

Through the Lens – Creating visual representations of
written text
Reading Comprehension Strategy

This strategy involves many of the skills that students need to use to comprehend texts including interpreting and summarising. Text here is understood in the broadest possible sense as multimodal, literary, visual and digital. The learning can be extended by comparing and contrasting information using a different form of representation, generating new information and knowledge by adapting, designing and representing information digitally. It promotes students' understanding of genre and text form.

Suggested Learning Outcomes

- OL1:** Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising...
- OL2.** Engage actively and responsively within class groups in order to listen to or recount experiences and to express feelings and ideas
- OL3.** Engage in extended and constructive discussion of their own and other students' work
- OL5.** Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes
- R3:** Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information... summarise, link main ideas... analyse, synthesise and evaluate
- R9:** Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them

Possible Key Skills

- Managing information and thinking
- Communicating
- Being literate
- Being creative
- Working with others

Preparation

Arrange students in groups. Other resources needed include a digital camera/smartphone per group, a data projector and a laptop/PC.

Instructions

Divide students into **groups** of four. **Assign roles:** Recorder, Timekeeper, Manager, Reporter

Students will read a piece of text- generally alphabetic text works well- and will have engaged with a number of reading strategies to interpret and summarise, such as skimming and scanning or paired reading.

Explain to the students what they are expected to do, using examples where possible.

We want students to represent the written word in another form of representation; in the visual genre using stills or images. This strategy may also support students engaging with a particular topic, engagement with a topic would not be limited to use within the English classroom and could support students in a variety of subject areas.

This activity could be split into parts over a number of classes.

With the class, develop success criteria for the final piece of work (story board, photography, presentation, collage, etc.)

Based on the topic/text the students have been studying, the students brainstorm how they will capture this topic/text in 10 photos (5 mins).

Before leaving the class, the students develop a story board of what they will capture on camera (10 mins).

The students then leave the classroom and set about collecting the images they have decided upon (20 mins) (this part could be given as homework). Encourage the students to take more than 10 photos and then make a selection of their best photos. An alternative to taking photos and using digital learning technologies, would be to make a paper-based collage using images from old magazines/newspapers.

On return to classroom, students select, arrange and develop their presentation this part could be given as homework.

Each group then presents their work to the whole class. Allow 3 mins per presentation.