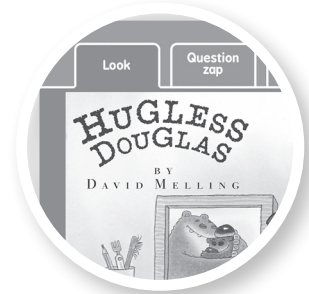


How to use this resource

Introduce, Listen and Read

This can be run either as a whole-class, or with an adult-led group.

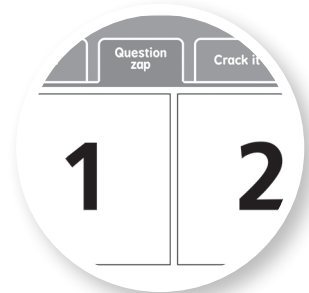
- 1 Introduce the unit by sharing the 'Key text features'.
- 2 Click on the **Look** tab in the Interactive Modelling Software to access the 'teaching texts'. The initial 'teaching texts' are picture based. Some units have text with audio. In both cases, the **Listening comprehension questions** are shown on the first screen.



Model

- 1 In the **Question zap** tab, click on the first question to open it. Read it aloud.
- 2 **Zap the question:** Teach children how to interpret the question:
"What is being asked?"
"What steps might you take to answer this question?"
Use the on-screen tools to highlight key words in the question.
Answers and strategies are supplied in the Teacher's Guide.
- 3 Teach children to identify parts of the image, words, or sentences that may be useful in answering the question. On the **Search** tab, use the on-screen tools to highlight parts of the picture or text. The children can use the scissors tool to 'cut' these out. Click 'Copy to Crack it' to transfer this picture or text to the evidence section of 'Crack it'.
- 4 In the **Crack it** tab, use the copied picture or text in the 'evidence' section to write or orally compose an answer.

For units 1-4, all the answers are given orally, unless the children are asked to ring something in the text. In units 5-6, the children are asked to record by either ringing 'yes' or 'no' (unit 5) or by writing a word in a gap in the sentence (unit 6).



Practise and Apply

In all of the units, the process of using the Practice text exactly mirrors that of the teaching text. This is so that the children are more familiar with expectations in the practice text and can therefore work a little more independently. The pace will always be controlled by the practitioner, who moves the group or class on to the next question together.

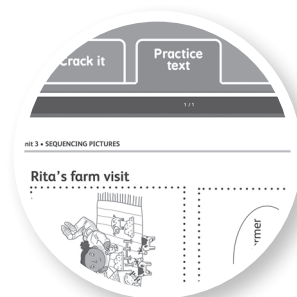
- 1 Revisit the key strategies taught using the Teaching text, and then distribute photocopies of the Practice text, for children to practise answering the questions, applying the strategies taught. (These can be found in the home screen of the Interactive Modelling Software online, or photocopied from the Teacher's Guide.)

Read each question aloud, and allow children time to answer before moving on to the next. Less-confident children might benefit from either working in pairs or revisiting the more familiar Teaching text, before working more independently.



- 2 Display the Practice text tab in the Interactive Modelling Software. Use the strategies suggested in the Teacher's Guide to mark and discuss the children's answers. You may want to let children mark their own work, although you will want to monitor their answers as part of your ongoing assessment procedures.

As children begin working with increasing independence, you can move on to select more texts in other *Cracking Comprehension Reception* units, or well-known class stories that give additional opportunities to practise the skills and strategies that children found most challenging.



Extend

Children can extend their learning, either through writing (see *Moving into writing*) or through developing further reading pathways (see *Extending reading*). Brief suggestions for both of these routes are included in each unit of the Teacher's Guide. It is anticipated you will use your professional understanding of effective ways to teach reading and writing if you follow the suggestions.

Moving into writing

- Encourage the children to choose one of the pictures to talk about with a partner.
- Ask the children to choose some of the toys/animals they particularly like or dislike. Ask the children to:
 - explain the reason for their choice
 - say a sentence describing what the toy/animal looks like and say something else about it.
- Encourage the children to make a list of all of the toys/animals they chose. More confident writers could try to write a sentence about one or more of the toys/animals.

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Extending reading

Goodnight, Mr Panda – Steve Antony

Little Whale – Jo Weaver

A retelling of Noah's Ark or another story of the Great Flood from a different religion

Books linked to the Toy Story films

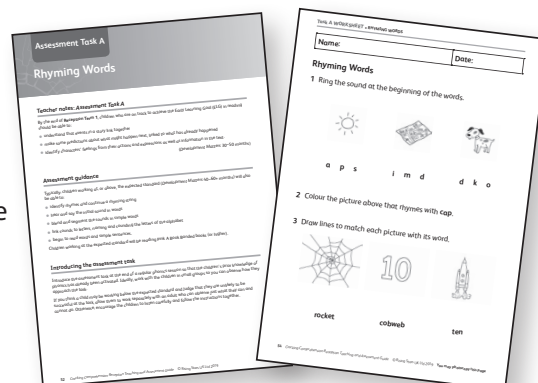
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Assess

Termly assessment tasks allow you to monitor children's progress. Introduce the assessment tasks and explain and model what you want the children to do.

- 1 Provide each child with a question sheet.
- 2 Read each question/ instruction aloud and give children the opportunity to read the text and record their answer.
- 3 Allow oral responses when they enable you to assess comprehension separately from accuracy or from writing.



Introduction to *Cracking Comprehension*

■ What is *Cracking Comprehension*?

Cracking Comprehension is a structured, systematic resource for teaching, practising and improving reading comprehension. It teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers ideas to extend their enjoyment of, and engagement with, reading.

