Hampton Vale Primary Academy

Ability to Comprehend

Comprehension Strand Progression

Key Stage 1
60% Retrieval
20% Inference
15% Vocabulary
5% Predict
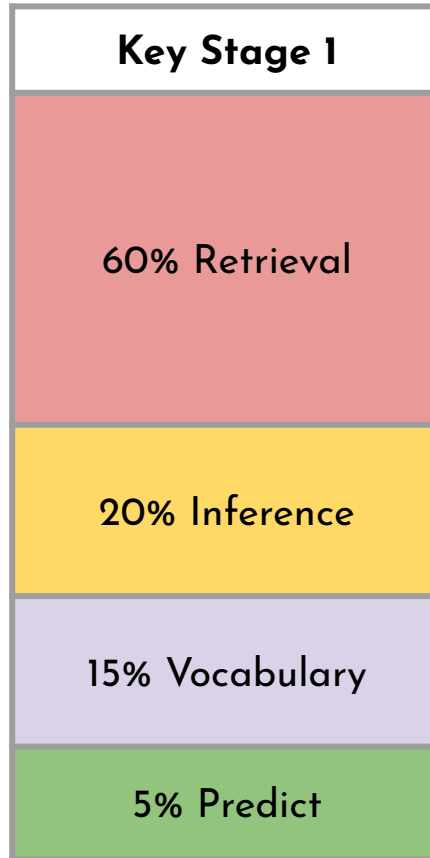
Key Stage 1 - Ability to Comprehend

Strands	
Retrieve 1b & 1c	**Vocabulary** 1a
Inference 1d	**Predict** 1e
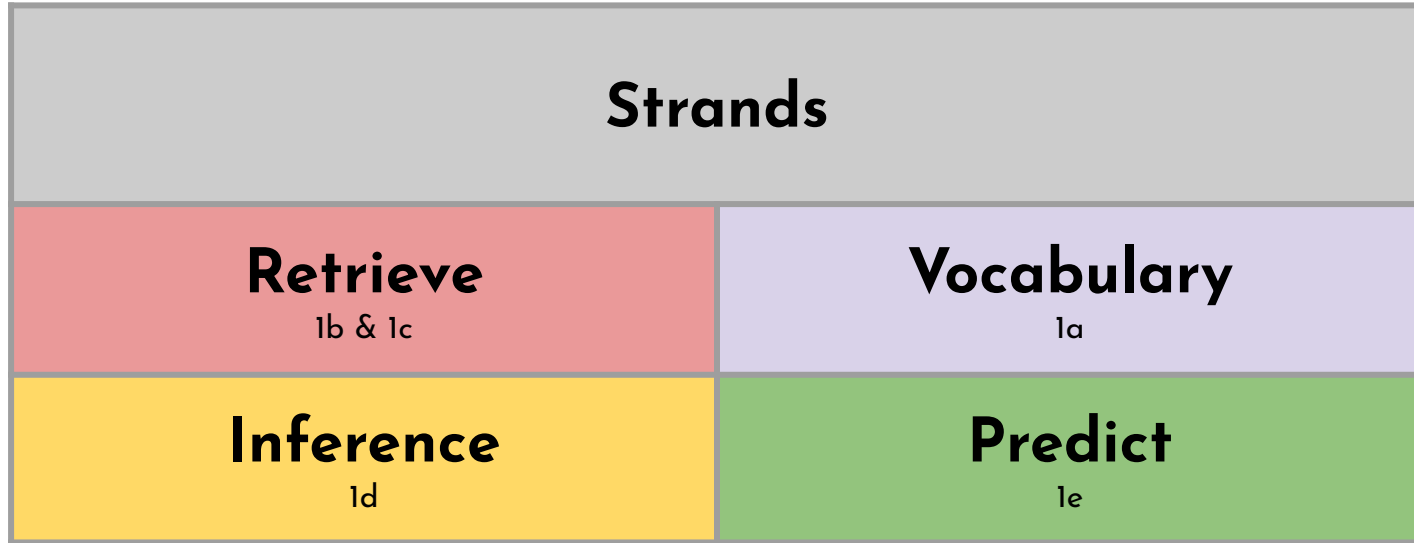
Key Stage 1 Reading Framework - Page 13 shows the percentages of each strand.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628806/2016_KS1_English reading_framework_PDFA_V2.pdf

