

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, together with 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 _____

The Victorians

- Most information books have a table of contents at the front. This can be a very useful guide when you want to find a particular aspect of the topic you are studying.
- Here is the contents list from a history book about the Victorians.

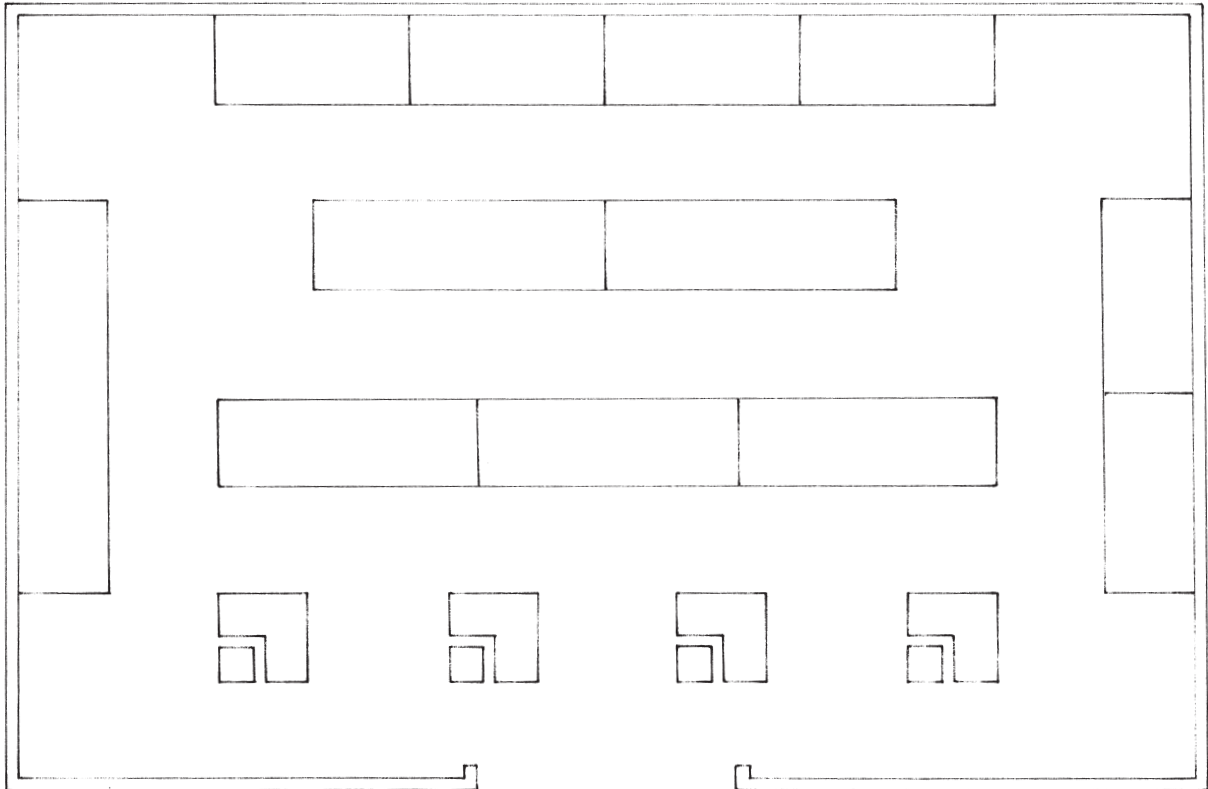
<u>Contents</u>	
	Page
Who were the Victorians?	4
Queen Victoria	7
Streets and houses	11
Factories and work	16
Education	20
Religion	25
The Great Exhibition	31
Public health	39
Counting the people	45
The Crimean War	50
Trade and Empire	58
A Victorian Christmas	64

- Write the name of the section, and the page number on which it begins, where you would be most likely to find the answer to these questions. Some might be in more than one section.
- Who was Queen Victoria's husband? How many children did she have?
 - Which were Britain's largest towns in Victorian times?
 - What famous event happened during the Battle of Balaklava?
 - How many people went to church in Victorian times?
 - How long did the Victorian period last?
 - Which goods did Victorian Britain export to other parts of the world?
 - Who was Florence Nightingale?
 - How many servants did wealthy people employ?
 - What did Victorian children learn at school?
 - Who first introduced Christmas trees into this country?
 - What are cholera and typhoid? How did people catch them?
 - What jobs did most Victorian children have to do?

Name _____

Get sporty

- This is a plan view of the new sports store that has opened in the High Street. Using the information given at the bottom of the sheet, label each of the display areas in the new store so customers can find their way around.



Most of the summer sports are found on the display area at the back of the store. Tennis is on the left-hand side and cricket on the right. Golf is next to cricket. Between tennis and golf is found swimming and surfing.

The bicycle display area is found on the left-hand side of the store.

There are two units next to the summer sports. Girls' and women's sports clothing is on the right-hand side and boys' and men's clothing is on the left.

On the right-hand side of the store are two units. Rugby items are closer to the main entrance and football is further away.

That leaves the block of three units that are next to the checkout area. School PE kit is displayed in the centre of this block. Roller boots are found near the bicycles and skateboards at the other end of this block.