Hampton Vale Primary Academy

Ability to Comprehend

Comprehension Strand Progression

Key Stage 2
35% Retrieval
35% Inference
15% Vocabulary
5% Predict
5% Summarise
5% Compare and Contrast
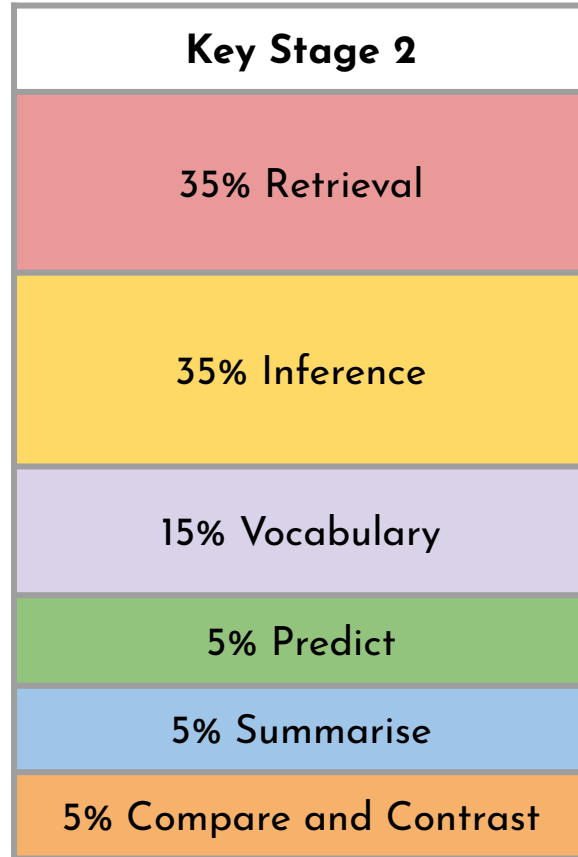
Key Stage 2 - Ability to Comprehend

Strands	
Retrieve 2b & 2f	**Predict** 2e
Inference 2d	**Summarise** 2c
Vocabulary 2a & 2g	**Compare and Contrast** 2h

Key Stage 2 Reading Framework - Page 12 shows the percentages of each strand.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628816/2016_KS2_Englishreading_framework_PDFA_V3.pdf

Year 5&6

Stems	Teacher Guide (*Strategies*)
Direct Retrieval	**Direct Retrieval** - (Who, what, when, why, how, when) These could be written as direct questions. E.g In the paragraph starting X, what year was Boris Johnson elected as Prime Minister. Or these questions could be linked to multiple choice questions. **Multiple Choice Questions** What was revealed at X place in the story? (Multiple choice) Circle the correct option to complete each sentence? *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>*
In Depth Retrieval	**Find and copy multiple reasons -** In the text (mainly non-fiction) find multiple answers. For example: List three ways in which Polar Bear have adapted to their habitats. Strategy This should follow the above strategy for direct retrieval. Children should first annotate words in the text for keywords. They should scan for these in the text. They then will read around these words to find the multiple reasons why. **Give reasons why -** Teach children to find information to support reasoning or thinking of characters. E.g. Give two reasons why Georgia loves going on holiday? Answers: (From the text) She loves swimming in the pool and enjoys seeing new buildings. Strategy The retrieval skill links to inference where children need to be able to link a feeling like 'love' and to find evidence of this in the text. Like in the above example children should skim read the text to find out why Georgia loves going to the beach. You can make links/inferences to her enjoying swimming and seeing new buildings. (Therefore, read the question and annotate, scan for the key word (in this case beach) and read around to find reasons why. **Understanding what image represents the statements**- Children to see four objects and to circle the one that the text describes. She need to retrieve information and understand the key point and how they correspond to the correct object. Strategy This activity is supporting children to understand specific details in a description so they can identify the images. Children should read description underlining the key descriptions and then make a judgement on the correct image from the evidence they have collected.

Year 5&6

Strand - Retrieve

Stems	Teacher Guide *(Strategies)*
True or False Statement	**Grid** - Children need to be able to scan for information in the text and use a critical eye to understand whether the statement is true or false. (summarise statements) Strategy Here children should annotate the question for key words and then scan for those words in the text. They should then read around the word and reflect from their understanding whether the statement is true or false.
Facts or Opinion	Children will be taught what makes a fact and what makes an opinion. These questions will be set out in a table similar to true or false questions. A fact is a statement that can be proven true or false. An opinion is an expression of a person's feelings that cannot be proven. Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others. Example Fact - Your heart pumps blood through your body. Opinion - Sue says reading boring, where as John thinks reading is fun Strategy - They will read through statements and use their knowledge of fact or opinions to decide on which they are.
Sequencing	**Sequence Event** - Children to sequencing events from 1-5 - they should be taught how to annotate by underlining key information from point and then order them chronologically. **Extension** - (Linked to **summarising**)- Order the summarises of each paragraph in order. This would involve children making summarise of paragraph or summary of an event by using the skill of skim reading. *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 5&6

