Reading Comprehension

Pick a text to read – anything that interests you!

Find the correct guide

1. Information texts
2. Newspaper reports
3. Stories
4. Poetry

Pick an idea from each session to give you a week of reading activities.

Reading for pleasure is still hugely important over this time. Pick something you really want to read and enjoy. These tasks should add to understanding and critical thinking about a text, not make reading boring!

Reading Comprehension – Non-Fiction – Information Texts

Session 1 – Vocabulary

- Find any words that you don't recognise
    - Look them up, what do they mean? *Once you know their meaning, can you use them in other sentences or contexts? Create actions or drawings to help remember their meaning.*
    - Are there any words that mean the same (synonyms)?
- Pick out any interesting words
    - Why do you find them interesting? What effect do they have on you as a reader?

Session 2 – Retrieval

- What have you learnt from reading this information?
    - Could you present the key points in a different way? *Powerpoints, posters or video presentations are all good ways to present the main things you have learnt*
    - Try comparing the information from two similar or contrasting things. *Research and compare 2 different animals, or countries, or celebrities etc.*
    - Try storyboarding the events from the newspaper – what order did it happen, what did the events look like, who was there? etc.

Session 3 – Inference

- Having read the facts – can you infer (work out) anything else?
    - *E.g. If an animal has claws, spots or other distinctive features, you might be able to work out why they help it in the wild. If a country has lots of beaches and warm weather, you might work out where a lot of its income comes from etc.*
- Can you form opinions based on the facts?
    - *Do you like, dislike, or have other emotions based on the information included?*

Session 4 – Pick another skill

- <u>Prediction</u> – How might it react in a different situation? *(good for fact files on animals or people)*
- <u>Generating questions</u> – What else would you like to learn? Do you have any questions about some of the information included *(E.g. why it happens, how it does things)*?
    - *Try researching the answers to some of these questions – make a project if you are really interested!*

Session 5 – Comprehension

- If the text you are reading comes with comprehension questions – now is the time to do them!
    - *Look through the answers afterwards – do the answers make sense on the questions you got wrong? Why are they better than your answers?*
- If there isn't a comprehension with this text, could you create one for someone else in your family to try?
    - *Create some true/false statements to unravel or some questions where the answers can be found in the information*

Reading Comprehension – Non-Fiction – Newspaper Reports

Session 1 – Vocabulary

- Find any words that you don't recognise
    - Look them up, what do they mean? *Once you know their meaning, can you use them in other sentences or contexts? Create actions or drawings to help remember their meaning.*
    - Are there any words that mean the same (synonyms)?
- Pick out any interesting words
    - Why do you find them interesting? What effect do they have on you as a reader?

Session 2 – Retrieval

- What have you learnt from reading this information?
    - Could you present the key points in a different way? *Powerpoints, posters or video presentations are all good ways to present the main things you have learnt*
    - Try storyboarding the events from the newspaper – what order did it happen, what did the events look like, who was there? etc.

Session 3 – Inference

- Having read the facts – can you infer (work out) anything else?
    - *Is there information that the reporters missed that you can work out?*
- What can you work out about the eyewitnesses, or the reporter themselves?
    - Think about how they are feeling about the event, what their personality might be, or why they acted as they did during the event

Session 4 – Pick another skill

- <u>Prediction</u> – What might happen next? Is there a mystery to solve that you can work out?
- <u>Generating questions</u> – What else would you like to learn? Do you have any questions about some of the information included?
    - *Maybe there are more reports on the same event that might answer your questions!*
- <u>Identify facts and opinions</u> – Some reporters and witnesses are biased in what they say. Can you sort statements from the report into facts about the case and opinions that people have?

Session 5 – Comprehension

- If the text you are reading comes with comprehension questions – now is the time to do them!
    - *Look through the answers afterwards – do the answers make sense on the questions you got wrong? Why are they better than your answers?*
- If there isn't a comprehension with this text, could you create one for someone else in your family to try?
    - *Create some true/false statements to unravel or some questions where the answers can be found in the information*

Reading Comprehension – Fiction - Stories

Session 1 – Vocabulary

- Find any words that you don't recognise
    - Look them up, what do they mean? *Once you know their meaning, can you use them in other sentences or contexts? Create actions or drawings to help remember their meaning.*
    - Are there any words that mean the same (synonyms)?
- Pick out any interesting words
    - Why do you find them interesting?
    - What effect do they have on you as a reader? What if you changed the words – how would it change the mood of the text?

