

Working from home



Mr Sonnex's quick home learning guide to:

Key Stage 1 Reading Comprehension strategies

# Reading Comprehension in Key Stage 1

Throughout the Early Years and Key Stage 1, children primarily learn to read through daily Phonics sessions. Alongside these daily Phonics sessions, the children also learn Comprehension skills through **guided reading sessions** with aim to increase the children's understanding of what they are reading and how to pull out additional information from the text. We teach Comprehension skills in Early years and Key Stage 1 through **lots of discussion!**

**In Key Stage 1 these Reading Comprehension Skills are split into five key domains:**

Domain	Example question
a. Draw on knowledge of vocabulary to understand texts.	What do you think the phrase 'boiling hot' means?
b. Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	Who are the main characters in this story?
c. Identify and explain the sequence of events in texts.	What happened after Goldilocks fell asleep in the bears bed?
d. Make inferences from the text.	How do you think the bears felt when they went out for a walk?
e. Predict what might happen on the basis of what has been read so far .	What do you think the bears might do when they come home and see Goldilocks?

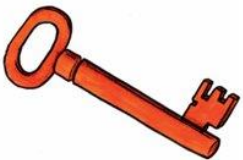
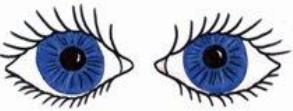



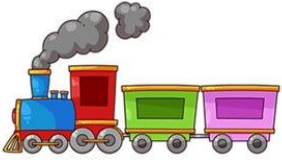






## *Parent help:*

The content domains are straight forward however many children find it difficult to answer questions from 'd' and 'e' if they have not understood the text. That is our job to support them through this.



# Reading Comprehension in Key Stage 1

During a guided reading session we sometimes use picture prompts to help support the children in knowing which skill they are focusing on. Often this is more than one if not all of them!

a. vocabulary	b. key features	c. sequencing	d. inference	e. predict
 <p>Key Words</p>  <p>Skimming and scanning</p>	 <p>Skimming and scanning</p>  <p>Key Words</p>  <p>Detective</p>	 <p>Sequencing</p>  <p>Detective</p>	 <p>Read between the lines</p>  <p>Detective</p>	 <p>Sequencing</p>  <p>Detective</p>  <p>Read between the lines</p>
Understanding and finding important words.	Understanding what type of text it is and what features tell us this.	Ordering the story using the cues and clues we have read.	What does the text mean outside of the written words.	Using the sequence of the story so far, your knowledge of the story and characters!

**Parent help:**  
Skimming and scanning is an important skill that helps children to be faster and more fluent when looking for a specific word or feature. We use this skill a lot as adults!



# Reading Comprehension in Key Stage 1

During a guided reading (comprehension) session we follow a structure that helps enable the children to be independent readers as well as support them through their thinking.

## *Parent help:*

This could work just as well at home and doesn't take long to do! Our guided reading sessions are around 20-30 minutes long and that is for a whole group of around 6-10 children!



## Guided reading structure and session

- 1 Pre-teach hard vocabulary:** This means us looking through the text or book before and picking out any words that we believe the children will struggle with or not know the meaning of then discussing them at the start of a session and later draw attention to them when we see them in the text.
- 2 Independent read:** This is the opportunity for the child to read the text or book by themselves. This is where we encourage 'having a good go' and 'never giving up!' And celebrate the successes children have in their reading.
- 3 Guided read:** This is where we read through the book together, we pick up on any mistakes or hard to read words while drawing attention to the vocabulary in the step 1. We also take lots of opportunities to stop and move into step 4 before continuing.
- 4 Discuss:** This is where the questioning happens! Questioning is key for comprehension skills and this section should be the longest step of them all to allow the children to explore the text, talk about it and discuss some of your questions.
- 5 Record:** This is simply good practice to record our thinking about the given questions, whether that be through a video recording or physically writing them down. Creating videos could be a fun way to share with us while you are at home!

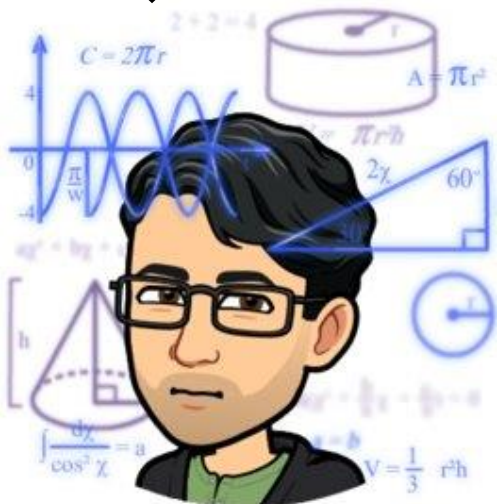
# Examples of Questions

Here are some examples of questions you can use with almost any text!

## Parent help:

Make sure you give your children time to think about and develop an answer. Asking even some of the easier questions can take time to really think about and form an answer. **Ask – wait – prompt – wait – support.**

Domain	Question
a. vocabulary	<p>What other words/phrases could the author have used?</p> <p>How has the writer made you and/or character feel ...happy</p> <p>Which words and /or phrases make you think/feel...?</p> <p>In the story, 'x' is mentioned a lot. Why?</p> <p>What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</p>
b. key features	<p>What part of the story do you like best?</p> <p>Which part of the text should I use to find...?</p> <p>Why has the author organised the information like this?</p> <p>Which part of the story best describes the setting?</p>
c. sequence	<p>What was the first thing that happened in the story?</p> <p>What happened at the start/end?</p> <p>Use three sentences to describe the beginning, middle and end of this text?</p> <p>What did they do?</p> <p>Who solved the problem in the story?</p>
d. inference	<p>What makes you think that?</p> <p>Can you explain why...?</p> <p>I wonder why the writer decided to...?</p> <p>Could this happen here?</p> <p>Do you know someone like this?</p> <p>Can you describe what you have just read in your own words?</p>
e. predict	<p>Which stories have openings like this? Do you think this story will end the same way?</p> <p>What will happen next? Why do you think this? Are there any clues in the text?</p> <p>What do you think will happen to the goodie/baddie/main character? Why do you think this?</p>



# Putting it all together...

## *Parent help:*

We can ask a child what is happening in a story and they may give a very shallow, low level answer such as the ones in the first couple of questions however, this does not give us a true reflection of their understanding of the text. Dig deeper!



In reading comprehension, questioning is everything. You can get some of the most creative and elaborate answers out of some of the simplest texts.

Below is a real example of a conversation between myself and a Year 1 pupil.

**Parent challenge:** Can you spot the content domains the little boy has accessed?!

Q. Who is in the story? A. A girl and a dog.

Q. What are they doing? A. They are playing!

Q. Have you ever played with a dog? A. \*pauses\* Nan has a dog, I play with hers like the little girl is.

Q. Where do you think they are? And how do you know?  
A. In her garden, I can see flowers and grass and I have those in my garden!

Q. If you were playing with that dog, what game would you play next? A. I think I would find a stick and play fetch! Nan's dog loves to play fetch!

Q. Do you think the dog is well looked after? How do you know? A. \*pauses\* I think he is, he looks happy. He has his tongue out and is wagging his tail. He is happy to be playing with the little girl in their garden!



The girl plays with her dog.

# BYE!



Watch this space for  
some more quick  
Key stage 1 guides  
to help out at home!