

Using Visual Clues to Support Reading

PRACTISING READING STRATEGIES WITH ROSIE

ESSENTIAL QUESTION

How do pictures help tell us what is happening in a story?

WHAT ARE WE LEARNING?

- To decode text using visual clues
- How to use text and pictures to sequence a story
- The connection between illustrations and text in a picture book

TRY THIS WITH

- Years 1- 3
- Students who have an interest in reading in a variety of contexts
- Students who love cutting and gluing

FIND

- Observe
- Compare
- Match
- Discuss
- Identify
- Retell

Read 'The Very Hungry Caterpillar'.
 Make a list of all the food the caterpillar ate from memory.
 Ask the students if they can think of a quick way to check they have remembered all the food.
 Identify that illustrations of a story are there to help tell us what is happening and what the words say.
 Use the pictures from the story to check you have included all the food on the list.
 Sequence the food so that it is in the same order as the caterpillar eats it.
 Retell the story as a class using the pictures of the book as clues to what happens next.

APPLY

- Order
- Associate
- Select
- Reorganise
- Solve
- Infer

Share Rosie's Poem before giving student's their version.
 Ask students for any vocabulary that is unfamiliar.
 Identify the pictures that match each part of the poem.
 Support students to use the Sequencing activity pictures as a context to try and find a meaning for the unfamiliar vocabulary where possible.
 Explain to students that they are going to put the poem into the right order by cutting up and reorganising the pictures.
 Complete the sequencing activity independently or with support as appropriate.
 Share work with a buddy and read through the poem together to check that it makes sense.

PRODUCE

- Explain
- Think
- Decide
- Infer
- Select
- Consider

Explain that students are going to read the words on the captions and decide which picture goes with the words.
 Remind them that the pictures will have clues to help them match each one to the right words.
 Complete the Read, Think, Match activity by cutting out the words and pasting them under the picture that they match.
 Support students where necessary.
 Share the finished matching and ask students to articulate why they matched the words with that particular picture.

SUCCESS CRITERIA

Students can check they have successfully completed the challenge by:

- Matching the captions with the correct pictures
- Identifying strategies they used to help with the matching and sequencing
- Sequencing the different sections so that the poem makes sense

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Coherence High expectations	Innovation, inquiry and curiosity Excellence	Thinking Using language, symbols and texts	English	Sequence Order Match Clue	<u>Read, Think, Match</u> activity <u>Sequencing</u> activity