Develop children’s comprehension

A transition from Phonics to Literacy and Language

NEW EDITION
A secure start to Comprehension in Year 2*

Read Write Inc. Comprehension, written by Ruth Miskin, is a 14-week programme that provides a transition from Read Write Inc. Phonics to Literacy and Language.

The programme:

- Uses the key teaching strategies in Read Write Inc. Phonics to maintain momentum and pupil progress
- Develops children’s reading fluency and comprehension of fiction and non-fiction texts
- Improves children’s writing by developing their vocabulary, grammar and spelling
- Is supported by outstanding training from Ruth Miskin Training which ensures consistent practice throughout the school.

Teaching sequence

1. TALK FOR UNDERSTANDING
   The teacher poses The Big Question, introduces the first text and challenges children to think about the moral question in the text.

2. DEVELOPING COMPREHENSION
   Children read Text 1 and answer questions, through discussion with partners and by composing written responses.

3. IMPROVING VOCABULARY AND GRAMMAR
   The vocabulary, grammar and punctuation activities draw upon Text 2 and follow the same sequence in every Module. This provides practice for the national tests.

4. EMBEDDING SPELLING
   Spelling activities draw upon the expectations for Key Stage 1. These also follow the same pattern of activities in each Module.

5. COMPOSITION
   Children write a composition drawn from the ideas in Text 2. The Module ends with a Review of The Big Question to evaluate the children’s initial response.

* Primary 3 in Scotland
Chicken-Licken was walking through the forest. As he walked, he worried. What if his mother, Hen-Len, was snatched by a fox? What if his father, Cock-Lock, fell off the haystack and broke his neck? What if their friend, Duck-Luck, got stuck in the pondweed and drowned? What if, what if, what if...? Hen-Len was terrified. He flapped his wings and jumped up and down.

"Cheep! Cheep! Help! The sky has fallen down! It hit me on the head! I must run away as fast as I can!"

Questions to write about
Circle the word below which best describes Chicken-Licken at the beginning of the story.

sad   young   scared   embarrassed

Why did Chicken-Licken jump up and down?

Build a picture
Henry Hippo looked at the lake. Henry saw the forest had gone.

Composition prompts
Questions to Henry:
Where have you been? Why are you looking so worried? What has happened? Are you sure the lake hasn't gone? Why do you think that happened?

Think about grammar
1. Write A over the adjectives. Write N over the nouns. Underline the noun phrases.

The suggested timetable on the Blueprint Lesson Plan (on p.13) includes a full list of activities for the first Module. The specific activities that are highlighted are the ones thatare intended to develop the children's academic and social skills. Please refer to the Blueprint Lesson Plan for full instructions.

The Big Question and Introduction
Some children have been fighting in the playground. Your friend tells you all about it and everything that happened. You are angry. What do you say? How will your friend react?

Write a story that starts with: "I was angry."

Activities to develop comprehension and vocabulary and develop mind pictures

- Vocabulary catch
  1. Write A over the adjectives. Write N over the nouns. Underline the noun phrases.
  2. Find it: Why does Chicken-Licken hide his face under Hen-Len's wing? [8]
  4. Find it: What is the same about sections 3, 4 and 5? Why do you think the author has done this?
  5. Find it: Why does Chicken-Licken tell Hen-Len to run away? [3]
  8. Questions to Henry:
     a) Who might you talk to? What might you say?
     b) What would you do?
     c) Would you tell your parents? Why?
     d) Write a story that starts with: "I was angry."

- Writing activities to practise grammar and spelling, use interesting vocabulary and write compositions

1. Underline the evidence
   a) He thought the sky had fallen down.
   b) His wings were flapping.
   c) He had to run away.
   d) He was jumping.

2. What do you think might happen?
   a) The sky might have fallen down.
   b) He might get stuck in the pondweed.
   c) He might get snatched by a fox.
   d) He might always worrying that bad things might happen.

3. Questions to write about
   a) Underline the evidence
      i) He thought the sky had fallen down.
      ii) He always worrying that bad things might happen.
   b) Questions to Henry:
      i) What if Chicken-Licken had flown away?
      ii) What if, what if, what if…?

4. Vocabulary check
   a) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
   b) What if, what if, what if…? Why do you think that happened?
   c) What do you think would have happened?
   d) Write a story that starts with: "I was angry."

5. Vocabulary: 1–3
   a) Vocabulary:
      i) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
      ii) What if, what if, what if…? Why do you think that happened?
   b) Questions to Henry:
      i) What if Chicken-Licken had flown away?
      ii) What if, what if, what if…?
   c) Vocabulary:
      i) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
      ii) What if, what if, what if…? Why do you think that happened?

6. Questions to write about
   a) Underline the evidence
      i) He thought the sky had fallen down.
      ii) He always worrying that bad things might happen.
   b) Questions to Henry:
      i) What if Chicken-Licken had flown away?
      ii) What if, what if, what if…?
   c) Vocabulary:
      i) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
      ii) What if, what if, what if…? Why do you think that happened?

Teaching Handbook

Module 1: Chicken-Licken

The suggested timetable in the Blueprint Lesson Plan on p.13 includes a full list of activities for the first Module. The specific activities that are highlighted are the ones that are intended to develop the children's academic and social skills. Please refer to the Blueprint Lesson Plan for full instructions.

- Vocabulary catch
  1. Write A over the adjectives. Write N over the nouns. Underline the noun phrases.

- Writing activities to practise grammar and spelling, use interesting vocabulary and write compositions

1. Underline the evidence
   a) He thought the sky had fallen down.
   b) His wings were flapping.
   c) He had to run away.
   d) He was jumping.

2. What do you think might happen?
   a) The sky might have fallen down.
   b) He might get stuck in the pondweed.
   c) He might get snatched by a fox.
   d) He might always worrying that bad things might happen.

3. Questions to write about
   a) Underline the evidence
      i) He thought the sky had fallen down.
      ii) He always worrying that bad things might happen.
   b) Questions to Henry:
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      ii) What if, what if, what if…?
   c) Vocabulary:
      i) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
      ii) What if, what if, what if…? Why do you think that happened?

4. Vocabulary: 1–3
   a) Vocabulary:
      i) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
      ii) What if, what if, what if…? Why do you think that happened?
   b) Questions to Henry:
      i) What if Chicken-Licken had flown away?
      ii) What if, what if, what if…?
   c) Vocabulary:
      i) What is the same about sections 3, 4 and 5? Why do you think the author has done this?
      ii) What if, what if, what if…? Why do you think that happened?
Training

Training and ongoing professional development is vital to help staff implement Read Write Inc. with confidence. Ruth Miskin Consultant Trainers know how to get every child in your school reading and writing. Our core purpose is to give you the skills and confidence to do this too.

Training is available from July 2018. Book training at: ruthmiskin.com or call 01275 331230

Resources

Order your resources online at: www.oxfordprimary.co.uk/readwriteinc or call 01536 452610 to book an appointment with your local educational consultant.

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