Teaching Reading Comprehension

A Framework for introducing a text:

Each time a new text is introduced (fiction or non-fiction – in any area of the curriculum) Ask the following questions:

<u>Text level</u>

- Who wrote this text?
- Who was it written for?
- Why was it written? (What is the purpose)
- How is the text organised? (Look at the words that are used (formal/informal) – and the layout – pictures? Bullet points? Glossary? Headings? Sub-headings? Diagrams? Paragraphs? Etc)
- What kind of text is this? (Is it instructions, a report, persuasive writing, an explanation, information or does it contain elements of more than one genre – How do we know? What features are present to confirm this?)

<u>Sentence Level</u>

- What types of sentences are used i.e. statements, questions, orders, and exclamations?
- What is the structure of the sentences i.e. short sharp, complex, list sentence etc. – and what effect do these create in the text?
- What tense is it written in – past, present, future?
- Which Person – first, second, third.
- How is punctuation used – commas, exclamation marks, ellipses etc?

<u>Word Level</u>

- Vocabulary choices, technical or specialist vocabulary
- Use of word play i.e. alliteration, metaphor, rhyme, personification (effects created by using these)
- Have idioms (e.g. over the moon, see the light) or slang been used?
- Are there deliberate misspellings?

Why were these choices made by the writer to achieve his or her purpose?

How successful is this piece of text in achieving its purpose?

What is your response to this piece of text?

The importance of text interrogation

Interrogate to demonstrate:
The text is interrogated in literacy as a model at the start of teaching a particular genre to show what it should look like or sound like when it is read out. It is dissected in order to identify the features that should be included to achieve the purpose of that particular type of writing.

The text could also be used as a comprehension task for that week in order to reinforce the link up reading skills with the skills being taught in writing e.g. persuasive writing and questions on authorial technique.

Interrogate to consolidate:
The text is interrogated in other areas of the curriculum to identify and practise what they have learnt and to put their learning into context. In R.E. they may need to write a thank you letter for a church visit, in History to collate and record information about Egyptian pyramids and in science to record information about the method and results of experiments.

The text could also be used as a comprehension task for that week to link up topic work with reading skills e.g. a report about Egyptian life and questions on format of text.

Interrogate to assimilate:
The text is interrogated in all areas of the curriculum to ensure that the content has been thoroughly understood. It teaches children to look more closely and carefully at individual sections of the text to find clues, facts and opinions.

Interrogation of text in comprehension lessons teaches children how to find the answers to more difficult questions involving inference, deduction and evaluation.

Showing children the finished article lets them know what their work should look like or sound like. Then, by dissecting the text to analyse and investigate how it is put together and what is used to create the different effects, enables the children to copy those effects using their own ideas with more success. It is invaluable to sentence work because the children can pick out different sentences and understand why they are used in a particular place to create an effect. The more they see the sentence types being used in a particular way the more confident they will become at using them in their own writing in a similar way.

Important teaching points

1. It is vital that in reading comprehension lessons children are exposed to the full range of texts across the year.
   - Whole novel
   - Short stories
   - Poetry
   - Play script
   - All non-narrative genres

   A simple way of ensuring this occurs is to use the same text being used as a model for writing for the reading comprehension lessons too.

2. Vocabulary should extend the children's knowledge and must be explicitly taught in the context of the text.

3. Each question type should be taught throughout the year on a weekly basis. The question type should be chosen depending upon the genre being taught that week. Also, experience of answering a variety of question types should be given regularly to ensure that the children can apply the skills they have learnt.

4. Reading comprehension should be taught through guided reading sessions where general reading strategies and comprehension skills are taught. This is usually as a whole class lesson.

5. Children need to be aware of how many marks a question is worth. This will help them to know the number of different points they will have to make in their answer.

6. Children should never copy chunks from the text. Instead, they must clearly explain in their own words and support answers when required with quotes.

7. When explaining what a word or phrase means, they must never use the word that they are explaining in their answer.

8. Before beginning an answer, children must be practised in locating evidence through following directions, skimming, scanning and highlighting the text.

