Hampton Vale Primary Academy

Ability to Comprehend

Comprehension Strand Progression

Key Stage 1

60% Retrieval

20% Inference

15% Vocabulary

5% Predict
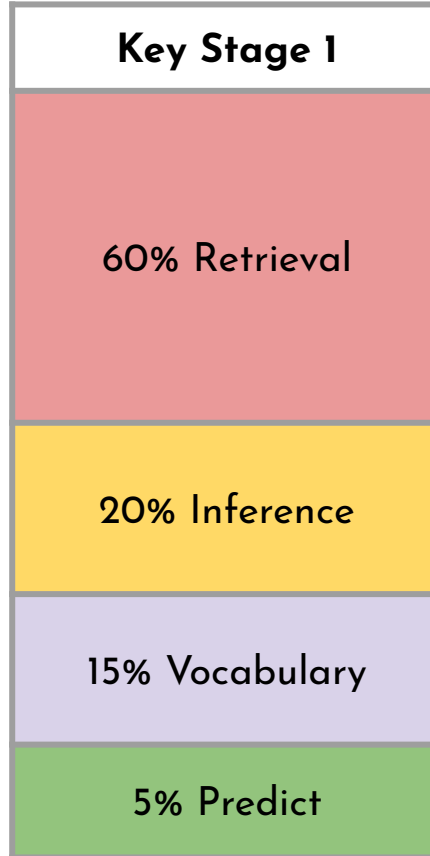
Key Stage 1 - Ability to Comprehend

Strands	
Retrieve 1b & 1c	**Vocabulary** 1a
Inference 1d	**Predict** 1e
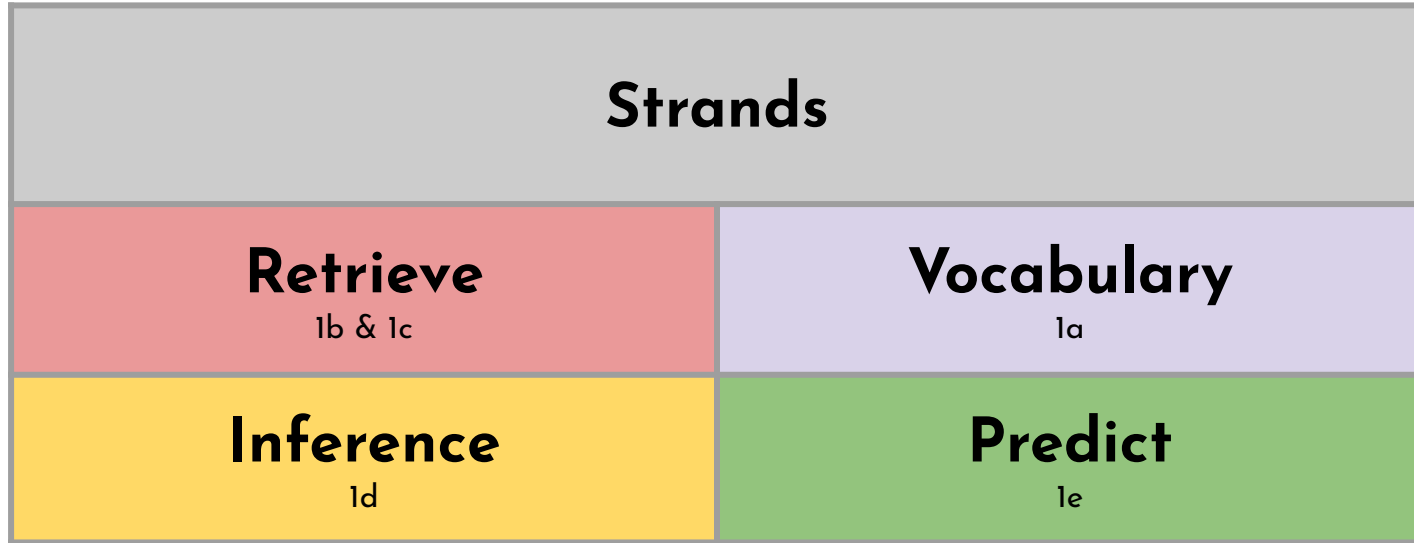
Key Stage 1 Reading Framework - Page 13 shows the percentages of each strand.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628806/2016_KS1_Engli
shreading_framework_PDFA_V2.pdf

Year 2

Strand - Retrieve

Stems	Teacher Guide *(Strategies)*

Direct Retrieval	Children should be given questions (*Who, what, when, where, how, why*) with a short piece of text (main focus in SATs test.
	    This should be later developed into answering similar style questions with a longer text.
	    E.g Where did Zach live? **On a farm.**
	
	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>
	
	Additional Questions
	- These can link with direct retrieval questions (Who, what when, where, how, why)
	- Look at this section… : Give one reason why….
	- Find and copy two things that…
	- Multiple choice: Why did she drop the brush? She went for dinner. The doorbell rang The cat made her jump.

