ST. ANDREW'S READING COMPREHENSION OVERVIEW

Assessments:

- PIRA assessments before each data capture point
- Amount of words read per minute (related to compass targets for each year group) before each data capture point
- Salford reading ages

Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1	1	Monitoring reading and fluency (hear readers)		Monitoring reading and fluency (hear readers)	2a Vocabulary		
	2						
	3	1b Retrieval		2b Retrieval			
	4						
	5	1e Predicting and questioning		2a Vocabulary	2c Summarising and paraphrasing		
	6						
	7	Flexible week to go over areas of difficulty, assessments, poetry etc.					

Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1	Monitoring reading and fluency		2e Predicting and questioning			
Autumn Term 2	2	1c retelling and sequencing					
	3	1d Inference		2d Inferring			
	4						
	5	1a Vocabulary		2c Summarising and paraphrasing	2f Explaining language and structure / analyse and evaluate (author)		
	6						
	7	Flexible week to go over areas of difficulty, assessments, poetry etc.					

Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1	Monitoring reading and fluency		2a Vocabulary			
Spring Term 1	2	1c retelling and sequencing					
	3	1b Retrieval		2b Retrieval			
	4						
	5	1e Predicting and questioning		2c Summarising and paraphrasing			
	6						

Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1	1d Inference		2e Predicting and questioning			
Spring Term 2	2						
	3	1a Vocabulary		2d Inferring			
	4						
	5	Predicting and questioning	SATS Preparation	2g Authorial intent/word choice			SATS Preparation
	6						

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Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term 1	1	1b Retrieval	SATS Preparation	2a Vocabulary			SATS Preparation
	2						
	3	1e Predicting and questioning		2b Retrieval			
	4						
	5	1c retelling and sequencing		2c Summarising and paraphrasing			
	6						

Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term 2	1	1d Inference		2e Predicting and questioning			Transition
	2						
	3	1a Vocabulary		2d Inferring			
	4						
	5	1b Retrieval		2h comparison			
	6						

Fortnightly timetable: One focus to be taught over each fortnight

Week 1:

- 2-3 days Whole Class Shared Read
- 2-3 days structured reading for pleasure activities (Teachers/TAs to hear all children reading 1to1)

Week 2:

- Differentiated group work

Non-negotiables for Whole Class Shared Read

- ALL CHILIDREN TO TAKE PART
- THE TEXT CHOSEN NEEDS TO BE CHALLENGING FOR THE MORE ABLE
- Adults to model quality reading
- Line by line reading
- Explicit vocabulary teaching using the Isabel Becker routine
- Visualising
- Thinking aloud
- AfL
- Book Talk
- Children to speak in full sentences
- All classes to have sentence stems on display and all adults to encourage children to use these

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Non-negotiables for Differentiated Group Work

- Teacher led/TA led group (all children need the opportunity to work with a teacher)
- Follow up tasks to evidence independent application of focus that has been taught
- All activities need to be reading focussed – this is not a time to practise handwriting.
- Vocabulary/synonym/antonym work
- Independent book talk in groups
- Reading for pleasure must be included.

Other possibilities Differentiated Group Work:

- *Pre-teaching for SEN/LA to enable to access text in following week's whole class lessons*
- *Comprehension questions*
- *Reading to adults working on individual targets – crucial for children needing to move up book bands and work on fluency*
- *Follow up tasks on areas on difficulty from previous fortnights*
- *Phonics tasks*
- *Reading research for project work*

Non-negotiables for Reading for Pleasure

- Book corners need to be organised so that it is easy for children to select books of interest eg boxes for fiction, non-fiction; picture books; comics/graphic novels; picture books; topic books.
- Children to be given opportunities to develop reading stamina – reading for extended periods and reading complete books
- Use ipads for them to complete independent research – think about where this can be recorded.

Other possibilities reading for pleasure groups:

- *Chill in the book corner*
- *Newspaper time – think of one thing going on in the news to share at the end*
- *Research on laptops/tablets for topic*
- *Visit library*
- *Share favourite poetry and practise to perform at the end*

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Example of a week 2 plan:

	Monday	Tuesday	Wednesday	Thursday	Friday	
Group 1 LA	TA pre-read pages 4, 5 , 6 and 7	Teacher led Carrie's War See questions overleaf	Independent comprehension related to comprehension focus	Reading for pleasure	Synonyms and antonyms work (challenge cards from Twinkl – scribe on flipchart)	
Group 2	Synonyms and antonyms work	TA pre-read pages 4, 5 , 6 and 7	Teacher led Carrie's War See questions overleaf	Independent comprehension related to comprehension focus	Reading for pleasure	
Group 3	Reading for pleasure	Synonyms and antonyms work	TA pre-read pages 4, 5 , 6 and 7	Teacher led Carrie's War See questions overleaf	Independent comprehension related to comprehension focus	
Group 4	Independent comprehension related to comprehension focus	Reading for pleasure	Synonyms and antonyms work	TA pre-read pages 4, 5 , 6 and 7	Teacher led Carrie's War See questions overleaf	
Group 5 HA	Teacher led READING GLADIATORS. READ AS A GROUP AND DISCUSS.	Independent comprehension related to comprehension focus	Reading for pleasure	Synonyms and antonyms work	TA guided comprehension (difficult!)	

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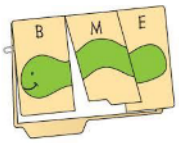
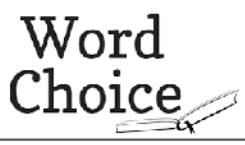
Key teaching points of each of the fortnightly focuses

Possible symbol	Focus:	Key Teaching Points
	Activate prior knowledge and visualisation	**Activate Prior knowledge**: moving knowledge from long term memory to short-term/working memory – ESSENTIAL FOR INFERENCE **Visualisation** – making a multi-sensory picture (or movie) in your mind of what you are reading
	Questioning	Children to think of their own questions about the text to improve their understanding
	Monitoring & fluency	**Monitoring:** Children to be able to monitor their own reading – noticing and correcting their own mistakes: Does it sound right?; Does it look right? Does it make sense? **Fluency:** do children read at an appropriate pace, read in phrases, put stress on the right words and vary their pitch?
	KS11a vocabulary **KS2** 2a Vocabulary	Children's knowledge of words and phrases using clues from the text
	KS11b Retrieval **KS2** 2b Retrieval	• Use skimming/scanning to find information in the text • Model to children how to write an answer to a retrieval question (esp KS2)
	**KS1**1c Retelling **KS2** 2c Summarising/paraphrasing	Retelling: To retell a story in your own words (begin by sequencing activities) Summarising: To write down important points from a text concisely Paraphrasing: To put the text into your own words
	KS11d Inference **KS2**2d Inference	Inference: To be able to infer you need to be able to: 1. Retrieve information 2. Deduce information (combine 2 bits of information from the text to learn something new) 3. Combine information from the text with your own knowledge and understanding of the world to
	KS11e Prediction **KS2** 2e Prediction	Use the clues in the text (plus knowledge of how stories work) to work out what might happen next in the text
	KS2 2f Content Related	Identify/explain how information/narrative content is related and contributes to meaning as a whole
	**KS2** 2g Word Choice	Identify/explain how meaning is enhanced though choice of words and phrases

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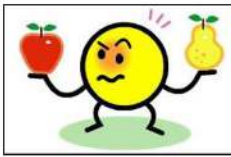	**KS2** 2h Comparison	Make comparisons in the text