Strand - Inference

Stems	Teacher Guide *(Strategies)* - make connections (text to self-text to text-text to world)
Inferring characters feelings/actions/thoughts/motives	**Questions examples -** consider multiple choice questions… What does this paragraph tell you about X's character? How is X made to seem X. How did X feel x. Why were X feeling…? Why does X do this? (Link to verbs) What does the lion roar with laughter? According to the text, how did X happen? Like a sleeper waking from a dream, he looked around, dazed. This tells us that at the end / beginning of the story X felt that… Look at X place in the text (paragraph). How do you know that? **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.
Justifying inferences with evidence	**Questions examples** What evidence is there of/that X What evidence is there to shows that… What evidence is there of/that X. Give two points. X **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.

Strand - Inference

Stems	Teacher Guide *(Strategies)* - make connections (text to self-text to text-text to world)
Draw conclusions	**Questions examples** From the phrase, 'The cat that was stuck up the tree was well groomed and chubby' what conclusions does the character come to… (scan to find the part in the text) Answer: The character states the the cat must have an owner and it is well fed. *Strategy* *Here we would scan for the sentence in the text and read around it to make inferences. If we underline the words groomed and chubby we can start to building some conclusions are these. Teacher talk: What does groomed mean? It has been combed and look after - therefore it must have an owner (it's not a stray). What does chubby mean? We can infer her that the cat has eaten a lot - therefore, he must have an owner and get regularly food.*
Cause and affect **(The why and the what)**	**Questions examples** Why did X happen? The warthog mother made grunts of triumph (page 8). Why was she triumphant What are three ways that X shows ….? What else in the text shows us X What does Gaby think that the cat is trying to say when it meows? 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.*
Impressions	**Questions examples** What impressions do you get of (Character) at this point in the extract? Give two impressions, using evidence from the text to support your answer What impressions of ……… do you get from these two paragraphs? 'Quote from text" This suggest that Explain what X [a phrase/clause with challenging vocabulary] suggests about *Strategy* *Explain that an impression is an idea, feeling or opinion about someone or something.* *Firstly, read the question and annotate key words and the point in the extract. Scan for the the point in the extract. Then skim read around to get a gist. Underline any information in the text that links to the impressions of the specific question. Then answer.*

Year - 5&6

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. Children should be taught how to use dictionaries to find the meaning of words themselves. 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, shown with picture representations, challenged by linking to synonyms, antonyms and by allowing children to independently link them their own sentences. Etymology/Morphology should be introduced to children when defining words to understand where words originated from and how they link to other words.
Find and copy the meaning of a word/define meaning of words	**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 a synonym or antonym in the text that means - Find and copy one word from page X that tells you X - Find and copy two different words from the sentence above that show - What does [group of words] mean in the sentence? - Find and copy one word that suggests/shows that … **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 - 5&6

Strand - Vocabulary

Stems	Teacher Guide (Strategies)
Inferring the use of words in the text	**Examples Questions** - What do the words suggest about the character, setting and mood? - What does the word X suggest about X - What does the word X tell you about X? - Explain what the word X tells you about X ***Strategies*** **Explain to the children that will have to use our understand of vocabulary in order to infer the meaning (therefore, using inference and vocabulary skills). Sentence: Lucy stormed off. What does the phrase 'stormed off' show you how about Lucy's mood? He we can understand what stormed off means. Why would you storm off. Have you stormed off before? What mood were you in? Through the use of questioning and thinking about your prior experiences and understanding of the word, the children should be able to make accurate inferences to answer the question.**

Year - 5&6

Strand - Predict

Stems	Teacher Guide (*Strategies*)
Making predictions	Teacher should question the children when reading and unpicking texts about what might happen next. **Further their understanding by asking them to support their answers with evidence from the text or from their previous knowledge.** This can be in discussions with partners or as whole class - this does not have to be taught as a whole unit (this can be added into lessons throughout all cycles - when appropriate). **Question examples** What will happen after…. *Do you think the character will change her behaviour? (3 marks - 2017 Sats Paper)* What might the character do next? How do you think the character amy react? Can you think of a similar story you have read? What might you do in this situation? *Will this setting influence how the story develops?* *How do… personality traits influence the way they would behave in a situation?* 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.

