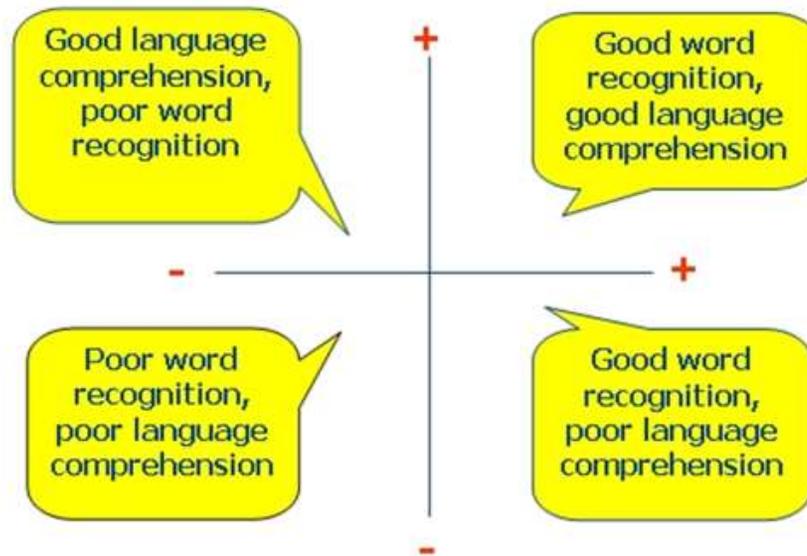


Reading and Comprehension

Parent Involvement - June 2023

What processes are involved in reading and comprehension?

The simple view of reading



Word reading
and language
comprehension
require different
sorts of teaching.



When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.

However, when they can read most words 'at a glance' and can decode unfamiliar words easily (blue band), they are free to think about the meaning of what they read - comprehension.

They can then begin to develop their understanding of language through their reading.

How does our curriculum support...

1. Language comprehension

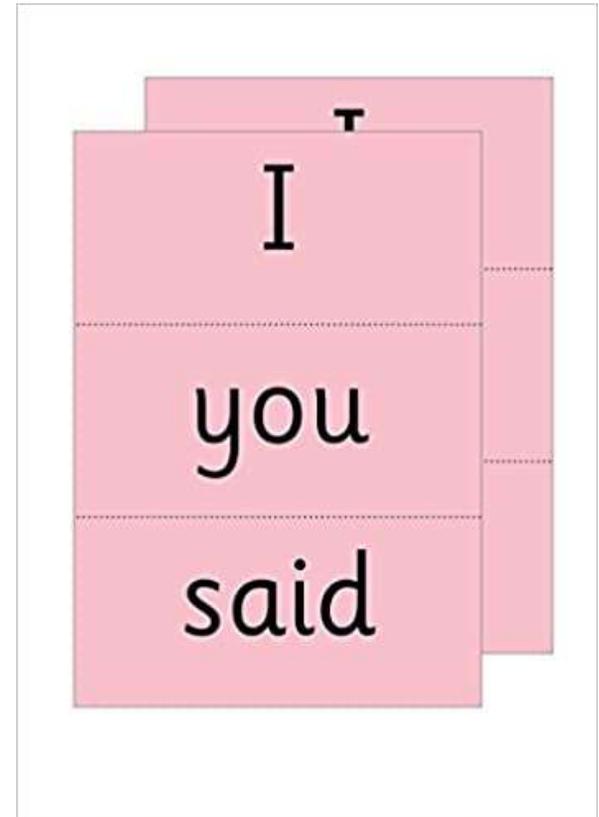
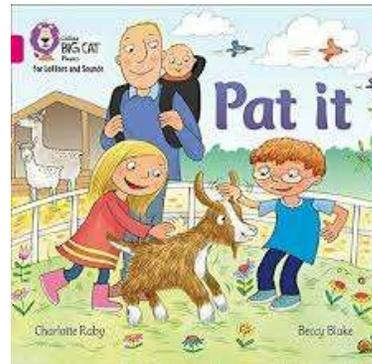
storytelling schools

literacy • oracy • creativity





Read, Write Inc. daily phonics in all classes.



