**Literacy and Health and Wellbeing Reading Comprehension Support Booklet**

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| **This teaching and learning support booklet has been created to support reading comprehension as part of our Falkirk Children’s Services Return to School Recovery Phase. It is designed to be used in conjunction with the Learning Resource Service list of books and texts which support the mental, emotional and social wellbeing of children and young people as they return to school (Appendix 1).** |
| **We hope that this booklet offers valuable insight into how you can nurture and support your pupils’ Literacy, Health and Wellbeing and emotional literacy . Appendix 2 is a map of which experiences and outcomes this learning links and Appendix 3 collates the literacy benchmarks for these E & Os. . Appendices 4a and b share how it relates to the four contexts of your curriculum, and how it addresses each of the four capacities of Curriculum for Excellence.** |
| **There are notes throughout the document which explain the dialogic question techniques and child-centred pedagogy which underpins this support tool. Practitioners working with early to second level children can use and/or adapt the potential key questions as revision and/or progression tools for their pupils. They can then decide how and when they want to use the questions, suggested activities and assessment approaches. The wording of the questions and the nature of the activities would obviously be adjusted by practitioners to suit the interests, developmental stage and prior learning of pupils.** |
| **These questions and activities are based upon The Thinking Reader approach which many of our primary settings are already using to support children’s reading and comprehension of increasingly challenging texts. Appendix 5 has further information on this approach.**  **The key questions are designed to support pupils’ metalinguistic awareness and understanding of a variety of fiction and non-fiction texts. Although these are offered for use with the HWB reading list, they can obviously help develop reading strategies which your pupils can use to read and understand texts within different subject areas (disciplinary literacy).**  **Education Scotland produced** [**this**](file:///W:\Curriculum%20Support\Literacy%20(new)\2017-18\National%20Documents\Reading\Reading%20strategies%20Poster.pdf) **overview of reading strategies, and this** [**compilation of most common reading pitfalls**](file:///W:\Curriculum%20Support\Literacy%20(new)\2017-18\National%20Documents\Reading\Workshop%201%20Common%20pitfalls%20of%20reading.pdf) |

**Your feedback would be welcomed by the Falkirk Literacy Team, c/o** [**yvonne.mcblain@falkirk.gov.uk**](mailto:yvonne.mcblain@falkirk.gov.uk) **and we would be delighted to hear how you use this tool and what impact it has for your pupils.**

**The purpose of the key questions in this section is to activate children’s prior knowledge and prepare them mentally and emotionally for new learning which builds on their recent experiences:**

* **helping pupils to re-tune to texts and to school-based learning**
* **to surface and share relevant personal experience, feelings and responses, likes and dislikes**
* **to plan reading materials together**
* **to re-focus on particular reading skills.**

**The questions, activities and assessment ideas are all designed to promote pupils’ feelings of agency, autonomy and increasing independence within their own learning process.**

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| **Before reading – Concrete preparation -** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| Let’s talk about stories and texts  What kind of texts have we been reading since we were last in school?  What have you enjoyed reading or watching?  Has anyone read/watched anything which helped them with information or worries about coronavirus or any of the things happening in the world right now?  Has anyone read or watched any text that helped them feel better about the changes we’ve all experienced?  What kind of stories and texts would you like to learn from over the next few weeks?  How can we use this reading to help us refresh our reading skills? Because we’ve been out of school for a while, we need to practise:   1. finding different kinds of information 2. understanding different stories and text 3. analysing what different stories and texts mean 4. explaining or sharing our opinions about what a story or text means 5. explaining the reasons for our opinions | Conversation time; Think, pair, share activities;  Co-operative learning carousel activity  Talking, listening, drawing and writing activities to share texts accessed during school closures  Making lists or tables or diagrams which show texts with reasons why  Starting a class or individual reading plan – what we want to read and why.  Discuss and display - How our plan will help us with these skills, How these skills will help us in real life | Teacher/EYO observation and notes  Formative strategies – depending on key question used, verbal learning intentions might be –we are developing our reading strategies; we are learning how to become independent readers; we are developing our understanding and thinking skills, etc.  Create success criteria with pupils |
| **Additional Play-based Learning and Teaching Ideas**  Ensure the setting has a range of attractive, comfy story corners and non-fiction texts in appropriate play places.  Observe children in these spaces. Join them when invited and discuss their likes and dislikes about the texts they choose to read. Create documentation with the children to record this.  Involve children in choosing the books which will go into the play spaces.  Revisit videos of stories which were shared with children by practitioners during lockdown e.g. by the child’s ELC keyworker – these could be made available using QR codes  Involve families in sharing the texts children engaged with during lockdown. | | |

**The purpose of these key questions is to encourage metacognition about reading and to help children understand how particular reading skills can be useful to them now and in the future – across their learning.**

**Once again, these questions encourage metacognition and agency – the skills being developed are made explicit and the phrasing of the questions encourages children to develop a sense of being capable and in control of their own learning progress. This development of a language of learning has been shown to help children to recognise and talk about their progress in learning and to engage more deeply, confidently and autonomously.**

