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Comprehension Strategy - Visualising Year 6

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THE VISUALISING LENS

BUILD • CHECK • REVISE



1

BUILD

Use descriptive words, prior knowledge and your senses to create a mental image.



2

CHECK

Match your image to evidence in the text. Notice mood, setting, characters and action.



3

REVISE

Update your image when new details appear.

★ Good readers turn words into a mental movie. ★



SENSORY SNAPSHOT



Name: _____



Directions: Read the passage. Record the words that help you see, hear, feel and smell the scene. Then describe the mental image you build.



THE RIVER BEFORE SUNRISE

Before sunrise, Maya stepped onto the empty jetty. Mist curled above the river, cool drops clung to the rail, and a kookaburra's call split the stillness. The boards creaked beneath her shoes. From the bakery across the road came the warm smell of cinnamon.

SENSE	EVIDENCE FROM THE TEXT	WHAT I PICTURE
SIGHT		
SOUND		
TOUCH		
SMELL		



MENTAL IMAGE

Describe the scene in 2–3 sentences.





SENSORY SNAPSHOT



Name: ANSWERS



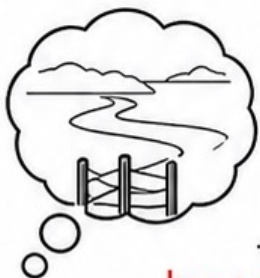
Directions: Read the passage. Record the words that help you see, hear, feel and smell the scene. Then describe the mental image you build.



THE RIVER BEFORE SUNRISE

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SENSE	EVIDENCE FROM THE TEXT	WHAT I PICTURE
SIGHT	mist curled above the river	a misty river and empty jetty
SOUND	kookaburra's call, boards creaked	a sharp call and creaking boards
TOUCH	cool drops clung to the rail	a cold, damp rail
SMELL	warm smell of cinnamon	cinnamon drifting from the bakery

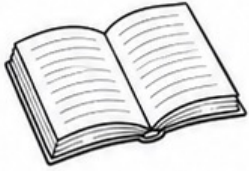


MENTAL IMAGE

Describe the scene in 2–3 sentences.



I picture Maya standing on a cool, misty jetty before sunrise. I
hear a sharp kookaburra call and the boards creaking while
cinnamon drifts from the bakery.



PICTURE THE UNSEEN

Fiction • Page 1



Name: _____

Directions: Read each passage. Draw the setting you picture, then label three details from the text.

PASSAGE A

The path narrowed between towering ferns. Water drummed on the broad leaves, and silver threads of mist drifted between the trunks. Ahead, a rope bridge sagged above a dark gorge.

MY MENTAL IMAGE

Detail 1: _____
Detail 2: _____
Detail 3: _____

PASSAGE B

The house was silent except for the steady tick of a clock. Moonlight stretched through the high windows and painted pale rectangles across the polished floor. At the far end, one door stood open.

MY MENTAL IMAGE

Detail 1: _____
Detail 2: _____
Detail 3: _____



PICTURE THE UNSEEN

Fiction • Page 1



Name: ANSWERS

Directions: Read each passage. Draw the setting you picture, then label three details from the text.

PASSAGE A

The path narrowed between towering ferns. Water drummed on the broad leaves, and silver threads of mist drifted between the trunks. Ahead, a rope bridge sagged above a dark gorge.

MY MENTAL IMAGE

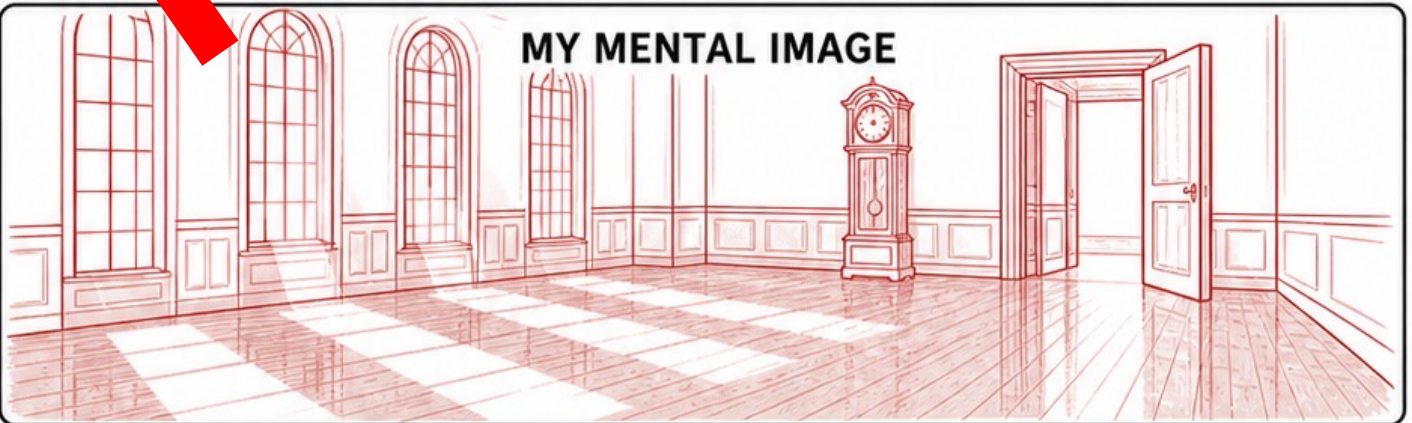


- Detail 1: towering ferns
- Detail 2: silver mist
- Detail 3: rope bridge over a dark gorge

PASSAGE B

The house was silent except for the steady tick of a clock. Moonlight stretched through the high windows and painted pale rectangles across the polished floor. At the far end, one door stood open.

MY MENTAL IMAGE



- Detail 1: high windows
- Detail 2: pale rectangles of moonlight
- Detail 3: one open door

PICTURE THE UNSEEN

Non-fiction • Page 2

Name: _____

Directions: Read each description. Sketch the structure you picture, then label the stated parts.

GREENHOUSE

Inside the greenhouse, long tables ran in parallel rows. Seedling trays sat beneath misting pipes, while vents opened along the curved roof to release hot air.

MY MENTAL IMAGE

Label 1: _____

Label 2: _____

Label 3: _____

SUSPENSION BRIDGE

A suspension bridge carries its deck from vertical cables. The cables hang from two main cables that connect two tall towers and anchor into the ground at each end.