Year 1

Strand - Retrieve

Stems	Teacher Guide *(Strategies)*

Direct Retrieval	Children should be read a range of stories. During these stories, they should be asked questions to check their understanding (Who? What? When? Where? How? Why?). With a focus on oracy, they should vocally answer questions in partners and to their class about what is happening...
	     This should be developed into writing answers in their book.
	     E.g Where did Zach live? **On a farm. (these can be linked to pictures - tick box questions - or to fill in the missing words).**
	Strategy
	Children should be introduced to this by playing games like scan the word. Who can scan for the word <u>kick</u> in the text.
	To aid children development of answering direct questions - children should be taught how to use the strategy of scanning to find information. They should also annotate the text and the questions to support answering focus on these key words in the question and in the text
	E.g What colour <u>shorts</u> was Sam wearing? (this could be linked with pictures to provide more of a support).
	Therefore, in the text we need to scan for the word <u>shorts</u>.

True or False	**Oracy activities** They could be challenged with their thinking - did this happen? The should be able to scan to that part of the text and read around to find the answer. **Question examples** Styled as Yes or No. Did this happen? *Strategy* *They should be able to apply the above strategy of scanning and annotating as explained above. This time they are showing a higher level of skills be comprehending the question and the text to reason whether the statement is true of false.*
Sequencing	Children will to listen to the story and few times and then be asked to order events. This could be through discussions (with use of pictures to order events that happened) or by children physically having to order the events independently. Captions linked to images. *Strategy - This can be tackled in two ways, you should challenge the children instant recall of comprehension by ordering the events without a scaffold to full back on. Or they can refer to the text to support their answers by having conversations of what happened first, what have after.... (and evidencing it by using images or information from within the text).*
Retelling	Children will need to be able to retell the story to their partner (this could be through the use of images to support them). *Strategy - like all strategies, they should be explicitly shown to the children. Have images from the story on the screen in chronological order - explain through high quality oracy skills what had happened at each event - allow children to mimic yours and then apply by addressing the next stage in the book.*

Year 1

Strand - Inference

Stems	Teacher Guide *(Strategies)*
Inferring characters feelings/actions/thoughts/ motives	This will be introduced with **simple pictures** that can allow children to make inferences. The can also be given sentences to make inferences from. Teacher **question children regularly** when reading books to discuss the characters actions, feelings, thoughts and motives). **Question examples** How did the character feel when… Why was… feeling……..? Why did… happen? **Example** This should support children to understand the text more through their understand of prosody (using intonations due to understanding the text). For example: With floods of tears, William shouted at his Mum, "I don't want any vegetables!" Why was he upset? He didn't want any vegetables. How do we know he's upset? As he had floods of tears? What's a flood (link to vocab)? From this one sentence we can question the children some much to support their comprehension/inferences… To extend this we would want the children to start asking these questions (self-questioning). Strategy We would model to the children our thinking. For example, in the above example the question says: Why was he upset? We can underline in the sentence; 'flood of tears' 'William shouted' 'I don't want any vegetables'. From this we can **explicit demonstrate** how we **make links** between him crying and the reason being that he didn't want the vegetables.

Year 1

Strand - Inference

Stems	Teacher Guide (*Strategies*)
Justifying inferences with evidence	This can be introduced during oracy sessions to make the children think harder about why X needs X? Or what evidence is there that she is upset? **Example questions** Why do X have to X (Why do horses have to be strong?) What evidence is there that shows… In this picture how do we know that this man is scared… and how do we know he is scared of flying? **Example (need to pitched appropriately for year group)** Imagine an image of a man (with a frightened look) bracing himself for landing on an aeroplane. You may ask, what evidence is there to show he's scared? Answer: he is scared as he is bracing himself and has a frightened look. 2) How is the man feeling and why? Answer: He is scared of flying. I know this as I can see the scared look on his face and he is on an aeroplane. *Strategy* For the above example we need to address our knowledge (whether this be of an experience or words). In this case, to answer this question we need to explain to the children that we have the knowledge of what upset or stressed looks like from someone's emotions and have experience of what a plane looks like inside. Therefore, by linking this two together I can **infer** that this person is scared of flying.

