

READING COMPREHENSION

‘Above all else, good readers read for understanding’

READING SKILLS FOR UNDERSTANDING
Children must be able to:

RETRIEVE (R)

INFER (I)

UNDERSTAND WORDS (V)

READING SKILLS FOR UNDERSTANDING
These are explicitly taught and practised:

Activating prior knowledge

Skim, scan & close read

Annotate text

Check that text makes sense

Use strategies to locate or infer the meaning of words

Visualise understanding of what has been read

Summarise

Ask questions to improve understanding

Make predictions

WAYS OF RECORDING AND EXPRESSING UNDERSTANDING

These are recorded in a discrete work book and practised through discussion

Matching - RIV

Sequencing - RIV

Multiple choice - RIV

True or false - RIV

Labelling - RIV

Find & copy - RIV

Open questions - retrieval

Open questions - inference

Open questions - vocab

Open questions - predict

Open questions - explain

Open questions - summarise



AGREED PRINCIPLES AND PRACTICES FOR EFFECTIVE TEACHING OF READING COMPREHENSION

- All staff adhere to the agreed skills and strategies for teaching reading comprehension
- High importance is placed on quality feedback and review; children can expect to receive oral and written developmental feedback on their comprehension learning
- Reading lessons follow an agreed teaching sequence of
 1. Read
 2. Teach and model the skill
 3. Independent work that requires children to practise the skill
 4. Review of learning and feedback
- Children rehearse and develop their skills through a suite of activities and record these in a discrete reading work book
- Reading lessons in Y2 to Y6 are based on a 'Teaching Text', a short story or excerpt that provides learning over approximately a three week period covering 9 lessons
- Teaching Texts are selected by the English leader in conjunction with teachers and cover a range of text types and genres
- Y1 begin to use this approach in the summer term
- All children are read to at least four times weekly from a 'Pleasure Text' linked to the current learning theme