

Coffee morning

**Reading  
Comprehension**

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"If you want me to read between the lines you'll need to make the font bigger."



**"This didn't tell me anything about  
how to deal with parents."**



**“Of course you have problems!  
You’re a math teacher.”**

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# Reading Comprehension

Pupils who struggle with comprehension are usually lacking good comprehension strategies and need to be taught them and shown how to apply these strategies.

# Comprehension Strategies

- ❖ Making connections
- ❖ Predicting
- ❖ Questioning
- ❖ Monitoring
- ❖ Visualising
- ❖ Summarising
- ❖ Annotating

# Use of Annotation

Annotating helps readers reach a **deeper level of engagement** and **promotes active reading**. It makes visible the thoughts that emerge while making sense of the text. *(Porter-O'Donnell, 2004)*

# Use of Annotation

**To what extent will the use of annotations help pupils think actively about texts they read?**



# Use of Annotation

- First reading – preview text.

Previewing a text activates the reader's background knowledge on a topic by helping the reader make connections to the article before they read it.

# Use of Annotation

## Previewing the text

**Step 1:** Look at the title (make a prediction about what you think the article or text will be about)

**Step 2:** Who is the author? (what credentials does the author have?)

**Step 3:** What pictures are in the article? Describe them briefly. (what clues do these pictures give you about the topic of the article?)

# Use of Annotation

## Previewing the text

**Step 4:** What is the structure of the article? (How is it arranged – short/long paragraphs, introduction, conclusion?)

**Step 5:** Read the first paragraph and the last (what clues do they give you about the article?)

# Use of Annotation

## Second reading – ‘dialogue’ with text.

- Use symbols – circle / brackets /underline/highlight/arrows to annotate text
- Use the 5Ws 1H to unpack each paragraph.

## How are we doing it at Northwold?

- ✓ Words – **highlight**
- ✓ Definition and relationship - **arrows**
- ✓ Phrases - **circle**
- ✓ Sentences - **underline**
- ✓ Main idea - **brackets**

# Use of Annotation

Activity - Use the codes to annotate the texts on your tables.

# Use of Annotation

## What to expect

- Active reader engagement is promoted through annotating texts read
- Pupils' thinking and learning are made visible through the 'dialogue' with the texts

# Levels of comprehension

**Level one (LITERAL) - Common questions are *who, what, when and where questions***

**Level two (INTERPRETIVE) - Common questions are usually open-ended and thought – provoking: *why, what if and how***

**Level three (APPLIED)- Common questions may include *In what ways...If these are... If you were...***

# Types of Comprehension Questions

- ✓ The **WHY** question
- ✓ The **WHO** question
- ✓ The **WHEN** question
- ✓ The **WHERE** question
- ✓ The **WHAT** question
- ✓ The **HOW** question
- ✓ The **INFERENTIAL** question
- ✓ The **VOCABULARY** question

**Read the passage and make up 1 possible question for two types.**

**Remember to give clues about which paragraph will be helpful to find the answers?**





Any questions?

**End**

**Thank You**

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