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| **Before reading – Encouraging metacognition – awareness of and thinking about learning and its purpose** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| What is reading? What are our eyes, our brains and our bodies doing when we read?  What are the differences and similarities between reading alone, with others, or being read to?  How can stories help us in difficult times or when we feel sad or worried?  How can reading help us find out about our world?  How can it help us make decisions?  How can we help ourselves get better at reading difficult stories, books and texts? What could we do to help ourselves improve our reading for understanding?  What would we do first, second, third when we want to read a tricky story, book or text?  How many times should we read stories and texts to help us understand them? | Model reading of a fiction text – discuss with children to devise and make strategies together  Model reading of a non-fiction text - discuss with children to devise and make strategies together  Make drawings or collage representations of each strategy or tool  Range of activities and texts used to introduce, then consolidate comprehension strategies appropriate to age and stage – see Falkirk Progression Pathways for more detailed planning support  Create structured booklets or formats or visualisers which support the development of reading comprehension strategies with pupils i.e. like Thinking Reader booklets Appendix 1 | Use plenary discussion or informal visual methods – self or peer assessment to capture how pupils feel they are doing (Thumbs up, emojis, 2 stars and a wish, even better if – (EBF), etc.  Create a comprehension self-assessment sheet, format or procedure which children can gradually begin to use independently or for each other  This could develop into a more formal summative assessment of the specific reading skills created and performed with the children  Ask the children to create “reading checks or tests” for themselves or each other – Blooms button and question starter fans might help with this. |
| **Additional Play-based Learning and Teaching Ideas**  Model by thinking aloud about the texts children choose to read during their play e.g. When I read about the boy helping his friend it made me think/feel/remember…  Provide multiple copies of focus texts in play spaces to support and encourage reading together with friends.  Provide access to stories in different ways – invitation to be read to by an adult in a small group, access to the text in the place spaces, QR codes of videos of the text which the children can access. Observe children in the play spaces, joining when invited to discuss their play and their preferences. | | |

**This is the point when the LRS texts would be introduced to pupils and/or individual, group or class selection of text would be made. These learning experiences should be planned across the timetabled week to complement other discrete literacy tasks, or could be done to tune pupils in to the need for these specific elements of literacy learning.**

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| **Before reading - Activating Prior Knowledge** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| What can we learn from the cover of this book, or the way the text looks or is presented (digital texts)?  What do I recognise or am able to guess from the cover of this book, or the way the text looks? What is it about?  What do I already know about that? What do we already know?  What can we do to help us pool our knowledge and guess what might happen in this book/story/what this text is for?  This is called predicting. When do we use predicting in real life. Can you think of any jobs which would need you to be good at predicting? | These questions relate to the activation of children’s prior knowledge, so whole, group, smaller group or paired/trios of children discussing would work well. You may want to include simple tasks such as asking the children to draw what the cover or overall form of the text reminds or makes them think of.  This plan relies on effective use of dialogic teaching strategies. Key features of this approach are: teacher as facilitator of discussions which help children share their existing thinking about the questions.  By inviting multiple pupil answers to the same question, the teacher draws out and helps them to correct or develop thinking. More info by clicking [here](https://www.tes.com/news/dialogic-teaching-10-principles-classroom-talk). | Teacher/EYO observation and notes  Teacher and peer feedback on children’s responses |
| **Additional Play-based Learning and Teaching Ideas**  Provide access to LRS texts in different ways – invitation to be read to by an adult in a small group, access to the text in the place spaces, QR codes of videos of the text which the children can access.  Observe children in the play spaces, joining when invited to discuss the text they are exploring.  Model by thinking aloud e.g. The boy on the front cover is crying, I wonder what made him feel sad?”, when exploring the texts with the children along with asking them questions similar to those above. | | |

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| **During reading – Developing metalinguistic awareness** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| What familiar words can we find?  Where are the words we can guess because they have other words in them?  What do we notice about the words and sentences in this text? Is there anything special or unusual about the way they are used? What can we say about this?  What about the way the whole text or story or book is put together. Is there anything you want to say about the language in the whole text? What have you noticed?  Which words can we find in our dictionaries or online?  How well can we find specific bits of information in the text? | As above, dialogic teaching methodology could help teacher and pupils together to identify tasks which support next steps in learning.  Tasks such as those in the metalinguistics section of the Thinking Reader booklet can be created to suit where the children’s learning currently is.  Making dictionary tasks and sentence analysis into games – these could be co-created with the children to help engage them in consolidating dictionary and analysis skills and metalinguistic awareness. | Teacher/EYO observation and notes  Teacher and peer feedback on children’s responses  “Chilli challenges” – setting a range of tasks which children can self-differentiate to demonstrate how confident they are and how they perceive their capabilities and progress (formative approach offering information about next steps to the teacher). |
| **Additional Play-based Learning and Teaching Ideas**  Identify focus words in the texts which you may wish to draw children’s attention to when reading together e.g. new or interesting words, feelings words etc.  Use actions and tone of voice to support children understand the meaning of these words and develop vocabulary.  Try to use these words yourself in other play experiences and daily routines to support children’s understanding of the vocabulary.  Play games such as spotting specific images in the pictures, familiar sounds in the text etc. | | |

**Each stage of reading comprehension complements the other and can be sequenced in ways which best suit the flow of learning to feel logical and relevant for your group of children.**

