

## Reading Comprehension Guidance

Reading comprehension is the ability to read a text and understand its meaning. Good comprehension draws from linguistic knowledge and on knowledge of the world. Skills develop through pupils' experience of high-quality discussion, as well as from reading and discussing a range of stories, poems and non-fiction (National Curriculum, 2014). Comprehension is a key strand of the National Curriculum and is assessed in both the Key Stage 1 and Key Stage 2 SATs. Children in schools are assessed against 6 content domains (areas) for reading.

The 6 content domains are: **Vocabulary, Infer, Predict, Explain, Retrieve, Sequence or Summarise**. These are explained in more detail below, including examples of the kinds of questions you might ask children during a reading session.

<b>Vocabulary</b>	Children draw upon knowledge of word meanings in order to understand the text. This may include finding and explaining the meaning of words in the context of what they have read. These conversations are a great way to discover which words children know and fill gaps in this knowledge, expanding their own list of vocabulary. 'Vocabulary' questions might include finding alternative words or discussing which words are the most effective in a sentence or paragraph.
<b>Inference</b>	To infer is to find meaning that is not made explicit in the text (so-called 'reading between the lines'). Children will use their understanding of a wide range of prior experiences to make sense of events in what they see and read. As children develop confidence, they should start to increasingly back these inferences up with evidence from the text. They may paraphrase or even directly quote to justify what they think.
<b>Prediction</b>	Children are encouraged to predict what they think might happen based on the events so far and details that are implied in the text. The emphasis here is not to necessarily be right – if all books were predictable, that would become very dull – but to engage with the plot and actively think about where the journey of the story might go.
<b>Explanation</b>	Children are encouraged to explain their preferences, thoughts and opinions about a text. As they get more confident, children should also be able to explain themes and patterns across a text as well as why authors have made certain choices and the impact of these on the overall effect of the writing.
<b>Retrieval</b>	This skill concerns finding and recording information located in the text. It tends to cover some of the more straightforward and closed questions that don't require as much inference (often beginning with who, what, when and where). However, the challenge can lie in children having to skim back over large quantities of text. You can offer support by helping them to narrow down sections to search and scan for key words that will help them look for the information they need.
<b>Sequence/ Summarise</b>	Children are taught to recap the events of a narrative and put them in order (sequence) or sum them up (summarise). This can be an effective way to remind children of the story so far in a longer text or to build familiarity with a shorter book or traditional tale. For younger children, the ability to retell a well-known story from their head is an important step in their development and will give them the foundation on which to build their own stories later on.

<b>Vocabulary</b> Draw upon knowledge of vocabulary in order to understand the text	<b>Infer</b> Make inferences from the text	<b>Predict</b> Predict what will happen based on the information provided	<b>Explain</b> Explain preferences, thoughts and opinions about the text	<b>Retrieve</b> Identify and explain key features of the text, such as: characters, events, titles and information	<b>Summarise/ Sequence</b> Sequence or summarise the key events in the text
<ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find a word which means ..... ?</li> <li>• Which word tells you that....?</li> <li>• Which word is closest in meaning to.....?</li> <li>• Which word tells you that the character is angry?</li> <li>• Which word tells us something bad is about to happen?</li> <li>• Which word in this section do you think is the most effective in building the suspense?</li> </ul>	<ul style="list-style-type: none"> <li>• Why was the character feeling angry?</li> <li>• Why did the girl hide under the bed?</li> <li>• How can you tell the character is in pain?</li> <li>• How can you tell this house has not been looked after?</li> <li>• How is the character feeling? How do you know that?</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the cover. What do you think this book will be about?</li> <li>• What do you think will happen next?What makes you think this?</li> <li>• Do you think they will be successful in their quest? Why /why not?</li> <li>• How do you think the character is going to react? Why do you think that?</li> <li>• Look at the chapter title. What do you think might happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Would you like to live in this setting? Why / why not?</li> <li>• Is there anything you would change about this story?</li> <li>• How does the author build up the tension?</li> <li>• Why do you think the author doesn't name the villain yet?</li> </ul>	<ul style="list-style-type: none"> <li>• In what year did the astronauts land on the moon?</li> <li>• What did the parents decide to name their baby?</li> <li>• Who was the first character to climb on the boat?</li> <li>• Give an example of one of the grandmother's warnings.</li> <li>• Where did the squirrel hide the food?</li> <li>• What three things was Bob asked to pack?</li> </ul>	<ul style="list-style-type: none"> <li>• How did the story start?</li> <li>• What happened next?</li> <li>• Can you summarise the story so far?</li> <li>• What happened in the story so far?</li> <li>• How has the character's life changed throughout this book?</li> </ul>