

## 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)			
	2						
	3	1b Retrieval		2b Retrieval			
	4						
	5	1e Predicting and questioning		2d Inference			
	6						
	7	WHOLE SCHOOL POETRY WEEK					

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		2c Summarising and paraphrasing 2g Comparison			
	4						
	5	1a Vocabulary		2f Explaining language and structure / analyse and evaluate (author) 2g Authorial intent/word choice			
	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
Spring Term 1	1	Monitoring reading and fluency	2b Retrieval			
	2	1c retelling and sequencing				
	3	1b Retrieval	2d Inference			
	4					
	5	1e Predicting and questioning	2e Predicting and questioning			
	6					

Weeks	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring Term 2	1	1d Inference	2c Summarising and paraphrasing 2g Comparison			
	2					
	3	1a Vocabulary	2d Inference			
	4					
	5	Predicting and questioning	2f Explaining language and structure / analyse and evaluate (author) 2g Authorial intent/word choice			SATS Preparation
	6					

Weeks	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Summer Term 1	1	1b Retrieval	SATS Preparation	2b Retrieval	SATS Preparation
	2				
	3	1e Predicting and questioning		2d Inference	
	4				
	5	1c retelling and sequencing		2e Predicting and questioning	
	6				

Weeks		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	1	1d Inference		2c Summarising and paraphrasing			Transition
Summer Term 2	2			2g Comparison			
	3	1a Vocabulary		2d Inference			
	4						
	5	1b Retrieval		2f Explaining language and structure / analyse and evaluate (author) 2g Authorial intent/word choice			
	6						

**Fortnightly timetable:** One focus to be taught over each fortnight

**Week 1: Whole Class shared reading activities**

- Line-by-line reading
- Echo reading (teacher modelling) and re-reading of texts for fluency
- Modelling how to answer specific questions (orally and written form)
- Book Talk
- Visualisation activities
- Vocabulary

**Week 2:**

- Differentiated group work

**Non-negotiables for Whole Class Shared Read**

- ALL CHILDREN 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 Beck 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



**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.
- Children reading 1:1 of their school reading book with an adult

*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 of 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*






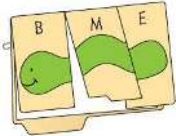




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### Example of a week 2 plan:


	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!)

Key teaching points of each of the fortnightly focuses

Possible symbol	Focus:	Key Teaching Points
	Activate prior knowledge and visualisation	<b>Activate Prior knowledge:</b> moving knowledge from long term memory to short-term/working memory – ESSENTIAL FOR INFERENCE <b>Visualisation</b> – 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	<b>Monitoring:</b> 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? <b>Fluency:</b> 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	<ul style="list-style-type: none"> <li>Use skimming/scanning to find information in the text</li> <li>Model to children how to write an answer to a retrieval question (esp KS2)</li> </ul>
	KS11c 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 KS22d Inference	Inference: To be able to infer you need to be able to: <ol style="list-style-type: none"> <li>Retrieve information</li> <li>Deduce information (combine 2 bits of information from the text to learn something new)</li> <li>Combine information from the text with your own knowledge and understanding of the world to</li> </ol>
	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
<b>Word Choice</b> 	KS2 2g Word Choice	Identify/explain how meaning is enhanced though choice of words and phrases

## ST. ANDREW'S READING COMPREHENSION OVERVIEW



 A cartoon character with a yellow circular body, a grumpy face, and thin black limbs. It is holding a red apple in its right hand and a yellow pear in its left hand. There are three small pink lines above its head, suggesting it is thinking or comparing the two fruits. The character is standing on a small green patch of grass.	<b>KS2 2h Comparison</b>	Make comparisons in the text
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