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RATIONALE

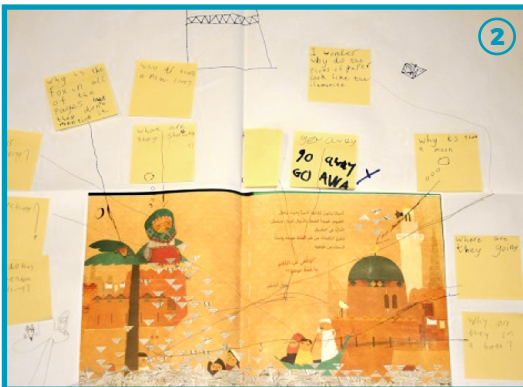
When walking, talking and looking through books, children will often focus on certain elements and spend time discussing them in detail, while glossing over other aspects in a rush to find out the answers to questions or what happens next. Because of this, it is sometimes necessary to slow the reading process down by using strategies that allow children to examine the visuals in more detail. The annotations strategy we describe here is a refreshing and creative tool that can encourage a more careful reading of images, especially when used in conjunction with walking and talking through books.

ADVICE FOR MEDIATORS

There are lots of ways to arrange the annotations, but the pictures show some of the ways our mediators have arranged the task.



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1. For me the easiest way was to place the book open at the pages that interest the children on top of a larger sheet of paper and invite the children to make the annotations using pens (Dina, CRS, Cairo)
2. The children asked to use post-it notes to record their responses to the books we were reading (Julie, Glasgow)
3. Encourage the children to ask questions of the visual, what can they see, what do they think this means? What are the characters thinking? What might they be feeling?
4. Add speech bubbles for what the characters might be saying (Gervelie example)
5. I get the children to do this in small groups, so they can share ideas.
6. Show the children an example of what to do, this is a new way of working and they can take a little bit of time to get used to the task.
7. If a child is nervous about writing, they can also draw responses.

TAKING NOTES OF THE CHILDREN'S RESPONSES

This task leaves a record of the children's responses and you can spend time looking at these in detail. We have found that the children often begin by labelling what they see in the visual before they ask questions of what they see. This is where we can intervene and prompt them to further question or speculate on what they see or read.