



KS1 Reading Comprehension

*"reading is dreaming with your eyes
wide open."*

Why is reading important?

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.”

~ Tomie dePaola



Phonics & Comprehension

Word reading vs understanding

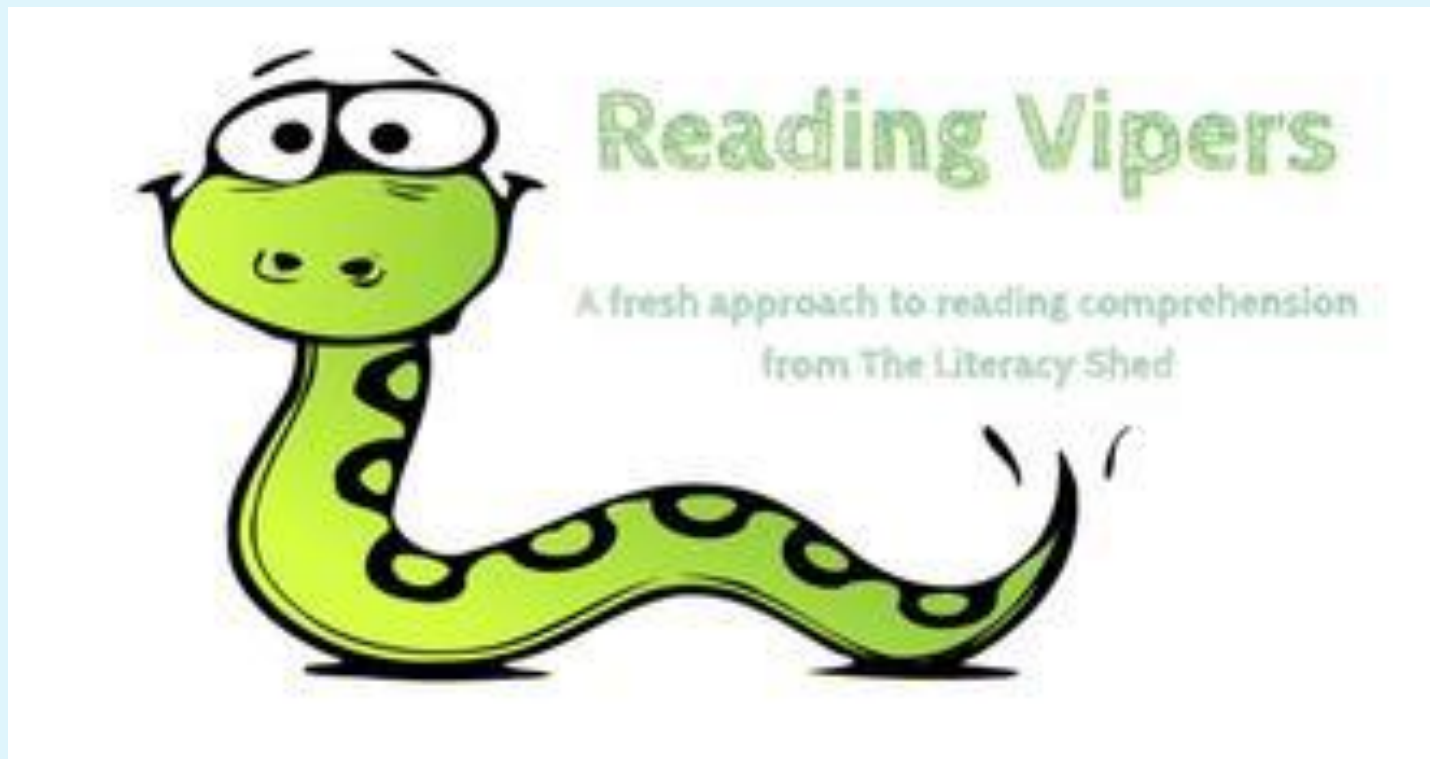
The letters **c a t** mean



Comprehension

What does school do?

