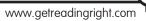
Comprehension Strategies Scope and Sequence	F= Familiarising E= Explicit C=Continue TR=Teacher read IR=Independently read		
	End of Year 2	• End of Year 4	End of Year
 I. Fluency Reading with expression Automaticity Read aloud 	F	E	E
 Choral reading Reader's theatre Sustained reading Repeated oral reading Partner reading 	TR	TR IR	IR
Levels of vocabulary e.g. listening, speaking, reading , writing Shades of meaning Prefixes and suffixes	E	E	E
 Graphic organisers e.g. semantic webs, visual representations Read aloud Sustained reading Targeted vocabulary instruction e.g. maths, COGs Transfer to writing 	TR IR	TR IR	TR IR
 3. Background Knowledge Can access all knowledge Knows that the reader is a partner 	E	E	E
 Reading is interaction with the text Selects text that are personally relevant Wishes to extend background knowledge 	TR IR	TR IR	TR IR
 4. Making Connections Make authentic connections Text to self making emotional and experimental connections to own experiences 	F	E	с
 Text to text-connections to what you are reading to what Text to world-connections to knowledge and units of inquiry Graphic organisers Identifying key words 	TR	TR IR	IR



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 5. Creating Sensory Images Activating background knowledge Identifying key words Comparing mental images to others Developing sensory images Visual representation e.g. drawing and sketching Connecting images Confirming or rejecting images 	E	т	с
	TR	TR IR	IR
 6. Questioning Making predictions Here, head and heart. (3 level guides) Author questions Formulating self questioning Wondering and finding answers Answer formal (test) questions 	E	т	с
	TR	TR IR	IR
7. Inferences Move from spoken to written inference	E	т	с
 Inferring from predictions Show don't tell BK + TC = Inference 	TR	IR	IR
B. Text Conventions Knows the features of all major text types Knows the purpose of major text types Recognises embedded/mixed text types	F	E	с
	TR	IR	IR
 9. Determining Importance Making predictions Purpose for reading Skimming Scanning Note taking 	F	E	E
	TR	IR	IR

