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Quick  
Look

# Read Write Inc. Comprehension

Develop reading fluency and  
comprehension

A guide to the resources



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## What is *Read Write Inc.*?

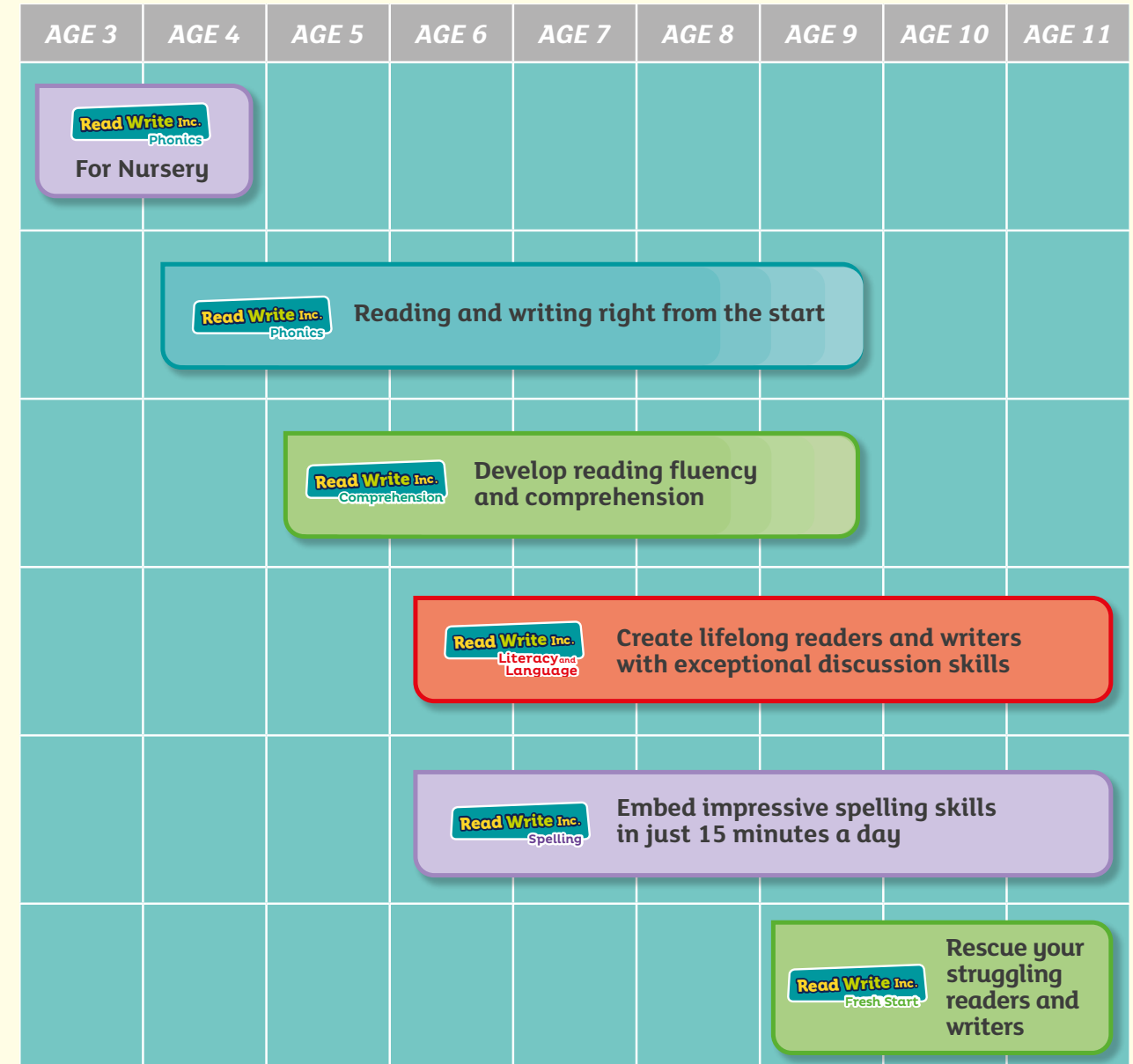
Developed by Ruth Miskin, the *Read Write Inc.* programs provide a whole-school approach to teaching literacy that ensures consistency across a student's primary years.

