



Recording Understanding in Reading Comprehension

A toolkit of approaches

The more you read, the more you know;
The more you learn, the more places you'll go.

Imagine... Believe... Achieve

Rationale

We use a 'calculation policy' in maths to ensure that we consistently teach children effective methods to use in number work and problem solving across the entire school. This ensures that children's working memory is 'freed up' to focus on deepening understanding and consolidating skills, rather than on learning entirely new methods at each stage of their learning.

The same approach is to be applied to reading in these key content domains:

- Retrieval
- Inference and Deduction
- Vocabulary
- Summarising
- Compare and Contrast
- Structure and Organisation
- Purpose and Viewpoint

The skills in each domain should be taught in a cumulative manner, with each year group building upon the skills developed and established before to enable children to be better equipped for recording their understanding.

Recording understanding is an important part of the reading curriculum. During designated reading lesson time, children will work in their Reading Books. The approaches to marking and feedback in these lessons will mirror that which is agreed upon for Writing lessons.

It is important to note that the key content domains here do not necessarily cover all of the MAT objectives. This document is to be used to aid in the planning of opportunities to record understanding; not as an alternative curriculum.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Retrieval	<p><u>Basic Retrieval</u> - What is the name of the main character? - What do they look like? - Where does the story take place? - What is your favourite part?</p> <p><u>Find and Copy/Tell</u> - What word tells us ...? (Main focus on adjectives, eg. how tall, old, happy friendly the character is; how busy the room is; how big the tree is)</p> <p><u>Sequencing</u> - Children to be given key parts of a story to put in order (eg. each part on a separate card to sort).</p> <p><u>Matching</u> - Children to match adjectives/descriptions to characters (eg. coloured cards to sort).</p>	<p><u>Basic Retrieval</u></p> <p><u>Find and Copy</u> - Begin to develop skimming skills (looking through a text quickly to note the important information). - Where in the text would you find...? - What word/phrase tells us...? (Focus towards character's thoughts and feelings, eg. that he is happy; that she is upset; that they are excited) - Non-narrative focus: Where does the text say...? (eg. you will find foxes; what the capital of England is; the tallest mountains are)</p> <p><u>Sequencing</u> - Children to be given key parts of a story or factual process to put in order, developing from practical towards written tasks.</p> <p><u>Matching</u> - Children to match character descriptions, or properties of factual processes, developing from practical towards written tasks.</p>	<p><u>Basic Retrieval</u></p> <p><u>Find and Copy</u> - Begin to develop scanning skills (looking in a specific part of the text quickly to find specific information).</p> <p><u>Sequencing</u> - Task to cover an increased amount of text, eg. across several pages or a chapter, and to paraphrase information, developing from practical towards more written tasks.</p> <p><u>Matching</u> - Task to cover an increased amount of text, eg. across several pages or a chapter, and to paraphrase information, developing from practical towards more written tasks.</p> <p><u>True or False</u> - Provide children with statements about what they have read; to be organised under 'true' or 'false' headings.</p> <p><u>Cause and Effect</u> - Why has this happened? (cause) - What did this event lead to? (effect)</p> <p><u>Note Taking</u> - Children to begin taking simple notes from what they have read (using bullet points and key words/phrases).</p>	<p><u>Basic Retrieval</u></p> <p><u>Find and Copy</u> - Consolidate and secure skimming and scanning skills.</p> <p><u>Sequencing</u></p> <p><u>Matching</u></p> <p><u>True or False</u> - Provide children with statements about what they have read; to be organised under 'true' or 'false' headings.</p> <p><u>Fact or Opinion</u> - Provide children with statements from what they have read; to be organised under 'fact' or 'opinion' headings.</p> <p><u>Cause and Effect</u></p> <p><u>Note Taking</u> - Children to write simple notes from what they have read (using bullet points, key words/phrases and symbols/ simple diagrams).</p>	<p><u>Basic Retrieval</u></p> <p><u>Find and Copy</u></p> <p><u>Sequencing</u></p> <p><u>Matching</u></p> <p><u>True or False</u></p> <p><u>Fact or Opinion</u></p> <p><u>Cause and Effect</u></p> <p><u>Note Taking</u></p>	<p><u>Basic Retrieval</u></p> <p><u>Find and Copy</u></p> <p><u>Sequencing</u></p> <p><u>Matching</u></p> <p><u>True or False</u></p> <p><u>Fact or Opinion</u></p> <p><u>Cause and Effect</u></p> <p><u>Note Taking</u></p>	<p><u>Basic Retrieval</u></p> <p><u>Find and Copy</u></p> <p><u>Sequencing</u></p> <p><u>Matching</u></p> <p><u>True or False</u></p> <p><u>Fact or Opinion</u></p> <p><u>Cause and Effect</u></p> <p><u>Note Taking</u></p>
	<p>NB. Headings without an explanation denote that the skills/approaches to recording from the previous year group are to be consolidated/deepened.</p>						