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| **Before, during or after reading – Visualising – encourages multiple, careful readings and attention - to support visualisation and re-creation of all or parts of a suitable text - the characters, scenes and sequences of a fictional text perhaps, or the structure, sequences and purpose of non-fiction texts.** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| As I read, what pictures do the words make in my head?  How do the author’s descriptions of the characters help me to draw them?  How would my drawing of the setting(s) of the story/book look? If we all draw the same setting from the same description, I wonder what the differences will be?  Can we visualise all or parts of this text in other ways? Are there drama techniques which might help us understand our reading? Could we use digital applications or tools to help us visualise and understand?  Do we have small world objects or puppets which will help us understand this story or text?  How can we show what happens in our story over time? What visualiser layout will help us to do this well? | A selection of visualiser formats for a range of purposes can be found by clicking [here](https://www.google.com/search?sa=X&rlz=1C1GCEU_enGB914GB914&source=univ&tbm=isch&q=visualization+comprehension+worksheets&safe=strict&ved=2ahUKEwiMnrWCqZXrAhUuRBUIHZH1CH8QsAR6BAgKEAE&biw=1366&bih=657)  Dialogic teaching as above, plus tasks such as:  Focus on adjectives, nouns, verbs, sentence structures for description  Art and design activities which are suited to the text – for example descriptions which are rich in colour, pattern and texture may be more suited to collage than drawing activities  Drama techniques such as freeze frame, collaborative tableaux, hot seating can all help understanding of fictional texts and the interpretation of visual texts such as photographs, TV advertisements or art.  Creation of visualiser which capture the sequence of events in a text. Study of comic strip and graphic novel conventions and layout may be useful. (This is an example of the integration of writing skills with those of reading comprehension.) | Teacher/EYO observation and notes  Teacher and peer feedback on children’s responses  “Chilli challenges” – setting a range of tasks which children can self-differentiate to demonstrate how confident they are and how they perceive their capabilities and progress (formative approach offering information about next steps to the teacher). |
| **Additional Play-based Learning and Teaching Ideas**  When reading with children or joining their play, model the use of puppets and props to tell the story.  Provide access to mark making materials in the play spaces or allow transportation of these materials to encourage children to draw images as they listen to or watch the texts.  Provide provocations/extensions for children to explore and revisit texts e.g. small world, role play, puppets etc  Provide copies of the text in different play spaces around the room to encourage children to create visualisers of there own choosing e.g. emotions text in the loose parts area with mirrors and frames. | | |

**These questions and activities help ensure that children can locate the key ideas within a text including literal and inferential information. As children’s reading progresses they will also be able to evaluate the effects of the literacy devices or techniques used in each text. You may also use texts from subject areas where the author expresses evaluative opinions or information which your pupils can interrogate to see if they agree or disagree. The Thinking Reader approach defines this analysis of texts as an AFTER reading activity.**

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| **After reading – Finding the main ideas – understanding and responding to questions about the literal, inferred and evaluative information in the text** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| What is literal? What does it mean?  Where can we find literal information in this text?  What literal information can we find in different texts?  Which sentences and words help us find the main ideas of this story or text? Are these literal words and sentences? How do the people who make texts help us find their main points or key information?  Are there any other ways in which texts communicate their main ideas or key points? What examples can we find? Can we find main ideas and key points which are not literal? What is the name for this kind of information?  What is inference? What does it mean? What examples of inference can we find in everyday texts e.g. magazine, newspapers TV adverts or programme trailers? | Online dictionary definition [“taking words in their usual or most basic sense without metaphor or exaggeration”](https://www.google.com/search?q=what+does+literal+mean&rlz=1C1GCEU_enGB914GB914&oq=what+does+literal+mean&aqs=chrome.0.0l8.7021j1j9&sourceid=chrome&ie=UTF-8)  Dialogic teaching as above, plus tasks such as (Further detail in the Falkirk Literacy and English Progression Pathways):  Identifying, asking and answering questions relating to the specific text.  Making up games to help children spot literal and inferential clues. At the right point, suitable texts can be used to introduce evaluative questions also.  Analysing texts such as poetry, art, moving image, reports, text books from different subject areas or nonfiction books, web sites, blogs, Tweets, etc  Online dictionary definition [a conclusion reached on the basis of evidence and reasoning](https://www.google.com/search?q=what+is+inference&rlz=1C1GCEU_enGB914GB914&oq=what+is+inference&aqs=chrome..69i57j0l7.3185j0j9&sourceid=chrome&ie=UTF-8) | Teacher/EYO observation and notes  Teacher and peer feedback on children’s responses  Children might want to help choose “test” texts to challenge each other to spot literacy and inferential clues.  There may be other ways for them to help identify formative and summative informal assessment activities which would be useful to their progress.  Teacher feed back and feed forward comments specific to the success criteria set as well as observations which are particular to the broader reading or literacy progress of each child (your school may have a policy for this or you might want to create your own feedback rota with/for your class) |
| **Additional Play-based Learning and Teaching Ideas**  Model by thinking aloud about the texts children choose to read during their play e.g. “The boy in the picture is smiling, I think this means he is happy.”  As above, play games which require children to spot literal, e.g. find a red ball red ball, and inferential, e.g. find someone who is feeling scared, features within the texts. Use questioning to explore the inferential features e.g. how did you know they were scared? | | |

**These questions and activities help ensure that children can use their identification of the key ideas within a text and combine it with other information in the correct sequence to give a resume of the text. Effectively this involves all of the comprehension skills covered so far and requires children to synthesise this understanding by creating or writing their summary.**

