

What is comprehension?

Comprehension is your understanding of a text. You show this by answering a series of questions.

Question types and what you need to do:

Information retrieval - pulling explicit information directly from a text, no need to explain. *e.g. list 5 things you learn about x in the text.*

Impressions - making inferences about a subject, place or person described in the text. *e.g. What impression do you get of x?*

How does the writer - analyse how a writer's methods create meaning. *e.g. How does the writer make x sound exciting?*

Comparison - identifying similarities and differences across two texts and analysing how writer's have created comparable meanings. *e.g. Both of the texts are about x. Compare what the writers say about y and how the writers create z.*

How does this link to literature?

At the same time as studying this, you will be studying poetry in literature. The comprehension texts are designed to give you useful contextual information that will help you to understand the poetry in greater depth.

The poets we learn about in the comprehension texts are the same poets you need to be knowledgeable about for you GCSE anthology poetry.

William Blake - writer and artist who navigated the industrial revolution and French Revolution.



William Wordsworth - a central figure in the Romantic movement.



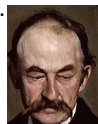
Elizabeth Barrett Browning - poet who address social injustices and personal challenges.



Christina Rossetti - explored love amongst other themes and grappled with societal expectation of women in the Victorian era.



Thomas Hardy - observed the declining rural life and societal changes brought about by the industrial revolution.



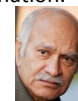
Claude McKay - Jamaican-born writer who became a central figure in the Harlem Renaissance.



Wilfred Owen - WW1 soldier who suffered from PTSD.



Zulfikar Ghose - born in India, eventually migrating to England, explores themes of cultural identity and alienation.



Seamus Heaney - Irish poet whose work is deeply rooted in his childhood experiences of rural Ireland and political adversity.



Carol Ann Duffy - A previous Poet Laureate who explores (the often unconventional side of) themes like love, identity and gender.



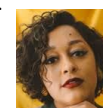
Jackie Kay - draws on personal experiences of adoption, identity, race and sexuality.



Simon Armitage - The current Poet Laureate explores modern life using the common tongue inspired by his Northern English roots.



Eve L Ewing - American writer and sociologist whose work is often based on the experiences of black communities in urban settings.



Inference	A judgement made based on evidence
Imagery	Visually descriptive language that creates a picture in the reader's mind
Emotive language	Language intended to create or share an emotional message
Hyperbole	Exaggeration
Repetition	Words, images, phrases that purposefully repeated
Anecdote	A short personal story intended to support a point made
Figurative language	Language which is not literal e.g. metaphors and similes
Compare	Examine the similarities and differences between texts
Synthesise	To bring information together from multiple texts
What	The explicit information and details
How	Writer's methods e.g. figurative language, verbs, hyperbole
Why	The reason something is done, he purpose, the intentions

Model responses

Making inferences

How does the writer portray xxx?

Answer in multiple mini PEEs.

How does the writer portray Carol Ann Duffy in the article? Duffy is presented as **resilient** when the writer describes her as 'falling, tripping and eventually jumping every hurdle that came her way'. The progression of the verb choices emphasises how she **continued to work towards her goal in the face of adversity**. It is also suggested that Duffy has a strong moral compass when ...

Inference made (point)

Supporting quote, fairly short

Inference secured with further precise analysis

Continue to add as many new inferences as you can in the time given

Synthesis

Using information from both texts, explain briefly...

Answer in 2 sentences: 1 sentence with 2 pieces of information from one text, the other sentence with 2 pieces of information from the other text.

Using information from both texts, briefly explain the complaints of the poets.

In **text A**, the poet complains about the **unnecessary strain of love and creating rhymes**. However, in **text B**, the poet complains about the **low pay and lack of recognition for their work**

Each text is clearly named

2 explicit pieces of information, no need to explain

Comparison

Both of these texts are about xxx. Compare what the writers said about yyy and how they presented yyy.

Answer in 2 sections: what and how. Find 3 explicit points to answer the 'what' for each text, no need to explain. Write 2 mini PEEs for each text for the 'how'.

Both of these texts are about childhood. Compare what the writers said were the struggles of childhood and how the writer presents these struggles.

The writer in **text A** states that the struggles of his childhood included the **restrictions of the education system**. He also discusses **being bullied and tooth decay**.

The writer in **text B** discusses struggles which include being diagnosed with ADHD and her parents' divorce. Similar to text A, she was also bullied.

In **text A**, the struggles were presented as emotionally scarring, they are still 'deeply etched'. This highlights the last effects of childhood trauma.

In **text B**, she describes how she found her ADHD diagnosis **initially difficult but eventually 'a new found freedom' which suggests how she almost felt liberated**.

Each text is clearly named

3 explicit pieces of information (what) retrieved from each text without explanation

A mini PEE to explain how a writers presents something. This example shows 1 mini PEE per text. The best examples will have 2 mini PEEs per text.