Resources are published by Oxford University Press and professional development is provided by Ruth Miskin Training.



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**Ruth Miskin**  
**Training**



## Life after phonics

- A 20 week program developed by Ruth Miskin.
- Provides an ideal stepping stone from *Read Write Inc.* Phonics onto wider literacy programs in Key Stage 2 (P4 to P7).
- Uses the key teaching strategies in *Read Write Inc.* Phonics to maintain momentum and student progress, making it simple to teach.
- Develops student's reading fluency and their ability to summarise, infer and retrieve information quickly.
- Improves writing by developing vocabulary, grammar and spelling.
- Meets the requirements of the 2014 National Curriculum.



1

## Talk for understanding

The teacher poses The Big Question, introduces the first text and challenges student to think about the moral question in the text.

2

## Developing comprehension

Student 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

Student write a composition drawn from the ideas in Text 2. The Module ends with a Review of the Big Question to evaluate the student's initial response.





Training films showing how to implement the activities in the *Read Write Inc. Comprehension Handbook* are available from Ruth Miskin Training.

This is included in the Online Training Subscription from Ruth Miskin Training, and is also available as a standalone subscription.

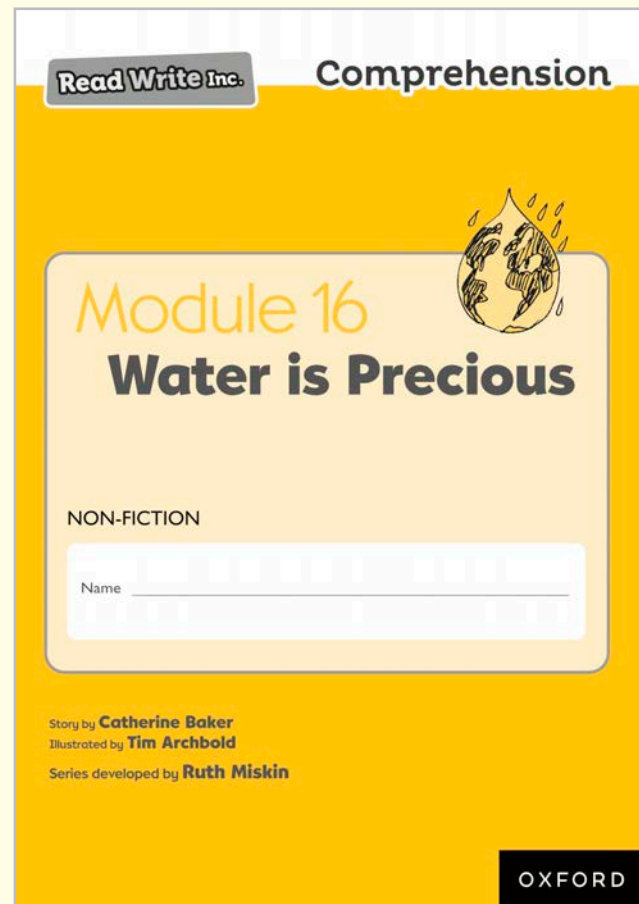
More information from Ruth Miskin Training <https://www.ruthmiskin.com/australia/> or call

[\(+61\) 7 3185 4438](tel:+61731854438)

A video player interface showing a training video. The video title is "1.2 What is Read Write Inc. Comprehension? (3 mins)". The video content shows a woman speaking, with a text box overlay that reads "What is Read Write Inc. Comprehension?". Below the text box, it says "Read Write Inc. Comprehension follows on from Read Write Inc. Phonics." There are two book covers displayed: "Module 1 Chicken-Licken" and "Module 11 All About India". The video player has a progress bar at the bottom showing 03:11, and various control icons like play, volume, and settings.

The 20 weekly Modules each contain a fiction or non-fiction text and a range of comprehension, vocabulary, grammar, spelling and writing activities.