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| **After reading – Summarising - Finding the key information and using it to summarise a text .** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| What is a summary?  Why might we need to summarise texts? When do we summarise in real life? What kind of summaries do we make when we chat to other people?  What about when you grow up and go to work? Which jobs need us to be good at summarising?  What things can we do to help us find the key information in a text so that we can summarise it?  What kind of reading is skimming? How do we skim a text? How can this help us to find key information and the main ideas?  What kind of reading is scanning? How do we scan a text? How does it help us find key information and the main ideas?  How could your highlighting and note-taking skills help you to summarise? What other ways might help you to pick out and remember key information and main ideas in texts?  What can we do to make sure our summaries make sense? What other things might we have to make sure of? The order of the key information and main ideas? The words we use? What can we do to help us say the same as the text, but use our own words to summarise it?  What is a good summary? What do we think of our summaries? How could we help ourselves improve our summaries?  How can we test our summarisation skills with new texts? What do we learn about summarisation from trying to summarise different texts? | Dialogic teaching as above, plus tasks such as:  Checking dictionaries and thesaurus for definitions of summarising  Think, pair, share to gather quick examples of prior knowledge of summarisation – there may be suitable videos available online to define.  Model and use activities or videos to demonstrate the reading skills which support summarisation: skimming, scanning, highlighting, note-taking, identifying topic sentences, etc.  Play with organising the key ideas and information in a text using visualisers or co-operative learning strategies to enable children to see/hear different solutions. These activities should model appropriate ways to sequence information. Activities which demonstrate “bad” or illogical sequencing of information will help children to make their summaries more logical.  Imaginary word limit “Tweet” challenges or new games such as “How many words can you summarise this text in?  Activities where children can hear, see, read and compare summaries would all support their evaluation of and familiarisation with summarising information from a range of texts and for a range of purposes.  **(Further detail to support planning of this learning can be found in the Falkirk Literacy and English Progression Pathways)** | Teacher/EYO observation and notes  Teacher and peer feedback on children’s responses  As before, for each of these suggested questions, the children could identify success criteria for individual lessons plus ways to assess these. This could be little assessment rubrics, or simple self and peer formative assessment tasks.  They might want to help create summarisation “tests” or challenges for each other.  As above, you may want to create some kind of rota so that you know you have offered personalised feedback to each child at points over the school session. |
| **Additional Play-based Learning and Teaching Ideas**  Model a summary of texts for children after you have finished reading it together.  Provide access to mark making materials in the play spaces or allow transportation of these materials to encourage children to draw images as they listen to or watch the texts. Talk to children about what they drew, scribing an annotation for their drawing.  Provide provocations/extensions for children to explore and revisit texts e.g. small world, role play, puppets etc. | | |

**APPENDIX 1 -** **RESTORATION READING COLLECTION -** Books recommended by the Learning Resource Service to promote health and well-being when children return to school.

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| **PICTURE BOOKS** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| Andreae, Giles | I love my teacher | 2-5 | Great for reassuring little ones as they start school. Goes through a school day with teacher always there to help. |
| Bee, Sarah | The yes | 4-7 | Illustrates the power of a positive attitude in the face of problems. |
| Bright, Rachel | The worrysaurus | 3-6 | A lovely rhyming story about feelings of anxiety and calming those butterflies in your tummy. |
| Browne, Anthony | Silly Billy  Willy and the cloud | 5+ | Most of Anthony Browne’s books deal with emotions in some way and are great to use with older pupils. |
| Burrows, Ailsa | The jar of happiness | 4-7 | Gentle story about finding happiness with family and friends. |
| Doerrfeld, Cori | The rabbit listened | 3-6 | All the animals have suggestions for how Taylor should handle his emotions but none are right. Only rabbit helps by simply listening to him. A book about grief and loss. |
| Edwards, Nicola | Happy: a children’s book of mindfulness | 6-9 | Uses mindfulness to encourage children to explore their emotions and be calm through breathing and exploring the beautiful world around them. |
| Gliori, Debi | Little owl’s first day | 3-5 | Children may be anxious about starting school or nursery and being separated from their family. Little owl learns that spending the day with friends can be fun. |
| Hart, Owen | I’ll love you forever | 3-5 | A beautiful and calm look at how love is constant no matter what is going on in life. |
| Ironside, Virginia | The huge bag of worries | 3-7 | Jenny carries a huge bag of worries with her wherever she goes and is desperate for someone to help her. This book shows children that a problem shared is a problem halved. |
| Llenas, Anna | The colour monster | 3-6 | A kind little girl helps a friendly monster to identify and sort his mixed-up feelings. Each feeling has a colour. |
| Llenas, Anna | The colour monster goes to school | 3-6 | Useful for looking at fears around starting school. |
| Malcolm, Deborah | Meh | 4-7 | Moving wordless picture book about depression |
| Percival, Tom | Ravi’s roar | 3-6 | Ravi struggles to control his feelings. This story helps those who feel angry to express their emotions. |
| Percival, Tom | Ruby’s worry | 3-6 | Shows how small worries can grow and grow until they become overwhelming. Ruby gets begins to feel better by sharing her worries. |
| Redford, Ali | The boy who built a wall around himself | 5-10 | A picture book for older pupils. Uses the metaphor of a wall to show how children who have had bad experiences can put up barriers to those around them. |
| Rosen, Michael | Sad |  | Deeply moving personal account of grief and loss. |
| Ross, Tony | I don’t want to wash my hands | 3-6 | Light-hearted look at hand-washing. |
| Santat, Dan | After the fall | 5-8 | The story of how Humpty-Dumpty put himself back together again – building emotional resilience. |
| [**Sanders, Jayneen**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Sanders%2c%20Jayneen&start=1&count=10) | Resilience: a book to encourage resilience, persistence and to help children bounce back from challenges and adversity | 4-9 | This lovely story uses verse and beautiful illustrations to model resilience, persistence, and the ability to face challenges with tenacity. |
| **Stevens, Liza** | Not today Celeste!: a dog’s tale about her human’s depression | 3-7 | Story of depression told through the eyes of a dog. |

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| **PICTURE BOOKS - continued** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| Tims, Barry | Where happiness lives | 3-6 | Lift-the-flap story of three mice who live in three different sized houses. But which mouse is happiest? Does living in a bigger house with fountains and a games room make you happier than living in a smaller house full of family? |
| Willems, Mo | The pigeon HAS to go to school | 4-6 | A humorous look at the fears around going to school for the first time but will have applications for those returning after a long break. |

