

# English

## Comprehension Policy



<b>Approved by:</b>	Subject Lead and Headteacher
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## INTENT

At Meadowhead Juniors, we are committed to nurturing a love of reading and fostering confident, skilled readers from Year 3 to Year 6. Our reading curriculum, founded on Little Wandle phonics, supported by Ready Steady Comprehension, is designed to immerse pupils in a diverse range of fiction, non-fiction, and poetry, which challenges and excites them while building a solid foundation in comprehension skills.

Our goal is for all pupils—regardless of their needs, abilities, or background—to become adept at decoding, analysing, and understanding texts. Exposure to high-quality literature is essential to developing their vocabulary, deepening their knowledge across the curriculum, and encouraging critical thinking. By following a structured progression, Meadowhead Juniors equips pupils to master word reading and language comprehension, culminating in robust reading comprehension skills by the end of primary school. In doing so, we lay the foundation for our pupils to fully engage in society and enjoy reading throughout their lives.

Using Ready Steady Comprehension, we aim to inspire an enduring love for reading through rich vocabulary, engaging stories, and thematic literature. Our goal is not only to equip pupils with essential reading strategies but also to cultivate an enthusiasm for a variety of texts that will carry them beyond the classroom.

## IMPLEMENTATION

### Ready Steady Comprehension Framework

Ready Steady Comprehension provides a well-structured, sequential approach to teaching reading skills, covering comprehension elements comprehensively across each academic year. The language-rich texts used throughout the program enhance vocabulary, while explicit comprehension instruction helps pupils become confident, independent readers. Skills such as questioning, clarifying, predicting, summarising, and inferring are explicitly taught and practiced.

The teaching sequence for each text follows these steps:

1. **Reading:** Activating prior knowledge, sharing and discussing key vocabulary, providing anchor questions to set a purpose, and offering fluency-building opportunities.
2. **Modelling:** Teachers explicitly model reading strategies, including how to reference textual evidence to support understanding.
3. **Practise:** Pupils explore and discuss new vocabulary and use text marking to focus on important vocabulary and text evidence.
4. **Apply:** Pupils independently respond to anchor questions verbally or in writing, applying newly acquired skills and strategies.

### Supporting Reading Across All Levels

To ensure all pupils progress in their reading journey, Meadowhead Juniors also uses Little Wandle and Ready Steady Comprehension as foundational tools. For older pupils needing additional support, Little Wandle intervention and Accelerated Reader is available as a catch-up programs, focusing on enhancing fluency, comprehension, and word recognition. This layered approach ensures that every pupil is supported in their journey to becoming a proficient reader.

### Adaptations for Diverse Learners

Recognising the varied needs of our pupils, Ready Steady Comprehension is implemented with additional planning to cater to the unique context of Meadowhead Juniors:

- **Differentiated Instruction:** Lesson plans are adapted to include scaffolds, visual supports, and vocabulary resources to ensure all pupils, including those with additional language needs, can access the material.
- **Flexible Grouping:** Group discussions and partner activities are tailored to allow all pupils to engage with texts at an appropriate level.
- **Reading Fluency and Intervention:** Regular assessments help identify pupils who would benefit from fluency practice and targeted intervention sessions.

## Oracy and Discussion

Accountable talk and oracy are embedded within reading sessions to encourage pupils to articulate their thoughts and deepen their understanding. Through structured talk activities, pupils are given space to verbalise their comprehension process, building confidence in discussing texts and supporting others' viewpoints. This approach enhances critical thinking and builds a supportive learning environment.

## Working Walls and Classroom Environment

Consistent use of working walls in each classroom showcases key learning points, vocabulary, and text analysis strategies to guide pupils. These displays are updated with anchor questions, modelled reading responses, and vocabulary lists, supporting pupils as they build comprehension skills and fostering an environment that celebrates reading progress.

## IMPACT

The impact of Ready Steady Comprehension at Meadowhead Juniors is measured continuously, ensuring we capture progress through collaboration among teachers, subject leads, and the senior leadership team. Monitoring includes regular input from pupils, assessments, and observations. This comprehensive evaluation ensures that pupils' comprehension skills, vocabulary knowledge, and reading fluency are steadily progressing, with any gaps addressed promptly.

## ASSESSMENT

To evaluate the success of our reading curriculum, we employ a range of assessment methods:

- **In-Lesson Questioning and Feedback:** Ongoing formative feedback helps identify areas for immediate support.
- **Written Outcomes in Pupil Books:** Teachers review and assess comprehension exercises for understanding.
- **Termly Assessments:** Structured assessments track reading progress throughout the year.
- **Accelerated Reader:** This provides a data-informed view of each pupil's reading ability, enabling tailored support where needed.

By instilling a love of reading through Ready Steady Comprehension, Meadowhead Juniors is committed to developing proficient readers equipped to understand, analyse, and enjoy a wide range of texts, setting them up for success both academically and personally