MY MENTAL IMAGE

Label 1: _____

Label 2: _____

Label 3: _____

Label 4: _____

PICTURE THE UNSEEN

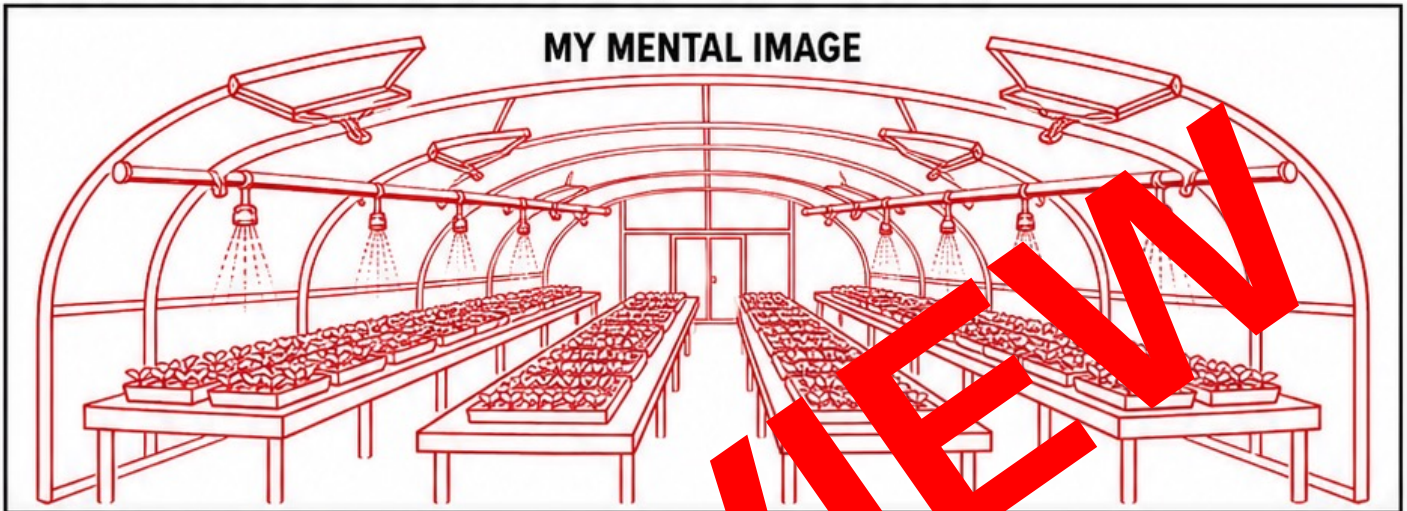
Non-fiction • Page 2

Name: ANSWERS

Directions: Read each description. Sketch the structure you picture, then label the stated parts.

GREENHOUSE

Inside the greenhouse, long tables ran in parallel rows. Seedling trays sat beneath misting pipes, while vents opened along the curved roof to release hot air.



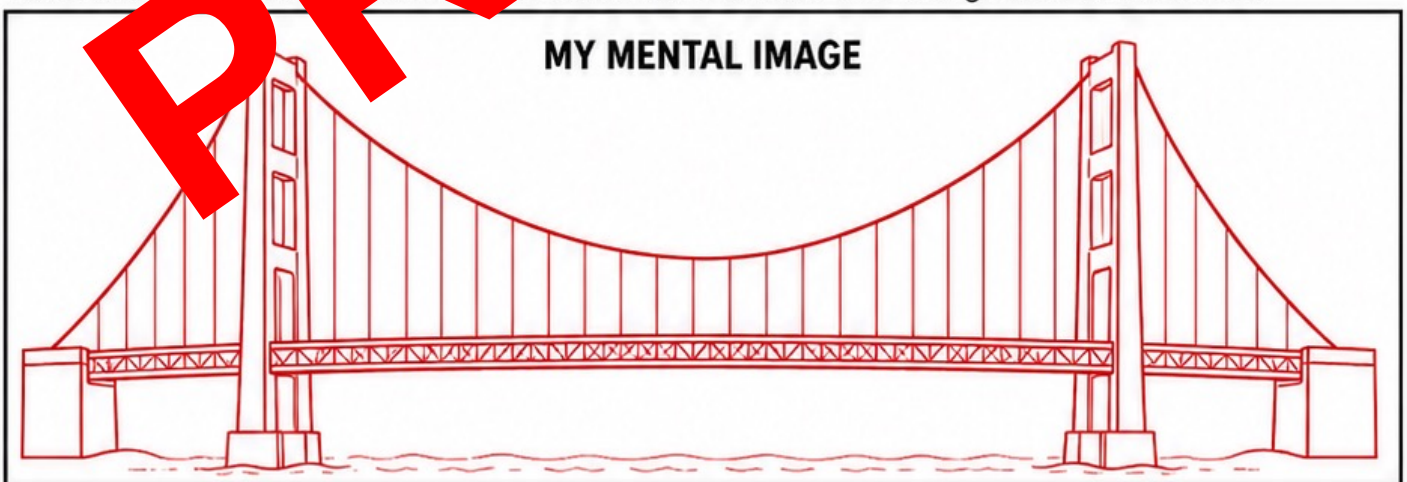
Label 1: parallel tables

Label 2: seedling trays

Label 3: misting pipes and vents

SUSPENSION BRIDGE

A suspension bridge carries its deck from vertical cables. The cables hang from two main cables that connect two tall towers and anchor into the ground at each end.



Label 1: deck

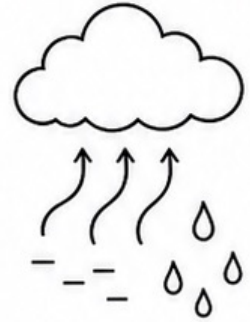
Label 2: vertical cables

Label 3: main cables

Label 4: towers and anchors

TRANSFORM THE TEXT

Process • Page 1



Name: _____

Directions: Read the explanation. Turn it into a labelled flow diagram, then explain why the sequence matters.

HOW A CLOUD FORMS

Warm, moist air rises and cools as it moves higher. Water vapour condenses onto tiny particles in the air, forming countless droplets. When enough droplets gather, a visible cloud develops. If the droplets grow heavy enough, they fall as precipitation.

STEP 1



STEP 2



STEP 3



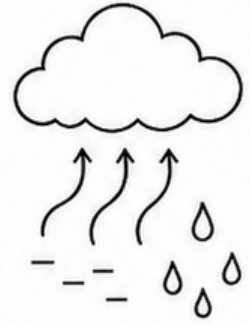
STEP 4

SEQUENCE CHECK

Why must the steps occur in this order?

TRANSFORM THE TEXT

Process • Page 1



Name: ANSWERS

Directions: Read the explanation. Turn it into a labelled flow diagram, then explain why the sequence matters.

HOW A CLOUD FORMS

Warm, moist air rises and cools as it moves higher. Water vapour condenses onto tiny particles in the air, forming countless droplets. When enough droplets gather, a visible cloud develops. If the droplets grow heavy enough, they fall as precipitation.

STEP 1

Warm, moist air rises and cools.

STEP 2

Water vapour condenses into droplets.

STEP 3

Droplets gather and form a visible cloud.

STEP 4

Heavy droplets fall as precipitation.

SEQUENCE CHECK

Why must the steps occur in this order?

- Each stage creates the conditions for the next: cooling allows —
- condensation, droplets form the cloud, and growing droplets —
- can then fall. —

TRANSFORM THE TEXT

Spatial • Page 2

Name: _____

Directions: Convert the description into a labelled cross-section. Show position, depth, light and water movement.

