

Summer 2 – Week 3

Day 5 Big Picture

No need to print – answer in your book or on paper.

The answers are provided so please check your learning to help you improve.

If you have any questions about your learning please email:

learning@wembleyprimary.brent.sch.uk

Remember to also do Bug Club everyday!

Big Picture lessons








What's the first step when answering written comprehension?

Look at the whole text:

- **Subject:** What is it about? What type of text?
- **Audience:** Who is it written for?
- **Purpose:** Why was it written?

How can we help ourselves answer questions?

Code Clues 	Look for clues! Circle words, think what phrases could mean, look for question words / instructions
Locate 	Find where the answers might be on the page and in the text. (Skim and scan)
Explore 	Read around —is the answer before / after that word/ phrase or sentence?
Answer 	Write the answer—to the point!
Re-read 	Re-read and check—does what you have written match the question?

Right there



Evaluate



Think and search



Vocabulary

Big Picture lessons



Let's practice!

**Where? When?
What? Who? Which?
Give reasons.. True / False**

Right there



Think and search

**How does the author / writer / poet..?
Language, organisation
presentation**

Evaluate



Vocabulary

**How do YOU know?
What does this tell you about..
Moodcharacter ... setting**

**Which word / phrase tells
us / means / suggests...?
What does the word ..
mean?
Find and copy the word ...**

**Ask your partner a question – did they get the question
type right?**

Context

A day in the life of a news editor

A news editor kept a diary for a day at work, explaining how a news programme is made.

- **Subject:** What is it about? What type of text?
- **Audience:** Who is it written for?
- **Purpose:** Why was it written?

I arrived in the office at 6.30 this morning as I had a lot of work to do. The first thing I did was to listen to the news on Radio 4 and read all the morning papers. News stories arrive all the time by phone, fax and satellite and I had to keep my eye on those as well.

My boss, the main editor, arrived at work at 9.30am. Immediately we had a meeting about which stories we wanted to cover. When we had made our decision the editor told the news crews which stories they had to cover.

I grabbed a quick lunch with another news editor at 12pm - no time to waste!

Back in the office for another meeting at 1.30pm about the day's main news stories. Now we had to start deciding which items we would feature in the news programme.

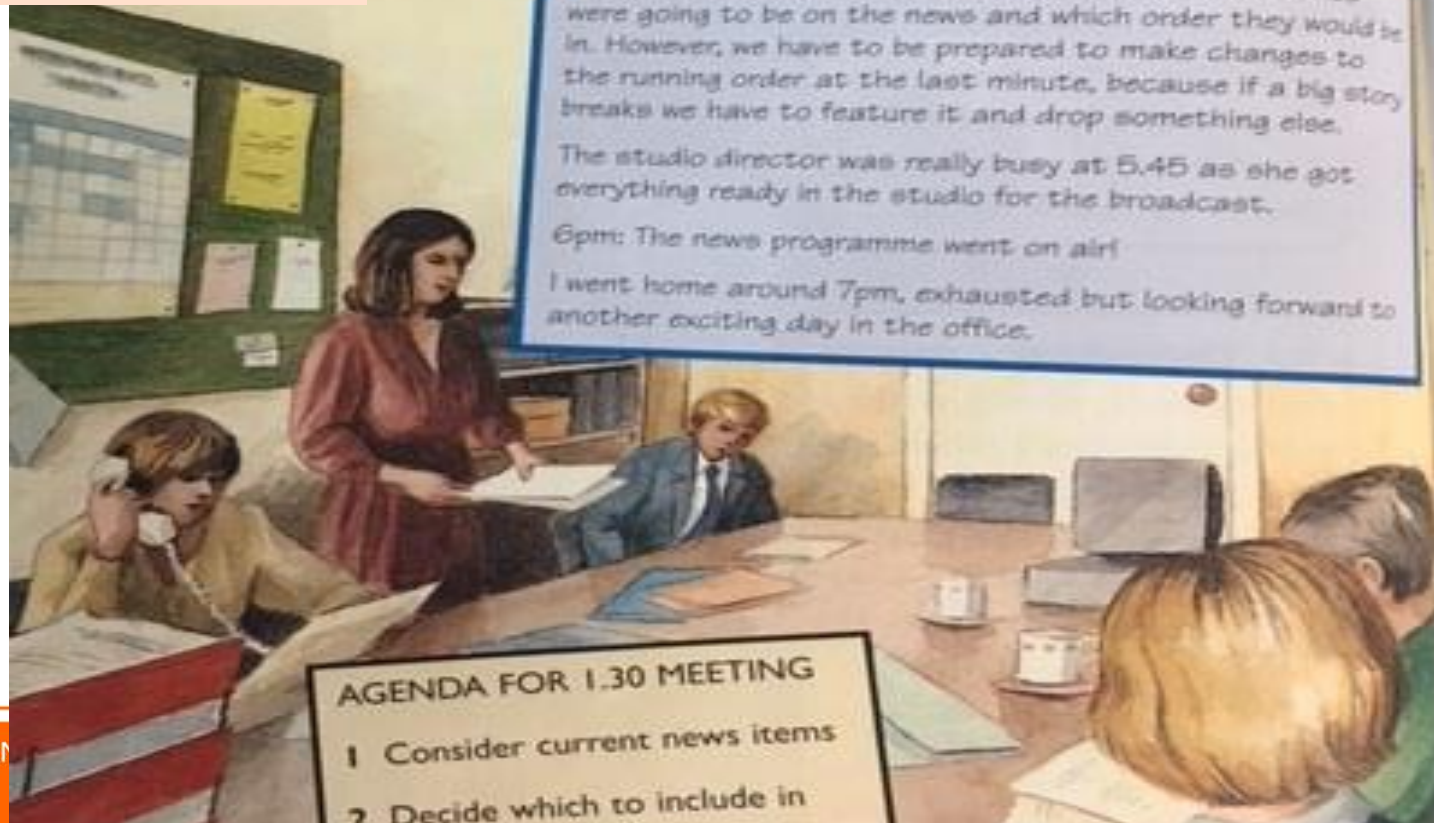
We had another meeting at 3pm! This time we discussed which items we are going to have in tomorrow's programme.

