

# Understanding Reading (Comprehension)

- Being able to read does not mean you understand what you read.
- Your child might sound like a good reader, but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts.

# Reading requires two skills

## Phonics and Word Recognition

The ability to recognise words presented in and out of context.

The ability to blend letter sounds (phonemes) together to read words.



## Understanding

The ability to understand the meaning of the words and sentences in a text.

The ability to understand the ideas, information and themes in a text.

If a child understands what they hear, they will understand the

<b>Content domain reference</b>	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

# Vocabulary

- Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.

## Key strategies:

- Identify root word
- Look - before, at, and after the new word
- Substitute the word
- Use the context of the text

# Retrieval question types

WHO WAS LITTLE  
RED RIDING HOOD  
VISITING?

**Who?**

WHAT TIME DID  
CINDERELLA HAVE  
TO BE HOME FROM  
THE BALL?

**What?**

WHERE WAS THE  
TREASURE FOUND?

**Where?**

WHEN DID THE  
WAR END ?

**When?**

HOW MANY  
DWARVES DID SNOW  
WHITE MEET?

**How Many?**

HOW MUCH TIME  
DID IT TAKE TO  
GET TO LONDON?

**How much?**

# Success Criteria

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- ① Read the question carefully and pick out key words.
- ① Locate the right section of the text.
- ① Skim and scan for key words.
- ① Read around the key words to get the right information.
- ① Check your answer makes sense by going back to the question.
- ① Either copy your answer or follow the question instructions. You may have to tick or circle something!



# Inference question types

WHAT  
IMPRESSION  
DO YOU GET...?

WHY DID THE  
CHARACTER  
FEEL...?

HOW DO YOU  
KNOW  
THAT...?

*This is a whole  
school focus.*

*Answers should be evidence-based.*

# Success Criteria

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- ① Read the question carefully.
- ① Think about what you know in relation to the question.
- ① Think about how you know that. What clues were you given in the text?
- ① Find the evidence in the text that supports what you think.
- ① For inference questions which require a longer answer (often worth 2-3 marks), you should try to structure your answer using P.E.E : point –evidence – explanation.



## Robin Hood and Little John

Robin had only taken a few steps onto the bridge when there was a flurry of movement at the other end. Either side of the bridge, men with bows erupted from the foliage; their arrows aimed at Robin and Will. One of the men started to cross the bridge towards them. The man was one of the tallest



that they had ever seen. He was a whole head taller than Robin. He carried a long staff as thick as a man's wrist and he was grinning from ear to ear - flashing his teeth at the two weary travellers. "Look sharp!" Robin hissed at Will.

"Bridge tax!" the tall man bellowed, "stand where you are!" The two of them continued to edge further forwards until Robin was standing face to face with the brigand. "You cannot come across this bridge without paying the fee!"

With unnatural speed, Robin had pulled an arrow from his quiver, nocked it and was now stood with his drawn bow pointing in the giant's bearded face. "Now, now..." said the giant, taking a step backwards, "there is no need for that." Robin took half a step towards the bandit who suddenly swung his staff violently, knocking Robin's bow into the river and sending his arrow flying off to embed itself into the trunk of a nearby tree.

The outlaw laughed, "If you want to fight rather than pay, then it needs to be a fair fight," he said as he handed Robin another staff. "If you can knock me from the bridge, Little John, then I will waive the fee."

Robin let out a deep sigh as he hefted the staff. 'Little John?' he thought to himself, 'the man is as big as a bull and twice as fierce!'

**Little John stops people crossing the bridge unless they pay him. If they do not pay, then he robs them.**

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### Vocabulary focus

1. Which words show that the men appeared quickly?

**flurry, erupted**

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2. Find and copy a word that means 'unusual'.

**unnatural**

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### Retrieval focus

3. How far onto the bridge was Robin when John appeared?

**a few steps**

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4. What did the outlaw give to Robin?

**another staff**

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### Inference focus

5. What is Robin thinking/feeling when he 'let out a 'deep sigh'?

**He is accepting of his fate – he feels like he will have to fight him now.**

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6. How do you know that story is set in the past? Explain your answer using evidence from the text.

**They are carrying bows, they are walking long distances, they fight with a staff, there is a bridge tax, which is not the norm for modern day.**

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# Hearing your child read

- Choose a quiet time and give your child your full attention
- Give support if required using the strategies explained earlier
- Explain the meaning of new words
- Talk about the text using open questions
- Make reading visible - have books available in your home
- Share books every day / talk about books
- Check reading record comments (3 comment per week)