CORAL REEF ZONES

Closest to shore, the shallow reef flat receives strong sunlight and changing water levels. Farther out, the reef crest takes the force of breaking waves. Beyond the crest, the reef slope descends into deeper, dimmer water where different organisms live.

MY LABELLED CROSS-SECTION

LABEL • shoreline • reef flat • reef crest • reef slope • sunlight • wave direction • deeper water

EVIDENCE CHECK

TEXT DETAIL	HOW MY DIAGRAM SHOWS IT

TRANSFORM THE TEXT

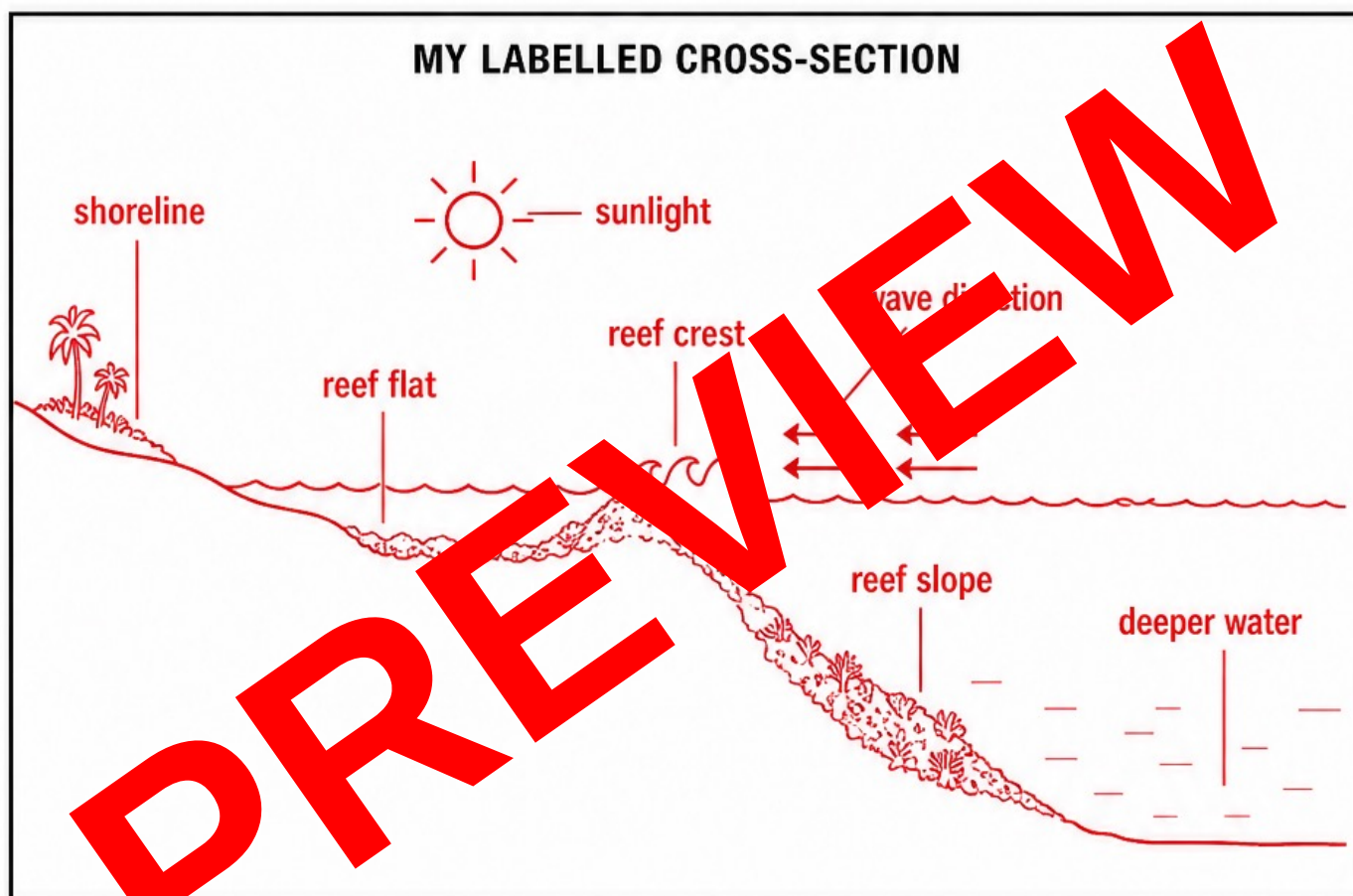
Spatial • Page 2

Name: **ANSWERS**

Directions: Convert the description into a labelled cross-section. Show position, depth, light and water movement.

CORAL REEF ZONES

Closest to shore, the shallow reef flat receives strong sunlight and changing water levels. Farther out, the reef crest takes the force of breaking waves. Beyond the crest, the reef slope descends into deeper, dimmer water where different organisms live.



LABEL BANK: shoreline • reef flat • reef crest • reef slope • sunlight • wave direction • deeper water

EVIDENCE CHECK

TEXT DETAIL	HOW MY DIAGRAM SHOWS IT
strong sunlight	shown above the shallow reef flat
breaking waves at crest	wave arrows meet the reef crest
deeper, dimmer water	reef slope descends away from shore

VISUALISE AND INFER

Setting and Mood • Page 1

Name: _____



Directions: Build a mental image from each passage. Use that image and text evidence to infer the mood.

PASSAGE A



Wind pressed grit against the windows. The power flickered twice, and the empty swings jerked across the playground. Eli pulled the curtains closed.



1. What do you picture?



2. Which words shaped your image?



3. What mood is suggested? Explain.

PASSAGE B



Lanterns glowed beneath the paperbark trees. A guitar began a faint rhythm, and families carried steaming bowls towards the long tables.



1. What do you picture?



2. Which words shaped your image?



3. What mood is suggested? Explain.

VISUALISE AND INFER

Setting and Mood • Page 1

Name: **ANSWERS**



Directions: Build a mental image from each passage. Use that image and text evidence to infer the mood.

PASSAGE A



Wind pressed grit against the windows. The power flickered twice, and the empty swings jerked across the playground. Eli pulled the curtains closed.



1. What do you picture?

A dark, stormy playground with jerking swings and flickering lights.



2. Which words shaped your image?

grit against the windows; power flickered; swings jerked



3. What mood is suggested? Explain.

The mood is tense and threatening because the wild movement and failing power suggest danger.

PASSAGE B



Lanterns glowed beneath the paperbark trees. A guitar began a bright rhythm, and families carried steaming bowls towards the long tables.



1. What do you picture?

Families gathering under glowing lanterns near long tables.



2. Which words shaped your image?

lanterns glowed; bright rhythm; steaming bowls



3. What mood is suggested? Explain.

The mood is warm and celebratory because the light, music and shared food suggest welcome.

VISUALISE AND INFER

Character and Action • Page 2

Name: _____

Directions: Picture the character's actions. Infer a feeling or intention, then justify it with evidence.