Activities to develop fluency, comprehension and vocabulary




**3 Places without fresh water**  
Even if we have lots of water now, we may not always be so lucky. In some years there might be lots of rain, and in other years, not enough.

**Did you know?**  
People in the UK use about 15 buckets of water every day. That's the same amount of water as in a very deep bath!

Around the world, there are millions of people who live in very hot places where it hardly ever rains.

**4** Some people live in places where the water has been made dirty by pollution.

Lots of children around the world don't have any clean fresh water where they live. Some children have to walk many kilometres every day to get fresh water for their family for drinking, washing and cooking.



**Quick check**  
Complete the sentences.

**3** In the UK people use about \_\_\_\_\_ of water each day. This is the same amount as \_\_\_\_\_.

**4** Water can be made dirty by \_\_\_\_\_.

Some children don't have any clean \_\_\_\_\_ water near their home.

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**Questions to write about**

**3** Why should we be careful how much water we use, even if we have a lot of it now?

\_\_\_\_\_

\_\_\_\_\_

**4** What do some children have to do if they don't have fresh water near their home?


\_\_\_\_\_

\_\_\_\_\_

**5 Plants and animals**  
It's not just people who need water – plants and animals depend on it too, especially those that live in watery places such as lakes and rivers.

If people waste water these places might dry up. Then some of the plants, birds, fish and other creatures that live there might become extinct.

**Did you know?**  
Lots of dolphins used to live in the Indus River in Pakistan, a country in Asia. Today they are in danger because there is less water in the river, and less room for the dolphins.



**Quick check**  
Complete the sentences.

**5** We need water to drink and so do \_\_\_\_\_ and \_\_\_\_\_.

**6** There is less room for \_\_\_\_\_ in the Indus River in \_\_\_\_\_ because there is \_\_\_\_\_ water in the river.

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**Questions to write about**

**5** If a river dried up, how would it affect the fish that live there?

\_\_\_\_\_

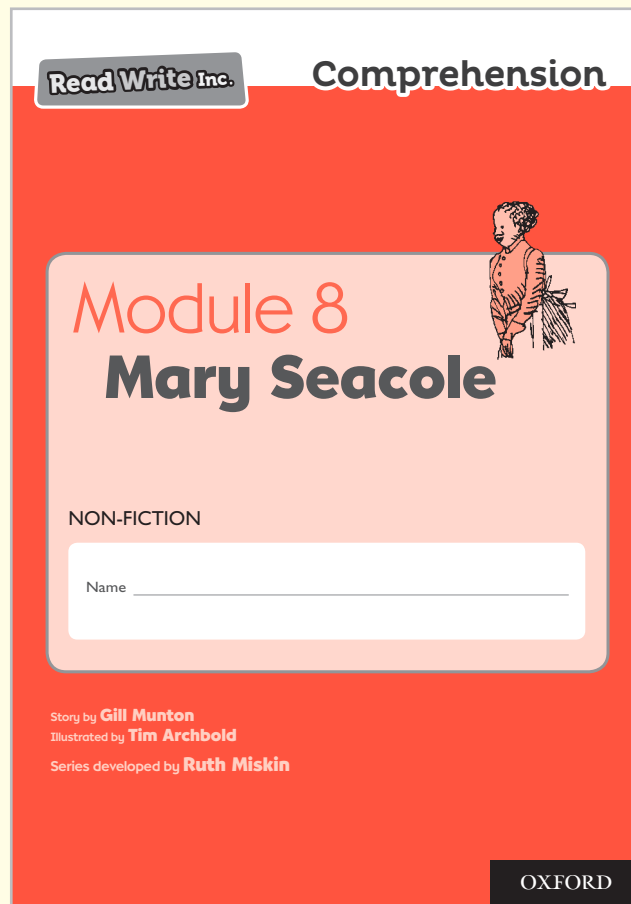
\_\_\_\_\_

**6** Why are the dolphins in danger?

\_\_\_\_\_

\_\_\_\_\_

Sample pages from Module 16: Water is Precious



## Text 2: Dear Sidney

### Think about vocabulary

#### Activity 1

Mary wants Sidney to feel:

sympathetic

irritated

confused

horrified

amused

afraid

furious

fabulous

frozen

1 Dear Sidney,  
We have arrived at last. The journey seemed to go on forever. First, we took the boat, then the train, and then the boat again. It was made worse by wild winds and stormy seas, which caused me to suffer from agonising sickness.

