

HIAS OPEN RESOURCE

Checking for comprehension

supporting all readers in secondary schools

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Final version

Overview

This document contains...

Slides that could be used as part of a CPD sequence for teachers in school, supporting understanding of reading in secondary schools

Points to consider when using this resource

The resources in this series are intended as a companion piece to the DfE's series of training videos and guidance [*Supporting all readers in secondary school*](#), providing additional detail. This resource expands on ideas shared in video 10, [Checking student comprehension](#) and provides links to research.

Check understanding

- Pause during reading at points where sentence structure, use of references or unusual phrasing or a passage with complex vocabulary might cause issues for students. Support them to unpick what is meant in this section.
- Ask straightforward who/what/when/where/why questions regularly
- Ask students to summarise paragraphs
- Ask students to annotate with key words or dual coding images
- Check who or what any pronouns refer to, *eg When it says: 'which in turn led to greater issues', what is covered by the word 'which'?*
- Offer choices of ideas from the text – get students to identify which are the 'big' ideas and which are supporting/subordinate ideas

Asking cued questions

- Preface questions with statements:
 - We've been looking at paragraph 4 and we've learned... now look at paragraph 5
 - We've just found out that there are five different types of... can you tell me two of them?
 - Think about what we've read here in the paragraph about the role that the wind direction plays in long-shore drift. Why does sediment get carried along in a zigzag pattern?
 - Mr Zamora seems to be almost frightened of the children in this chapter. Let's think about what he has done so far... we know that he was shuddering and we know that he was staying as far away from them as possible. What does that suggest? What else do we know about this group of children? Might that explain why he is doing this?

Use graphic organisers

- Consider what it is that you want to ensure that students have understood:
 - sequence – use a timeline or flowchart
 - relationship between ideas – use a mindmap, Venn diagram or fishbone diagram
 - relationship between characters – use a family tree
 - etc
- Ensure that students already know how to use the graphic organiser with confidence so that the task design does not prove a barrier to demonstrating their understanding of the text. If it is an unfamiliar task, model how to complete it.

HIAS English Team

Please contact Joanna Kenyon Joanna.Kenyon@hants.gov.uk for support with secondary reading, whole school literacy and English.

For further details on the full range of services available please contact us using the following email: htlcdev@hants.gov.uk

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