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference and Deduction	<p>Prediction</p> <ul style="list-style-type: none"> - Group discussions as to what might happen next. - Drawing pictures to illustrate what might happen next. <p>Thoughts and Feelings</p> <ul style="list-style-type: none"> - How do you think he/she feels? - Why might he/she be feeling this way? - Why do you think he/she...? (Focus on specific actions of characters, eg. ran away; began to cry) - Group discussions. - Drawing pictures to illustrate how characters feel and begin to label to explain why. 	<p>Prediction</p> <ul style="list-style-type: none"> - Group discussions as to what might happen next. - Drawing labelled pictures to illustrate what might happen next. - Writing simple sentences to explain prediction. <p>Thoughts and Feelings</p> <ul style="list-style-type: none"> - How do you think they feel? - Why might they be feeling this way? - Why do you think they...? (Focus on specific actions of characters, eg. ran away; began to cry) - What might someone in this situation do/say? Why? - Group discussions leading to writing simple sentences to explain thoughts/feelings. - Drawing pictures to illustrate how characters feel and labelling to explain why. 	<p>Prediction</p> <ul style="list-style-type: none"> - Group discussions as to what might happen next. - Drawing labelled pictures to illustrate what might happen next. - Writing a series of simple sentences to explain predictions. <p>Thoughts and Feelings</p> <ul style="list-style-type: none"> - How do you think they feel? Why? - Why might they have done/said this? - Group discussions leading to writing a series of simple sentences to explain thoughts/feelings. - Creating labelled diagrams to show how characters feel and what they are thinking, including key aspects of the text. - Encouraging children to find evidence from the text to include in their answer (eg. He feels upset <u>because...</u> She is excited <u>as...</u>). 	<p>Prediction</p> <ul style="list-style-type: none"> - Group discussions as to what might happen next, making increased use of evidence in the text and awareness of the genre, themes, archetypes and implied details. - Drawing labelled pictures to illustrate what might happen next, including thought bubbles and speech bubbles. - Writing a series of more detailed sentences to explain predictions (ie. making use of conjunctions to show causality). <p>Thoughts and Feelings</p> <ul style="list-style-type: none"> - How do you think they feel? Why? - Why might they have done/said this? - Making increased use of evidence in the text and awareness of the genre, themes, archetypes and implied details. - Group discussions leading to writing a series of more detailed sentences to explain predictions (ie. making use of conjunctions to show causality). - Creating labelled diagrams to show how characters feel and what they are thinking, including key aspects of the text. - Thoughts and feelings line graphs. - Encouraging children to find evidence from the text to include in their answer (eg. He feels upset <u>because...</u> She is excited <u>as...</u>). 	<p>Prediction</p> <ul style="list-style-type: none"> - Group discussions as to what might happen next, making increased use of evidence across the text and awareness of the genre, themes, archetypes and implied details. - Drawing labelled pictures to illustrate what might happen next, including thought bubbles and speech bubbles. - Writing a series of more detailed sentences to explain predictions (ie. making use of conjunctions to show causality). <p>Thoughts and Feelings</p> <ul style="list-style-type: none"> - How do you think they feel? Why? - Why might they have done/said this? - Making increased use of evidence from different points in the text and awareness of the genre, themes, archetypes and implied details. - Group discussions leading to writing a series of detailed sentences to explain predictions (ie. making use of conjunctions to show causality). - Thoughts and feelings line graphs. - Encouraging children to find evidence from different points in the text to include in their answer, using PEE (Point; Explain; Evidence) to structure responses. 	<p>Prediction</p> <ul style="list-style-type: none"> - Group discussions as to what might happen next, making use of evidence across the text and awareness of the genre, themes, archetypes and implied details. - Drawing labelled pictures to illustrate what might happen next, including thought bubbles and speech bubbles. - Writing a series of detailed sentences to explain predictions (ie. making use of conjunctions to show causality and degrees of probability). <p>Thoughts and Feelings</p> <ul style="list-style-type: none"> - How do you think they feel? Why? - Why might they have done/said this? - Making increased use of evidence from different points in the text (and across whole books) and awareness of the genre, themes, archetypes and implied details. - Group discussions leading to writing a series of detailed sentences to explain predictions (ie. making use of conjunctions to show causality and degrees of probability). - Encouraging children to find evidence from different points in the text to include in their answer, using PEE (Point; Explain; Evidence) to structure responses.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>Clarifying</p> <ul style="list-style-type: none"> - Group discussions around the meaning of new vocabulary, linking it to existing understanding. 	<p>Clarifying</p> <ul style="list-style-type: none"> - Group discussions around the meaning of new vocabulary. - Tick box style questions to link new vocabulary to existing understanding. 	<p>Clarifying</p> <ul style="list-style-type: none"> - Group discussions around the meaning of new vocabulary. - Tick box style questions to link new vocabulary to existing understanding. - Explaining possible meanings of new vocabulary using the context (ie. I think it means...). <p>Dictionary Work</p> <ul style="list-style-type: none"> - Putting word lists into alphabetical order where up to the first two letters are the same. - Using a dictionary to collect definitions of new vocabulary. 	<p>Clarifying</p> <ul style="list-style-type: none"> - Group discussions around the meaning of new vocabulary. - Tick box style questions to link new vocabulary to existing understanding. - Explaining possible meanings of new vocabulary using the context, with justification (ie. I think it means... because...). <p>Dictionary Work</p> <ul style="list-style-type: none"> - Putting word lists into alphabetical order where up to the first three letters are the same. - Using a dictionary to collect definitions of new vocabulary. <p>Word Search</p> <ul style="list-style-type: none"> - Find/circle/highlight the word that means... - Find/circle/highlight the phrase that means... - Consolidate scanning skills. 	<p>Clarifying</p> <ul style="list-style-type: none"> - Group discussions around the meaning of new vocabulary. - Tick box and circling style questions to link new vocabulary to existing understanding. - Explaining possible meanings of new vocabulary using the context, with justification (ie. I think it means... because...). <p>Dictionary Work</p> <ul style="list-style-type: none"> - Putting word lists into alphabetical order where up to the first three letters are the same. - Using a dictionary to collect definitions of new vocabulary. <p>Word Search</p> <ul style="list-style-type: none"> - Find/circle/highlight the word that means... - Find/circle/highlight the phrase that means... 	<p>Clarifying</p> <p>Dictionary Work</p> <p>Word Search</p> <hr/> <p>NB. Headings without an explanation denote that the skills/approaches to recording from the previous year group are to be consolidated/deepened.</p>

