

ORGANISATION & RESOURCES

- Mixed ability trios with stickers, badges or lanyards printed with roles of 'Reader', 'Recorder' and 'Manager'
- Chopsticks or lollipop sticks for Echo Reading (one per child)
- Timer (on whiteboard or sand timer)
- Highlighters or coloured pencils for text marking
- High quality, high interest text* or extract

TOP TIPS

- TexTplorers should be fun and engaging with the emphasis on group work, discussion and talking and listening.
- Encourage children to explain the thinking behind their answers referring to the text and any clues or evidence that they used.
- Asking questions like 'Why?' and 'How do you know?' will help reveal their reasoning.

WARM-UP BEFORE READING

Name that Text: I'll name that text in ten seconds... Identify the text type using structure, layout and visual clues.

Just the Gist: a skim reading exercise to identify subject/contents, what the text is about, can be timed. Allow thinking time and group answer.

Follow the Reader: 'Reader' in group takes the lead and reads text aloud while other group members listen and follow the text with their chopsticks, or 'Magic Reading Sticks'.

RECONSTRUCTION ACTIVITIES USING ADAPTED TEXTS

Blankety Blank (or 'cloze procedure') remove words to create 'blanks' to be filled in. Choose a mixture of words to eliminate, or try blanking out only nouns, verbs, adverbs or adjectives. (2 points for the correct word, 1 point for additional words that fit the context and make sense)

Jigsaw Jumble single words, sentences, paragraphs or pictures to be rearranged into proper sequence. Can be used as a quick warm-up.

Spot the Silly Word insert inappropriate or 'silly words' that will be spotted through close reading e.g. polar bears mainly eat crisps. Children must spot the erroneous words and suggest the correct or 'sensible' word.

Predict What Happens Next incomplete text given so children must discuss and decide what they think happens next. Use chronological order, or give the beginning and end of text so children need to discuss and predict what's missing from 'the middle'.

ANALYSIS ACTIVITIES USING TEXTS 'AS IS'



Picture It using description from the text, children must draw a scene, character, map or object. Highlighting text useful. May include quotes from text around drawing as evidence.

Text Marking highlight, underline or label, key words, main points, VCOP, facts and opinions, arguments for and against, writer's craft tools (simile, metaphor etc.) unknown words etc.

Integrate It use the text to complete diagrams, visual tables, flowcharts, timelines, timetables and present information gleaned from text. Particularly good for non-fiction texts.