

Proficient readers spontaneously and purposely create *mental images* during and after reading. The *images* emerge from all five senses as well as the emotions and are anchored in a reader's prior knowledge. Creating mental images can amplify the meaning of the text, allowing the reader to become more engaged and involved in the text.

1. LEARNING OUTCOMES for Visualisation

The pupils will be enabled to:

- Draw images in response to a text
- Create mental images in response to a text (making a movie / going to the cinema)
- Discuss in detail the sights, sounds, smells, tastes and touch of their images
- Understand the importance of visualisation
- **Cross application of visualisation skills**



Visualisation activities can be organized into **before**, **during**, and **after** reading.

Before Reading

- Pupils can visually organise their thinking, visualising the possible content, linking background knowledge and forming predictions.

During Reading

- Pupils can visualise the content, comparing predictions with ideas, themes and information in the text. They begin to form a visual representation of what they are reading.

After Reading

- Guide discussion of the reading and visualisations.
- Pupils can visually link new information with prior knowledge, visually represent what they have read and build new understandings.

2. Some Activities for Visualisation

- **Picture This:** Adult reads a section of a text without showing any illustrations and children draw a visual representation of their interpretation of *character* / *setting* / *event* from that piece of text.
- **Sensory Chart:** Pairs of children select a section of text and record pictorially or using key words what the text *looks like/ feels like/sounds like*.
- **Post Your Senses:** Pupils record brief details on post it notes based on images they form as they read the text. They stick the post it notes onto the appropriate part of the text.
- **Changing Images:** Adult reads a section of a text without showing any illustrations. Stop reading at a selected place in the text and asks children to sketch or write the mental image they have created. Children label this - *Image 1- My First Image*. Adult reads more of the text and children are given time to re-create their image based on the new information. Children label this- *Image 2- My Second Image*. Children should be asked to discuss any changes made to the second image.
- **Open Mind Portrait:** Children are asked to create character portraits and include key words to describe the character's thoughts and feelings.