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Summarise	<p>Summary</p> <ul style="list-style-type: none"> - Discussion based (ie. What has happened in the story so far?) - Children to be given key parts of a story to put in order (eg. each part on a separate card to sort). 	<p>Summary</p> <ul style="list-style-type: none"> - Discussion based (ie. What has happened in the story so far?) - Children to be given key parts of a story or factual process to put in order, developing from practical towards written tasks. 	<p>Summary</p> <ul style="list-style-type: none"> - Group discussions to summarise the 'big idea' from an individual paragraph. - Children to record their own summary of the 'big idea' from an individual paragraph. 	<p>Summary</p> <ul style="list-style-type: none"> - Group discussions to summarise the 'big idea' from a whole text/series of paragraphs. - Children to record their own summary of the 'big idea' from a whole text/series of paragraphs. - Can you summarise in 25/20/15 words or less? 	<p>Summary</p> <ul style="list-style-type: none"> - Group discussions to summarise the 'big idea' from a whole text/series of paragraphs. - Children to record their own summary of the 'big idea' from a whole text/series of paragraphs. - Can you summarise in 25/20/15 words or less? - Mind map/table of key ideas summarised, with linked evidence/key details. 	<p>Summary</p> <ul style="list-style-type: none"> - Group discussions to summarise the 'big idea' from a whole text/series of paragraphs. - Children to record their own summary of the 'big idea' from a whole text/series of paragraphs. - Can you summarise in 25/20/15 words or less? - Mind map/table of key ideas summarised, with linked evidence/key details.
Compare and Contrast	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Discussion based (ie. versions of fairy tales by different publishers with different illustrations, or how characters in a story are the same/different). - What is the same? - What is different? 	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Discussion based (ie. versions of fairy tales by different publishers with different illustrations, or how characters in a story are the same/different; how different factual aspects of a phenomenon are different). - What is the same? - What is different? 	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Group discussions to establish similarities differences between characters within a text. - Recording ideas in a table to show differences. - Recording ideas in a Venn diagram to show similarities and differences. 	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Group discussions to establish similarities differences between characters within and across texts. - Recording ideas in a table to show differences. - Recording ideas in a Venn diagram to show similarities and differences. - Which do you think is better? Can you explain why? 	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Recording ideas in a table to show differences between different versions of the same text, characters within the same text or characters across different texts (including how different characters react to the same situation). - Recording ideas in a Venn diagram to show similarities and differences between different versions of the same text, characters within the same text or characters across different texts (including how different characters react to the same situation). 	<p>Compare and Contrast</p> <ul style="list-style-type: none"> - Recording ideas in a table to show differences between different versions of the same text, characters within the same text or characters across different texts (including similar themes, settings, archetypes, etc.). - Recording ideas in a Venn diagram to show similarities and differences between different versions of the same text, characters within the same text or characters across different texts (including similar themes, settings, archetypes, etc.).

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure and Organisation	<p><u>Text Features</u></p> <ul style="list-style-type: none"> - Children should know and identify simple features of narrative text (front cover, back cover, blurb, title, author/illustrator, illustration, contents). - Children should begin to identify simple features of non-fiction text (title, author, contents, picture/illustration, index, glossary). - Children to use post-it notes to label parts of non-fiction texts (eg. label contents page, glossary, etc.). 	<p><u>Text Features</u></p> <ul style="list-style-type: none"> - Children should know and identify simple features of narrative text (front cover, back cover, blurb, title, author/illustrator, illustration, caption, contents, subheading). - Children should know and identify simple features of non-fiction text (title, author, contents, picture/illustration, index, glossary). - Children to use post-it notes to label parts of non-fiction texts (eg. label contents page, glossary, etc.). 	<p><u>Text Features</u></p> <ul style="list-style-type: none"> - Children should know, identify and use the features of narrative and non-fiction texts to find information (including blurb, contents, index, glossary, photograph/diagram/flow chart, caption, subheading, bullet points). - On what page would I find...? In what chapter would I find...? Where would I look for...? - Jigsaw style tasks to fit a text together. <p><u>Themes</u></p> <ul style="list-style-type: none"> - Discussion around key themes (ie. key messages, moral of the story) from the narrative texts read. 	<p><u>Text Features</u></p> <ul style="list-style-type: none"> - Children should know, identify and use the features of narrative and non-fiction texts to quickly find information (including blurb, contents, index, glossary, photograph/diagram/flow chart, caption, subheading, bullet points). - On what page would I find...? In what chapter would I look for...? Where would I look for...? - Jigsaw style tasks to fit a text together. <p><u>Conventions</u></p> <ul style="list-style-type: none"> - Children to annotate texts to identify key conventions (eg. greetings/signing off in letters, first/third person, topic sentences in non-fiction, newspaper layout, integration of text and illustrations to aid understanding). <p><u>Themes</u></p> <ul style="list-style-type: none"> - Discussion around key themes (ie. key messages, moral of the story) within a narrative text. - Children to record understanding in simple sentences. 	<p><u>Text Features</u></p> <ul style="list-style-type: none"> - Children should know, identify and use the features of narrative and non-fiction texts to quickly find information. - Why has the author organised the information this way? - How could the structure/organisation be improved? <p><u>Conventions</u></p> <ul style="list-style-type: none"> - Children to annotate texts to identify key conventions (eg. greetings/signing off in letters, first/third person, topic sentences in non-fiction, newspaper layout, integration of text and illustrations to aid understanding), linking structure to purpose. <p><u>Themes</u></p> <ul style="list-style-type: none"> - Discussion around key themes (ie. key messages, moral of the story, archetypes, stereotypes and non-conformity to stereotypes) across a range of narrative texts. - Children to record understanding in a series of sentences. 	<p><u>Text Features</u></p> <ul style="list-style-type: none"> - Children should know, identify and use the features of narrative and non-fiction texts to quickly find information. <p><u>Conventions</u></p> <ul style="list-style-type: none"> - Children to annotate texts to identify key conventions (eg. greetings/signing off in letters, first/third person, topic sentences in non-fiction, newspaper layout, integration of text and illustrations to aid understanding), linking structure to purpose. <p><u>Themes</u></p> <ul style="list-style-type: none"> - Discussion around key themes (ie. key messages, moral of the story, archetypes, stereotypes and non-conformity to stereotypes) across a range of narrative texts. - Children to record understanding in a series of sentences.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose and Viewpoint	<p><u>Author and Illustrator</u> - Through discussions, children should know that a text is written by an author and illustrated by an illustrator.</p> <p><u>Text Types</u> - Children should know that narrative is 'made up' and non-fiction is factual.</p>	<p><u>Author and Illustrator</u> - Through discussions, children should know that a text is written by an author and illustrated by an illustrator.</p> <p><u>Text Types</u> - Children should know that narrative is 'made up' and non-fiction is factual, providing us with information on a specific topic. - Children to sort books/texts into a table with the headings of 'narrative' and 'non-fiction'.</p>	<p><u>Author and Illustrator</u> - Children should know what an author does, what an illustrator does, and provide examples of both.</p> <p><u>Text Types</u> - Children should know the differences between narrative and non-fiction. - Children to sort books/texts into a table with the headings of 'narrative' and 'non-fiction'.</p> <p><u>Purpose</u> - Children to identify purpose and audience of specific texts (ie. narrative to entertain, instructions to instruct, report to inform, letter to persuade).</p>	<p><u>Author and Illustrator</u> - Children should know what an author does, what an illustrator does, and provide examples of both.</p> <p><u>Text Types</u> - Children should know the differences between narrative and non-fiction. - Children to sort books/texts into a table with the headings of 'narrative' and 'non-fiction'.</p> <p><u>Purpose</u> - Children to link vocabulary choice to purpose, recording responses in a mindmap (eg. words/phrases that make the reader feel...)</p> <p><u>Viewpoint</u> - Through discussion, children to explore author's viewpoint. - Why did the author write this? What are the author's opinions on...? How do you know? - Matching tasks: matching viewpoint to evidence from the text. - Children to record responses in a table with different headings for different viewpoints, populating the table with evidence that shows the author thinks/feels a certain way.</p>	<p><u>Author and Illustrator</u></p> <p><u>Text Types</u></p> <p><u>Purpose</u> - Children to link individual vocabulary choices, effects of whole sentences and use of idioms and other language features to the text's purpose, recording responses in a mindmap (eg. words/phrases that make the reader feel...).</p> <p><u>Viewpoint</u> - Through discussion, children to explore author's viewpoint. - Why did the author write this? What are the author's opinions on...? How do you know? - Children to record responses in a table with different headings for different viewpoints, populating the table with evidence that shows the author thinks/feels a certain way. - Children to begin to record responses in sentences, using evidence from the text (eg. It seems the author thinks... because they say...).</p>	<p><u>Author and Illustrator</u></p> <p><u>Text Types</u></p> <p><u>Purpose</u> - Children to link individual vocabulary choices, effects of whole sentences and figurative language to the text's purpose, recording responses in a mindmap (eg. words/phrases that make the reader feel...) to transfer into sentences.</p> <p><u>Viewpoint</u> - Through discussion, children to explore author's viewpoint. - Why did the author write this? What are the author's opinions on...? How do you know? - Children to record responses in a table with different headings for different viewpoints, populating the table with evidence that shows the author thinks/feels a certain way. - Children to begin to record responses in sentences, using evidence from the text (eg. It seems the author thinks... because they say...), using PEE approach where necessary.</p>
	<p>NB. Headings without an explanation denote that the skills/approaches to recording from the previous year group are to be consolidated/deepened.</p>					