PASSAGE A

Nora read the message twice. She folded the paper into a tiny square, tucked it deep in her pocket and checked the doorway before speaking.



1. What actions do you picture?

2. What do you infer? Use evidence.

PASSAGE B

When the final whistle sounded, Arun remained beside the goal. He wiped mud from the ball, placed it carefully on the rack and gave the empty field one last look.



1. What actions do you picture?

2. What do you infer? Use evidence.

VISUALISE AND INFER

Character and Action • Page 2

Name: _____ **ANSWERS**

Directions: Picture the character's actions. Infer a feeling or intention, then justify it with evidence.

PASSAGE A

Nora read the message twice. She folded the paper into a tiny square, tucked it deep in her pocket and checked the doorway before speaking.



1. What actions do you picture?

She rereads the message, folds it, hides it and checks the doorway.

2. What do you infer? Use evidence.

Nora seems cautious or secretive. Hiding the note and checking the doorway show that she does not want others to see or hear.

PASSAGE B

When the final whistle sounded, Arun remained beside the goal. He wiped mud from the ball, placed it carefully on the rack and gave the empty field one last look.



1. What actions do you picture?

He cleans the ball, puts it away carefully and looks back at the empty field.

2. What do you infer? Use evidence.

Arun seems reflective and reluctant to leave. His careful actions and final look suggest the match mattered to him.

MENTAL IMAGE MONITOR

Build and Revise • Page 1

Name: _____

Directions: Read Part 1 and record your first image. Then read Part 2 and revise it using the new details.

PART 1

The corridor ended at a circular chamber. In the centre stood a low stone platform, and a faint humming sound seemed to rise from beneath it.

FIRST IMAGE

EVIDENCE I USED:

PART 2

As Leila stepped closer, the lights blinked around the platform's edge. The surface split into four panels, revealing a glass cylinder filled with swirling water.

REVISED IMAGE

NEW DETAILS I ADDED:

What changed most in your mental image?

MENTAL IMAGE MONITOR

Check and Explain • Page 2



Name: _____

Directions: Use the passage to decide whether each detail is supported or invented.

THE CHAMBER

The corridor ended at a circular chamber. In the centre stood a low stone platform, and a faint humming sound seemed to rise from beneath it. As Leila stepped closer, blue lights blinked around the platform's edge. The surface split into four panels, revealing a glass cylinder filled with swirling water.

DETAIL	SUPPORTED	NOT SUPPORTED
The chamber is circular.	☐	☐
The platform is made of metal.	☐	☐
Blue lights blink around the edge.	☐	☐
The cylinder contains swirling water.	☐	☐
Leila is wearing a yellow jacket.	☐	☐
The platform opened into four panels.	☐	☐

JUSTIFY TWO DECISIONS

Quote or paraphrase evidence from the passage.



REFLECTION

How did new details change the mental image you formed?



MENTAL IMAGE MONITOR

Check and Explain • Page 2



Name: _____ **ANSWERS**

Directions: Use the passage to decide whether each detail is supported or invented.

THE CHAMBER

The corridor ended at a circular chamber. In the centre stood a low stone platform, and a faint humming sound seemed to rise from beneath it. As Leila stepped closer, blue lights blinked around the platform's edge. The surface split into four panels, revealing a glass cylinder filled with swirling water.

DETAIL	SUPPORTED	NOT SUPPORTED
The chamber is circular.	☒	☐
The platform is made of metal.	☐	☒
Blue lights blink around the edge.	☒	☐
The cylinder contains swirling water.	☒	☐
Leila is wearing a yellow jacket.	☐	☒
The platform opened into four panels.	☒	☐

JUSTIFY TWO DECISIONS

Quote or paraphrase evidence from the passage.



The chamber is circular because the passage states this. The platform is not metal; the text describes it as stone.

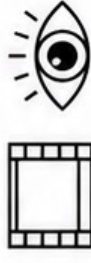
REFLECTION

How did new details change the mental image you formed?



At first I pictured only a stone platform in a round room. The blue lights, opening panels and water-filled cylinder made the image more complex and mechanical.

COMPARE MENTAL MOVIES



Name: _____

Directions: Read the passage. Record two possible mental images, then decide whether both are supported.

THE FERRY

The ferry engine died away from the wharf as the last orange light slipped behind the hills. Gulls wheeled above the wake, and along the waterfront began to glow.

READER A'S IMAGE

READER B'S IMAGE

TEXT EVIDENCE USED:

TEXT EVIDENCE USED:

SIMILARITIES

DIFFERENCES

Are both images supported? Explain.



MENTAL MOVIE STUDIO



Read • Pause • Describe • Compare • Revise

HOW TO PLAY

1. Make groups of three: Reader, Director and Evidence Coach.
2. The Reader chooses a scene card and reads it aloud once.
3. Everyone pauses for 20 seconds to build a mental image.
4. The Director describes or sketches the image without seeing the card.
5. The Evidence Coach names details supported by the text.
6. Reveal the card, compare ideas and revise the image.



CHANGE ROLES AFTER EVERY CARD.

RECORDING SHEET

Scene card: _____

MY FIRST IMAGE

TEXT EVIDENCE I USED

WHAT ANOTHER READER PICTURED

HOW I REVISED MY IMAGE



MENTAL MOVIE STUDIO — SCENE CARDS



SCENE 1

The observatory dome opened above us. Cold air swept in, and the telescope turned towards a field of stars.

Pause. Picture. Describe. Prove.



SCENE 2

Some roots rose like dark spikes from the mud. Tiny crabs vanished as the tide slid between them.

Pause. Picture. Describe. Prove.



SCENE 3

Rows of empty red seats curved towards the stage. One spotlight warmed the dust floating above the floorboards.

Pause. Picture. Describe. Prove.



SCENE 4

Beyond the ridge, cloud filled the valley like a white sea. Only the mountain peaks broke through the surface.

Pause. Picture. Describe. Prove.



SCENE 5

Blue light trembled across the cave wall. Bubbles drifted from the divers as they followed the narrow underwater passage.

Pause. Picture. Describe. Prove.



SCENE 6

Steam curled above the night market. Bells chimed, scooters hummed and bright fruit was stacked beneath striped awnings.

Pause. Picture. Describe. Prove.



FORBIDDEN CLUES

Describe the mental image without using the hidden words.



HOW TO PLAY

1. Make teams of 3–5.
2. One player draws a card and secretly reads the TARGET and FORBIDDEN words.
3. Describe the target scene so teammates can visualise and guess.
4. Do not say the target or any forbidden words.
5. Teammates may ask about sensory details, position, mood or action.
6. Score 1 point for a correct guess within 60 seconds.
7. Rotate the describer. First team to 10 points wins.



VISUALISING BONUS

For a correct guess, name one clue that created the clearest mental image. Earn 1 bonus point for a text-based explanation.

USEFUL QUESTION STEMS



What can you see?



Where is it positioned?