9. The children should also be regularly provided with a variety of answer formats.

Answer Formats

• Multiple choice	• Ordering events
• One line answers	• Adding labels to diagrams
• Several line answers	• Filling in tables
• Longer answers	• Ticking boxes
• Find and copy words or phrases	• Underlining words in the text
• Drawing lines	

READING COMPREHENSION
THE GUIDED READING WHOLE CLASS LESSON

Guided reading activities:

General reading strategies to be taught in all guided reading sessions.	- Extensive reading practise through modelling, shared reading and independent reading. - Identifying text type, purpose and audience. - Decoding of unfamiliar words using phonological awareness, context cues and word roots. - Investigate word definitions to build up and extend vocabulary. - Teaching intonation, expression and the importance of observing punctuation rules when reading. - Prediction. - Summarisation. - Skimming, scanning and highlighting. - Constructing visual images. - Compare and contrast. - Identify question type.	
	Narrative Texts	Non-narrative Texts
Teaching Literal Skills Reading what is on the lines.	- Shared writing of literal answers. - Generate literal questions about the text. - Sequencing activities e.g. sequence verses in a poem or order the events of a story. - Highlight words - Label or draw diagrams. - Convert stories and poems into cartoon strips, story boards, play scripts etc. - Transfer information into a table. - Create a timeline. - Create a graph to chart changes in a character. - List advantages and disadvantages.	- Shared writing or literal answers. - Generate literal questions about the text. - Sequence paragraphs. - Highlight words. - Label or draw diagrams. - One minute oral summaries. - Transfer information into a table. - Create a timeline. - Match subheadings to paragraphs. - Underline facts and opinions in different colours. - List advantages and disadvantages.
Teaching Inferential and Deductive Skills Reading between the lines.	- Shared writing of inferential and deductive answers. - Generate inferential and deductive questions about the text. - Practise inferring a character's personality, feelings or intentions from their actions. - Prove or disprove a statement about a character or a setting by finding evidence in the text. - Write in the role of a character. - Examine relationships between characters through role-play or character grids. - Investigate the dilemma a character faces through conscience alley. - Compile a list of questions to ask a character in an interview. Use hot-seating technique to conduct interview with the character. - Write a thought bubble for a character at key moments in the story when they don't actually speak.	- Shared writing of inferential and deductive answers. - Generate inferential and deductive questions about the text. - Match paragraphs to text types. - Prove or disprove a statement about the text by finding evidence in the text. - Compile a list of questions to ask the author in an interview. Use hot-seating technique to conduct interview with the author.

	Narrative Texts	Non-narrative Texts
Teaching Evaluative Skills	• Shared writing of evaluative answers. • Generate evaluative questions about the text. • Compare and contrast book blurbs written by the same author. • Play what would you do game where children have to explain what they would do if they were the main character of the story. • Identify best bits from the story e.g. the funniest, scariest, worst, most interesting etc. Children must justify choices. • Look at a range of evaluations about a text. Rate them as true or false.	• Shared writing of evaluative answers. • Generate evaluative questions about the text. • Practise giving opinions orally. Prove to the children that they do have opinions by asking them to give opinions on TV programmes, pop stars, football etc. • Look at a range of evaluations about a text. Rate them as true or false. • Give ratings and suggest how suitable a text is for its purpose.
Teaching Language Choice Skills	• Shared writing of language choice answers. • Generate language choice questions about the text. • Match questions to suitable answers. Children to justify their choices. • Children to create a bank of words that have been used in the text to create a certain effect. • Make lists of powerful verbs, adverbs and adjectives used in the text. • Give children a text with inappropriate genre words. Children to identify words and then replace them with more appropriate words for that particular genre. • Practise writing similes for particular objects/subjects. Children to explain and justify their choices of objects used for comparison. • Give sentences with unusual/unfamiliar words. Demonstrate how to use context clues to work out meaning. • Match idioms and euphemisms with their real meanings.	• Shared writing of language choice answers. • Generate language choice questions about the text. • Match questions to suitable answers. Children to justify their choices. • Give sentences with unusual/unfamiliar words. Demonstrate how to use context clues to work out meaning. • Create a glossary. • Match idioms and euphemisms with their real meanings.

