made up of events happening in an action and consequence sequence. How does this pertain to this text?

### **Activity 6, Y2, T1, T13**

**6a** – Ask the children to verbalise what they can see on the page until they have talked through the full set of instructions. Help them to carry out the instructions.

**6b** – Talk about the need for instructions to be clear and in the right order. Help the children to work through the text so that they know exactly what they have to do.

**6c** – Share the reading with the children. Get them to check that everything that is needed is there and that

all the tasks are in the right order. Ask them to follow the instructions.

### Activity 7, Y2, T1, T14

**7a** – After reading the text together, ask the children to tell you what they think a list is. Help them to work out the different features of a list, ie that there is always a common factor; that they may be written in alphabetical order, size order, time order, priority order; that a list is used to help you to remember something; that it is usually written down the page.

**7b** – Ask the children to verbalise what they have read and discuss with them what kinds of lists they know or have read, and what the important features of those lists might be, as above.

**7c** – Ask the children to read the text and then verbalise to you exactly what they think a list is, what it is for and how it might be arranged, using the features as above.

### Activity 8, Y2, T2, T4

**8a** – Read the text to and with the children. Help them to read the questions and verbalise their answers. The story has a predictable end. How do they know what that ending will be?

**8b** – Read the text to and with the children. What do they think will happen? What is it about the text that makes them think so?

**8c** – Ask the children to tell you what the story is about. What do they think will happen? What is it in the text that makes them think this?

### Activity 9, Y2, T2, T6

**9a** – Talk about the picture and the text. Discuss the idea of character in a story. Ask the children how they can identify which character is which from the words of the text.

**9b** – Talk about the picture and the text. Discuss the idea of character in a story. Ask the children to describe the different characters. How do they know, from the text, how to do this?

**9c** – Discuss the text and the idea of character. Can the children identify and describe the characters, using words from the text?

### Activity 10, Y2, T2, T19

**10a** – Read the diagram to and with the children. Can they identify its different parts? Make sure they understand what its cyclical element portrays.

**10b** – Discuss the idea of a cyclical diagram with the children. Is every step of the transformation explained in a clear way? How useful do they think a cyclical diagram is for explaining things?

**10c** – Discuss how the concept of a cyclical diagram works. Do they have to start at one place? What happens if they start reading the diagram at any other place on it? Can they think of other events they might make a cyclical diagram for?

### Activity 11, Y2, T2, T18

**11a** – Read the text to and with the children. Ask them for other instances of alphabetically ordered texts. Why do they think a text works in this way?

**11b** – Share the text with the children. Ask them to find other examples of indexes and find out if they are always in alphabetical order. Is this a good idea? Why?

**11c** – Discuss the idea of an index in particular and of alphabetically ordered texts in general. How does putting the ideas into alphabetical order help the reader of the information book?

### Activity 12, Y2, T2, T7

**12a** – Read the story to and with the children. Ask them to tell you the story in their own words, making sure they have it all in the right order, and then retell it to someone else.

**12b** – Share the story with the children. Make a list together of the important things that are in it and ask them to retell the story from the list. Is everything in the right order?

**12c** – Discuss the idea of retelling the story, making sure that the sequence is right and that the dialogue is included. Give opportunities for this.

### Activity 13, Y2, T2, T3

**13a** – Talk with the children about what a theme might be in a story. It is what a story is about. Can they identify the common thread or theme of all of these stories?

**13b** – After sharing reading, discuss the idea of theme in a story. What is the shared theme of all of these stories? Could the children suggest an idea for another story using the same theme?

**13c** – After reading through the text and the questions, ask the children to talk about what a theme in a story is. The shared theme in these four stories is 'animals' but each story also has a theme of its own, one being 'escape'. What do the children think the others are?

### Activity 14, Y2, T2, T5

**14a** – Read the text to and with the children. Discuss the idea of a setting, that is where and when a story is set. Encourage the children to verbalise the setting in the text.

**14b** – Share the text with the children. Discuss what a setting in a story is. What can they tell you about this setting?

**14c** – Ask the children to tell you what the setting is for this text. Why is setting important to a story? How does it help to make a beginning? Could the children follow up this setting with a plot of their own?

### Activity 15, Y2, T3, T5

**15a** – Read the text to and with the children. Make sure they understand the word 'author'. Discuss the information given about this 'famous' author.

Name \_\_\_\_\_

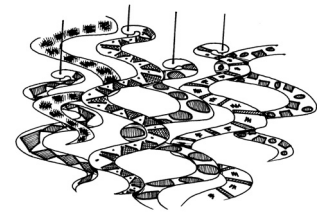
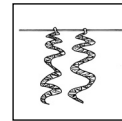
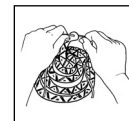
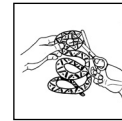
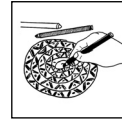
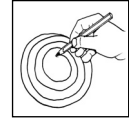
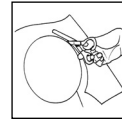
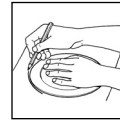
# How to make a snake

### What you need:

- A plate
- Scissors
- Thin card
- String or wool
- Felt-tipped pens or crayons
- A pencil

### What you do:

- 1) Draw round the plate.
- 2) Cut out the circle.
- 3) Draw a spiral inside the circle.
- 4) Draw patterns on the snake.
- 5) Cut along the spiral.
- 6) Thread string or wool through the snake's tail.
- 7) Display the snakes.



