

Introduction

This book is designed for children who have not previously attempted written comprehension. Some children will not yet feel secure in reading independently and many will benefit from extra support. Use the opening pointer (👉) to introduce the text and then read the text with the children. Discuss the content, eliciting or explaining the meaning of any new words.

After reading the text, read each question with the children and elicit oral responses. Questions are presented in two parts to suit the concentration level of most children in Years 2 and 3. Model how to answer the questions in written form, rephrasing the children's answers if necessary, before they begin writing. Many questions require simple retrieval of information. Some involve inferential understanding, where the child must recognise cause and effect – for example, inferring how a character's feelings motivate their actions. Others test the child's ability to understand new words by recognising similarity to familiar words or from contextual clues. It may be helpful to provide a simple dictionary and show the children how to look up words.

As the children become familiar with formal comprehension, they may start to attempt questions independently. However, your availability – to help with reading and interpreting questions, for example – will build children's confidence. If you are marking the children's answers without access to the separate **Teacher's Guide**, allow some leeway. Where a child's answer may not represent the most obvious response, it may still be a logical, justifiable and valid interpretation of the text.

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Author: Celia Warren

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