	Narrative Texts	Non-narrative Texts
Teaching Authorial Technique Skills	• Shared writing of authorial technique answers. • Generate authorial technique questions about the text. • Match questions to suitable answers. Children to justify their choices. • Identify the use of different sentence types in the text and explain the reason why the author has used them. E.g. short sharp sentences to create suspense and tension.	• Shared writing of authorial technique answers. • Generate authorial technique questions about the text. • Match questions to suitable answers. Children to justify their choices. • Children to choose a suitable answer from three for a particular question. • Compare the recounts of the same event from two different authors to highlight bias.
Teaching Text Format and Features Skills	• Shared writing of text format answers. • Generate text format questions about the text. • Match questions to suitable answers. Children to justify their choices. • When reading a jumbled text, children could highlight words, sentences and features that do not fit in with the particular text type it is meant to be. • Match paragraphs from stories to their story genre. • Re-write a text into a different format. E.G. a narrative text into a newspaper report, a poem into a story etc.	• Shared writing of text format answers. • Generate text format questions about the text. • Comparison of the same text, but presented in different ways. E.G. an explanation of the water cycle could be presented to the children without any diagrams, boxes, arrows etc. The children could be timed to see how quickly they can locate information. Then they could be given the same information with the diagrams, boxes and arrows and timed again to locate information. • Look at same subject area in four different formats, e.g. recycling in the form of instructions, explanation, persuasive and discussion. Children to identify text type and explain how they know. • Look at a text, list its features and then identify the text type. • Match a sentence with its genre. • Re-write a text into a different format. E.G. a report into a persuasive letter, a set of instructions into an explanation etc.

READING COMPREHENSION – APPLYING THE SKILLS

Application of reading strategies and comprehension skills

In this lesson children apply general reading strategies and their comprehension skills taught in the guided reading sessions.	• Writing answers. • Reading and sharing answers aloud. • Editing and improving answers. • Evaluating answers to see how many marks they are worth.

Reading Objectives

READING OBJECTIVES FS / KS1

Year Group	Reading objectives that must be covered in each year group	
	Reading Level Objectives	**Useful Teaching Activities**
2 year olds will access some of these objectives Nursery	• To develop a love of books and to show interest in the illustrations and print inside a book • To have a favourite book • To handle books appropriately • To know that pictures have meanings • To understand that print gives information • To begin to product words and phrases in stories • To recognise initial sounds • To know the difference between fact and fiction books.	• Share stories as a whole class, in small groups, individually • Independent story reading in the story corner • Practise holding books, turning pages from front to back, one page at a time etc. • Home loan – share stories with parents at home • Daily phonics lessons
Reception	• To recognise that print gives meaning and information • To handle books appropriately • To predict words and phrases in stories • To understand that books have a beginning, middle and end • To begin to use book language – title, author, cover etc.	• Daily phonics lessons • Daily reading of class big book • Individual daily reading with an adult • Story time • Book corner experience • Paired reading with buddies
Year 1	• To read on sight high frequency words in graded reading books matched to ability • To read high frequency words on flash cards and in shared class and group books • To recognise words by common spelling patters • To work out, predict and check the meanings of unfamiliar words • To retell a story with events in the correct order • To give an opinion about a story that has been read or listened to	• Daily phonics lessons • Whole class big book reading • Retell story taking turns as story progresses • Book reviews • Sharing books with children to model good reading • Library time – Independent reading and choosing of books • Recite poems • Paired reading with buddies • Use of Lexia
Year 2	• To build fluency into reading • To apply word level skills through shared and guided reading • To retell stories making use of formal story elements • To undestand time, sequential relationships in the story • To identify and discuss events in stories • To give opinions about stories • To read, learn and receite poems • To use phonological, contextual, grammatical and graphic knowledge to make predictions and determine the meaning of unfamiliar words • To become aware of authorship and publication • To read and respond to stories and poems	• 'Helping Children to Read' comments in reading records • Whole class big book reading • Group reading with a classroom assistant • Retell story taking turns as story progresses • Book reviews • Sharing books with children to model good reading • Library time – Independent reading and choosing of books • Recite poems • Paired reading with buddies • Use of Lexia

READING OBJECTIVES KS2

Children will continue to be reminded of the skills above, utilising additional support to ensure phonics and fluency support continue into KS2 if needed. Lexia will continue to be used in Year 3 to the point where the children can access Accelerated Reading levels.