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| **FICTION** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| Brahmachari, Sita | Worry angels | 9-13 | High interest level/low reading ability and dyslexia friendly. A heartwarming tale that addresses anxiety issues. |
| Clare, Horatio | Aubrey and the terrible yoot | 8-11 | Aubrey’s dad has been put under a spell – depression – and Aubrey is determined to break it. |
| Colfer, Eoin | Anna Liza and the happy practice | 6-10 | Dyslexia friendly. Anna Liza wants to be a psychiatrist like her mum and tries to help people in the waiting room but she comes across a patient that she can’t cheer up and must dig deeper. |
| Foster, Stewart | All the things that could go wrong | 10-14 | Heart-warming tale of friendship between two boys – Alex who has OCD and Dan who is angry and lashes out. |
| Haig, Matt | The truth pixie;  The truth pixie goes to school | 6-9 | This is a short rhyming story about accepting yourself and understanding the bad things that happen don’t define you forever. |
| Harris, Sally | Double Felix | 8-12 | Felix suffers from anxiety and OCD. A sweet and funny story which is good for empathy and growth mindset. |
| Jozefkowicz, Ewa | The mystery of the colour thief | 10-12 | Izzy suffers badly with nightmares after a car accident which leaves her mum in a coma. A thief steals all the colours from Izzy’s world leaving her feeling empty and hopeless. A heartwarming story about hope and self-confidence. |
| Mian, Zanib | Accidental trouble magnet (Planet Omar) | 7-10 | Omar has just moved into a new house and is starting a new school too. A story about being different and overcoming hurdles. Fans of Wimpy Kid may enjoy. |
| Rees, Gwyneth | Earth to Daniel | 9-13 | A sympathetic story about coping with a parent’s mental illness. |
| [**Telgemeier, Raina**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Telgemeier%2c%20Raina&start=1&count=10) | Guts | 10-15 | Graphic novel format: Raina struggles with phobias, anxiety and panic attacks, she sees a therapist, and is eventually diagnosed with IBS. |
| **Thompson, Lisa** | The goldfish boy | 9-13 | Powerful portrayal of mental illness. |
| **Willianson, Lara** | The girl with space in her heart | 9-13 | Funny and moving this tackles some big issues. Mabel talks about her 'worry suitcase', a series of anxieties she carries around with her. |

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| **NON-FICTION** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
|  | M is for mindfulness: an alphabet book of calm | 6-9 | An encouraging and upbeat look at mindfulness and emotions |
| Alloway, Tracey Packham | The playground problem: a book about anxiety | 5-8 | Dyslexia friendly. Tackles some of the anxieties around friendships and school. |
| Barnham, Kay | Feeling frightened | 4-7 | Takes a story approach to feelings. This is part of a series by Wayland looking at different emotions, all of which may be useful at this time. |
| [**Ben-Barak, Idan**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Ben%2dBarak%2c%20Idan&start=1&count=10) | Don’t lick this book\*: \*it’s full of germs | 4-6 | Humorous look at microbes and how they are transferred. |
| Brooks, Felicity; Allen, Frankie | All about feelings | 5-7 | Well-pitched to target audience with expressive illustrations. |
| Butterfield, Moira | Everybody feels … angry | 4-7 | A series by QED looking at different emotions in story form. |
| [**Christelis, Paul**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Christelis%2c%20Paul&start=1&count=10) | Breath by breath: a mindfulness guide to feeling calm | 6-9 | Part of a series ‘Mindful me’ all of which could be useful. |
| [**Christelis, Paul**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Christelis%2c%20Paul&start=1&count=10) | Worries | 4-7 | A simple and comforting look at worries. |
| **Clayborne, Anna** | Self-esteem and mental health | 9-12 | Covers a wide range of mental health issues, a good starting point. |
| [**Duhig, Holly**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Duhig%2c%20Holly&start=1&count=10) | A book about anxiety; A book about depression | 8-12 | Clear explanations and advice. |
| [**Duhig, Holly**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Duhig%2c%20Holly&start=1&count=10) | Understanding anxiety | 8-11 | Clear information with supportive techniques to help. |
| **Gordon, Kathy** | Feelings: a lift the flap book of emotions | 3-5 | Good introduction to identifying different emotions for little ones. |
| **Greenwood, Elinor** | My mixed emotions: learn to love your feelings | 6-10 | A lovely book looking at many aspects of PHSE. |
| **Harman, Alice** | Think positive; Face your fears; Boost your brain; Ask for help; Build resilience | 7-11 | Common sense advice for developing resilience and a growth mind set. Series called ‘Grow your mind’. |
| **Hasson, Gill** | Face your fears; Put your worries away; Take charge of anger | 7-11 | Inclusive and reassuring series with plenty of sound advice. |
| **Head, Honor** | Build resilience series | 6-8 | Not published until August 2020. Series looks at coping with change, unexpected challenges and more. |
| **Head, Honor** | Your emotions | 8-11 | Straightforward, sound advice on dealing with emotions. |
| **Hoopmann, Kathy** | All birds have anxiety | 5-10 | Text is reassuring and perfectly offset with the funny photos. Could work with a wide age-range. |
| **Heubner, Dawn** | Something bad happened: a kids guide to coping with events in the news | 8-13 | Very appropriate for the current situation and beyond. Does have some ‘fill-in’ pages. |
| **Hubbard, Ben** | Health and wellness | 7-11 | Looks at health and well-being in the digital age e.g. how to be safe online, too much screen time etc. |
| **Kinder, Wynne** | Calm: mindfulness for kids | 7-11 | Impressive range of mindfulness tools. |