What can you hear, smell or feel?



What mood does the scene create?



What changed in your image?

Cut apart the cards and keep each set face down.

FORBIDDEN CLUES — CARDS A

1

TARGET:

THUNDERSTORM

FORBIDDEN:

rain • lightning •
thunder • dark

4

TARGET:

UNDERWATER CAVE

FORBIDDEN:

ocean • diver •
coral • bubbles

2

TARGET:

DESERT OASIS

FORBIDDEN:

sand • water •
palm • not

5

TARGET:

NIGHT MARKET

FORBIDDEN:

food • stalls •
lights • crowd

3

TARGET:

ABANDONED STATION

FORBIDDEN:

train • platform •
empty • tracks

6

TARGET:

MOUNTAIN LOOKOUT

FORBIDDEN:

peak • valley •
view • high

FORBIDDEN CLUES — CARDS B



TARGET:
OLD LIBRARY

FORBIDDEN:
books • shelves • quiet • reading



TARGET:
BUSHFIRE LOOKOUT

FORBIDDEN:
smoke • fire • tower • forest



TARGET:
CITY ROOFTOP

FORBIDDEN:
buildings • skyline • roof • traffic



TARGET:
MANGROVE WETLAND

FORBIDDEN:
roots • mud • tide • crabs



TARGET:
ORBITING SPACECRAFT

FORBIDDEN:
space • planet • stars • rocket



TARGET:
WINTER FARM

FORBIDDEN:
snow • barn • cold • fence

THE NIGHT CROSSING

Visualising Assessment • Page 1



Name: _____

Directions: Read Part 1 and build an initial mental image. Then read Part 2 and revise it.

PART 1

At the river landing, Amira could see only the nearest post. Fog pressed against the yellow ferry lights and softened the far bank into a grey blur. The deck boards were damp beneath her shoes. Somewhere downstream, a warning bell sounded once, then again.

MY FIRST IMAGE

PART 2

The engine coughed to life, but the ferry didn't move. A dark shape glided through the fog and became a fallen branch turning slowly in the current. The skipper raised one hand. Behind him, the navigation screen flashed red, and the bell sounded a third time.

MY REVISED IMAGE

What new detail caused the biggest change? Explain.

THE NIGHT CROSSING

Visualising Assessment • Page 1

Name: ANSWERS



Directions: Read Part 1 and build an initial mental image. Then read Part 2 and revise it.

PART 1

At the river landing, Amira could see only the nearest post. Fog pressed against the yellow ferry lights and softened the far bank into a grey blur. The deck boards were damp beneath her shoes. Somewhere downstream, a warning bell sounded once, then again.

MY FIRST IMAGE



PART 2

The engine coughed to life, but the ferry did not move. A dark shape glided through the fog and became a fallen branch floating slowly in the current. The skipper raised one hand. Behind him, the navigation light glowed red, and the bell sounded a third time.

MY REVISED IMAGE



What new detail caused the biggest change? Explain.

The fallen branch caused the biggest change because it gave the dark shape a clear form and explained why the ferry stopped.

THE NIGHT CROSSING

Evidence and Senses • Page 2



Name: _____

Directions: Use the passage on Page 1. Base every answer on details from the text.

1. Record one detail for each sense.

SENSE	TEXT DETAIL
SIGHT	
SOUND	
TOUCH	

2. Which detail creates the strongest uneasy mood?

- ☐ A. the yellow ferry lights
- ☐ B. the damp deck boards
- ☐ C. the warning bell sounding again
- ☐ D. the skipper raising one hand

3. Which statement is supported by the passage?

- ☐ A. The ferry crosses the river quickly.
- ☐ B. The bridge blocks the entire river.
- ☐ C. The fog limits visibility.
- ☐ D. The navigation screen works normally.

4. Explain how the fog shapes your mental image of distance and space.

5. Name one safe detail a reader could imagine and one detail that would contradict the text.

SAFE TO IMAGINE	CONTRADICTS THE TEXT

THE NIGHT CROSSING

Evidence and Senses • Page 2

Name: ANSWERS



Directions: Use the passage on Page 1. Base every answer on details from the text.

1. Record one detail for each sense.

SENSE	TEXT DETAIL
SIGHT	fog hid the far bank
SOUND	the warning bell sounded three times
TOUCH	damp deck boards beneath her shoes

2. Which detail creates the strongest uneasy mood?

- ☐ A. the yellow ferry lights
- ☐ B. the damp deck boards
- ☒ C. the warning bell sounding again
- ☐ D. the skipper raising one hand

3. Which statement is supported by the passage?

- ☐ A. The ferry crosses the river quickly.
- ☐ B. The bridge blocks the entire river.
- ☒ C. The fog limits visibility.
- ☐ D. The navigation screen works normally.

4. Explain how the fog shapes your mental image of distance and space.

The fog makes the far bank seem distant and uncertain. Only nearby
objects are clear, so the river feels wider and harder to navigate.

5. Name one safe detail a reader could imagine and one detail that would contradict the text.

SAFE TO IMAGINE	CONTRADICTS THE TEXT
the colour of Amira's coat	a clear view of the far bank

THE NIGHT CROSSING

Revise, Infer and Explain • Page 3

Name: _____



Directions: Read the continuation. Revise the mood, map the sequence and explain your thinking.

CONTINUATION

The skipper waited until the branch spun past. When the red warning faded, the ferry moved away from the landing at walking pace. Amira watched each light appear, disappear and reappear in the fog. By the time the far bank emerged, the bell was behind them and the river sounded calm.

1. How should the reader revise the mood from the earlier scene? Use two details.

2. Sketch the route. Label the landing, branch, ferry and far bank.

ROUTE MAP

3. What Amira likely felt when the ferry docks? Give one evidence-based reason.

4. Explain how visualising helped you understand the sequence.

SELF-CHECK

☐

I used text evidence.

☐

I added sensory details.

☐

I revised when
details changed.

☐

I avoided
contradictions.

THE NIGHT CROSSING

Revise, Infer and Explain • Page 3

Name: **ANSWERS**



Directions: Read the continuation. Revise the mood, map the sequence and explain your thinking.

CONTINUATION

The skipper waited until the branch spun past. When the red warning faded, the ferry moved away from the landing at walking pace. Amira watched each light appear, disappear and reappear in the fog. By the time the far bank emerged, the bell was behind them and the river sounded calm.

1. How should the reader revise the mood from the earlier scene? Use two details.

The mood becomes calmer and more hopeful. The red warning fades, the far bank emerges and the river sounds calm.

2. Sketch the route. Label the landing, branch, ferry and far bank.

ROUTE MAP



3. What is Amira likely to do when the ferry docks? Give one evidence-based reason.

Amira is likely to step off carefully and look back at the river because the slow, uncertain crossing kept her alert.

4. Explain how visualising helped you understand the sequence.

Visualising let me track the branch passing, the warning fading, the ferry moving slowly and the far bank appearing in order.

SELF-CHECK



I used text evidence.



