

Lanivet School Comprehension Policy



Rational

At Lanivet, comprehension has traditionally been taught through novel study sessions, where children focus on a particular text for the term and answer VIPERS style questions on the book. These questions have all been presented in the same format. Largely, children stay within their year group for these sessions, unless they have a reading age considerably lower than age related expectations. Currently, our reading data is variable, tending to follow the pattern of one strong cohort, followed by a cohort that does not perform as well at their end of key stage assessments. Children can read, following good phonics teaching in Key Stage 1, but are not always able to successfully comprehend what they are reading. In termly assessments, it has been identified that children struggle to read the text quickly enough to be able to finish them with sufficient time left to answer the questions- often leading to the children running out of time in their assessments and therefore not demonstrating their full potential.

To tackle this, we have rolled out a systematic approach to enhance the teaching of comprehension skills and fluency in reading across years 2 – 6. Children in KS1 will take part in RWI until its completion- upon which time they will join the first reading comprehension skills group. The model will incorporate repeated and consistent direct teaching of reading skills with time to practice fluency and question response.

Retrieval, vocabulary and inference make up the majority of the question types within assessments encountered by the children, therefore the weighting of teaching and question practice will reflect this. Vocabulary will be a constant in all comprehension sessions. Questions for children within the first comprehension groups will be weighted towards retrieval. Secure retrieval skills are the next step. Inference questions will be phased into comprehension sessions as the children develop their confidence within the comprehension system.

The comprehension lesson is 30 minutes long and will take place on Wednesday and Thursday. On Friday, children will take part in a 'stamina reads' sessions. They will independently read a slightly longer text to continue to build fluency of reading. They will then independently answer questions following the formats that have been modelled to them that we see to see how well they have embedded the skills and strategies. During this session, teachers can work with children who may have found particular questions challenging in their sessions previously in the week. It will happen alongside phonics sessions, allowing children to be put into ability groups at a whole school level. This will enable teachers to provide focussed questions at an appropriate level to help maximise children's success.

On Monday and Tuesday, children will experience shared reading sessions within their year groups. These sessions will focus on developing enjoyment and engagement with reading.

Discussion based activities covering all VIPERS questions will be incorporated- weighted towards inference and explanation style questions. Daily, between 9.30 and 9.45, children will be given 15 minutes of AR time to help continue good levels of engagement with this system. In this time children will quiz on their reading books, have the opportunity to go to the library or an adult will listen to them read.

A reading environment

- All children will have the same text as the teacher.
- All children will face the front in order to watch the teacher's strategy under the visualiser.
- At times in the session they will work with a partner. They will read and then the partner will read to them.
- Teacher uses green pen, green highlighter and a reading ruler.
- Children will have yellow or orange highlighters, their pencil or pen and a reading ruler.
- A timer will be used to time the children's reading speed.
- The sequence of activities in the sessions is the same each time. Children don't need to talk between readings of the text. There should be as little distraction to pace and focus as possible.
- Key chosen vocabulary from the text is displayed within the room and checked back on to ensure children have learnt it. There should be two focus words each session.
- When children are working independently the classroom environment should be quiet, with teachers circling the room live marking and addressing any misconceptions.

Text selection

- Teachers will look at their next summative reading assessments to ensure those genres are covered that term.
- The text will change in length dependent on the group's ability.
- 60 second reads will be used from Twinkl- which have been designed to help test children's fluency. Each 60 second read features a short extract of an age-appropriate text with an average word count of approximately:
KS1- 90-110 words
LKS2- 110-120 words
UKS2- 120-130 words
- The Twinkl resources have a number count in the left margin which will help the children see how much progress they are making and what they are aiming for.
- Teachers will identify the vocabulary focus in advance and print the words for the display and for use in the session. These are the words that will be discussed for meaning, be derived from contextual clues and added to the class word bank and revisited at the start of sessions.

- Teachers will need to rehearse their reading voice and pace of reading to pre-empt possible learning points and words that may cause difficulty.