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| **NON-FICTION – continued** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| [**King, Vanessa**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=King%2c%20Vanessa&start=1&count=10)**;**  [**Payne, Val**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Payne%2c%20Val&start=1&count=10)**;**[**Harper,**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Harper%2c%20Peter&start=1&count=10) **Peter** | 50 ways to feel happy | 8-12 | Looks at ways to encourage positivity with some practical activities. |
| **Mould, Steve** | The bacteria book | 8-11 | This covers different areas of microbiology in a child-friendly way, including how germs behave, why microbes are important, how viral infections spread and how our bodies fight viruses. |
| **Potter, Molly** | How are you feeling today? | 5-8 | Reassuring with useful coping practices. |
| **Potter, Molly** | What’s going on inside my head? | 5-8 | A great book that carefully spells out mental health issues and ways to resolve them in a friendly, considered tone. |
| **Potter, Molly** | What’s worrying you? | 5-8 | Sensible approach to different worries. |
| **Stewart, Whitney** | Tummy ride; Loving kindness | 1-4 | Board book series about mindfulness for young children. |

**APPENDIX 2 - The INTERDISCIPLINARY BUNDLE** of experiences and outcomes which this plan could link to

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| **Subject Organiser** | **Experiences and Outcomes which are most relevant to the purpose of this plan** | | |
| **Mental and emotional wellbeing** | *I am aware of and able to express my feelings and am developing the ability to talk about them.* ***HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a***  *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them*. ***HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a***  I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a** | | |
| **Social wellbeing** | *I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*  ***HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a***  *I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.* ***HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a*** | | |
| **Social Studies – People, society, economy and business** | I am aware that different types of evidence can help me to find out about the world around me.  **SOC 0-15a** | I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. **SOC 1-15a** | I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a** |
| **Reading**  **Finding information**  when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary | *I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.*  ***LIT 0-14a*** | *Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.* ***LIT 1-14a*** | *Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.* ***LIT 2-14a*** |
| **Understanding, analysing and evaluating**  investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a** | *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.* ***LIT 1-16a*** | *To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.* ***LIT 2-16a*** |
| To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** | To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.  **ENG 2-17a** |
| *To help me develop an informed view, I can recognise the difference between fact and opinion.* ***LIT 1-18a*** | *To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.* ***LIT 2-18a*** |

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| **Subject Organiser** | **Experiences and Outcomes which are most relevant to the purpose of this plan** | | |
| **Understanding, analysing and evaluating – continued from previous page**  investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes | *I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.* ***LIT 0-19a*** | I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a** | I can:  • discuss structure, characterisation and/or setting  • recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences  • discuss the writer’s style and other features appropriate to genre. **ENG 2-19a** |

**APPENDIX 3 - The BENCHMARKS TO INFORM ANY LITERACY ASSESSMENT resulting from this plan**

**BENCHMARKS for the LITERACY ASSESSMENT of this IDL BUNDLE**

Benchmarks support teachers’ professional judgement of achievement of a level which should be informed by a wide range of evidence. The reading comprehension work in this bundle contributes to the range of evidence you will gather to determine if the expected standard has been achieved and the learner has:

* achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
* responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
* demonstrated **application** of what they have learned in new and unfamiliar situations.

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| **Reading - Finding information - when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary** | |
| ***I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things****.* ***LIT 0-14a*** | * ***Finds information in a text to learn new things.*** * ***Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.*** |
| ***Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a*** | * ***Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.*** * ***Makes notes under given headings for different purposes.*** |
| ***Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a*** | * ***Skims texts to identify purpose and main ideas.*** * ***Scans texts to find key information.*** * ***Finds, selects and sorts relevant information from a range of sources*** * ***Makes and organises notes using own words, for the most part.*** * ***Uses notes to create new texts that show understanding of the topic or issue.*** |
| **Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes** | |
| ***To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a***  ***I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a*** | * ***Engages with texts read to them.*** * ***Asks and answers questions about events and ideas in a text.*** * ***Answers questions to help predict what will happen next.*** * ***Contributes to discussions about events, characters and ideas relevant to the text.*** * ***Shares thoughts and feelings about stories and other texts in different ways.*** * ***Retells familiar stories in different ways, for example, role play, puppets and/or drawings.*** * ***Relates information and ideas from a text to personal experiences.*** |
| ***To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a***  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**  ***To help me develop an informed view, I can recognise the difference between fact and opinion.******LIT 1-18a***  I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features. **ENG 1-19a** | * ***Identifies the main ideas of texts.*** * ***Makes appropriate suggestions about the purpose of a text.*** * Answers literal, inferential and evaluative questions about texts. * Asks questions to help make sense of a text. * ***Recognises the difference between fact and opinion.*** * Offers own ideas about characters, writer’s use of language, structure and/or setting. * Offers own ideas about the writer’s message and, when appropriate, relates these to personal experiences. |

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| **Understanding, analysing and evaluating - investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes** | |
| ***To show my understanding across different areas of learning, I can identify & consider the purpose & main ideas of a text & use supporting detail.***  ***LIT 2-16a***  To show my understanding, I can respond to literal, inferential & evaluative questions &other close reading tasks & can create different kinds of questions of my own.  **ENG 2-17a**  ***To help me develop an informed view, I can identify & explain the difference between fact & opinion, recognise when I am being influenced, & have assessed how useful & believable my sources are. LIT 2-18a***  I can:  • discuss structure, characterisation and/or setting  • recognise the relevance of the writer’s theme &how this relates to my own & others’ experiences  • discuss the writer’s style & other features appropriate to genre. **ENG 2-19a** | * ***Identifies the purpose of a text with suitable explanation.*** * ***Identifies the main ideas of a text with appropriate detail.*** * ***Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.*** * Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts. * Creates different types of questions to show understanding of texts. * ***Distinguishes between fact and opinion with appropriate explanation.*** * ***Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.*** * ***Identifies which sources are most useful/reliable***. * Makes relevant comments about structure, characterisation and/or setting with reference to the text. * Relates the writer’s theme to own and/or others’ experiences. * Makes relevant comments about aspects of the writer’s style, use of language and other features appropriate to genre, with reference to the text. |