<https://www.alexmcleod.org.uk/Reading/>



Comprehension

The vocabulary gap

Vocabulary

I
P
E
R
S

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



Student "C"
reads **1 minute**
each day

180 minutes in
a school year

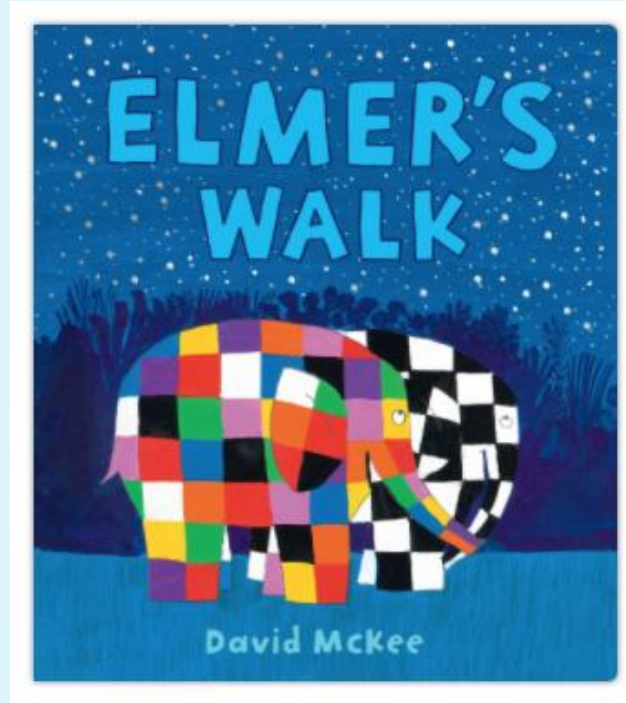
8,000 words



Comprehension

V
I
n
f
e
r
e
n
c
e

P
E
R
S



When might the story happen?
Who could be the main
character?

Comprehension

V
I
n
f
e
r
e
n
c
e

P
E
R
S

*The slide felt hot as Timmy slid
down it.*

What do you infer about the
weather in this sentence?

Comprehension

V
I
P
E
R
S
Inference



Look at the characters faces.

How might they be feeling?

How do you know?

Comprehension

What does school do?

V
I
P
E
R
S
Prediction

What Will Happen Next?
Making Predictions.



By: YodaPenguin 2016

Comprehension

What does school do?

What is happening in this picture? What has happened in the story so far?

V

I

P

Explanation

R

S



Comprehension

What does school do?

Ouch! Cried Stitchhead. He stood up and rubbed his head.

WHAT HAPPENED? Boomed the Creature.

Which word tells me the Stitchhead is hurt?

V
I
P
E
R
S
Retrieval

Comprehension

What does school do?

V

I

P

E

R

Sequence

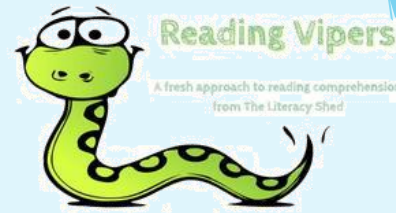
What happens first in the story?
Does this or that happen first?

What are the barriers to reading?



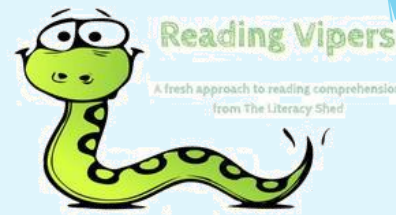
- Insufficient word recognition skills
- Oral language skills
- Limited working memory
- Attitudes towards reading
- Insufficient explicit teaching of the full remit of comprehension components
- Poor inferencing skills

Teaching Reading



<p><u>V – Vocabulary</u> 2a – Give/ explain the meaning of words in context.</p>	<ul style="list-style-type: none">• What do the words...and....tell us about the character/setting/mood/author?• Which words tell you that...?• Can you find a word that describes....?• Find a word in the text that means...?• Find a word that is a synonym of...?• Find a word that suggests/shows...?• What does the word mean?• Why has the author chosen....?
<p><u>I – Inference</u> 2d – Make inference from the text/ explain why and justify using evidence from the text</p>	<ul style="list-style-type: none">• How do these words make you as the reader feel?• How can you tell that...?• What impression of... do you get from this paragraph/chapter/sentence/illustration?• Who is the narrator of this story? Are they the same as the author?• What expression might you add to this part?• What was.... thinking when...?• Do you agree with....?• What would you have done when....?
<p><u>P – Predict</u> 2e – Predict what might happen from the details stated and implied.</p>	<ul style="list-style-type: none">• From the cover, what do you think is going to happen in our text?• What information do you think we will find out?• What do you think will happen in the next chapter based on what we've read?• Do you think.... will happen? Explain your answer.• Can you find evidence that shows... might happen?• What has happened before this? Do you think that will affect the character's choices?• What would you do if...?

Teaching Reading



<p><u>E – Explain</u> 2f – Identify/explain how information/narrative content is related and contributes to the meaning as a whole. 2g – Identify/ explain how meaning is enhanced through choice of words and phrases. 2h – Make comparisons within the text.</p>	<ul style="list-style-type: none"> • Why is the text organised like this? • What features and structures has the author used? Why? • Is the use of...effective? why? • Find evidence to prove... • Which words and phrases give us the impression of...? • Find phrases which show a change in attitude from...? • What affect does... have on the reader? • What affect does... have on the character? • Why has the author chosen...? • Does the author have a point of view? Find phrases to prove your answer.
<p><u>R – Retrieve</u> 2b – Retrieve and record key information/ key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> • How did...? • Who is...? • What does.... do when...? • What can you learn from....? • What is....? • Give an example of...? • Which genre of text is the text? How do you know?
<p><u>S – Summarise</u> 2c – Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> • Can you put these events in order? • What happened before this chapter? • Tell me what has happened so far, in your own words. • What was....? • Which order to the chapter headings come in the story? • Can you summarise the paragraph we have just read? • What happened in the beginning/middle/end? • Summarise the character’s actions in this chapter.