Reading objectives to be taught systematically across key stage 2	
Question Type	**Question prompts**
1 Literal Questions *To understand, describe, select of retrieve information, events or ideas from texts and use quotation and reference from the text.*	• What is…..? • How is …..? • Where is …..? • List three ….. • Name ….. • What happened when …..? • Who is …..? • Which …..? • Find ….. • Fill in the gaps in the table • Complete the table • Draw a line to match • How many …..? • Find three similarities/differences • Sequence the main events … • Which of the following facts can be found in this article?
2. Inferential and Deductive Questions *To deduce, infer or interpret information, events or ideas from texts.*	• How does the character feel when …..? • Why did the character behave in a certain way? • What does the description tell you about the character? • Why is it a good title? • Why did it happen that way? • What would happen if …..? • What caused …..? • Why is …..important? • What would be a good subheading for the paragraph? • Explain why…..? • Find a reason why ….. • What does this sentence tell you about ? • Find and write down two pieces of evidence that …..? • Describe why ….. • Write down one reason why….. • What is the main idea of the first/second verse? • Explain fully what this shows you about

3. Evaluative Questions *To relate texts to their social, cultural and historical context and literary traditions.*	- Why do you think…? - What is your opinion of…? - How do you think…? - Do you think this is a good story and why? - What would you have done…? - What do you think x thought about this? - How do you feel when…? - Who do you think…? - What choice would you make? - How would you change the end of the story? - Explain why you have chosen… - How do you know…? - Would it have been better if…? - Do you like the way it has been written? - Did you find it surprising when…? - Do you agree with this opinion? - Which do you prefer? - What do you think would happen it?
4. Language Choice *Explain and comment on writers' use of language, including grammatical and literacy features at word and sentence level.* *Children must also explain language choice in their own words and not just use word from the question or they will get no marks!*	- Find words and phrases that mean… - What does a particular word or phrase mean? - What is the effect of using this word? - What is the effect of putting the words in this order? - What is the effect of using short sentences/questions? - Find six powerful verbs that have been used in the poem. - Find a simile or metaphor and explain why they have been used. - Underline two words that show… - Find a copy the sentence/ phrase/ word that shows… - Explain the meaning of… - Explain what this means. - What features of the text tell you..? - What is this an effective way of describing how…? - What do these words tell you? - Explain why this word has been used. - How has the feeling of …been created? - Underline two words which describe…. - Why has the word x been used to describe…?

Expectations for Individual Readers

	Year 1
Decoding	Read common exception words (Year 1 Spellings)
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable
	Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Comprehension /	Checking the text makes sense as they read and self-correct mistakes.
	Explaining clearly their understanding of what is read to them.
	Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.
	Predicting what might happen from what has been read so far
	Linking their own experiences to their reading and using these to help understand the text.
Themes & Conventions	Understanding the particular characteristics of fairy tales and traditional stories
	Discussing the significance of the title and events
Others	Retelling well known stories such as fairy tales and traditional stories
	Learning to appreciate poetry/rhymes and recite some by heart
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 2	
Decoding	Read common exception words (Year 2 Spellings).
	Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.
	Read most words quickly and fluently without overt sounding/blending.
	Read and recognise alternate sounds for different graphemes.
	Read words with common suffixes (ed, ing).
Comprehension / Retrieval	Checking the text makes sense as they read and self-correcting mistakes.
	Explaining clearly their understanding of what is read to them.
	Asking and answering questions about books
	Discuss the sequence of events in a book and how events are related
	Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.
	Predicting what might happen from what has been read so far
	Linking their own experiences to their reading and using these to help understand the text.
Language for Effect	Discussing favourite words and phrases and explaining why they like them
	Recognising recurring language in poems/stories
Themes & Conventions	Reading non-fiction books organised in different ways
Others	Retelling well known stories including fairy tales and traditional stories.
	Learning to appreciate poetry/rhymes and recite some by heart
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3/4	
Decoding	Read common exception words (Year 3 or Year 4 spellings)
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Identifying the main ideas drawn from more than one paragraph and summarising these
	Asking questions to improve their understanding
	Retrieving, recording and presenting information from non-fiction
	Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied
	Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
Language for Effect	Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning
	Identifying how language, structure, and presentation contribute to meaning
Themes &Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Retelling well known stories (fairy tales, myths, legends) orally
	Recognising some different forms of poetry [for example, free verse, narrative poetry]
	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5/6	
Decoding	Read common exception words (Year 5 or Year 6 spellings)
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Distinguishing between statements of fact and opinion
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages)
	Retrieving, recording and presenting information from non-fiction.
	Asking questions to improve their understanding
	Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Language for Effect	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.
Themes & Conven-tions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Making comparisons within and across books (e.g. comparing characters or books by the same author)
	Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)
	Recommending books that they have read to their peers, giving reasons for their choices.
	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience