



Unit text/s	
Comprehension focus/s	Select and adapt comprehension focus/s, asking: How do these elements contribute to the purpose of the text? <ul style="list-style-type: none"> • Structure of text – how the text works • Role of characters/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Perspective/viewpoint – writer/narrator/character/reader • Main themes/ideas/arguments

Planning	
Decide what vocabulary to focus on	
Decide on a few investigative question/s	
Decide on useful sentence stems given focus	
Plan activities to ensure access to text focusing on dialogic comprehension – understanding through discussion – hence the centrality of key questions to build understanding	

Introduction phase	By end of phase, pupils can access and read the text/s aloud with basic understanding
Prior to reading: <ul style="list-style-type: none"> • hook • provide contextual information • activate prior knowledge • vocabulary before reading 	
While reading <ul style="list-style-type: none"> • teacher models reading with fluency • prediction • initial responses • rereading • decoding/word recognition • vocabulary • literal retrieval • establish focus 	

Investigation phase	By end of phase, pupils can read text aloud with fluency, expression & understanding at a deeper level
Deepen understanding of comprehension focus through: <ul style="list-style-type: none"> • dialogic talk • strategic reading • response activities • reading as a writer • summarising what's been learnt • reading fluently 	

Independent understanding phase	By end of phase, pupils understand text & can independently demonstrate levels of understanding
Independently demonstrate levels of understanding <ul style="list-style-type: none"> • identify the focus • demonstrate understanding • apply focus to the text and to other texts? 	