

## 1:1 Reading Session to support Comprehension Skills

**Frequency** – 15mins x3 per week or 20mins x2 per week

**Duration** – 9-12 weeks

**Aim** – To develop fluency and comprehension skills

**Format** – Each session follows a similar format consisting of a familiar text, a recently introduced text and comprehension activities, introduction of a new text.

### Session 1

#### 1. Warm-up focus on fluency (3mins)

Spend a few minutes re-reading a familiar book (at least 90% accuracy), focusing on fluency (pace, sight reading).

#### 2. Comprehension activity (6-7mins)

Child reads a passage/few pages from a recently introduced text. Discuss text and ask questions using 'hints and tips' below.

#### 3. Introducing a new text (6-7mins)

Introduce a new text/chapter/passage. Discuss key vocabulary and identify tricky words (provide visual semantic links between words as necessary e.g. using word maps). Read some of the text (child), summarise and make predictions. Model your thought process. Teach higher level language skills such as idioms, metaphors, analogies and colloquialisms. Re-read as necessary to aid fluency and comprehension.

### Session 2 onwards

Repeat step 1 above

Repeat step 2 above, using the new text you introduced in step 3 (during the previous session)

Repeat step 3 above

### **Hints and Tips to support the main comprehension activity:**

- Ensure the child has a secure concept of who, where, when, what happened, the end to a story.
- Ask concrete questions before asking open ended questions.
- Provide 2 or 3 questions prior to reading a piece of text so that they have these "in mind" whilst reading.
- Ensure texts are at instructional (90-95% accuracy) or easy (95-100% accuracy) level.
- When reading pause at appropriate intervals, to allow the child to recall/summarise what has been read and to pose questions.
- Encourage them to justify their answers with information from the text.
- Use highlighter pens to identify clues in the text.
- If they are unsure, encourage them to draw/describe what they think is happening or create story maps.
- Use a range of texts – poems, fables, short stories, non-fiction.

### **Asking questions:**

It can be helpful to think about the type of questions you ask, based on the child's needs. These could be linked to the Blank Language Scheme (Blank, Rose and Berlin, 1978). The following examples may be helpful to consider:

<p><b>Level 1 (naming – referring to picture)</b>  <i>Who is that? (pointing at the picture)</i>  <i>What are they doing (pointing at the picture)</i></p>	<p><b>Level 2 (describing – referring to picture)</b>  <i>What is happening in the picture?</i>  <i>What did they plant the bulb with?</i>  <i>What are they doing?</i>  <i>Where are they?</i>  <i>What size/shape/colour is it?</i>  <i>What are they making (the children are making cakes)</i></p>
<p><b>Level 3 (retelling – no picture required/in sight)</b>  <i>Tell me the story/summarise the story in one sentence</i>  <i>What will happen next? What will happen after this?</i>  <i>Put these pictures in order – which one goes first/next/last?</i>  <i>What could they say?</i>  <i>What do they do?</i>  <i>How do they feel?</i></p>	<p><b>Level 4 (justifying – without pictures)</b>  <i>Why will....?</i>  <i>Why would....?</i>  <i>What can't you....?</i>  <i>Why should.....?</i>  <i>What made it happen?</i>  <i>What could you/they do?</i>  <i>How can we tell....?</i>  <i>Why is this called...?</i></p>

**Other questions that could be considered:**

**Before reading:**

*What do you know about....?*

*Have you ever ..... been on a trip to the beach/to a rugby match etc.*

*What do you think about....?*

**To encourage:**

Prediction – *What do you think ..... might do now? How do you think this chapter might end?*

Explanation – *Why do you think the man/woman said that? How did it happen? Can you explain how the ..... works?*

Inferring – *How does the character feel about....? How do you know?*

Recapping – *Who was the last person to.....? What happens after....?*

Reflection – *What do you think might have happened if....?*

Evaluation – *What are the benefits of this idea? What are the problems/advantages?*

Summarising – *Give me a summary of the last paragraph. What did you find out about....?*

**Links/resources:**

- See ATS advice sheet for Developing Reading Comprehension Skills.
- See ATS advice sheet on Reciprocal Reading intervention
- See the EEF website for further information on reading comprehension [Reading comprehension strategies | EEF](#)