Session 2 – Retrieval

- What have you learnt from reading this story?
    - Try storyboarding the events – what order did it happen, what did the events look like, who was there? etc.
    - What do you know for certain about the characters?
        - Try an inside/outside activity drawing the outline of the main character, with their personality, thoughts and feelings inside the shape, and their appearance, speech and actions on the outside
    - What do you know about where it happens (setting) – try drawing it and labelling everything you know
- Summarise the plot in a few short sentences – try to stick to the key events that matter, not every detail of the story

Session 3 – Inference

- Having read the story – can you infer (work out) anything else?
    - *Reasons why a character acts as they do (motives)*
    - *Thoughts of a character during an event*
    - *Feelings of a character throughout a story – how do they change as the plot progresses?*
        - *If you completed the inside/outside task, try adding things you have worked out in a different colour*

Session 4 – Pick another skill

- <u>Prediction</u> – What might happen next once the story ends?
    - *Or try flipping it – what happened before the story begins to lead them to these events?*
- <u>Generating questions</u> – What else would you like to learn? Do you have any questions about some of the information included *(E.g. Why does a character have a certain object, or act in a certain way?)*
- <u>Identify the main theme</u> - What other stories have similar themes? Try comparing them.

Session 5 – Comprehension

- If the text you are reading comes with comprehension questions – now is the time to do them!
    - *Look through the answers afterwards – do the answers make sense on the questions you got wrong? Why are they better than your answers?*
- If there isn't a comprehension with this text, could you create one for someone else in your family to try?
    - *Create some true/false statements to unravel or some questions where the answers can be found in the information*
    - *Write some events from the story and see if someone can sequence them correctly*

Reading Comprehension – Fiction - Poetry

Session 1 – Reading for an audience

- Try reading the poem aloud – maybe even learn it to perform (this often helps you to see what the poet was aiming for)
    - As you read, think about the rhythm of each line – should it be read fast or slow, does each line have the same number of syllables or does it flow freely? *Try reading it at different speeds, does it change the effect at all?*
    - Does it rhyme? Why has the author used, or not used, this feature?

Session 2 – Vocabulary

- Find any words that you don't recognise
    - Look them up, what do they mean? *Once you know their meaning, can you use them in other sentences or contexts? Create actions or drawings to help remember their meaning.*
    - Are there any words that mean the same (synonyms)?
- Pick out any interesting words
    - Why do you find them interesting?
    - What effect do they have on you as a reader? What if you changed the words – how would it change the mood of the text?
- Is there any figurative language (metaphors, similes, idioms e.g. under the weather)? What impact do these words/phrases have on the text?

Session 3 - Understanding

- What have you learnt from reading the poem?
    - Is there a plot that you can storyboard?
    - Is the author describing something that you could draw and label?
- Having read the poem can you infer (work out) anything else?
    - How does the author feel about the thing they are writing about? How do they tell you?
    - Are there any hidden meanings in the poem – *E.g. If they are writing about a physical journey, are they also describing a mental journey as well?*

Session 4 – Pick another skill

- <u>Prediction</u> – What might happen next once the poem ends?
    - *Or try flipping it – what happened before the poem begins to lead them to these events?*
- <u>Generating questions</u> – What else would you like to learn? Do you have any questions about things the author is writing about? *(E.g. If they are describing events from another country or time in history, do you need to do some research to understand the events?)*
- <u>Identify the main theme</u> - What other poems/stories have similar themes? Try comparing them.
- <u>Copying the style</u> – Can you create a poem in the same style but about a different subject? *(E.g. Changing the chocolate cake poem to describe the pleasure of sneaking a different food)*

Session 5 – Comprehension

- If the text you are reading comes with comprehension questions – now is the time to do them!
    - *Look through the answers afterwards – do the answers make sense on the questions you got wrong? Why are they better than your answers?*
- If there isn't a comprehension with this text, could you create one for someone else in your family to try?
    - *Create some true/false statements to unravel or some questions where the answers can be found in the information*