I added sensory details.



I revised when details changed.



I avoided contradictions.

COMPREHENSION STRATEGY - VISUALISING YEAR 6 RUBRIC



Student: _____

Date: _____

CRITERION	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
BUILDING A MENTAL IMAGE	Creates a limited or unclear image.	Creates a partial image with some details.	Creates a clear image from relevant details.	Creates a detailed, coherent image.	Creates a vivid, precise and integrated image.
USING TEXT EVIDENCE	Adds ideas with little text support.	Uses one or two relevant details.	Uses relevant details to justify the image.	Selects precise evidence and explains its effect.	Synthesises precise evidence across the text.
USING SENSORY DETAIL	Uses little or no sensory information.	Includes one sense with some accuracy.	Includes several senses to enrich the image.	Selects sensory details to shape mood and meaning.	Integrates sensory details with insight and control.
REVISING THE IMAGE	Rarely changes the first image.	Makes a simple change after prompting.	Revises when new details appear.	Explains how and why the image changed.	Tracks and evaluates revisions across the text.
VISUALISING TO INFER	Makes an unsupported or unclear inference.	Makes a plausible inference with limited evidence.	Makes an unsupported inference about mood or character.	Links the image, evidence and inference clearly.	Develops nuanced inferences and considers alternatives.
EXPLAINING THINKING	Gives a brief or incomplete explanation.	Explains some choices using simple language.	Explains choices clearly using text evidence.	Compares ideas and justifies decisions precisely.	Explains, compares and reflects with depth.

Overall judgement: _____

Feedback: _____

Comprehension Strategy: Visualising





What is visualising?

Visualising is building a mental image while you read.
The image may include sights, sounds, smells, tastes, movement and touch.
Strong readers check the image against the words.



The ingredients of a mental image



Text details — precise nouns and verbs, description and comparisons.

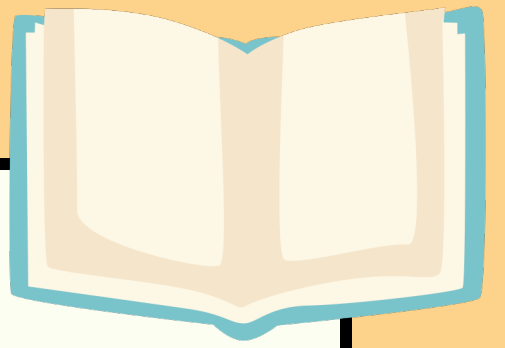
Prior knowledge — what you already know about similar places, actions or ideas.

Senses — sound, smell, touch and taste as well as sight.

Imagination — safe details that do not contradict the text.



Why strong readers visualise



Understand complex settings, actions and processes.

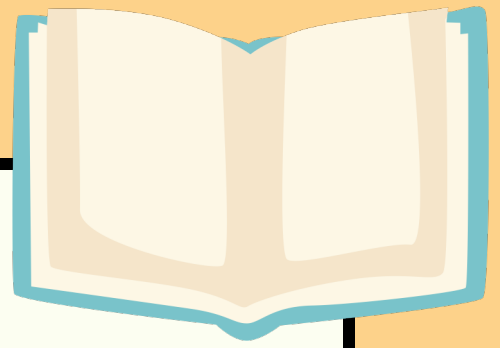
Remember linked details instead of isolated facts.

Notice patterns and infer meaning, character and cause.

Stay active and know when meaning breaks down.



Visualising fiction



Picture where and when the scene occurs.
Track characters' posture, movement and expressions.
Notice how light, weather, sound and pace shape mood.
Revise the scene as characters act and conditions change.



Visualising non-fiction



Turn processes into ordered stages.

Place parts, objects and locations in relation to one another.

Convert description into a diagram, map or model.

Check that every labelled feature comes from the text.





Read for image-building clues

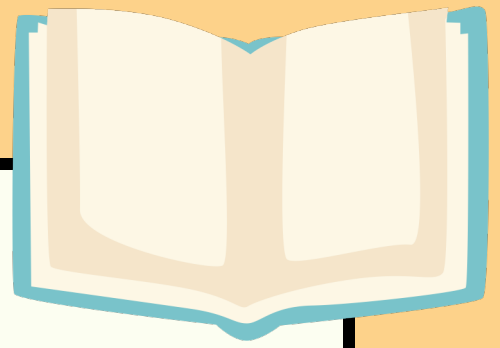
Precise nouns tell you what belongs in the image.

Vivid verbs show movement, speed and force.

Adjectives and comparisons tell you about size, texture, colour and shape.

Spatial and sequence words show position and order.





Use more than sight

Sound — hum, crash, whisper, echo, silence

Smell — smoke, salt, damp earth or warm bread

Touch — heat, pressure, texture, wind or vibration.

Taste — bitter, sweet, spicy, salty.

A rich image still needs a clear sensible connection.





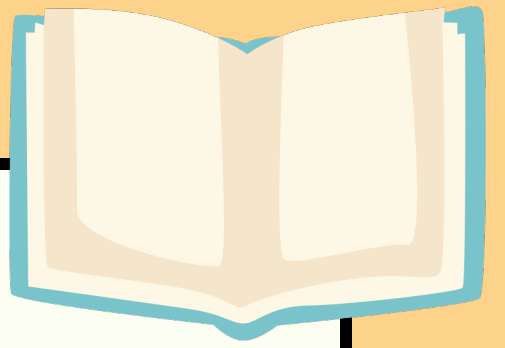
Model passage: the train platform

“Before dawn, the empty platform shone with rain. A signal clicked from red to green, and cold wind pushed newspapers along the tracks.”

What can you hear? What can you see and feel? Which words establish mood?



Build the first image



Evidence: empty platform, rain changing signs, and moving newspaper.

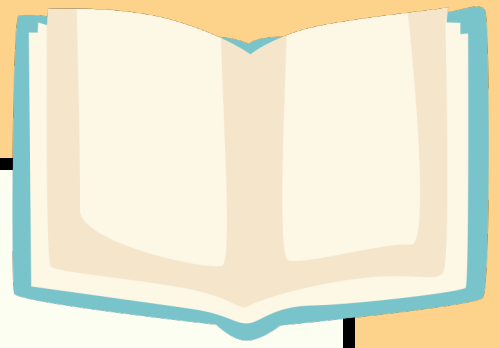
Scene: a dim, wet station before sunrise.

Sound and touch: the sign clacks; cold wind moves across the platform.

Mood: quiet watch and a hint of hope.



Evidence versus invention



Supported: a wet platform, clanging metal and moving newspaper.

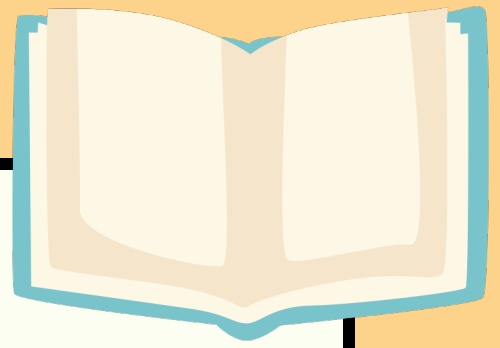
Safe to imagine: the exact colour of the station walls.