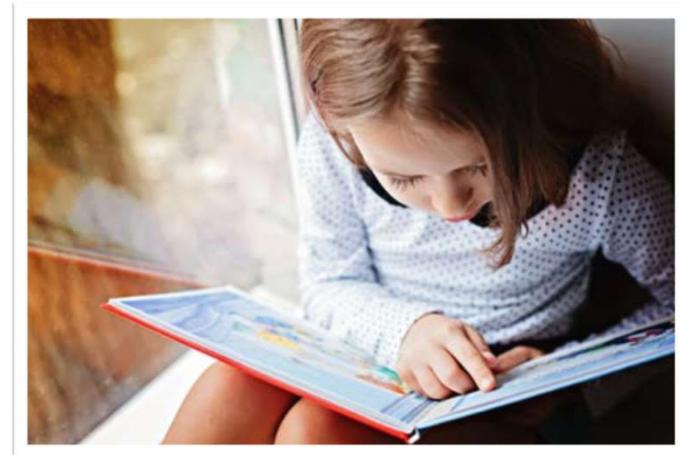
Reception: Early Learning Goal – Reading

Children at the expected level of development will: -

Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending; -

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



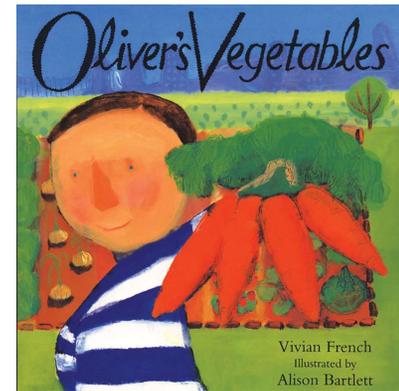
Reception: Early Learning Goal – Comprehension

Children at the expected level of development will: -

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.





RWI and Collins Big Cat books – Year 1

- Closely linked to the child's stage of RWI: Speed Sounds 1, 2 and 3.
- Lilac (picture books)
- Pink
- Red
- Yellow – Working towards age related expectations
- Blue (fluent enough for comprehension to match their decoding)
- Green
- Orange – Working at expected age related expectations
- Turquoise
- Purple – Working at greater depth

Teachers will re-assess reading and comprehension each half term. Comprehension levels must match their reading ability before they can move on. Please remember, the reading scheme is not a race.





Word reading

- Develop and deepen phonic knowledge (same sound, different ways to read/write it and reading words with more than one syllable)
- Learn to read more common exception (tricky) words on sight
- Read words with contractions; I'm, I'll, we'll
- Read books that are matched to their reading ability (banded books)
- Re-read books to build fluency and confidence in reading



Comprehension

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- be encouraged to link what they read or hear to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- draw on what they already know or on background information and vocabulary provided by the teacher



Comprehension

- check that the text makes sense to them as they read, and correcting inaccurate reading
- discuss the significance of the title and events
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

In Year 1 it is important we teach the children the skills needed to secure their reading comprehension. Simply decoding words for reading is not enough. In order to achieve expected in Year 2 SATs, children must be able to read and retrieve information in order to correctly answer a question based on the text.

In its most basic form, for children just beginning to read, this is word matching an answer to a word in the text e.g.

I want my mum!

Who did they want?

Jo Dad Sam Mum

It is essential that children are familiar with question words - Who? What? Where? When? Why? How? This enables them to find the relevant information quickly in the text e.g. Who = looking for a person's name, Where = looking for a place.

Children need practise ticking the appropriate number of boxes - some questions ask for ONE box only; some questions need multiple answers to get the question correct.



RWI and Collins Big Cat books – Year 2

- Blue (fluent enough for comprehension to match their decoding) – anything green and below is recorded as pre-key stage for end of Year 2 statutory reporting
- Green
- Orange – Working towards age related expectations
- Turquoise
- Purple
- Gold – Working at expected age related expectations
- White
- Lime
- Copper – Working at greater depth
- Topaz

Teachers will re-assess reading and comprehension each half term. Comprehension levels must match their reading ability before they can move on. Please remember, the reading scheme is not a race.



Word reading in Year 2...

- continue to apply phonic knowledge until reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes e.g. igh, i-e, ie, au, e-e
- read accurately words of two or more syllables that contain the same graphemes as above e.g. lightning
- read words containing common suffixes e.g. words ending in er/or, ly, ful etc



Word reading in Year 2...

- read more common exception words, noting unusual correspondences between spelling and sound and where these occur in the word e.g. 'Would you dare take a walk in the wild woods?'
- read most words quickly and accurately, without relying too much on sounding and blending, when they are words that have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and quickly
- reread these books to build up their fluency and confidence in word reading



Comprehension in Year 2...

- listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- be introduced to non-fiction books that are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- discuss their favourite words and phrases
- continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear



- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read, and correcting inaccurate reading
- make inferences on the basis of what is being said and done
- answer and asking questions
- predict what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



The KS1 comprehension papers consist of non-fiction and fiction texts which are usually linked by a common theme e.g. Dogs. Children are given copies of these texts, plus an answer booklet, which contains questions on the texts and space for answers.

Questions will indicate the maximum number of marks that can be awarded for an answer (1 mark, 2 marks or 3 marks).

Some questions may involve -

- multiple choice answers
- completing a table
- matching up statements
- copying words directly from the text
- labelling names of the features of a text

An example of joining statements – choosing the correct activity for each day.

Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	•	•	did something for Mum
Wednesday	•	•	went to the fair
Friday	•	•	went to the circus

Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

An example of being asked to complete a table

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		

Many of the questions require children to retrieve information from the text, which literally means picking out a relevant bit of information. Some questions involve children inferring information about a theme or characters based on what they have read. Some questions may involve deduction, where children have to draw their own conclusions using reasoning skills.

Children may be asked to give their opinion on something (this will always need to be backed up by evidence from the text). Children may also be asked to comment on the effectiveness of the author's language.

Children must be able to read the text independently –

“Let’s get the dinner on shall we?” said Matthew’s mum.

“What are we having, Mum?” Matthew asked her.

“Cottage pie and peas,” she replied cheerily.

Matthew grinned from ear to ear. Mum smiled back at him.

“I tell you what,” she said, “why don’t you go and learn your spellings for twenty minutes before we have dinner?”

The smile on Matthew’s face disappeared.

“Do I have to?” he whined. Matthew thought practising spellings was a bit like watching paint dry.

Children must also be able to read the question independently.

Retrieval of information

Example question: What was Matthew’s mum making for dinner?

Answer: Cottage pie and peas.

Inference

Example question: How does Matthew feel about eating cottage pie and peas? How do you know?

Answer: He loves cottage pie and peas. We know this because he grins from ear to ear when his mum tells him that is what she is making for dinner.

Deduction

Example question: What do you think Matthew might do next? Explain why you think this.

Answer: There could be several answers to this, but the person marking the text would be looking for the child to have thought about what Matthew might do, based on what they have read. For example: I think Matthew will go and watch TV instead of doing his spellings because he doesn't want to do his spellings.

Opinion

Example question: Do you think Matthew's mum is a kind person? Use evidence from the text to support your answer.

Answer: Yes, I think Matthew's mum is a kind person because she is cooking his favourite meal. We also know she wants him to do well at school, which is why she asks him to practise his spellings.

Commenting on effectiveness of language

Example question: 'Matthew thought practising spellings was a bit like watching paint dry.' Why is this a good way to show how Matthew feels about his spellings?

Answer: The author is comparing spelling practice to watching paint dry to show how boring Matthew finds it.

Here is an example from an old paper, available on the Gov.uk website –
Read the story (text) first then answer the questions.....

My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.
“JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work,” she said.

“I need to know that you can be a good girl for JJ. He will be in charge.”



a Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

b Who is telling the story?

- One of the best ways to improve reading comprehension skills, is to practise historical papers. [2018 key stage 1 English reading Paper 1: reading prompt and answer booklet \(publishing.service.gov.uk\)](#) or [2019 key stage 1 English reading Paper 1: reading prompt and answer booklet \(publishing.service.gov.uk\)](#)
- If possible, read through the text with your child and practise answering some of the questions together.
- Don't forget to discuss what a question is asking – for example, if a question asks for your child's opinion on something backed up by evidence from the text, you may need to remind them that there are two parts to that question (writing their opinion and then offering evidence from the text to back it up); you may also need to discuss what 'evidence' means.
- Another way to help your child with their reading comprehension is to discuss books with your child while you are reading, posing similar questions to the examples given above.
- You could also help them write a book review with some of these types of questions as prompts.

What can you do to support comprehension at home?

- Read books to your child that are beyond their ability to read independently
- Talk to your child about what they are reading; why might the character be feeling that way, what do they think a particular word means, does this remind you of any other books we've read?
- Follow your child's interests with fiction, poetry and non-fiction texts
- <https://www.booktrust.org.uk/books-and-reading/bookfinder/>
- Join Aylesbury library. It is free for children to join and you can take out up to 20 books!
- Use our online subscription to Big Cat Collins to read additional books relating to our reading scheme - [Collins Connect](#)