



At Trewirgie Infant School, we believe that developing strong reading comprehension skills is essential for children to become confident, fluent readers who can engage deeply with texts. While phonics provides the foundation for reading, our approach to off-scheme reading ensures that pupils further develop the ability to understand, interpret, and enjoy what they read.

Assessment data indicates that while many children achieve fluency in phonics, they struggle to comprehend at the expected level. To address this, we have designed a bespoke structured comprehension curriculum that prioritises fluency, vocabulary development, retrieval, and inference skills, ensuring a balance between explicit teaching and independent application.

Our comprehension approach is based on structured, repeated reading to build fluency, coupled with targeted vocabulary discussions and direct teaching of reading skills. The weighting of comprehension practice reflects the key elements needed for assessment and long-term reading success, with a particular emphasis on retrieval and vocabulary skills before progressing to inference-based questioning.

To provide a systematic approach, comprehension lessons take place five times a week, integrating research of the EEF's disadvantaged reading project but adapted to meet the specific needs of our pupils. This structure not only supports children in securing key comprehension skills but also connects reading and writing, reinforcing literacy development across the curriculum.

Additionally, comprehension sessions run alongside our Reading Dogs weekly whole-class lessons, which encourage mixed-attainment discussions around texts linked to cross-curricular themes and British values. Pupils also benefit from class readers and additional reading opportunities, including being read to at snack time, fostering a lifelong love of reading.



Trewirgie Infant School - Reading Comprehension Timetable

⌚ **Time: 9:15 - 10:00** (First 30 minutes: Structured Activity, Final 15 minutes: Reading for Pleasure/Oracy activity based on text)

| Day ⌚ Time: 9:15 - 10:00 | Activity | Details |
|--------------------------------|---|--|
| Monday - Wednesday | 📖 60-Second Read (Fluency, Vocabulary & Comprehension) Choral Poetry Reading | The teacher models fluent reading while pupils follow along using finger-tracking and a green bookmark. A visible timer is used during both teacher and partner reading, where pupils practice with expression and punctuation, marking their stopping point after a minute. Key vocabulary is highlighted and discussed through context clues before pupils answer questions independently, using yellow highlighters to identify important words in both questions and answers. 1 poem per week is then explored after the session with focus on choral reading and prosody. |
| Thursday | 📖 Stamina Read- 120 seconds (Independent Application) | During Stamina Read, the teacher models reading a 120-second text while pupils follow along using a finger and bookmark. Key tricky words are practiced aloud but not defined. Pupils then read independently for 120 seconds using a green reading ruler, marking when they reach. Then answer black-ink questions without a modelled example. Adults live mark in green pen, providing support, and stop once if many pupils struggle with a question. The lesson ends with a plenary, where pupils recall and display two key vocabulary words. |
| Friday | ✍ Creative Writing (Using Key Vocabulary) | Pupils write a short piece using the week's key words, guided by an image and example text for inspiration. Less independent writers focus on forming short sentences with key vocabulary. |





Trewirgie Infant School – 60 Second Read Guide

Preparation

- Ensure all pupils have their **green bookmark, yellow highlighter, and are using their following finger** to track the text.
- Adults have a **green pen and highlighter** for live marking.
- The **visualiser and timer** are ready for use.

1. Vocabulary Warm-Up (2-3 mins)

- Use **My Turn, Your Turn (MTYT)** introduced new vocabulary and then practice key words from previous texts. When introducing new vocabulary use information card to discuss meaning/contextual clues.
- Cold call 3-4 words, asking quick-fire questions (e.g., “Which word is an antonym of...?” “Which word has these synonyms?” “True or false?”).

2. Teacher Modelled Read (60 seconds)

- Start the timer and read fluently, **using expression and pausing for punctuation**.
- Pupils follow with **green bookmark and finger** then stop when the timer ends and circle the last word read.

3. Paired Reading (60 seconds each)

- **Partner A reads aloud**, tracking with bookmark and finger. Timer is visible.
- **Partner B listens**, tracking the text, then circles the final word read.
- **Switch roles**, repeating the process.

4. Star Reader Challenge

- Select a confident reader to **read the entire text aloud** against the timer.
- Provide **constructive feedback** on fluency, expression, and tracking.