Contradiction: a bright, sunny platform on a hot afternoon.

Rule: imagination fills gaps, never replaces the text.



Connect to prior knowledge



Use experience to interpret how a story looks, sounds and operates.

Ask: Which part comes from the text? Which part comes from me?

Keep inferred details tentative rather than treating them as facts.

Revise if new evidence contradicts your first idea.





Revise as details arrive

Pause when the author adds a new detail.

Compare the detail with your current information.

Keep details that still fit the main idea.

Change or remove details that do not fit.

Explain which words caused the revision.





Model passage: the market

“Canvas awnings leaned over a narrow road. Vendors stacked green fruit in wooden crates while shoppers moved shoulder to shoulder.”

Build the first sentence. Which details establish position, colour and movement?





Update the market image

“Then the first drops struck the awnings. . . . We snapped a loose rope, and everyone turned towards the downing labourer.”
What change does the mood make? Which earlier details remain?





Visualise mood

Light can make a scene feel open, sensitive, warm or harsh.

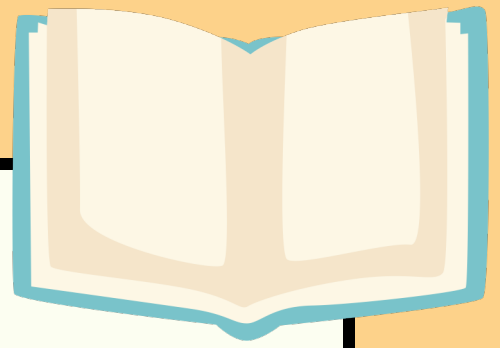
Sound can build calm, energy, tension or relaxation.

Weather can signal comfort, danger or change.

Pace and movement can make the image steady or urgent.

Combining these before naming the mood.





Visualise character

Posture can suggest confidence, reluctance or fear.

Movement can show purpose, hesitation or urgency.

Expression and gaze can reveal attention and emotion.

Surroundings can suggest what the character notices or avoids.

Use the image and evidence to support your inference when you infer.





Compare two readers' images

Reader A pictures a very narrow lane with dark green awnings.

Reader B pictures a wide lane with pale cream awnings.

Both retain stacked fruit in wooden crates and close-moving shoppers.

Minor details may differ where the text does not specify them.





Different but still supported

Text evidence sets the non-negotiable facts.

Prior knowledge helps interpret how the facts connect.

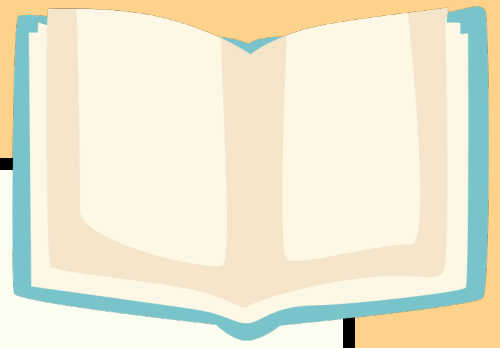
Imagination chooses some details the author leaves open.

If an imagined detail clashes with the text, revise it.

Different interpretations; unsupported is not.



Transform factual text into a diagram



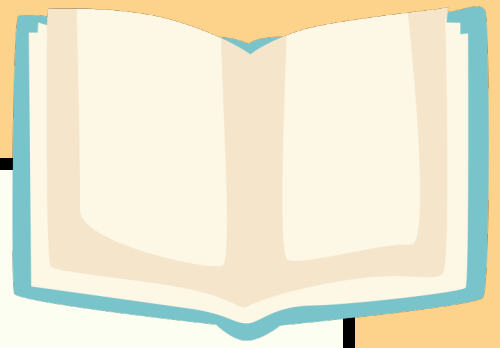
Identify the parts, stages, positions or relationships.

Place them in the order of space described.

Use arrows, labels and symbols when the text supports them.

Check that every part of the diagram traces back to a phrase.





Visualising strengthens memory

A mental image links words in a scene, route or model.

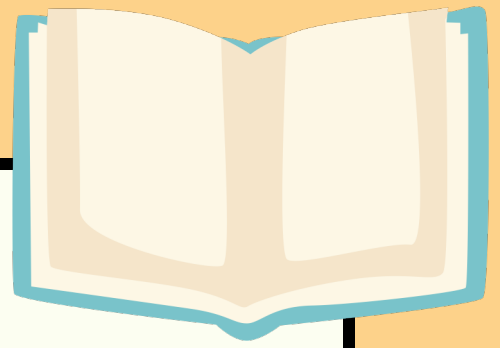
Connected details are easier to retrieve than separate facts.

Revising strengthens attention to important new information.

Explaining a mental image makes our thinking visible and memorable.



Partner routine



- Read a short section aloud.
- Pause and build a mental image.
- Describe what you picture.
- Compare similarities and differences.
- Justify ideas with explicit details.
- Revise together when new evidence appears.





Useful thinking stems

“In my mind, I picture...”

“The words ... helped me see, hear or feel...”

“My image changed when the teacher said...”

“This detail supports the idea that is...”

“Our images differ, but both are supported because...”





Build · Check · Revise · Explain

BUILD an image from details, senses and prior knowledge.

CHECK every important feature against the text.

REVISE when new information changes the scene or model.

EXPLAIN how the image supports understanding and inference.

Independent challenge: pause writing your next text and narrate the changes.





Well Done!



PREVIEW

Visualising Quiz





QUESTION 1 – TRUE OR FALSE

An effective visualisation must copy every imagined detail exactly from the text.





ANSWER 1

FALSE

Text evidence sets the boundaries but readers may imagine safe details that do not contradict the





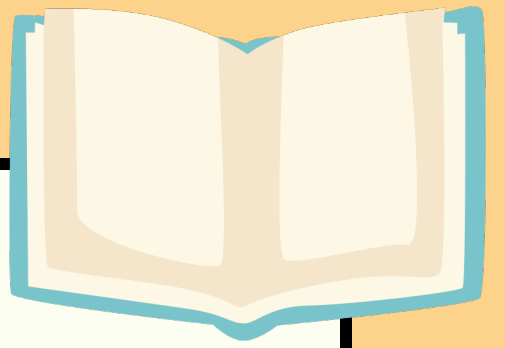
QUESTION 2 – MULTIPLE CHOICE

Which combination best builds a supported mental image?

- A. Speed and guessing
- B. Descriptive details and prior knowledge
- C. The title alone
- D. Illustrations alone



ANSWER 2



B. Descriptive details and prior knowledge

These work together when the words remain the evidence base.



