

# Handbook

Series developed by

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# Introduction to *Read Write Inc. Comprehension*

## Resources



14 Student Modules containing specially written fiction and non-fiction texts and comprehension, vocabulary, grammar, spelling and writing activities.

Handbook containing guidance on how to use the program in the classroom with lesson plans for each Student Module.

### What is *Read Write Inc. Comprehension*?

*Read Write Inc. Comprehension* follows on from *Read Write Inc. Phonics* and is a series of weekly Modules for student's in Year 2. The program has 14 Modules which include a range of fiction and non-fiction texts.

It develops student's reading fluency, comprehension of and response to fiction and non-fiction texts and aims to improve student's writing by developing their vocabulary, grammar and spelling knowledge.

### Who is *Read Write Inc. Comprehension* for?

*Comprehension* is for Year 2 students who have completed *Read Write Inc. Phonics* and can read the Set 7 Grey Storybooks comfortably. It is not suitable for students at earlier reading levels. If students have not followed *Read Write Inc. Phonics*, check they can read the assessment on p.68. Some students in later years who need to improve their reading fluency and writing may also benefit from the program.

### Overview of *Read Write Inc. Comprehension* Student Modules

- Each Module starts with a reminder of any Speed Sounds students may need to practise.
- The teacher poses The Big Question, introduces the first text and challenges students to think about the moral question raised in the text.
- Students learn the meanings of potentially unfamiliar words in the Vocabulary Check before they read Text 1. On the second reading, students focus on comprehending the text by answering Quick Check questions, discussing the story with their partners and composing written responses.
- Students then read Text 2. This shares a common theme to the first. This is a much shorter text and is used as a jumping off point to develop student's own composition.
- The vocabulary, grammar and punctuation activities draw upon Text 2. These activities follow the same sequence in every Module to ensure students get practice for the Key Stage 1 English grammar, punctuation and spelling test.

- The spelling activities draw upon the expectations for Key Stage 1. These also follow the same pattern of activities in each Module.
- The Module ends with a Review of The Big Question to evaluate the student's initial response.

**Who should teach *Read Write Inc. Comprehension*?**

*Comprehension* has been designed for teachers to use with a group of up to 30 students who are at the same level of reading.

Teachers who have been trained on and have taught *Read Write Inc. Phonics* will be able to teach *Comprehension*. It uses all the same principles and builds on most of the activities.

However, we recommend that you book at least one Development Day so that your designated trainer can work with you in school to ensure all your students make rapid progress onto *Comprehension* by the time students enter the second term of Year 2.

For schools that do not use *Read Write Inc. Phonics*, teachers would benefit from the *Phonics* training, as many of the activities in *Comprehension* build upon this teaching.

**How do I prepare?**

First, read the Student Module to find out about the texts.

Second, study the Blueprint Lesson Plan (see p.13). This is generic to every Module.

Third, study the Module Lesson Plan that provides specific guidance for the Module.

**What resources do I need?**

This *Read Write Inc. Comprehension Handbook*, plus:

- Student Modules: one per student
- an exercise book and sharp pencil for each student
- a Vocabulary Wall to display new vocabulary
- the *Read Write Inc. Complex Speed Sounds* poster
- a flip chart/whiteboard for you to write on.

**How long is each session?**

Each Module takes one week, one hour per day. The first two Modules may take longer while you teach students the new activities.

You will also need to plan a daily 10-minute handwriting lesson and a 20-minute story time.

# 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 Student Module when you see *Student Module*.

Note that this is a suggested 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 timetable

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

## Module 4: The Three of Us

The suggested timetable on the Blueprint Lesson Plan (on p.13) 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.14 for **Speed Sounds**.

### The Big Question and Introduction

See Blueprint Lesson Plan on p.14 for full instructions.

#### The Big Question

*Why do our opinions about people change the more we know them?*

#### Introduction

*Matthew is starting a new school. The narrator is a boy called Kieran who has to look after him. He doesn't want to do this because he enjoys playing with his friends. How would you feel if your teacher told you that you had to be friends with someone new to your class?  
What would be hard about starting a new school?*

See Blueprint Lesson Plan on pp.14–15 for **Vocabulary Check, Read Text 1 and Teacher Read Aloud Text 1**.

### Hold a Sentence: Sentences 1 and 2

See Blueprint Lesson Plan on p.15 for full instructions.

1. "She just won't come down," said Matthew.
2. Matthew's voice was a bit wobbly.