**APPENDIX 4a – HOW THIS PLAN RELATES TO THE FOUR CAPACITIES OF CURRICULUM FOR EXCELLENCE**

**The curriculum purpose of this plan is to** – support the mental, social and emotional health and wellbeing of children and young people during the recovery phase through development of **reading comprehension and thinking skills**

**The elements of each aspect of Curriculum for Excellence which this plan supports are highlighted in yellow**

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| A picture containing holding, food, water, red  Description automatically generated | **with:**  **>** enthusiasm and motivation for learning  **>** determination to reach high standards of achievement  **>** openness to new thinking and ideas | A picture containing holding, ball, water, red  Description automatically generated | **with:**  **>** self respect  **>** a sense of physical, mental and emotional wellbeing  **>** secure values and beliefs |
| **and able to:**  **>** use literacy, communication and  numeracy skills  **>** use technology for learning  **>** think creatively and independently  **>** learn independently and as part of a group  **>** make reasoned evaluations  **>** link and apply different kinds of learning in new situations | | **and able to:**  **>** relate to others and manage themselves  **>** pursue a healthy and active lifestyle  **>** be self aware  **>** develop and communicate their own beliefs and view of the world  **>** live as independently as they can  **>** assess risk and take informed decisions  **>** achieve success in different areas of activity | |
| A picture containing holding, ball  Description automatically generated | **with:**  **>** respect for others  **>** commitment to participate responsibly in political, economic, social and cultural life | A close up of a sign  Description automatically generated | **with:**  **>** an enterprising attitude  **>** resilience  **>** self-reliance |
| **and able to:**  **>** develop knowledge and understanding of the world and Scotland’s place in it  **>** understand different beliefs and cultures  **>** make informed choices and decisions  **>** evaluate environmental, scientific and technological issues  **>** develop informed, ethical views of complex issues | | **and able to:**  **>** communicate in different ways and in different settings  **>** make informed choices and decisions  **>** work in partnership and in teams  **>** take the initiative and lead  **>** apply critical thinking in new contexts  **>** create and develop  **>** solve problems | |

**APPENDIX 4b – HOW THIS PLAN RELATES TO THE FOUR CONTEXTS OF CURRICULUM FOR EXCELLENCE -subjects, knowledge, skills & values**

|  |  |  |
| --- | --- | --- |
| **Opportunities for personal achievement** | **Interdisciplinary Learning** | |
| Building self-esteem and self-confidence – a sense of agency and self-efficacy  Developing emotional literacy  Processing emotions  Empathising with others  Developing resilience through identification of learning strategies which can be independently used and applied | Developing the capacity to find relevant information for a range of purposes  Reading – decoding and understanding texts from different subject areas or disciplines  Developing reading strategies which support independent decoding and analysis of emotive and factual texts  Developing research skills across learning  Supporting the development of analysis and evaluation skills | |
| **Ethos and Life of the school as a community** | **Curriculum areas and Subjects** | |
| Building relationships in class and across the school or centre  Building a sense of community with pupils, parents and wider community | W:\Curriculum Support\IDL (new)\Curriculum diagrams\LIT pic.PNG | W:\Curriculum Support\IDL (new)\Curriculum diagrams\HWB.PNG |
| A picture containing fruit, food  Description automatically generated |  |

**APPENDIX 5 – THE THINKING READER APPROACH – 4 Lesson Structure**

**The Thinking Reader**

These lessons can be used to teach children reading strategies to improve their ability to understand what they read.

* They can be used for fiction or non-fiction texts.
* It is important that the passage chosen is sufficiently challenging, so that the children have to use the strategies to understand it.
* The lessons can be used for children working at within the First Level but are also useful for children working at the Second Level, who have not been taught these strategies.
* The lessons can be used with a ‘set’ of children working at the same level or with a group. They can also be used with a mixed ability class, with each ability group being given a suitable text.
* The workbook, which accompanies these lessons, can be used to introduce the strategies. Thereafter, the lessons/strategies can be used without the workbook.
* The wall display, which is referred to in these lessons, is a useful reference for pupils when they are working independently.

**Lesson 1 – Before Reading -** What is this about?

Aims:

* To teach Reading Strategies pupils can use **before** attempting to read a new text so that their understanding of what they read can improve
* To teach/model how to use these strategies **before**reading to improve their understanding of what they read.
* To make the thinking skills (metacognition) involved in reading explicit so that children can become Thinking Readers.

|  |  |  |
| --- | --- | --- |
| **Skill** | **Activity** | **Display** |
| Look for clues – picture, title, headings  Skim the first lines (a lesson on skim reading may be required if children are unfamiliar with this)  Think of good questions you want answered in the passage  What do you know already? | Make clear the aims of the lesson, as stated above.  Issue a reading passage.  Ask pupils what they did first. Children then write in the first arrow on the Before Reading page of the workbook, as shown. In pairs, children then discuss what information they have found out from the title and the picture (if there is one), making notes in the box beside the arrow.  Discuss the children’s answers – at this point accept all suggestions. Do not make any comment as to whether suggestions are right or wrong. Use the children’s answers to model your own thinking – when children offer their thoughts ask questions such as “How did you work that out?” Then build on their responses.  Children write in the second arrow, as shown. Children skim, read and then discuss their answers. Again, making notes in the box beside the arrow. The same techniques are used to model thinking: children articulate their thinking/ the teacher models thinking.  The teacher should give an example of a question they want to find the answer to from the passage. Children should complete the third arrow in the workbook. In pairs, children then think of some good questions they want answered. Again, making notes in the box beside the arrow. The teacher should write suggestions on the board.  Explain to children that it can be useful when understanding a passage to think about what you know about that subject (e.g. if passage is about Christmas, what do you know about Christmas?). Children then complete the fourth arrow.  Then, as before, in pairs discuss what they know about the subject of the passage. Again, making notes in the box beside the arrow.  Recap on the aims of the lesson. Point out to the children how much they have learned about the passage before they begin to read it. | **Look for clues:**  **picture, title, heading**    **Skim the first lines**  **Think of good questions**  **What do you**  **know already?** |