2 I felt even sicker when I arrived. Sidney, you would not believe what it is like here. It is not a hospital – it is a tip! I would not keep animals in these conditions and, yet, our brave soldiers have to lie in grime and dirt. The stench is unbearable.

3 The rooms are crowded with rats, and cockroaches crawl over the damp walls. Wounded men lie on damp and mouldy floors in blood-stained torn sheets. There are no warm blankets to protect them from the freezing temperatures. All day long, I hear feeble moans from our poor, injured soldiers. Why has nobody been looking after them?

Please do what you can to help me.  
Yours as ever,  
Mary

#### Activity 2

painful

enjoyable

enchanting

filth

floor

bedding

injured

exhausted

intelligent

### Vocabulary catch

Word	Synonym or meaning

### Build a picture

Mary felt sick on the boat.

The hospital was dirty.

### Composition prompts

Questions about Florence Nightingale:

*When was Florence Nightingale born?*

*What did she do as a child?*

*Did she have brothers and sisters?*

*Did she get married?*

*Why did she become a nurse?*

*Where did she nurse?*

*Why did she become famous?*

### Think about grammar

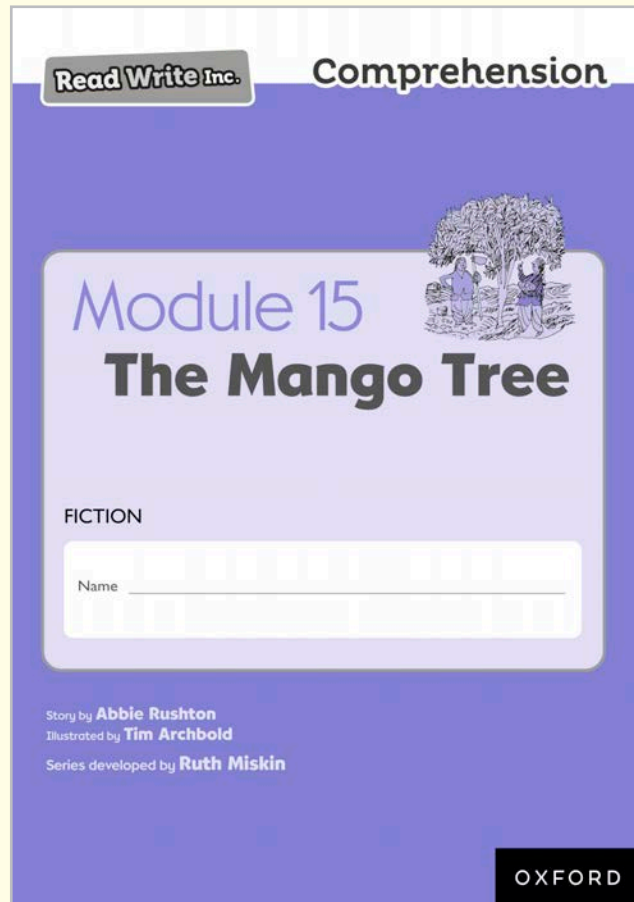
1. Write A over the adjectives. Write N over the nouns. Underline the noun phrases.

The rooms are crowded with rats, and cockroaches crawl over the damp walls.

Wounded men lie on damp and mouldy floors in blood-stained torn sheets.



Modules contain a range of fiction and non-fiction texts, including traditional tales, biographies and real-life adventure stories.



4 Ramya was tossing and turning all night. However, when she woke up, she knew exactly what to do! There was only one person who could settle this argument for them. It was a wise man called Birbal, who was an advisor to the emperor.

“Let’s go to the emperor’s palace to see Birbal and ask him to decide who owns the mango tree,” Ramya suggested to Anju.

Anju agreed and they travelled to the palace together.

5 They talked and laughed and joked with each other. Anju promised Ramya some creamy milk from her cows. Ramya offered Anju some of her fine wheat crop.

But as soon as they arrived at the palace and began to discuss the mango tree with Birbal, they argued again.

“The tree has always belonged to me. That tree and all the mangoes are mine!” Anju insisted.

“I have watered that tree since it was no higher than my knee,” Ramya said. “It is mine.”



**Questions to write about**

4 Why do you think Ramya was ‘tossing and turning all night’?

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5 What shows you that Anju and Ramya were usually friends?

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**Quick check**

*Underline the evidence.*

4 Ramya wanted to see Birbal because

- a) he was her friend.
- b) she knew that Birbal would agree with her.
- c) she knew that Birbal would put an end to their argument.

5 Ramya said the tree was hers because

- a) she’d cared for the tree for many years.
- b) it was fun to water the tree.
- c) it was on her land.

6 Birbal listened to both of their arguments. Then he put up his hand for silence.

“I will think about what you have said. But for now, please return to your homes. Come back tomorrow and I will give you an answer.”

Birbal watched the two farmers leave. Then he called over one of his servants.

“Go to each farmer’s house tonight,” he instructed. “Tell them that thieves are stealing the mangoes. Watch and see what they do, then report back to me.”

The servant nodded and hurried off to carry out his task.

7 That night, the servant knocked on Anju’s door.

He told Anju that thieves were stealing the mangoes.

Anju yawned and rubbed sleep from her eyes. “I’m a bit too tired to deal with it now,” she said. “I’ll sort it out tomorrow.”

Next the servant went to Ramya’s door. When he told Ramya about the thieves, her eyes widened in shock. Even though she was in her nightgown, she raced out into the night to defend the tree. “Thank you for telling me!” she cried as she ran past the servant.

The servant watched with a smile on his face. Then he disappeared into the night, ready to tell Birbal what he had seen.



**Questions to write about**

6 Why didn’t Birbal give his answer straight away?

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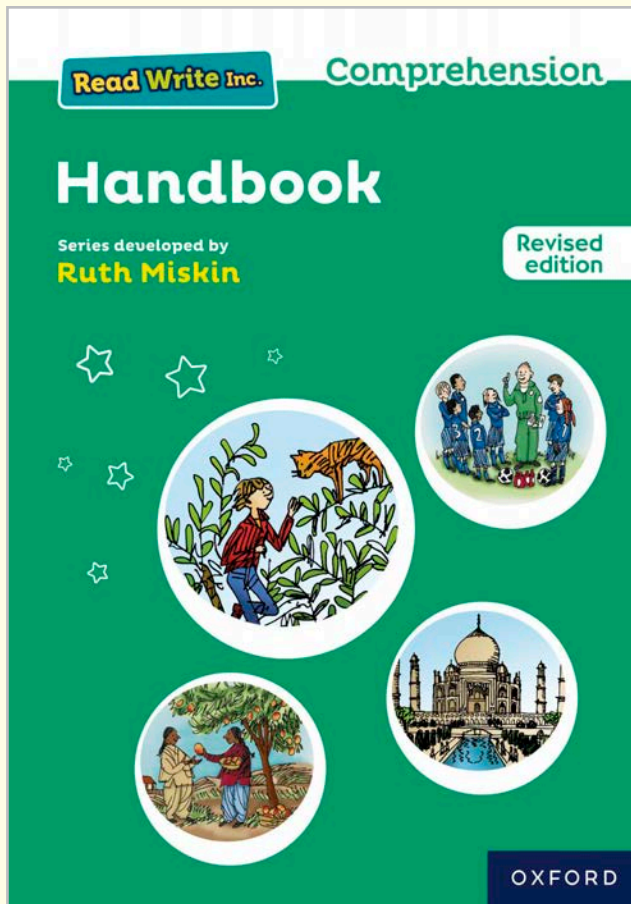
7 Who do you think the tree belonged to? Why?

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The Handbook includes all the guidance needed to teach *Read Write Inc. Comprehension*, plus an answer key.



**Blueprint Lesson Plan**

### Blueprint Lesson Plan

Follow the lesson plan below for every Module.  
 - You will also need to refer to the Module Lesson Plan when you see **MLP**.  
 - You will need to refer to the Pupil Module when you see *Pupil Module*.  
 Note that this is a suggested 5-day timetable. Some activities are likely to take longer while you establish the routines. You may want to spread Module 1 over six or seven days.

#### Suggested 5-day timetable

Please note the Blueprint Lesson Plan in this Handbook follows the 5-day timetable. A suggested 8-day timetable is also provided on page 12.

Day 1	Day 2	Day 3	Day 4	Day 5
Speed Sounds <i>Pupil Module page 2</i>	Vocabulary Check <i>Pupil Module page 2</i>	<b>MLP</b> Hold a Sentence: 3 <i>Pupil Module page 9</i>	Vocabulary Catch <i>Pupil Module page 9</i>	<b>MLP</b> Composition <i>Pupil Module page 9</i>
<b>MLP</b> The Big Question and Introduction <i>Pupil Module page 8</i>	Re-Read Text 1 and Quick Check <i>Pupil Module pages 3-7</i>	Read Text 2 <i>Pupil Module page 8</i>	<b>MLP</b> Mind Pictures <i>Pupil Module page 8</i>	Punctuation Proofread
Vocabulary Check <i>Pupil Module page 2</i>	<b>MLP</b> Questions to Talk About	Think About Vocabulary: Activity 1 <i>Pupil Module page 8</i>	<b>MLP</b> Build a Picture <i>Pupil Module page 9</i>	Spelling Proofread
Read Text 1 Teacher Read Aloud Text 1 <i>Pupil Module pages 3-7</i>	Questions to Write About <i>Pupil Module pages 3-7</i>	<b>MLP</b> My 'Why?' Questions <i>Pupil Module page 8</i>	Think About Grammar: 4-6 <i>Pupil Module pages 9-10</i>	Review the Big Question
<b>MLP</b> Hold a Sentence: 1-2 <i>Pupil Module page 11</i>	Spell Red Words <i>Pupil Module page 11</i>	Think About Vocabulary: Activity 2 <i>Pupil Module page 8</i>	Spell Test	
Spell Green Words <i>Pupil Module page 11</i>	Red Rhythms – Spelling Red Words	Think About Grammar: 1-3 <i>Pupil Module pages 9-10</i>		
Spell Suffixes <i>Pupil Module page 11</i>		Spell Check <i>Pupil Module page 11</i>		

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Sample pages from the *Read Write Inc. Comprehension Handbook (Revised Edition)*

**Module Lesson Plans**

### Module 15: The Mango Tree

The suggested timetable on the Blueprint Lesson Plan (on p.11) includes a full list of activities for every Module. The module-specific activities that are highlighted in grey on the timetable are expanded on below. For all other activities, please refer to the Blueprint Lesson Plan.

**DAY 1** See *Blueprint Lesson Plan* on p.13 for **Speed Sounds**.

#### The Big Question and Introduction

See *Blueprint Lesson Plan* on p.13 for full instructions.  
**The Big Question**  
 Can we save a friendship when we have had a big argument?  
**Introduction**  
 Friends can sometimes argue with each other. The two main characters, but they keep arguing about one particular thing – something mango tree. Mangoes are a type of fruit. Eventually, they go to see a woman who can put an end to their argument.  
 Do you find it hard to share sometimes? What don't you like sharing? How do you feel when you won't share something with you?

See *Blueprint Lesson Plan* on pp.13-14 for **Vocabulary Check, Read Text 1**.

#### Hold a Sentence: Sentences 1 and 2

See *Blueprint Lesson Plan* on pp.14-15 for full instructions.  
 1. They chatted and joked on the way to the palace.  
 2. Soon they arrived home and stood by the tree.

See *Blueprint Lesson Plan* on p.15 for **Spell Green Words and Spell Red Words**.

**DAY 2** See *Blueprint Lesson Plan* on pp.15-16 for **Vocabulary Check and Re-Read Text 1**.

#### Questions to Talk About

See *Blueprint Lesson Plan* on p.16 for full instructions.  
 Find it: What were the names of the two farmers? [1]  
 Prove it: Did they always agree? [2]  
 Prove it: Which words describe how Anju and Ramya spoke? What did they say?  
 Find it: Who did Ramya think could help settle the argument with Anju?  
 Find it: What did Ramya offer to give Anju as a present? [5]  
 Prove it: What clues are there that Birbal was wise? [6]  
 Prove it: Why did the servant smile? What was he thinking? [7]  
 Find it: What did Birbal say would happen to the tree? [8]  
 Prove it: Why does Ramya say Anju can have the tree? [9]  
 Find it: How do we know Anju was shocked? [10]  
 Prove it: Was Ramya a good friend? Why/why not? [11]  
 Prove it: Do you think Birbal was wise? Why/why not? [11]

See *Blueprint Lesson Plan* on pp.16-17 for **Questions to Write About, and Red Rhythms – Spelling Red Words**.

**Module Lesson Plans**

**DAY 3** **Hold a Sentence: Sentence 3**  
 See *Blueprint Lesson Plan* on p.17 for full instructions.  
 3. He was right to say that the tree is yours.

See *Blueprint Lesson Plan* on pp.17-18 for **Read Text 2 and Think About Vocabulary: Activity 1**.

#### My 'Why?' Questions

See *Blueprint Lesson Plan* on p.18 for full instructions.  
 Questions children might suggest:  
 • Section 1: Why does Ramya decide to look after the mango tree?  
 • Section 2: Why do they give each other presents?  
 • Section 3: Why is she relieved that the tree has grown well?  
 Why is she excited about the tree?

See *Blueprint Lesson Plan* on pp.18-19 for **Think About Vocabulary: Activity 2, Think About Grammar: Activities 1-3 and Spell Check**.

**DAY 4** See *Blueprint Lesson Plan* on p.20 for **Vocabulary Catch**.

#### Mind Pictures

See *Blueprint Lesson Plan* on p.20 for full instructions.  
 Use all sections of Text 2.

#### Build a Picture

See *Blueprint Lesson Plan* on pp.20-21 for full instructions.  
 Note: Develop the sentences using children's responses, these are only examples to guide you.  
 1. Ramya looked at the small tree.  
 If you have done any gardening or seed-growing projects in school, start by talking with children about how wonderful it felt to grow something from a seed and then see it turn into a big plant with flowers or fruit.  
 Ask children to **TTYP** and tell each other what the tree was like when it was small. For example, it was parched. You could show a picture of a sapling tree that needs water. How does it look? For example, tiny, dry, brown, sad.  
*Ramya looked at the tiny, sad tree with dry, brown leaves.*  
 What was Ramya thinking as she looked at the tree? For example, I could take care of that tree, I could help that tree grow and produce ripe, juicy mangoes.  
*Ramya looked at the tiny, sad tree with dry, brown leaves and imagined how it could grow into a great mango tree with juicy mangoes. "I will take care of that tree and help it grow!" she said.*  
 2. The tree had fruit on it.  
**TTYP**: How does Ramya feel when there is fruit on the tree? For example, happy, proud, delighted, joyful. How long has she waited for the mangoes? For example, she'd waited for ages, a long time, many years.  
*One day, after many years of waiting, Ramya was delighted to see fruit on the tree.*  
 How could you describe the fruit? For example, ripe, delicious, juicy, mouth-watering.  
*One day, after many years of waiting, Ramya was delighted to see delicious mangoes on the tree.*  
 Ask children to underline the adjectives, once they have completed both sentences.

See *Blueprint Lesson Plan* on p.21 for **Think About Grammar: Activities 4-6 and Spell Test**.

66

“The Year 2 students absolutely loved moving onto the Comprehension Modules. They loved the addition of the ‘Big Question’ activity. It sparked fantastic discussion which allowed the students to appreciate everyone has a different point of view and that over time this point of view can change depending upon different experiences.”

All Saints Anglican/Methodist Primary School, Newark



Find out more:

Visit <https://www.oup.com.au/rwiphonics>

Get in touch:

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