



_____ has completed the Read Write Inc scheme and are now part of a comprehension group.

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

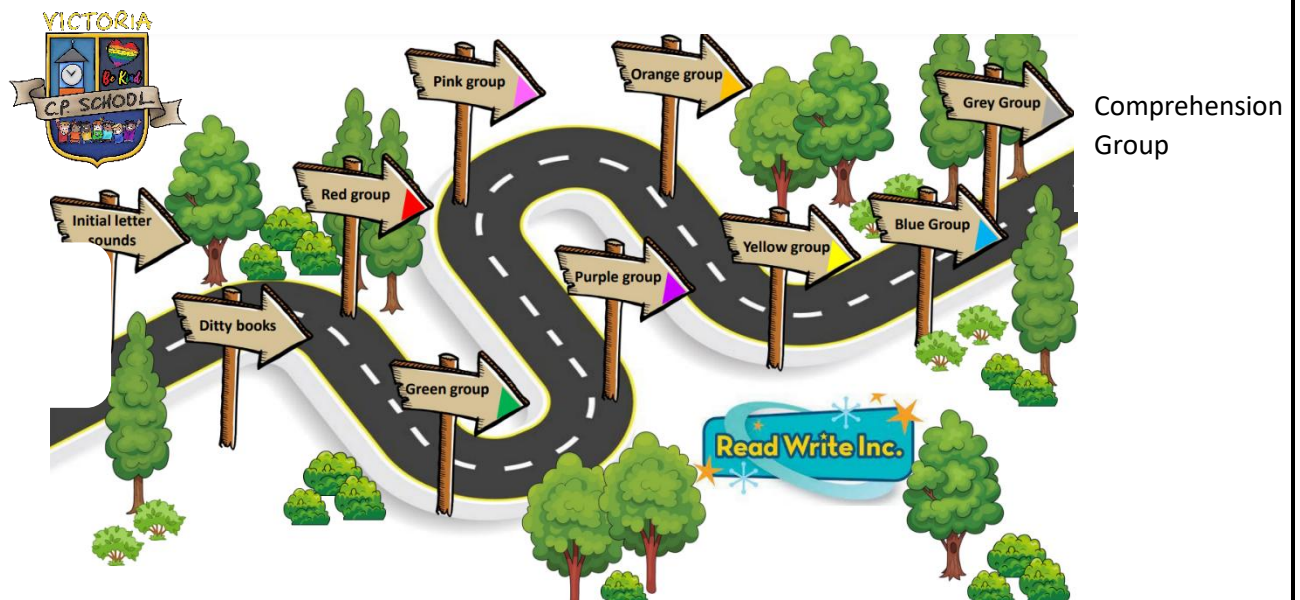
When we make sense of a text, however, we don't just remember the exact words and phrases we read. Rather, we form a mental model of what the text describes by integrating the sense of the words and sentences into a meaningful whole, like a film that plays in our head.

Good comprehension is vital if reading is to have a purpose, if a reader is to engage with and learn from a text and, ultimately, if a reader is to enjoy what they're reading.

To support your child at home with developing their reading further, please encourage the reading strategies below.

READING STRATEGIES	
PREDICT	Determine what you think will happen in the text. Use the title, text, and illustrations to help you.
VISUALIZE	Create mental images of the settings, characters, and events in the text.
QUESTION	Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.
CONNECT	Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.
IDENTIFY	Determine the author's purpose. Find the important details, the main idea, and the themes of the text.
INFER	Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.
EVALUATE	Think about the text as a whole and form opinions about what you read.

FLUENCY CHECKLIST:	
✓ ACCURACY:	I read the words correctly
✓ RATE:	I read not too fast and not too slow
✓ EXPRESSION:	I read with feeling, and I didn't sound like a robot
✓ PUNCTUATION:	I follow most or all of the punctuation marks as I read the text



High Frequency Words

Pupils in the comprehension group will move on to spelling patterns. This will include a different pattern each week which they will be tested on and will incorporate the 200 High Frequency Words.

200 High Frequency Words

across	book	even	gone	king	much	really	tea	wanted
after	box	ever	good	know	must	red	tell	water
again	boy	every	gran	last	narrator	right	than	way
air	can't	everyone	grandad	laughed	need	river	that's	well
along	car	eyes	great	let	never	room	there's	we're
am	cat	fast	green	let's	new	round	these	where
animals	clothes	feet	grow	liked	next	run	thing	which
another	cold	fell	hard	live	night	sat	things	white
any	coming	find	has	lived	one	say	think	who
around	couldn't	first	hat	long	only	school	thought	why
away	cried	fish	he's	looking	or	sea	three	wind
baby	dark	floppy	head	looks	other	shouted	through	window
bad	did	fly	home	lots	our	sleep	told	wish
bear	didn't	food	horse	magic	over	small	took	work
because	different	found	hot	man	park	snow	top	would
bed	dog	fox	how	many	place	something	town	yes
been	door	friends	I'll	may	plants	soon	tree	
before	dragon	fun	I've	miss	play	still	trees	
began	duck	garden	inside	more	please	stop	two	
best	each	gave	its	morning	pulled	stopped	under	
better	eat	giant	jumped	most	queen	suddenly	us	
birds	eggs	girl	keep	mother	rabbit	sun	use	
boat	end	going	key	mouse	ran	take	want	