At 5pm we made the final decision about which stories were going to be on the news and which order they would be in. However, we have to be prepared to make changes to the running order at the last minute, because if a big story breaks we have to feature it and drop something else.

The studio director was really busy at 5.45 as she got everything ready in the studio for the broadcast.

6pm: The news programme went on air!

I went home around 7pm, exhausted but looking forward to another exciting day in the office.



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AGENDA FOR 1.30 MEETING

- 1 Consider current news items
- 2 Decide which to include in 6 o'clock news
- 3 Put items in rough order
- 4 Check incoming news items

Think Aloud: What time did the news editor arrive at work?

Right there



Think and search



Evaluate



Vocabulary



Code

Clues



Locate



Explore



Answer



Re-read



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Think Aloud:
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Right there
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Right there



Think and search



Evaluate



Vocabulary



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Clues



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Partner Practice: What was the first thing the news editor did?

Right there



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Partner Practice:
What was the first thing the news editor did?

Right there.

Listen to the news on Radio 4 and read all the morning papers.

Right there



Think and search



Evaluate



Vocabulary



Code

Clues



Locate



Explore



Answer




Re-read



Our Learning Behaviours



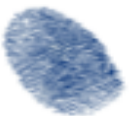




Remember to give extended answers where necessary:

Discuss and explain our ideas		1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says... This part suggests that because ... My view is that ... because in the book ... Two main reasons explain why I think that ... Earlier we learnt that ... therefore ... On the one hand you could say ... but on the other is similar to because In my opinion because This character is because The main idea is that In summary / I conclude that ... because ...	
	Agreeing I agree with ... because ... Similarly ... I'd like to build on / add to that point Adding to that point ...	
	Disagreeing / challenging and offering alternative In contrast ... Alternatively It could be but..... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea Have we considered? Another point I wish to make is ... On reflection I no longer think that	

Let's focus on:
Building on other's answers

Plenary

What techniques did you use to help you? Let's share our answers.

Is it CLEAR?		Modelling how to answer questions:
Stage of process	Guidance	Example
Code	Model identifying question type through clues.	Give 2 reasons why- tells me it is probably retrieval so I need to restate the information, not give lengthy explanations.
Clues 	Look for key words in the question. Did you clarify what it could mean? Synonyms? Underline any key words or phrases.	What clues are there? 2 is in bold so I must give 2 answers Why- I must explain why Extinct- key word to look for so I'll underline it. Need to clarify the meaning.
Locate 	Model skimming the paragraphs. Model scanning for the word/phrase or similar.	Skim till you come to specific paragraph beginning 'One of the victims.' Scan for the word 'extinct' or something similar - does it mean dies out?
Explore 	Model exploring through reading around the sentence/paragraph you found to get a clear answer- did you have to find another part?	Re-reading the paragraph that has 'dies out' and finding 2 reasons why.
Answer 	Model writing the answer.	Model short and long answers.
Re-read 	Model checking answer by re-reading question to make sure you have answered it.	Have I answered the question?

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