Strand - Summarise

Stems	Teacher Guide (*Strategies*)
Navigating a text	*This should be carried out at the start of every cycle when unpicking the text. Children should be encouraged to skim read over section at speed to get a gist of what is happening - therefore increasing their ability to comprehend at pace.* *When looking at particular texts, like non-fiction, the should be shown how to navigate the text by skim reading subheadings, which will help them to find information at ease.* *This should be tackled within every text - when introducing it - to help children to understand the text through skim reading.*
Identify the correct summary/main ideas from the paragraph	These should be seen as **multiple choice questions**. Children should be taught how to skim read a section, and to underline key details in the section to understand the gist. Therefore, being able to make a educated decision on what the paragraph is about. **Question examples** Which of the following would be the most suitable summary of the whole text? Which of the following summaries best describes the paragraph starting…? Look at the first two paragraphs. Which sentence below best describes the farmhouse? Tick one. Strategy Teach children to skim read on a particular to get the gist and of the extract or section. From this, children will be able to access their options (multiple choice question) and accurate choose the right answer.

Strand - Summarise

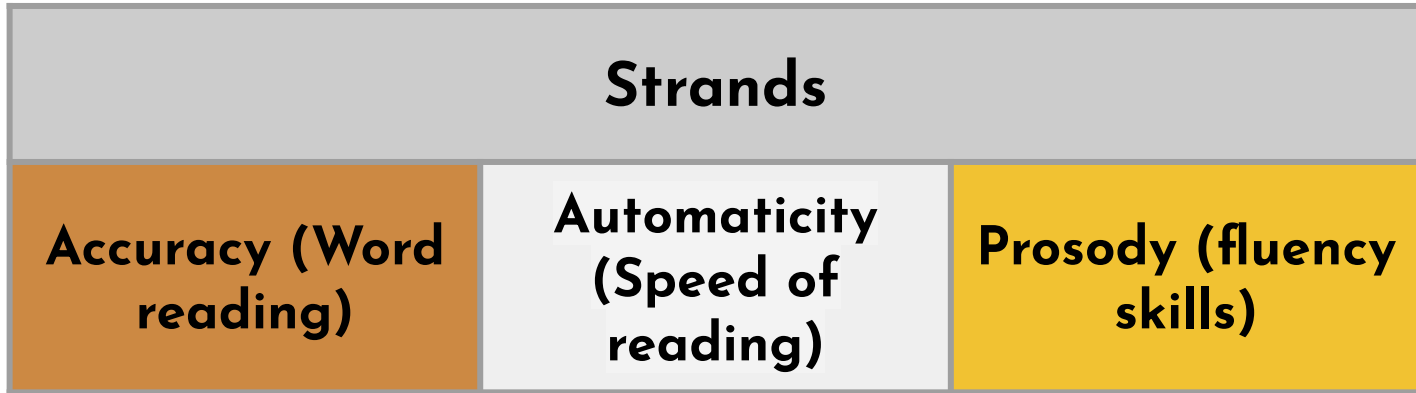| Stems	Teacher Guide (*Strategies*)
Writing a summary	Children should be taught how to skim read certain sections and underline key details to support their understanding of certain sections. This can be taught explicitly by taking chunks of paragraphs and asking children to summarise them individually. This can then be applied at greater depth into a whole text. **Question examples** What is the main point in this section? What has happened in the first paragraph? What are the main events in this chapter/ section? Recap what has happened in 20 words or less. Give three points that you think are the most important here. Strategy Model to the children how you skim read to get a gist. You could make notes of key points and happenings in the text. From these notes, you can the formulate your summary using the words allowance provided.

Year - 5&6

Strand - Compare and Contrast

Stems	Teacher Guide *(Strategies)*
Making comparisons of feelings and actions of characters	Children should be able to scan in the text to find the section they need to be looking at. Then the can use skim reading to read around it. They should make annotations (underline key information) that will help to support their answers. Questions can be structured for the children to give one answer or for them to choose from a multiple choice. **Questions examples** How is X similar to X How is X different from X How does X behave different to X (Comparative statements - he is calmer/he is ruder/he is quieter..) How has the characters behaviour changed during various points in the text... Strategy Children should scan to find character indicated in the question, then read around to see their behaviour. Once the have identified both behaviours (or identified the answers), they should then make a comparison between the two.

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.

Whole School

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.

Hampton Vale
Primary Academy

Y5
Curriculum Books

Guided Reading Texts

Year 5	Autumn (14 weeks)	Spring (12 weeks)	Summer (12 weeks)
Topic	North America: Mexico	Great Britain: The Tudors	Asia: India
Text and duration	6 weeks: **Holes** 2 weeks: **Mayan Civilisation** 6 weeks: **Beetle Boy**	2 weeks: **Romeo and Juliet** 2 weeks: **Macbeth** 2 weeks: **Hamlet** 6 weeks: **Spymaster: First Blood**	5 weeks: **Asha and the Spirit Bird** 2 weeks: **T for Taj Mahal** 5 weeks: **The Jungle Book**

Year 5: Class Reads

Swallows and Amazons
The Last Wild
The Girl who stole an elephant
Clockwork
Bright Sea
Tudor Rose
The Explorer
Midsummer Night's Dream
Skellig
Harry Potter and the Chamber of Secrets
The Boy in the Dress
The Christmasaurus