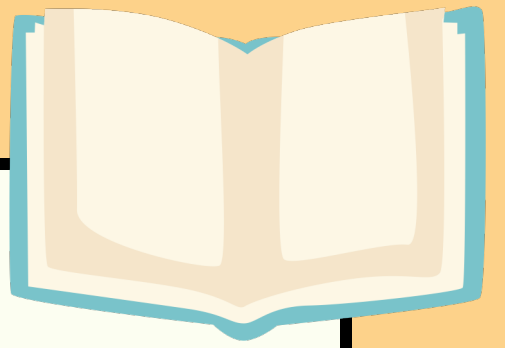


QUESTION 3 – SHORT ANSWER

Name two senses other than sight that can strengthen a mental image.



ANSWER 3



Any two of hearing, sight, touch and taste.



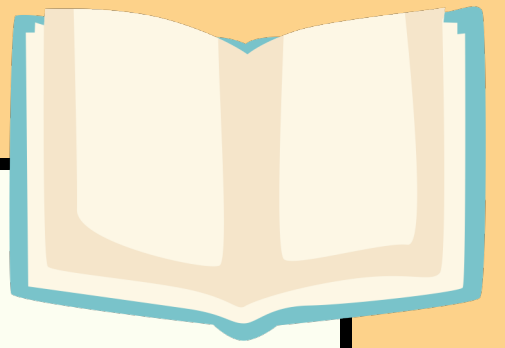
QUESTION 4 – TRUE OR FALSE



Two readers can form different judgements and both be supported by the same text.



ANSWER 4



TRUE

Both images can be valid if their important details respect the evidence.





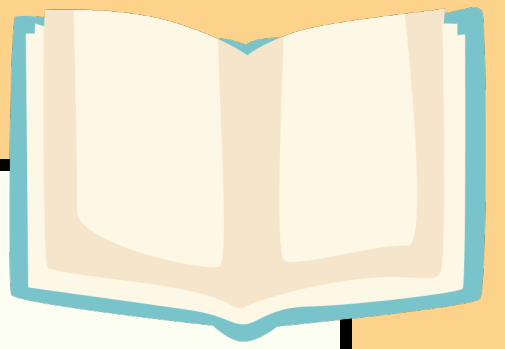
QUESTION 5 – MULTIPLE CHOICE

What should a reader do when a new detail conflicts with the first image?

- A. Ignore it
- B. Stop reading
- C. Revise the image
- D. Change the text



ANSWER 5



C. Revise the image

A mental image is a working model that changes when evidence changes.





QUESTION 6 – MULTIPLE CHOICE

“The shutters rattled. A white flash split the night, and the dog pressed against the door.”

Which mood is best supported?

A. Carefree

B. Uneasy

C. Celebratory

D. Dreadful



ANSWER 6



B. Uneasy

The rattling shutters, sudden flash and dog's movement create tension.



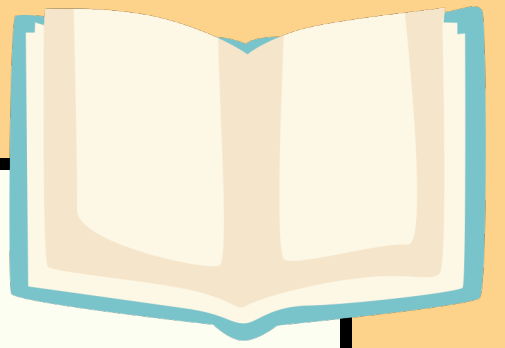


QUESTION 7 – SHORT ANSWER

How can prior knowledge help a reader without replacing the text?



ANSWER 7



Prior knowledge helps interpret clues and fill gaps while the text remains the evidence base.





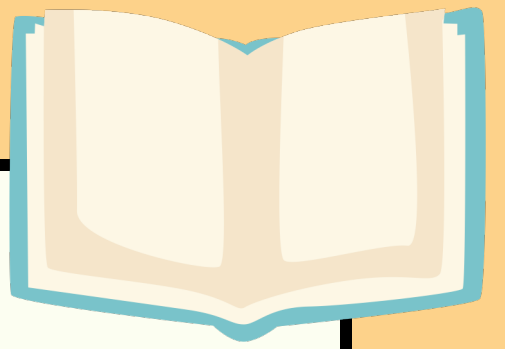
QUESTION 8 – TRUE OR FALSE

Visualising is useful only for stories.



PREVIEW

ANSWER 8



FALSE

Visualising also supports visual texts, sequences, places, systems and processes.





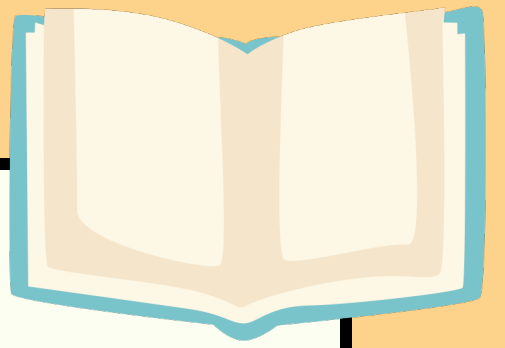
QUESTION 9 – MULTIPLE CHOICE

Which detail is evidence rather than a supported invention?

- A. A colour stated in the message
- B. A pet that is not mentioned
- C. A new character
- D. A character's setting



ANSWER 9



A. A colour stated in the passage
It is directly supplied by the author.





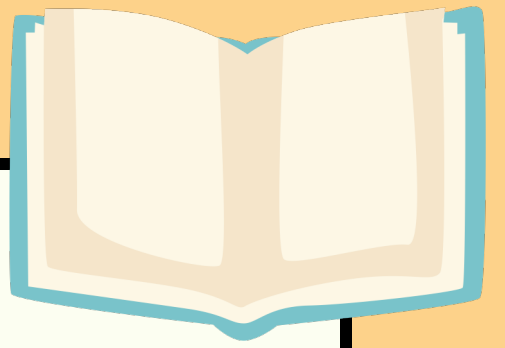
QUESTION 10 – SHORT ANSWER

“Fog thickened around the harbour. The morning bell sounded, and the crew kept the ropes tied.”

What might happen next? Write the detail that supports your inference.



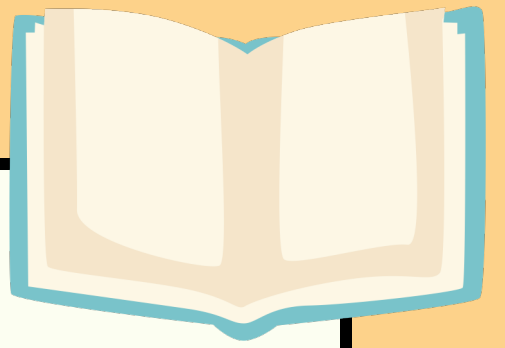
ANSWER 10



A likely answer: The boat may delay departure because the fog thickens, the warning bell sounds and the crew has the ropes tied.



FINAL REVIEW



BUILD a mental image.

CHECK it against evidence.

REVISE when details change.

EXPLAIN how the information supports reasoning.





Well Done!



PREVIEW