Year 1

Strand - Inference

Stems	Teacher Guide *(Strategies)*
Cause and affect (The why and the what)	This can be introduced through vocal activities, by questioning the children on why did he do that... **Question examples** What does X shows you about X. How does the way the boy walk show you about his confidence? Answer: You can see the boy is confident as it says he was striding toward his friends. Why did X do X? Why did the woman slip on the pavement? The woman slipped on the pavement as it say the pavement was icy. Therefore, she slipped on the ice which caused her to fall. *Strategy* *To answer this question you would first explain how to annotate the question for keywords. E.g. How does the way the boy walk show you about his confidence? Scan for sentence: The boy scuffed his feet towards the headteacher. Here we can help the children to make inference with scuffed and their experiences of going to the headteacher. Answer: the boy is lack confidence as he walks to the headteacher as scuffing his feet suggests that he's reluctant to go.*

Year - 1

Strand - Vocabulary

Stems	Teacher Guide (*Strategies*)
Understanding the meaning of words	Children are to be constantly introduced to the understanding of words through **teacher explicit definitions**, which are then **revisited to improve long term understanding**. This should be done when **modelling reading and embedded into planning.** Throughout lessons, children should be introduced to **age** **expected words that can be linked to the texts** that they are reading. This should be **defined, put in sentences vocally, shown with picture representations, challenged by allowing children to independently link them their own sentences.**
Find and copy the meaning of a word	**Examples Questions** - Find and copy one word that means - Find the word closest in meaning to… - Which word most closely matches the meaning of the word (Multiple Choice) - Find and copy one word from page X that tells you X - Find a copy a word that shows she was scared - Find and copy two different words from the sentence above that show **Strategies** **Children should be introduced to annotation the text underlining the key word. We as teachers should model the understanding of the words in the question. E.g Find and copy and word that means scared. Teacher: What does scared mean? Well it means when you're frightened of something… I know that we could use a synonym of this like fearful or afraid. Skim read to find in the text: William was <u>terrified</u> of the shark. Teacher: Here we can see that William was terrified, this means scared.**

Year - 1

Strand - Predict

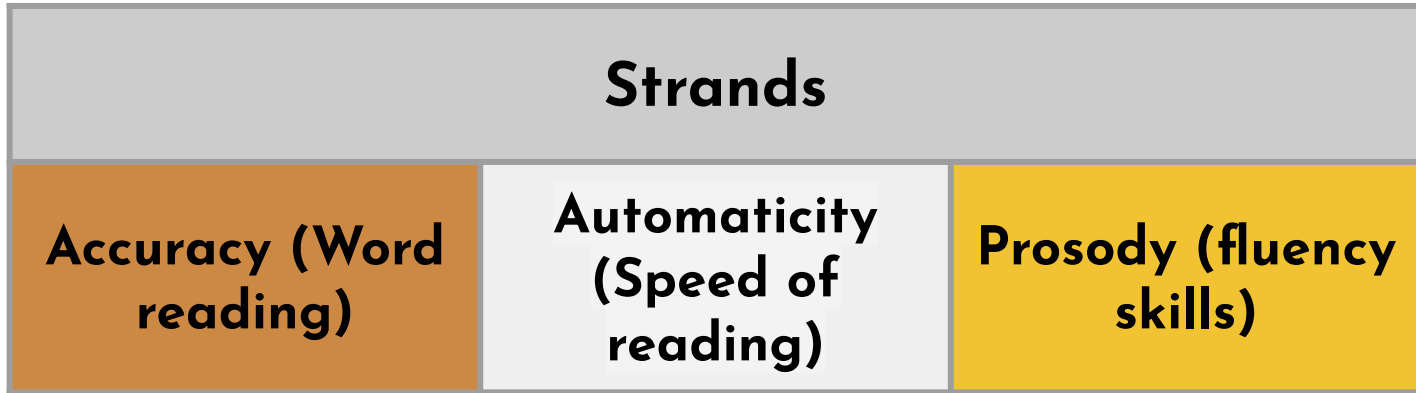| Stems	Teacher Guide (*Strategies*)
Making predictions	*This should not necessarily be taught as a whole lesson* but will be dropped into various lessons as a discussions point. Therefore, question will be have a greater impact on children's thinking. This should be added into planning at various points and in general questioning when reading stories allowed to children. **Question examples** The book cover/blurb - what do you think this book will be about? What do you think will happen next? How does the choice of character or setting affect what will happen next? How do you think the character react? Strategy During all reading lessons, and class reads, prepare questions to extend children's thinking through predictions? Aim to address the knowledge the already know to inform their predictions.

Hampton Vale Primary Academy

Ability to Read

Ability to Read

Strands		
Accuracy (Word reading)	Automaticity (Speed of reading)	Prosody (fluency skills)

Prosody (fluency skills)

Terms	Stems	Teacher Guide *(Strategies)*
Phrasing	**Pauses** (punctuation/ rhythm)	<u>Pause with punctuation</u> - explain to children how punctuation can help them decide of to read the sentence with expression. . , ! ? () : - explain how punctuation like full stops should be used to pause and take a breath <u>Rhythm</u> - Explain to the children how reading with rhythm can be like singing, which makes the story exciting to the listener. (This can be with story book with lots of repetition).