Cracking Comprehension Reception, helps children to begin to develop skills and strategies needed to read and understand text for meaning and to respond to questions about it.

Cracking Comprehension offers a complete teaching and learning package to ensure all children make progress through:

- whole-class or group teaching, modelling and practice
- small-group practice, working with a greater degree of independence and familiarity

Cracking Comprehension Reception comprises both this teacher's guide, and online access to Interactive Modelling Software and printable resources on My Rising Stars at www.risingstars-uk.com. The different components interweave.

The teacher's guide provides photocopiable teaching and practice texts, teaching notes and assessment tasks.

The online access at My Rising Stars provides interactive tools, which help teachers and children model reading skills and create answers to comprehension questions.

Between them, these components provide you with everything you need for weekly or bi-weekly comprehension lessons.

■ What's in it?

Cracking Comprehension Reception offers six comprehension teaching units and three assessment

tasks which address and develop different skills needed for reading.

At this level, the texts children access for comprehension should be slightly easier than those they can decode independently. For this reason, the texts here are carefully organised according to growth in decoding ability.

The intention is that we initially separate and teach comprehension skills to enable children to:

- Engage with, and understand, the text.
- Understand questions and identify the information needed.
- Match what they hear with what they can see or read.
- Follow instructions as to how to respond to questions.

In addition, all texts have suggested listening comprehension questions that enable you to probe more deeply into the children's understandings of the text. These questions have three key functions:

- to develop vocabulary, since it is widely accepted that one of the biggest barriers to good comprehension is limited vocabulary;
- to develop the comprehension skills that children will need to call upon;
- to encourage discussion around the text, exploring ideas which are beyond the children's ability to read or record.

By using this structured progression, we can gradually prepare children not just to understand what they are reading, but also to demonstrate their understanding through written answers to comprehension questions.

■ How do I use the teaching units?

The pathway through each *Cracking Comprehension Reception* unit is flexible, according to the specific

Unit	Skills focus	Brief description of activity	Letters and Sounds phase	outcomes addressed*
1	listening comprehension	listen to instructions to identify elements in a picture	phase 1	a, b, c, h
2	picture comprehension	answer oral questions to interpret a picture	phase 1	a, c, g, h
3	sequencing pictures	listen to a text and sequence 3 pictures to match	phase 2 (beginning)	d, e, f, g
4	reading words	choose from a list of three words to label a picture	phase 2 (secure) phase 3 (beginning) some phase 4	a, b, c, e
5	answering yes/no questions	read a question about a picture and ring yes or no to answer the question	phase 2 (secure) phase 3 (beginning)	e/ ELG
6	completing cloze activities	fill in gaps in sentences	phase 3 (secure)	ELG

*quick reference outcomes are used here – see the table of *Development Matters Reading outcomes for reading*, below.

needs of you and your children. (See the *How to use this resource* on pages 4–5 for a suggested learning pathway.) Whether you choose to teach a comprehension lesson every day for a week, weekly over a half-term or for a focused half day per half-term is your choice. The Early Learning Goals practised during each unit are clearly indicated.

■ Cracking Comprehension and the Early Years Foundation Stage

The progression and structured development of the texts means that *Cracking Comprehension Reception* addresses the outcomes for Reading 40-60+ months in *Development Matters* and also the Early Learning Goal. The texts create the foundation from which children can progress through Cracking Comprehension Year 1 and prepare for the end-of-Year 2 national tests by explicitly teaching and modelling the comprehension skills needed.

The references below are used as a guide and refer to the outcomes for Reading 40-60+ months in *Development Matters* and also the Early Learning Goal.

■ How do I use the Assessment Tasks?

The tasks are not tests and are therefore not carried out under test conditions. Children may work on the tasks individually, in pairs or in groups.

There are no hard and fast time limits for these tasks, and some children may need more time than others. Tasks involving performance will need a greater time allowance than others. We suggest 10–15 minutes on average.

Gathering and using evidence for diagnostic assessment

Assessment tasks give you the opportunity to reflect on the progress a child is making and to compare it to your expectations of progress for that child.

Share the child's successes with their parents and record in their learning journey. You may also want to note any areas of concern and follow them up with additional tasks to interrogate the child's development and understanding. If you have concerns, raise them with your school or setting SENDCO.

The assessment tasks are based around phonics progress linked to programmes which are similar to Letters and Sounds in the broad phases in which phonics is introduced.

Task 1: Assumes developing competence in phase 2 and recognition of 'sh'

Task 2: Assumes developing competence in phase 3

Task 3: Assumes competence in phase 3

The outcomes for each task supply evidence for the regular review of children's progress in reading. The teacher notes provide a question-by-question breakdown giving examples of likely outcomes for each question at three standards of achievement: children working towards the expected standard, at the expected standard and those working at greater depth within the expected standard.

For maximum flexibility, the tasks are designed to be administered in any order, and so a single benchmark standard is required. The benchmark used in all the tasks is the expected standard at the end of the year. As children typically make significant progress over the course of the year, you will need to take this into account when assessing children against expected progress, particularly for any tasks children attempt during the first half of the academic year.

Full reading outcome	Quick ref used in Cracking grids
Continues a rhyming string.	a: rhyming strings
Hears and says the initial sound in words	b: Initial sounds
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	c: segment and blend
Links sounds to letters, naming and sounding the letters of the alphabet.	d: link sounds to letters
Begins to read words and simple sentences.	e: simple words and sentences begin to read
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	f: vocab and speech
Enjoys an increasing range of books.	g: range of books
Knows that information can be retrieved from books and computers.	h: retrieve information
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read	ELG: Full Early Learning Goal