5. Comprehension Questions

- **Model Q1** using the visualiser:
 - **Think Out Loud**, underlining key words in the question.
 - **Model re-reading from the beginning**, highlighting evidence in the text.
- **Pupils answer Q2 independently**, using highlighters. Adults live mark.
- **Bring the group back together**, discuss Q2, and select pupils to explain answers.
- **Model Q3**, following the same process as Q1.
- **Pupils complete Q4+Q5 independently**, with continued live marking.

6. Plenary

- Revisit two key vocabulary words from the lesson.
- Discuss meaning and **add them to the class display**.



Trewirgie Infant School – 120 Second Read Guide

Preparation

- Ensure all pupils are ready with their **green laminated bookmark**, **comprehension text and questions stuck into their book**, **yellow highlighter**, **pen/pencil**, and **ruler**.
- No distractions on the tables—everything must be set up before starting.
- Adults need: **green unlaminated bookmark**, **green pen**, **green highlighter**, **a copy of the text and questions**, **answer sheet**, **visualiser**, **timer**, and **vocabulary flashcards**.

Warm-Up

- Use the **visualiser** for a *My Turn, Your Turn* of key vocabulary from previous texts and introduce new.
- After this, **cold-call** 3-4 words for quick vocabulary questions (*Which word is an antonym of...?, Which word fits this sentence?, True or false?*).

Lesson Structure

1. **First Read** – Start the timer and use a **green unlaminated bookmark** to read the text aloud to the class. **Model fluency, pace, and expression**. Stop the timer at **120 seconds** and circle the last word read. No discussion of meaning yet—focus on **pronunciation only** (*Word Warning – MTYT any tricky words*).
2. **Silent Read** – Pupils read the text **independently for 120 seconds**, using their **green reading ruler** to track. They must circle the last word they reach within the time.
3. **Independent Questions** – Pupils immediately start answering the comprehension questions **in black pen**. No modelled answers—this is about **independent application of skills**. Adults **live mark with a green pen**, highlighting for support where necessary.
4. **Addressing Misconceptions** – If a **majority struggle** with a particular question, **pause to model** how to approach it—but **only once per lesson**. If most pupils are progressing well, continue with live marking and independent work.
5. **Plenary - Vocabulary Recall** – Revisit the two **key vocabulary words** chosen by the teacher. Pupils discuss definitions, **use them in sentences**, and add them to the class display.

This lesson reinforces **independent reading stamina, fluency, and comprehension**, ensuring pupils **apply skills confidently without over-reliance on adult support**.

Trewirgie Infant School – Key Vocab Creative Writing Guide



Preparation

- Ensure all pupils have **their red comprehension book, pencil/ handwriting pen, and key vocabulary word bank** from LO ready.
- Adults need: **a copy of the example text, green pen for live marking, visualiser, and vocabulary flashcards.**

Warm-Up

- Revisit **key vocabulary** using *My Turn, Your Turn* (MTYT) with the visualiser.
- Display the **example text** and explain you've written this using key vocabulary. Ask them to listen as you read and spot key vocabulary.

Lesson Structure

1. **Model First Sentences** – Using the **whiteboard**, model how to start a creative piece inspired by the **example text**. Keep this short and 2 sentences maximum *Think Out Loud* as you:
 - Describe a setting or character using **one or two key vocabulary words**.
 - Build intrigue—what might happen next?
2. **Pupil Planning** – Pupils **verbally rehearse** their opening sentence with a partner before writing. Encourage them to **tick off key vocabulary words** as they use them.
3. **Independent Writing** – Pupils **continue their creative piece**, aiming to:
 - Use **at least 4 key vocabulary words** in context.
 - Vary sentence length and use descriptive language. Adults **live mark** as they write, highlighting effective vocabulary use.
4. **Mid-Way Check-In** – Stop the class **halfway through** to share strong examples. Discuss:
 - How does this writer create atmosphere?
 - Which key vocabulary words have been used effectively? / Even better if?
5. **Finishing Touches & Editing** – Pupils **reread their work** and:
 - highlight any **key vocabulary words** they've used.
 - Check for **punctuation**.
 - Swap books with a partner for quick feedback (*What's one thing they did well? What's one area to improve?*).
6. **Plenary - Sharing & Celebration** – Select a few pupils to **read aloud** their piece. Discuss **what makes their writing effective**, linking back to vocabulary and structure.

This lesson encourages pupils to **apply strong vocabulary and descriptive techniques** to develop their independent creative writing skills.