**Lesson 2 - During Reading -** Stop! Check! – Do I understand what I am reading?

Aims:

* To teach during Reading Strategies to help improve pupils’ ability to understand what they read.
* To help pupils’ understand that, by using these strategies *when* they read, they will improve their ability to understand what they read.
* To help pupils become Thinking Readers.

|  |  |  |
| --- | --- | --- |
| Skill | Activity | Display |
| Stop! Check! –Do I understand What I Am Reading?  Read back, read on  Look for clues in the text, picture  Think “what do I know already?”  Check any unknown vocabulary using a dictionary | Recap on information gained from *Before Reading* activities.  Make clear the aims of the lesson, as stated above.  Issue the reading passage.  Explain we are going to listen to the voice in our head, as we are reading: Stop! Check! – Do I understand What I Am Reading? Children silently read the first section of the passage; listening to the voice in their head as they read (do I understand what I am reading?).  After children have read the first section, they should stop. Ask children to tell you what that section was about *in their own words.* (Children will often read word for word from the text. This does not show they have understood what they have read). If they have not understood the text they should:   * Read back, read on * Look for clues in the text, picture * Think “what do I know already? (including information from Before Reading) * Check any unknown vocabulary using a dictionary   The children can make notes in their workbook in the first box on *During Reading* page.  Discuss the children’s answers – at this point accept all suggestions. Do not make any comment as to whether suggestions are right or wrong.  Use the children’s answers to model thinking: “How did you work that out?”  Also model thinking yourself “I didn’t understand what…….meant……”  Children then read the next section and repeat as previously, using the strategies as detailed.  When they have read the whole passage, the pupils should discuss what they have found out from the text: have they answered their questions from *Before Reading* activity? | **Read back,**  **Read on**  **Look for clues in text, picture**  **Think “what do I know already?”**    **Check any unknown vocabulary in a dictionary** |

**Lesson 3 - After Reading -** Prediction

Aims:

* To teach pupils how to use clues from the text and their prior knowledge to predict what will happen next in a fiction text.
* To help pupils become Thinking Readers.

Note:

* This activity is only suitable for a fiction text.
* The link can be made with writing.
* It could be used to introduce the concept of a cliff-hanger, as a writer’s technique, to capture a reader’s attention.
* This is also a good activity for considering different ways of ending a story.

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| --- | --- | --- |
| Skill | Activity | Display |
| Find clues in the text  What else do I know? | The aim of the lesson should be made clear to the children.  Recap on main events in text. Post the question “What could happen next?”  In pairs, children discuss clues from the text. Making notes on the *After Reading* worksheet.  Discuss the children’s answers; at this point accept all suggestions. Do not make any comment as to whether suggestions are right or wrong.  In pairs, children should now make notes on what else they know about the subject.  Finally, in pairs, children should brainstorm possible endings. Encourage them to make up two or three.  They should use clues in the text and their previous knowledge of the subject to help them. Again, they should make notes on their worksheets.  Children should then feedback to the class.  Other pupils should discuss the suggestions, asking questions as to why the children decided on a particular ending. The teacher should act as facilitator. | **What else do I know?**  **Find clues in the text** |

**Lesson 4 - After Reading -** Summarising

Aims:

* To teach pupils how to summarise text.
* To help pupils become Thinking Readers.

Note:

* This may require more than one lesson, as children often find summarising very difficult. They tend to copy chunks of text.
* The methodology detailed below has children working individually. They could also work in pairs or in a group with teacher support. This would depend on the ability of the children.

|  |  |  |
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| **Skill** | **Activity** | **Display** |
| Highlight key words or phrases in the text  Write a summary of the main points of the text | The aim of the lesson should be made clear to the children.  Explain it is important to be able to summarise a text, as it helps you to find out if you have fully understood what you have read.  Children should be given a photocopy of the text. The teacher should display a copy on the Interactive Whiteboard.  The teacher should model how to pick out key words or phrases. These should be highlighted by underlining or using a highlighter pen. Children should know there are the words which are necessary to understand the text.  Example: the first animals that we know much about lived 200 million years ago. We call these animals dinosaurs.  Children should then complete this for the rest of the text.  The teacher should then model how to use these words to write a brief summary of the text. Children should then complete this for the rest of the text.  It would be emphasised that a summary should cover the main points only. | **Highlight key words or phrases in the text**  **Summarise the main points of the text** |

APPENDIX 4 – The Thinking Reader Approach – Learning Booklet Blank Example

**The Thinking Reader**



**Pupil Name:**

**Title of Text:**

**Before Reading**

The writer of this poem is

Have you heard of this poet before?

**Prior Knowledge** - From the title, what do you think this poem is going to be about?

**Metalinguistics** – What words and phrases stand out to you?

**During Reading**

‘When the wind blows it comes through the door, And to me it sounds like a ghost’. What extra sense has been added here? Explain your answer.

‘

All sorts of ghostly shapes / in the dark’. Why are all the shapes ‘ghostly’?

Produce a **visualiser** highlighting the main themes of the poem

**After Reading**

**Questioning – Literal, Inferential and Evaluative**

Q.

A.

Q.

A.

Q.

A.

**Summarising** – Use the key words to write a summary of the main points of the text. No more than 25 words.