Assessment

- Before we start, a baseline assessment of all children within a group will be carried out to see how many words they can read in 60 seconds. The word they get to will be highlighted or the time taken will be written if they finish.
- Do not highlight mistakes made when reading.
- Keep a folder of evidence as this will be repeated every term to track progress with fluency.
- A running assessment record of all summative reading data will be kept. (Yr 2/6 SATs all other years NfER)

During the session

1- Vocabulary warm up

From week 2 onwards the lesson starts with a vocabulary revisit warm up. 'My turn, your turn' for reading the words followed by an example of these activities:

- ❖ Recalling definitions
- ❖ Recalling synonyms
- ❖ Recalling antonyms
- ❖ Putting it into a context
- ❖ True or false
- ❖ Odd one out
- ❖ What's the missing word?
- ❖ Scrambled words

2- Leading reading for fluency

- Teachers reads the text at a speed required to achieve the target time of 60 seconds.
- Clock is visible to all the children so they can check the pace.
- Before the teacher reads a weird word warning is given for words that children may find challenging to decode.
- Teacher reads the text following with the finger and using the reading ruler to track. Teacher reminds children of allowing for punctuation when reading and of unfamiliar vocabulary- unfamiliar vocabulary will be returned to.
- In pairs the time is reset and the children take turns to read in their pairs.
- A chosen child reads it aloud to the class for a fourth time in case some children haven't read the end with their partners.
- The children do not discuss the text.

3- Teaching comprehension skills for vocabulary


- Questions on vocabulary from each text will make up 20% of total questions asked.

- There will be 2 vocabulary questions. One which the teacher will model and one to be completed by the children. Teacher will model highlighting the vocab in the text and the specific instructions in the question.
 - The teacher will model how they would re-read the sentence, then paragraph if required to establish what the word means from the context.
 - All staff should apply the vocabulary learnt as frequently as possible.
- 4- **Teaching comprehension skills for retrieval and inference**
- Teacher to model process of text scanning, marking and sentence structuring on the board.
 - Teacher will demonstrate how to identify the key words in the question. Teacher will then demonstrate how to re-read, scan the text and identify the correct part of the text to retrieve from. They will then model how to present the answer dependant on the question format.
- OR
- Teacher will present an inference question following the same steps as above.
 - Teacher will model answering the question using a shared set of sentence starters.
- 5- **Independent work**
- Children will work on 4 comprehension questions independently.
 - Certain groups will move onto inference style questions when they're ready.
 - Depending on the stage of reading, the weighting of questions across the domains of retrieve, vocabulary and inference will vary.
- 6- **Vocabulary plenary**
- Plenary for the lesson is revisiting the two new vocabulary words and adding them to the display. Can the children define them?

Content domain weighting for Lanivet Comprehension Lessons:

Groups	Approximate content domain weighting
Group 1	80% retrieval 20 % vocabulary
Group 2	70% retrieval 20% vocabulary 10% inference
Group 3	60% retrieval 20% vocabulary 20% inference
Group 4	50% retrieval 20% vocabulary 30% inference

Content domain coverage determined by analysis of previous SATs papers over the years. 2a (word meaning), 2b (retrieval) and 2d (inference).

2023: Marks awarded in each domain 								
	2a	2b	2c	2d	2e	2f	2g	2h
2018	10	13	3	22				2
2019	6	21	1	18			3	1
2022	5	19	2	22	1	1		
2023	9	16	1	23		1		

Appendix A- Structure for 60 Second Read Sessions

Before the session begins- ensure the following are in place:

Children need:

- ❖ Blue laminated bookmark
- ❖ Reading comprehension sheet stuck into their exercise books
- ❖ Highlighter (any colour but green)
- ❖ Pen/pencil

Adults need:

- ❖ Blue bookmark
- ❖ Pink pen, green pen and green highlighter
- ❖ Reading comprehension worksheet
- ❖ Answers for the questions
- ❖ Visualiser
- ❖ Timer
- ❖ 2 sets of 2 new vocabulary flash cards

Session Structure

Vocab Cards

My turn, your turn of vocabulary flash cards from the previous sessions. Ensure to feed in random cards from previous half terms to continue to revisit and recap.