1) What kind of writing is this? Put a ✓

- |                                      |  |
|--------------------------------------|--|
| a) a story <input type="checkbox"/>  | b) information <input type="checkbox"/>  |
| c) a recipe <input type="checkbox"/> | d) instructions <input type="checkbox"/> |

2) If you follow the instructions, what will be missing from the snake? Put a ✓

- |                                      |  |
|--------------------------------------|--|
| a) its tail <input type="checkbox"/> | b) its tongue <input type="checkbox"/> |
| c) its eyes <input type="checkbox"/> | d) its legs <input type="checkbox"/>   |

3) Which of the things you need could you use to make a tongue for the snake? How would you do it?

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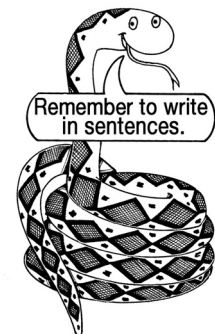
4) Why do you need to draw patterns on the snake?

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5) What shape do you need to make a spiral?

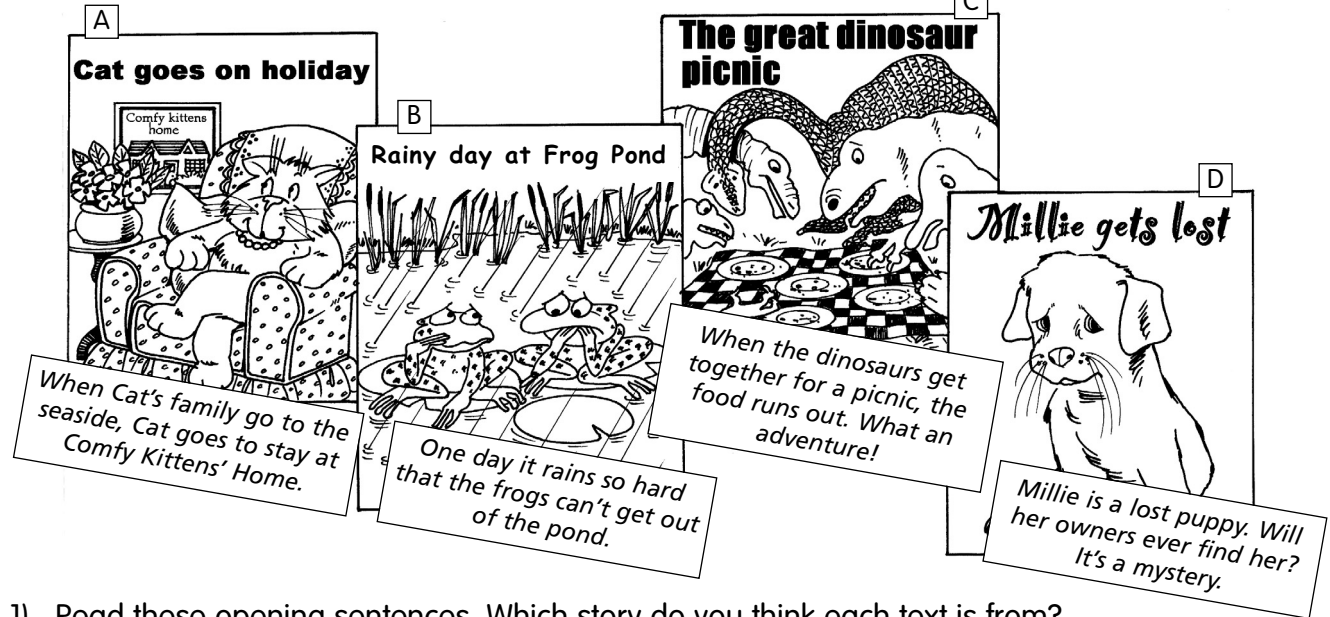
- a square  an oblong  a circle  a triangle

6) Follow the instructions to make the snake.



Name \_\_\_\_\_

# Story book blurbs



1) Read these opening sentences. Which story do you think each text is from?

It was dark in the woods. The trees were all close together, a mass of leaves, and there was hardly any light coming through them. It had been raining, so it all smelled different. Which was the way out?

Book A  Book B  Book C  Book D

'The thing is,' said Mum, 'you'll be all right. They'll be looking after you. You'll be warm and fed and you can't wander off and get lost. So it will all be fine.'

Book A  Book B  Book C  Book D

There was so much in the basket that Dino wasn't sure he'd be able to carry it.

Book A  Book B  Book C  Book D

Splat! Splish! Tch! Tch! Tch! the rain drummed on the bank.

Book A  Book B  Book C  Book D

2) All of these stories have one thing in common. They are all about:

the weather  adventures  animals  journeys

3) Which words in the blurb tell you that Cat is going to stay in a cattery?

\_\_\_\_\_

4) Which word in the dinosaur blurb tells you that something exciting will happen?

\_\_\_\_\_

5) Talk about the four stories and discuss what might happen in them.

Choose one of the stories to write.