



Core Comprehension Skills *Getting Reading Right!*

This document is designed to bring together the 'Big 3':

- National Curriculum
- Interim Frameworks
- Standardised Assessment Tests

in order to support teachers, and those working with learners, in the assessment and teaching of reading.

From my experience of both teaching and working with teachers, I am very much aware that it can be challenging at times to know what comprehension skills to focus on and when. If you're in Year 2 or Year 6, do you prioritise the Interim Framework as you have a sneaky suspicion you will be moderated this year? Or should you focus on the areas which you know will be assessed in the SATs (those wonderfully worded Content Domain references)? But you are also very much aware that the coverage laid out in the National Curriculum is important too, as here they get their rich diet of reading... Plus, how do we ensure that Years 1, 3, 4 and 5 focus on all of the necessary skills, thereby allowing Years 2 and 6 to prioritise learning and teaching as necessary. Love or hate the old Assessment Foci 1-7, at least they gave guidance on the skills and areas of comprehension that we should be teaching.

This frustration led me to explore deeply the big 3 and realised, as many of us have known for a while, that the Big 3 don't always marry or compliment each other. So coupled with my knowledge of what skills children need to be able to comprehend, and a love of condensing documents to as fewer pages as possible, I decided to put this resource together.

As previously mentioned, this resource is designed to support teachers in both the teaching of comprehension skills and the assessment of them.

On Page 2 of this guidance there is a detailed explanation of the grid (I have used the KS1 version to demonstrate with but it is exactly the same for the KS2). For those of you who are familiar with the Big 3, you will see that there is nothing new in my resource, it has just brought them all into one place.

I have seen many schools simplify, condense or make the comprehension skills/foci (*call them what you like but basically the things we need to teach children to unlock and develop comprehension*), more child friendly. This is something that you may want to consider as a school but it is important that those teaching reading know: 1) the skills to be taught, 2) have a repertoire of strategies to help teach that skill and 3) know how to assess and, if appropriate, record it.

From working with schools, many are using this document in different ways e.g.

- cross referencing areas of strength & development against an analysis from moderation and SATs papers
- as an assessment recording tool for children
- to help leaders prioritise and audit their CPD needs.

However, you choose to use it, I hope that this document will prove helpful and I always welcome feedback.

Further training or consultancy?

If you would like further training from Kathryn Pennington on Talk for Writing or reading, her details can be found here <http://www.talk4writing.co.uk/trainers/kathryn/> and her email is: Kathryn.pennington@talk4writing.com

This column directly links to the Content Domain references in the SATs. Here you can see which skills in particular get assessed in the Year 2 SATs. Very useful when May is fast approaching and you want to prioritise certain skills/areas.

This column is to help with teachers marking / recording of skills. For example, if you notice in a child's work that they have demonstrated a particular reading skill, or if in their reading record you want to code where you saw evidence of a particular skill, these would be your codes to use. If all teachers adopted the same codes across the school, then this might support consistency of assessment and recording.

Page 1

Content domain reference from NC Tests	Codes for text marking /assessment	Key Stage 1 Comprehension Skill / Reading Foci	Explanation (Interim Framework)
1a, 1b	DRE	Deduction / Retrieval & Explanation	Retrieve information from the text drawing on their knowledge of vocabulary to help them do so. Explain the meaning of words in context. Identify and explain key aspects of narrative
	F	Familiarity & Participation	Become very familiar with key stories e.g. fairy stories and traditional tales by being able to retell them and consider their particular characteristics. Participate in stories by recognizing and joining in with predictable phrases and learn some rhymes and poems by heart
	MS	Making sense	Making sense of what they read by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • Explain clearly what is being read to them
1d	IN	Inference	Make inferences based on what is being said and done
1e	P	Prediction	Predict/make an informed guess about what might happen on the basis of what has been read so far.
	LC	Authorial intent / effect on the reader LINGUISTIC CHOICES	Explain and evaluate how the author's choice of words, grammatical & sentence patterns makes us feel and what images are created in their head as a result of their reading.
1c	SC	Authorial intent / effect on the reader STRUCTURAL CHOICES	Identify and explain the sequence of events in a text. Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.
	S	Summarise	Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.
	C	Connections, Patterns and Comparisons	Identify and make links with what they hear and read to their own experiences. Including, making links between the book they are reading and other books that they have read.
Combination of all the above	O	Form an opinion	Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.

Pages 2 & 3

Key Stage 1 Comprehension Skill / Reading Foci	Explanation	Example Questions & Question Stems
Deduction / Retrieval & Explanation	Retrieve information from the text drawing on their knowledge of vocabulary to help them do so. Explain the meaning of words in context. Identify and explain key aspects of narrative	<ul style="list-style-type: none"> • What does this sentence mean? What does this word mean? • What word means the same as X? Find a word that means X • Explain the meaning of X • Why was the character...? Why did the character...? • Why...? Who...? When...? What? • Tick the right box to complete the sentence... • Write down 3 things that you know about X • Find 2 pieces of information about X • Give 2 things that were bought at... • Find and copy 1 word which tells you...? Shows you...? What word tells you...? • Tick to show... • Tick to show if these statements are true or false from what you have read... • Complete the table using information from the text • Which character is greedy and which is kind - how do you know?
Familiarity & Participation	Become very familiar with key stories e.g. fairy stories and traditional tales by being able to retell them and consider their particular characteristics. Participate in stories by recognizing and joining in with predictable phrases and learn some rhymes and poems by heart	<ul style="list-style-type: none"> • Can you tell me a story? • Tell me the story of? • Do you know any rhymes? • What is your favourite / story? • Join in... • Let's perform... • Can you act out...? Use the puppets... • Use the role-play area...
Making sense	Making sense of what they read by: <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • Explain clearly what is being read to them 	<p>This comprehension strand will predominately be assessed through observation.</p> <ul style="list-style-type: none"> • What words are there that can help you to understand X? • What words do you know that can help you understand X? • What have you already read that may be able to help you understand this? • How will knowing what X means help you to understand X? • Can you explain what the story I just read to you was about? What's this story about? • How did you know how to read that word? • What did you do to make sense / understand that sentence/word?
Inference	Make inferences based on what is being said and done	<ul style="list-style-type: none"> • What caused...? • How do you know...? • Find words that tell you... that show you... • In what ways is X like X? • Finish the sentence... X happened because... Why did...

This column includes a range of question stems that you can use to assess or teach that particular skill. I went through as many SATs papers and other relevant documents that I could to find these. This list is by no means definitive so please feel free to add to it.

Here are the skills / foci that need to be taught. These are the same for KS1 and KS2 which is great as it allows us to explore what a particular skill may look like for a Year 1 reader and a Year 5 reader and, of course, how would we assess that? This column appears on both sheets of paper.

This column provides a definition/explanation of the reading skill. If any of the words are in **bold and italicised** then that means it appears in the interim framework, allowing you to see which skills will be assessed according to the framework. This column appears on both sheets of paper