Vocab Games

Choose one of the following word games to play using the vocab cards.

- Recalling definitions
- Recalling synonyms
- Antonyms
- Drop it in a sentence
- True or false
- Odd one out- *give synonyms for a word but put in a trickster or antonym.*
- What's the missing word? *Say a verbal sentence but miss out a word which they guess what comprehension word it could be.*
- Scrambled words- *On the board display e.g. psraotthreof = shatterproof*

Reading

Teacher to read text at correct pace using your finger and the bookmark. Circle the word you get to at the end of 60 seconds or write the amount of seconds you had left if you complete the text. *All children to be looking at the board- not their texts.*

Weird word warning- draw the children's attention to any words they might struggle decoding through use of my turn, your turn.

Children to then read the texts in their partner A and partner B format. Children to ensure they are using their bookmarks when completing their read. Circle the word they get to in 60 seconds or write how many seconds they had left.

1 child in the class to read the text to everyone. All children to follow.

Questions

Teacher to model question 1. Model use of highlighting key vocabulary and key information/ instructions within the question. VERBALISE YOUR THOUGHT PROCESS to help break down the strategies for the children. Teacher demonstrates how to answer the question. *All children looking at the board when modelling- no one working at the same time.*

Children copy question 1 answer after the teacher has finished. Children then complete question 2 independently. Teacher to circulate to monitor and live mark.

Teacher model question 3. This will be a retrieval or inference question.

Children copy question 3 answer. Children then continue to work on question 4 and beyond independently. Teacher to move around the classroom and live marking.

If teacher support is given that is indicated using green highlighter/ green pen.

Plenary

Revisit the 2 vocabulary words. Can the children come up with what they were? Add them to the display.

Appendix B- Structure for Stamina Read Sessions

Before the session begins- ensure the following are in place:

Children need:

- ❖ Blue laminated bookmark
- ❖ Reading comprehension sheet stuck into their exercise books
- ❖ Highlighter (any colour but green)
- ❖ Pen/pencil

Adults need:

- ❖ Blue bookmark
- ❖ Pink pen, green pen and green highlighter
- ❖ Reading comprehension worksheet
- ❖ Answers for the questions
- ❖ Visualiser
- ❖ Timer
- ❖ 2 sets of 2 new vocabulary flash cards

Session Structure

Vocab Cards

My turn, your turn of vocabulary flash cards from the previous sessions. Ensure to feed in random cards from previous half terms to continue to revisit and recap.

Vocab Games

Choose one of the following word games to play using the vocab cards.

- Recalling definitions
- Recalling synonyms
- Antonyms
- Drop it in a sentence
- True or false
- Odd one out- *give synonyms for a word but put in a trickster or antonym.*
- What's the missing word? *Say a verbal sentence but miss out a word which they guess what comprehension word it could be.*
- Scrambled words- *On the board display e.g. psraotthreof = shatterproof*

Reading

Teacher to read text at correct pace using your finger and the bookmark. Circle the word you get to at the end of 120 seconds or write the amount of seconds you had left if you complete the text. *All children to be looking at the board- not their texts.*

Weird word warning- draw the children's attention to any words they might struggle decoding through use of my turn, your turn.

Children then independently read the text to themselves. Circle the word they get to after 120 seconds or write how many seconds they had left if they finished. Once they have finished, they begin working independently through the questions (*which will be the same in format to the ones they have done in their 60 second read sessions that week.*)

Teacher to circulate and live mark as they move around the room. If there is a question the majority have got wrong- stop the class and model. If a child is particularly stuck on a question, encourage them to move onto another one and come back if they have time.

Plenary

Revisit the 2 vocabulary words. Can the children come up with what they were? Add them to the display.