

Comprehension Teaching Sequence

KEY POINTS TO REMEMBER:

- ALWAYS read the text and plan the activities in advance - select only the activities that are appropriate for that specific text.
- Aim to complete a sequence within one week, once the separate activities have been taught.
- ALWAYS plan in advance for the specific vocabulary to teach and revisit.
- ALWAYS plan additional questions to ensure coverage of literal retrieval, inference and evaluative questions.
- The adult ALWAYS models the skill first and 'thinks aloud'. The children then practise the skill in mixed-attaining pairs. They then apply the skill independently.
- Use consistent language for locating sections within the text eg. It is in the first column, second paragraph that begins..., fourth line.

Predict (approx. 5 minutes)

A brief discussion about what might happen and why they think that. Teacher monitor oral responses.

Pre-teach Vocabulary (approx. 10 minutes)

Choose up to 5 words to teach for meaning; show image, give definition, put in books and on working wall, revisit often.
Teacher monitor children's understanding through questioning.

Read the Text (approx. 5 minutes)

READ IN EVERY SESSION; adult first, then in pairs and finally independently – gradually improving fluency and speed. Teacher monitor reading by listening to 'target' children.

Quick Scan for Words (5 minutes maximum)

Give words for children to 'catch' (between fingers) quickly. Teacher monitor through observation.

Label the Text Features (approx. 15 minutes)

Reinforce previous and current GaPS teaching and introduce new SPaG opportunities. Share as a class for children to 'polish' their own work. Teacher monitor through questioning and written responses.

Underline Word/s To Clarify (approx. 2 minutes)

Are there any words you don't understand or are unsure about? Can your partner explain the meaning to you?

Clarify Words by Reading Around (approx. 10 minutes)

Read around the word to gather clues to help with the meaning - children annotate their texts.
Teacher monitor through questioning and observing written annotations.

Discuss the Text (approx. 10 minutes per discussion)

Revisit during different lessons to talk about range of themes. Eg. character feelings, choice of author language and its impact.

Children ask their own questions to improve their understanding. Talk about clues in the text that tell us how characters are feeling, what they are thinking and doing and why they are doing it. Talk about the way the author uses language to impact on the reader.

Visualise One Section and Label With Evidence (approx. 20 minutes)

Model the skill of using the literal evidence in one section; extend by asking children to visualise a different section. Peer mark and teacher monitor.

Summarise One Section OR Summarise The Text As A Whole (approx. 5 minutes)

Use 1-2 sentences orally to explain what the text is about. Teacher monitor oral responses.

Make Predictions About What Might Happen Next (approx. 2 minutes)

What might happen next and what makes you think that? Use evidence from the text. Teacher monitor oral responses.

Model and Practise Answering Literal, Inferential and Evaluative Questions

(approx. 45 minutes) - ALWAYS generate your own literal, inferential and evaluative questions, in addition to published questions (including SATs style).

The adult models the skill of first understanding the question and deciding on the best word to scan for in the text. Then, locating the answer and answering the question orally. Finally, the adult models writing the answer down. The children then practise the skill with their partner on a wipe-board. 3-4 examples are shared with a class, discussed and improved.

Example questions: Find and copy one/a group of words...that means, What does...mean...?, Which word is closest in meaning to...?, Look at the section headed..., According to the text..., In the paragraph beginning..., Name two ways..., Why do you think...?, True/False, Fact /Opinion, Explain why...

Children Answer a Series of Questions Independently (approx. 45 minutes)

Children write answers to a series of literal, inferential and evaluative questions independently (asking for peer/adult support when needed). The questions are the same/ similar to yesterday's practise lesson. The children self-mark and 'polish' (marking policy) and the teacher monitors written responses and gives specific feed-back.

Compare Two Texts (approx. 10 minutes)

After completing two sequence with two different texts compare them. What is the same, similar and different?
Teacher monitors oral responses.

Reflect/ Improve (approx. 5 minutes)

Children reflect on personal progress and set personal target/s (Teacher provide examples of effective reflective comments)
Children write reflections in books at the end of every sequence. Teacher monitors written reflections.

