

Summer 1 – Week 5

Day 5

Big Picture

Make sure you have read Chapter 4 ‘Circe’

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](mailto: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?

|   |   |
|---|---|
| <b>Code Clues</b>  | <b>Look for clues!</b><br>Circle words, think what phrases could mean, look for question words / instructions |
| <b>Locate</b>      | <b>Find</b> where the answers might be on the page and in the text. (Skim and scan)                           |
| <b>Explore</b>     | <b>Read around</b> —is the answer before / after that word/ phrase or sentence?                               |
| <b>Answer</b>    | <b>Write</b> the answer—to the point!   |
| <b>Re-read</b>   | <b>Re-read</b> 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..  
Mood ....character ... 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 of the passage

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

## Perseus and the Gorgons

This is part of a myth from ancient Greece.

At last Perseus found the Gorgons. They were asleep among the rocks, and Perseus was able to look at them safely.

Although they were asleep, the live serpents which formed their hair were writhing venomously. The sight filled Perseus with horror. How could he get near enough without being turned to stone?

Suddenly Perseus knew what to do. He now understood why Athena had given him the shining bronze shield. Looking into it he saw clearly the reflection of the Gorgons. Using the shield as a mirror, he crept forward. Then with a single swift blow he cut off the head of the nearest Gorgon. Her name was Medusa.

In one mighty swoop, Perseus grabbed the head of Medusa. He placed it safely in his bag and sprang into the air on his winged sandals.





Think Aloud:

What were the Gorgons doing when Perseus found them?

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Right there



Think and search



Evaluate



Vocabulary



Code

Clues



Locate



Explore



Answer



Re-read



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Teacher's  
Think Aloud  
Answer:  
Right there.  
They  
were  
asleep  
among  
the rocks.

|                  |  |
|------------------|--|
| Right there      |  |
| Think and search |  |
| Evaluate         |  |
| Vocabulary       |  |


|               |  |
|---------------|--|
| Code<br>Clues |  |
| Locate        |  |
| Explore       |  |
| Answer        |  |
| Re-read       |  |



# Our Learning Behaviours

Remember to give extended answers where necessary:

Let's focus on:

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



## Partner Practice:

What was unusual about the Gorgons' hair?

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Right there



Think and search



Evaluate



Vocabulary



Code

Clues



Locate



Explore



Answer



Re-read





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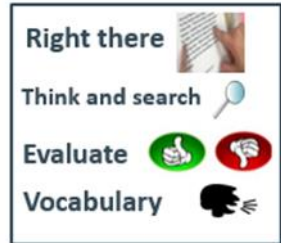
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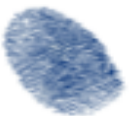




Partner Practice Answer: Right there question. They had serpents instead of hair.



|         |   |
|---------|---|
| Code    |    |
| Clues   |   |
| Locate  |    |
| Explore |    |
| Answer  |   |
| Re-read |  |

# 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   |
| <b>Code</b>   | Model identifying question type through clues.  | <b>Give 2 reasons why-</b> tells me it is probably retrieval so I need to restate the information, not give lengthy explanations.   |
| <b>Clues</b><br>     | 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?<br><b>2</b> is in bold so I must give 2 answers<br>Why- I must explain why<br>Extinct- key word to look for so I'll underline it.<br>Need to clarify the meaning. |
| <b>Locate</b><br>    | Model skimming the paragraphs.<br>Model scanning for the word/phrase or similar.  | Skim till you come to specific paragraph beginning 'One of the victims.'<br>Scan for the word 'extinct' or something similar - does it mean dies out?                                   |
| <b>Explore</b><br>  | 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.   |
| <b>Answer</b><br>  | Model writing the answer.   | Model short and long answers.   |
| <b>Re-read</b><br> | Model checking answer by re-reading question to make sure you have answered it.   | Have I answered the question?   |