

# COMPREHENSION CONSISTENCY STRATEGIES FOR SUCCESS



## PRIOR KNOWLEDGE

Many children lack the background knowledge or real life experiences to access and understand a text.

**Teaching Tip:** Provide images, videos or real objects prior to teaching to help plug these gaps.

## VOCABULARY

Literary language is very different to spoken language. Give children access to new vocabulary before reading.

**Teaching Tips:** Match new vocabulary with images. Use new vocabulary as an opportunity for teaching dictionary skills. Give the children new words in context of sentences and use discussions to infer the meaning.

## WHO READS?

Use your professional judgement and knowledge of your class to decide whether the teacher reads the text first to allow children to gain the gist or whether paired or individual reading is more appropriate for a first read with the class.

**Teaching Tip:** Provide opportunities for modelling reading and for the text to be re-read.

## READING FOR MEANING

Children need to be taught to keep track of what they are reading as they read and to be active readers. Two ways they can practice this are by summarising (paragraphs or longer passages,) making links and making predictions as they read.

**Teaching Tip:** Think aloud as you read a section of text - modelling asking **questions**, making **predictions** and **recapping** to yourself to make links.

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### VISUALISING

Studies have shown that students who visualize while reading have better recall than those who do not.

**Teaching Tip:** Ask children to draw what they see as you read a passage. Include details such as 3 birds in the sky to assess accuracy. Then ask questions about the passage and chd can use the visualisations to help.

### VOCABULARY - THE EFFECT ON THE READER

Lots of book talk at any opportunity is key for examining the impact of carefully chosen words on the reader. It can be easiest to start with looking at this in picture books with a strong PSHE theme.

It is also sometimes easier to teach this skills alongside writing as children make their own word choices.

**Teaching Tip:** Create synonym splats for key words. Knowing the meaning can help explain why the word was chosen and the effect it has on the reader e.g. A torrent of abuse. torrent = outburst, flow, deluge, flood, cascade.. Therefore the use of the word shows that the abusive language was coming fast and had a powerful impact on the victim. It makes the reader sympathetic towards the victim as torrent implies it was hard to escape from.

### QUESTIONING

Asking a variety of questions - retrieval and inferential - and teaching the strategies used to answer them is important.

**Teaching Tip:** Get children to ask Q or to create Q to ask a friend as they read.

play inference games using images e.g. a pair of shoes and a couple of other items and infer what the character is like. transfer this skills to text based clues.