See Blueprint Lesson Plan on p.16 for **Spell Green Words and Spell Suffixes**.

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

### Questions to Talk About

See Blueprint Lesson Plan on p.17 for full instructions.

Prove it: What does Kieran mean when he says, 'We didn't need anyone else'? [1]

Find it: Why does the new boy look different? [2]

Prove it: Why does Miss Kemp look around the class? Do you think she needed to? [3]

Prove it: How does Josh feel towards Matthew? Why? [4]

Prove it: Why was Mr Graham unhappy? Why did Miss Kemp snap at Matthew? [6]

Prove it: How does Matthew get Mandy to come down? [8]

Find it: Why does Josh look at his feet when he is talking to Matthew? [9]

Prove it: Who plays football at the end? [10]

Prove it: How did Kieran's attitude change towards Matthew after the rescue of Mandy?

[10] Prove it: Why do you think the story is called 'The Three of Us'?

Prove it: Do you think Matthew, Kieran and Josh would have been friends if Matthew hadn't saved Mandy? Why? [10]

See Blueprint Lesson Plan on pp.17–18 for **Questions to Write About, Spell Red Words and Red Rhythms – Spelling Red Words.**

**DAY 3****Hold a Sentence: Sentence 3**

See Blueprint Lesson Plan on p.18 for full instructions.

3. "She's so scared, poor little thing. I don't know what to do."

See Blueprint Lesson Plan on p.18 for **Read Text 2, Teacher Read Aloud Text 2 and Think About Vocabulary: Activity 1.**

**My 'Why?' Questions**

See Blueprint Lesson on p.19 Plan for full instructions.

Questions children might suggest:

- Section. Why were the girls giggling? How did he know they were giggling at him?  
Why did he look at his shoes?
- Section. Why would his new class mates look down? Why was the teacher glaring at the class?
- Section. Why does he say 'make my legs walk'?

See Blueprint Lesson Plan on pp.19–20 for **Think About Vocabulary: Activity 2, Think About Grammar: Activities 1–3, Spell Check.**

**DAY 4**

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

**Mind Pictures**

See Blueprint Lesson Plan on p.21 for full instructions. Use sections 2 and 3 of Text 2.

**Build a Picture**

See Blueprint Lesson Plan on p.21 for full instructions.

Ask the students to tell you whether the sentence is in the present or past tense. **TOL** as you select the verbs for these sentences.

Note: Develop the sentences using student's responses, these are only examples to guide you.

1. Everyone looked down.

Ask students to **TTYP**. What expression was on the student's faces? For example, surly, sulky, sullen, grumpy. What were they thinking?

*Their eyes looked down and their surly expression told me that they didn't want me to sit next to them.*

2. The teacher was kind.

Ask students to **TTYP**. What did the teacher do? For example, put her arm around my shoulders, smiled, comforted me.

*The teacher smiled and put an arm around my shoulders.*

What did the teacher say?

*The teacher smiled, put an arm around my shoulders and whispered "Don't worry, everything will be alright".*

Ask students to underline the verbs, once they have completed both sentences.

See Blueprint Lesson Plan on pp.21–22 for **Think About Grammar: Activities 4–6 and Spell Test.**

### Reading assessment for starting *Read Write Inc. Comprehension*

Students start *Read Write Inc. Comprehension* after they have read Grey Storybooks. If your students have not been taught using *Read Write Inc. Phonics*, please use this assessment. Before asking the student to read, explain that an 'Emperor' is similar to a king and a 'tailor' is someone who makes clothes. Ask the student to read the passage below. Set your timer – discreetly – for one minute. Mark how many words the student can read in this time. If the student reads over 90 words per minute, they should be able to join a *Comprehension* group. Please note this is approximate. If the student reads the passage with fluency but spends time working out some words, e.g. 'remarkable' 'invisible' and 'suit', the student will still be eligible.

The Emperor of China loved to show off his remarkable collection of silk suits.

One day, a tailor came to see him.

"I have invented a wonderful new cloth," he said.

"If you like, I will weave some for you, and make you the finest suit that I can."

The vain Emperor said yes straight away.

He gave the tailor six bags of gold, so that he could buy the most beautiful silk thread he could find in the city.

The crafty tailor put the gold in his pocket.

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Then he said to the Emperor, "I haven't told you the best thing about this cloth. If a stupid person looks at it – it will seem to be invisible!"

"Good," replied the Emperor. "When one of my servants looks at me in my new suit, it will be possible for me to tell if he is stupid. If he is, I can give him the sack!"