
Week 2: Creative Comprehension

Day	Coverage with focus on 1 content domain for the week
Mon	Prepare, read, react, relate (based on Tuesday's activity)
Tues	Revisit, explore, respond (5 minutes only through discussion)
Wed	Prepare, read, react, relate (based on Thursday's activity)
Thurs	Revisit, explore, respond (5 minutes only through discussion)
Fri	Revisit week's content domain, respond (20 minutes through formal written questions), feedback/discuss.

PREPARE 5 minutes

What will prepare the ground for pupils? What will help scaffold their encounter with the text? What will provide them with the necessary hand-holds when they are reading?

- Explore vocabulary
 - Make a prediction
 - Background knowledge – video/picture
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READ 15 minutes

What could make pupils' reading of the text as engaged as possible? What could help pupils keep track of reading?

- Teacher drama read (without stopping) to model expression, intonation and volume
 - Choral / echo read
 - Paired / independent read
 - Pictures from text projected on to board
 - Y3/4 use lollipop sticks, Y5/6 annotate text
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REACT 5 minutes

How might the children be able to react to the text immediately after reading?

- Pause to discuss impressions and reactions
 - Dramatic writing: suddenly stop and write in role
 - Thought-tap characters
 - Write down immediate thoughts and reactions
 - Write down 'I wonders'
 - Annotate the text with questions, feelings, thoughts
 - Pick out favourite/most effective/most interesting word/phrase/line; explain
 - Discuss agree/disagree statements
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RELATE 10 minutes

How might pupils be able to process and record their responses and understandings through speaking and listening activities?

- Hot-seat / Interview characters
- Create still pictures (tableaux) or slow-motion moments—small groups, or whole class
 - Act out a sequence
 - Perform poems
 - 'Blind guide' around the scene
 - Inquests, trials and inquiries
- Ghost characters return to reflect on events
 - 'Sculpt' characters at key moments
- Positioning: arrange characters in a space, to show their relationships, status or feelings about each other.
 - Mime a sequence from a story
- Eye-witness: describe what you see and hear happening in a story

REVISIT 5 minutes

How might pupils' recall and remember key aspects from previous reading through discussion or other creative activities?

- Summarise through discussion
 - Recall characters' feeling and moods
 - Predict next events
 - Order pictures/key sentences
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EXPLORE 25 minutes

How might pupils be able to process and record their responses and understandings after discussion –in writing or another creative mode?

- [See attached sheet for ideas for each content domain.](#)
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RESPOND 5 minutes to 25 minutes

How might pupils practise reading closely or analytically –making inferences, picking out words, phrases or details, making connections and finding evidence for ideas?

- Questions related to content domain from week
 - Based on teaching text or new text
 - SATs style questions
 - Cracking comprehension questions
 - Headstart

2a Give/ explain meaning of words in context (VOCAB)	2b Retrieve and record information/ identify key details from fiction and non-fiction (RETRIEVE)	2c Summarise main ideas from more than one paragraph (SUMMARISE)	2d Make inferences from the text/ explain and justify inferences with evidence from the text (INFER)	2e Predict what might happen from the details stated and implied (PREDICT)	2f Identify/explain how information in narratives is related and contributes to meaning as a whole (SUMMARISE & AUTHORIAL INTENT)	2g Identify/explain how meaning is enhanced through choice of words and phrases (VOCAB & AUTHORIAL INTENT)	2h Make comparisons with the text (COMPARE)
Dictionary skills/games	Skim/scan – how quickly can you find	Story board/comic book strip	Act out a scene	Story board/comic strip – what could happen next	Sequencing a text	Which word works best and why?	Venn diagram of comparing and contrasting characters/ settings/chapters information
Cloze procedure	Written character description	A chapter in a paragraph	Conscience alley	Debates	Following mixed up instructions	How does using a synonym alter the meaning?	Changes in mood throughout story/chapter
Words out of meaning from context	Annotated picture of setting/character/ object (non-fiction)	Design front cover and blurb	Hot seating – emotion, desire, inspiration, interests	What would happen if...?	Jigsaw, create story together	How many times has the author used/mentioned...?	
Match the synonyms	Wanted poster	Piece to camera	Freeze frame	Write the next paragraph	Compare book to film	Perform poetry	
Vocab word search/ crosswords with clues	Ask the expert (could be author, a key character, wildlife expert, etc)	vlogging/blogging info	Thought bubbles in comic book strip/ Match to character	Write a missing paragraph		Reading fluency – how would the author want it to be read/sound?	
Eye spy (with younger children)	Writing a set of rules	Summarising/gist handprint	Same story from a different perspective	What should the character do next			
	Get visual!	Retell, reorder extracts of text	mood line graph of character				
	Fact file	book review	Read the picture				
	Guess Who/Who am I?		Updated Facebook status or tweet				
	Match the speech bubbles to the character		Guess Who/Who am I?				
	Write a diary of events		Letter explaining thoughts and feelings				
	Write a news or formal report of an incident		Screen play with stage directions				
			Decision tree				