

Identify supporting resources

3B – Identify supporting resources eg paired texts, timelines, word banks

A supporting resource is used alongside a text to help pupils comprehend and interpret information. It can be designed to help provide relevant background knowledge, or support pupils in building a 'situation model.' It can also help pupils to understand abstract concepts, and relationships between different people, events and ideas.

Examples of supporting resources

| Supporting resource | Definition | Subject specific example |
|---------------------|---|--|
| Paired texts | Use two linked texts alongside a question set to help pupils deepen their understanding through finding the connections across the pair of texts. | <p>In Geography, use a pair of texts when teaching about hurricanes:</p> <ol style="list-style-type: none"> 1. A news article about recovery following hurricane in Puerto Rico 2. An account from a daughter who rescued her parents from the same hurricane in Puerto Rico <p>Possible questions:</p> <ul style="list-style-type: none"> ▪ What effects of the hurricane are seen in both texts? ▪ Where was the most damage caused? |
| Timelines | A graphic showing the order that events happened. These could be real life or fictional events. | In Art, use a timeline of artistic movements when teaching Pop Art so that pupils can see how previous movements influenced it and make sense of references to cubism in a text about Pop Art. |

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|-----------------------|--|--|
| Word banks | A list of words with definitions which will be taught before reading the text. Prioritise Tier 2 and 3 vocabulary which will unlock meaning for pupils. These words could be in the text itself or refer to concepts pupils will encounter as they read. | In English, when teaching <i>Romeo and Juliet</i> , use a word bank of words to describe Lord Capulet and Juliet so that pupils understand the interaction between the characters in Act 3, Scene 5. |
| Visual prompts | Use of images or icons which connect to the text and aid comprehension or the key themes or ideas as they read. | In Science, when teaching respiration, use a diagram of the respiratory system so that pupils can follow the process as they read. |
| Summaries | A short piece of writing which gives the main ideas and context of a text before reading to aid comprehension. | <p>In History, use a summary before pupils read a text about the coronation of William the conqueror.</p> <p>Read this information to pupils and check understanding before reading the detailed account of the coronation.</p> <p>Include information such as:</p> <ul style="list-style-type: none"> ▪ What a coronation is ▪ Where it takes place ▪ When it takes place ▪ Who is being crowned. |