Stems	Teacher Guide (*Strategies*)
Sequencing	Children can still have activities to recall the story to increase understanding of the sequence of the story. (This can be supported with the use of pictures for those that need it). *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.* Children will sequence events in small paragraphs (4-5 events). They should do this by annotating (underlining) the key events in the paragraphs and the subsequently ordering them. **Additional questions** Draw lines to show what happened when (Monday - they went shopping) What happened after…….? What was the first thing that happened in the story? *Strategy* *Children should be taught to scan for each event in the text my underlining (annotating) the question. They should then underline each statement within the text. Once they have tackled this process they should be able to easily order the events without too much cognitive overload.*

Year 2

Strand - Inference

Stems	Teacher Guide (*Strategies*)
Inferring characters feelings/actions/thoughts/ motives	They should be given sentences and even paragraphs to make inferences from. Teacher **question children regularly** when reading books to discuss the characters actions, feelings, thoughts and motives). Children should be able to confidently write answers to show their understanding of inferences. **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 2

Strand - Inference

Stems	Teacher Guide (*Strategies*)
Justifying inferences with evidence	Children should be asked to find evidence in the text to show why are character might have done something or is feeling in a certain way. **They should use the strategy of underlining key words, scanning to find key words and reading around the sentences to find the answer.** **Example questions** Why do X have to X (Why do horse have to be strong?) Infer from the text. What evidence is there that she is upset? **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 2

Strand - Inference

Stems	Teacher Guide (*Strategies*)
Cause and effect (The why and the what)	**They should use the strategy of underlining key words, scanning to find key words and reading around the sentences to find the answer.** **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 <u>walk</u> show you about his <u>confidence</u>? **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 - 2

Strand - Vocabulary

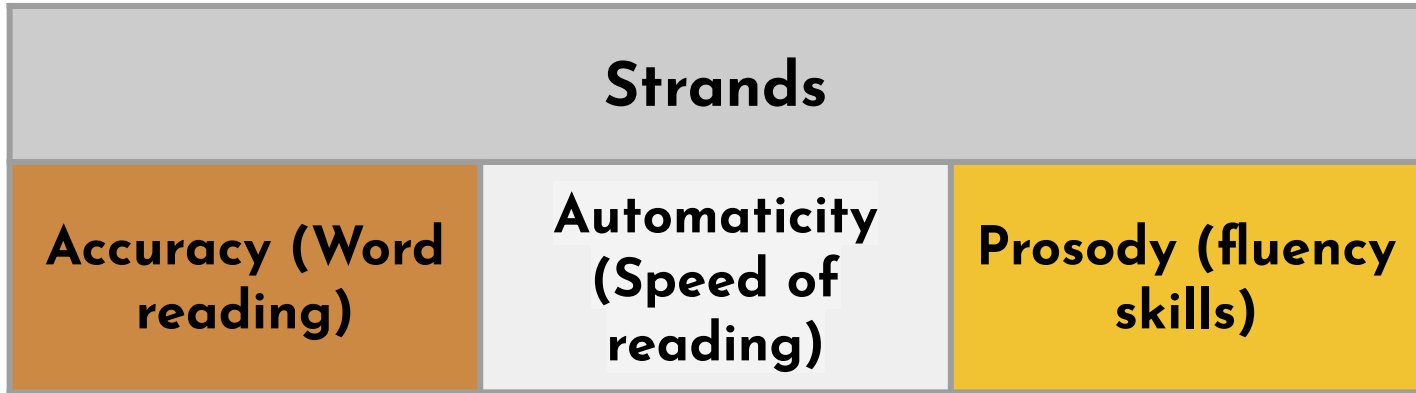| Stems	Teacher Guide *(Strategies)*
Understanding the meaning of words	Children are to be constantly introduced to the understanding of words through **teacher explicit definitions**, which are then **revisited to improve long term understanding**. This should be done when **modelling reading and embedded 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	**Children should be introduced to annotation the text underlining the key word and then finding the word in the text by scanning for it. Then finally read around the word to ensure it make sense.** **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 - 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 - 2

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).

Whole School

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 smashed 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.

Guided Reading Texts		
Year 2	**Autumn (14 weeks)**	**Spring (12 weeks)**	**Summer (12 weeks)**
Topic	Great Britain: London in the 1600s	South America: Brazil	North America: The Wild West
Text and duration	Week 1 & 2: **Traction Man**	Week 1 & 2: **The Bear and the Piano**	Week 1 & 2: **The Three Javelinas**
	Week 3 & 4: **How to Catch a Star**	Week 3 & 4: **The Lorax**	Week 3 & 4: **The Gingerbread Cowboy**
	Week 5 & 6: **No Dragon in This Story**	Week 5 & 6: **100 facts about the Rainforest**	Week 5, 6, 7 & 8: **The Giraffe, Pelly and me (SATs prep)**
	Week 7&8: **How to Catch a Dragon**	Week 7, 8, 9 & 10: **The Diary of the Killer Cat**	
	Week 9 & 10: **The Great Fire of London**		Week 9 & 10: **What was the Gold Rush?**
	Week 11, 12, 13 & 14: **Mr Fawkes, The King and the Gunpowder Plot**	Week 11 & 12: **The Bad Tempered Ladybird (SATs prep)**	Week 11 & 12: **The Rainbow Bear**

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Year 2
Curriculum Books

Guided Reading Texts		
Year 2	**Autumn (14 weeks)**	**Spring (12 weeks)**	**Summer (12 weeks)**
Topic	Great Britain: London in the 1600s	South America: Brazil	North America: The Wild West
Text and duration	Week 1 & 2: **Traction Man**	Week 1 & 2: **The Bear and the Piano**	Week 1 & 2: **The Three Javelinas**
	Week 3 & 4: **How to Catch a Star**	Week 3 & 4: **The Lorax**	Week 3 & 4: **The Gingerbread Cowboy**
	Week 5 & 6: **No Dragon in This Story**	Week 5 & 6: **100 facts about the Rainforest**	Week 5, 6, 7 & 8: **The Giraffe, Pelly and me (SATs prep)**
	Week 7&8: **How to Catch a Dragon**	Week 7, 8, 9 & 10: **The Diary of the Killer Cat**	
	Week 9 & 10: **The Great Fire of London**		Week 9 & 10: **What was the Gold Rush?**
	Week 11, 12, 13 & 14: **Mr Fawkes, The King and the Gunpowder Plot**	Week 11 & 12: **The Bad Tempered Ladybird (SATs prep)**	Week 11 & 12: **The Rainbow Bear**

Year 2: 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