

Today, more than ever, it is important that children can read and interpret text in many different forms. Traditional narrative is still important but, increasingly, vital information is now presented in a wide range of formats including graphs, flow charts, diagrams, timelines, pictures and illustrations. The overwhelming abundance of information available from internet sources places increasing demands on children to locate, sort, understand and interpret information more quickly than ever before. This series aims to help children develop strategies that will enable them to succeed in our information-overloaded world!

About this series

Comprehension is a series of books aimed at developing key comprehension skills across Key Stage 2 and the first years of Key Stage 3.

The series aims to set the children thinking. It requires them not only to interpret what they read but to use the information they have gathered in a constructive way, by applying it to, for example, graphs, maps, diagrams, pictures and tables. Alternatively, many of the activities require the children to explain in words information that is contained in different visual representations, such as graphs, diagrams and illustrations. The **Comprehension** series aims to stimulate children so that they see things from a different perspective and respond in a variety of ways.

There are four books in the series. Each book is matched to the National Literacy Strategy's *Framework for Teaching* as set out below, but we are confident that the books are flexible enough to be used across the age ranges from Year 3 to Year 8.

- Book 1 – Year 3
- Book 2 – Year 4
- Book 3 – Year 5
- Book 4 – Year 6

Each book aims to:

- develop children's inferential skills, encouraging them to 'read between the lines' where they have to search for hidden clues or make a link between cause and effect;
- develop children's deductive skills, enabling them to relate information in the text to their own experiences and background knowledge;
- develop children's evaluative skills to encourage critical evaluation and expression of opinion;
- support teachers by providing a programme that can be matched term by term to the NLS *Framework for Teaching* or can be 'dipped into' as and when required;
- encourage enjoyment and curiosity as well as develop skills of interpretation and response.

Each book is divided into ten fiction and ten non-

fiction activities per term. These are listed on page 3, which also contains a chart that shows the **Framework's** Text level objective/s that each activity addresses.

Many of the activities are cross-curricular, taking in aspects of science, history and geography, for example. Other activities are centred around the interests of children, and topics such as magic, Martians, wizards and dragons are included. All the activities are intended to be fun as well as purposeful!

Using the activities

The activities are versatile enough to be used as part of whole-class lessons, group work or homework /reinforcement tasks. The teacher's role is to introduce the activity, carry out any revision of terms that may be necessary and put the task into a suitable context. Many of the activities would benefit from being discussed in pairs or small groups before commencing.

It is important to stress to the children that they read the complete text (including the required tasks) before they actually do anything. This helps to ensure they understand what they have to do before they begin. Their answers could be formulated in note form before reading through the activity again to make sure there has been no misunderstanding.

Name _____

How to look after house plants

House plants need special care if they are to grow well. When buying a house plant, check to see if it is healthy. Do not buy plants that have brown or diseased leaves. Always read the label that comes with the plant. This will tell you how to care for it properly. Place your plant where it can get some sunlight but do not place it too close to a window where it may get too cold at night. Water the plant regularly but do not over water it as this can damage the roots. Feed the plant regularly with special plant food. Repot when necessary.

1. Underline in blue all the things you should do to look after a house plant correctly.
2. Underline in red all the things you should not do.
3. Complete the table below.



Caring for house plants

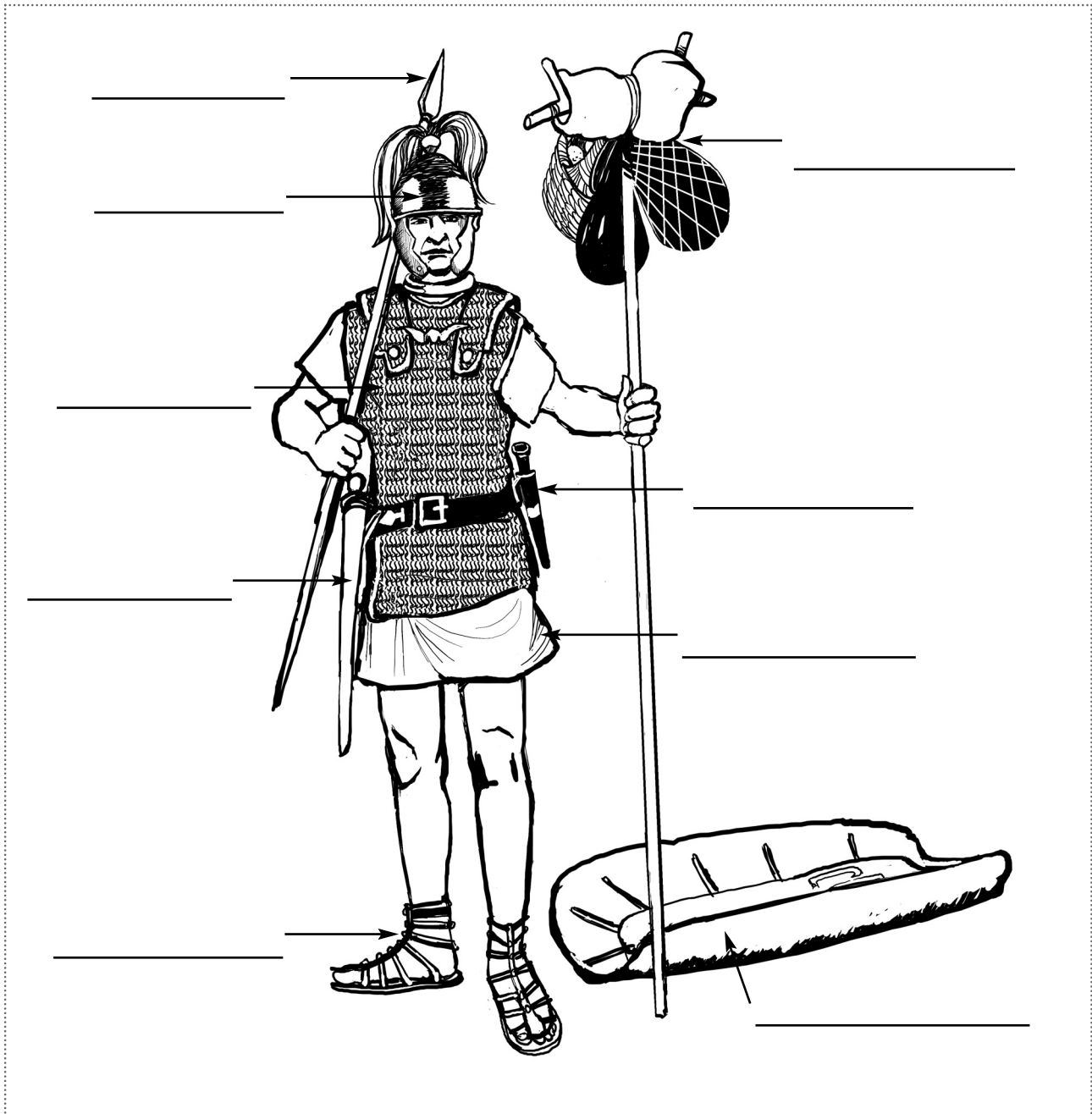
Things you should do

Things you should not do

Name _____

A Roman legionary

□ Label the picture using the information below.



A legionary wore a coat of mail for armour. He wore this over his short sleeved woollen tunic which almost reached his knees. He wore nail-studded sandals on his feet. His helmet had cheek pieces to protect his face. He protected his body with an oval shield. The legionary carried three weapons: a pilum (a long javelin); a sword which was always on his right hand side and a short dagger on his left. He carried all his belongings on a carrying pole called a furca.