Prosody (fluency skills)

Terms	Stems	Teacher Guide (*Strategies*)
Expression & Intonation	**Pitch** (low and high)	Explain that sometimes readers make their voices go up and down. They often make their voices go up at the beginning of a sentence and down at the end (or up if it is a question mark). They do this especially when they want to show the difference between the character and the narrator. Changes in pitch often help readers understand where new ideas begin. ………
	Tone (colour of your voice - calm, aggressive, polite)	Explain that changing tone can give the reader or listener a clue to how the character is feeling. It also helps us like or dislike a character. Read a sentence to children in an angry manner and then ask questions like: Do you like this person? Why? Then read the same sentence in a warm, friendly tone and ask the same questions. Ask children to practise varying their tone. "Where is the cat?" said Mum
	Emphasis	Explain to children that sometimes there are one or two words in a sentence that need special attention. Drawing attention to these keywords enhances comprehension. Model reading sentences that have key words. Model to the children adding emphasis to these words and explain why. E.g Craig <u>smashed</u> the hammer on the nail. Emphasising the verb.
	Character voice	Explain to children that the quotations (speech mark) are used to show the character is speaking. Model to the children how various characters would speak - E.g a pirate, a tiger… Go one step further, a allow children to think about how various characters would speak (through their experiences or the characters personalities) allow them to practice and imitate you. Remind children that they should have a contrast between character voice in quotations and the narrators voice.
	Pace - build tension	Tell children that they can also make reading sound more exciting if they think about how fast they read a text. Model reading the sentences below. Sam trekked up the hill. Then he fell and slid all the way to the bottom! Point out to children that they can read the first sentence slowly because Sam is trekking up a hill. Then when he slides all the way down the hill, they should read this sentence faster to add suspense. What will happen to Sam…he is sliding down too fast! Have children practise reading the two sentences.

Prosody (fluency skills)

Terms	Stems	Teacher Guide *(Strategies)*
Volume	**Loudness** (projecting voice)	Tell children that if they are reading to an audience they should first practise reading silently and then practise for a performance. If they are reading alone and not for an audience: tell children that they should read some exciting sentences as if they were performing to an audience. In some ways they are their own audience! Demonstrate how to have a good posture and keep your head up to project your voice.
	Contrast in volume - build tension	Tell children that we can make our voice louder or softer to add interest to a sentence. It is also more interesting for the audience too. Explain that when we use a soft voice, it adds expression too to build tension. For example you could read a sentence in a soft voice to make it sound creepy or a loud voice to make it scary.. Have children practise reading the sentence using a soft voice and then another sentence using a loud voice.

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Year 1
Curriculum Books

Guided Reading Texts		
Year 1	**Autumn (14 weeks)**	**Spring (12 weeks)**	**Summer (13 weeks)**
Topic	Great Britain: The Victorians	Asia: China	Australasia: Australia
Text and duration	Week 1: **Racoon on the Moon**	Week 1: **Llamas in Pyjamas**	Week 1 & 2: **Grandma's Bird**
	Week 2: **Cow takes a Bow**	Week 2: **Mole in a hole**	
	Week 3 : **Kangaroo at the Zoo**	Week 3 & 4: **The Storm Whale in Winter**	Week 3 & 4: **Dogger**
	Week 4: **Snail Brings the Mail**		
	Week 5: **Spider in a Glider**	Week 5 & 6: **The Tiger Who Came to Tea**	Week 5 & 6: **Mog the Forgetful Cat**
	Week 6: **Goat in a Boat**		
	Week 7: **Seal at the Wheel**	Week 7 & 8: **Five Minutes Peace**	Week 7 & 8: **On the Way Home**
	Week 8: **Bee makes Tea**		
	Week 9 & 10: **Peace at last**	Week 9 & 10: **Meltdown**	Week 9 & 10: **Funny bones**
	Week 11 & 12: **Giraffes Can't Dance**	Week 11 & 12: **My Country China**	Week 11 & 12: **My Aussie Year**
	Week 13/14: **Storm Whale**		3days: **Boogie Bear**

Year 1: Class Reads

The Gruffalo
Giraffe Problems
Pumpkin Soup
Lost and Found
The Last Wolf
The Jolly Postman
The Everywhere Bear
Once upon a Raindrop
Zim Zam Zoom poetry
There's a snake in my school
Boogie bear
Dingo
Noni the Pony
My Country China