

Boost Comprehension

Teacher Booklet



Welcome to Boost Comprehension! Boost Comprehension will increase pupils' reading fluency and improve their ability to comprehend texts. The scheme is built on the key recommendations of the Education Endowment Foundation's Guidance Report for Improving Literacy in Key Stage Two.

Scheme Structure

There are 30 texts for each year group (3 to 6). Three fully resourced lessons go alongside each text, with each lesson lasting approximately 30 minutes. To maximise progress, it is recommended that one text (3 lessons) is covered each week. A mixture of well-known and Boost Comprehension original texts are used in each year group, providing a good balance of texts, subject matter and authors.

Lesson Structure

Each lesson begins with reading the text (see 'Improving Fluency'). This is followed by the teacher using the input slides to directly model the skill, or skills, that provide the focus for the lesson (see 'Teaching Reading Comprehension Strategies'). There is then a chance for the children to practise the skills independently. The lesson finishes with a philosophy-based plenary, which promotes the development of oracy skills.

Improving Fluency

The Education Endowment Foundation's Guidance Report states that:

Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.

Fluency can be developed through:

- *guided oral reading instruction: teachers model fluent reading, and then pupils read the same text aloud with appropriate feedback.*
- *repeated reading: pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.*

The Boost Comprehension scheme implements these recommendations through the re-reading of the text over the three lessons, with the sequence progressing from the teacher modelling the fluent reading of the text, through to the children reading the text themselves in pairs. The sequence is explained in the table on page two.

Lesson 1 Teacher Read		The teacher reads the text to the class to model how fluent reading sounds. This helps pupils understand the rhythm and flow of the text.
Lesson 2 Jump In Read		A blended approach of teacher reading and pupil reading. The 'Jump In' approach consists of the teacher reading, with the pupils tracking the text and then 'jumping in' for key words or phrases. The teacher needs to develop a suitable cue for this, such as finger clicking. Other strategies that could be used for the blended approach include echo reading where, instead of jumping in, pupils echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, etc.
Lesson 3 Partner Read		The final stage is the pupils reading the text to a partner. It is suggested that one pupil reads whilst the other tracks the text. The pupils should alternate between reading and tracking every sentence or paragraph. The pupils should, once again, emulate the fluency that was modelled by the teacher.

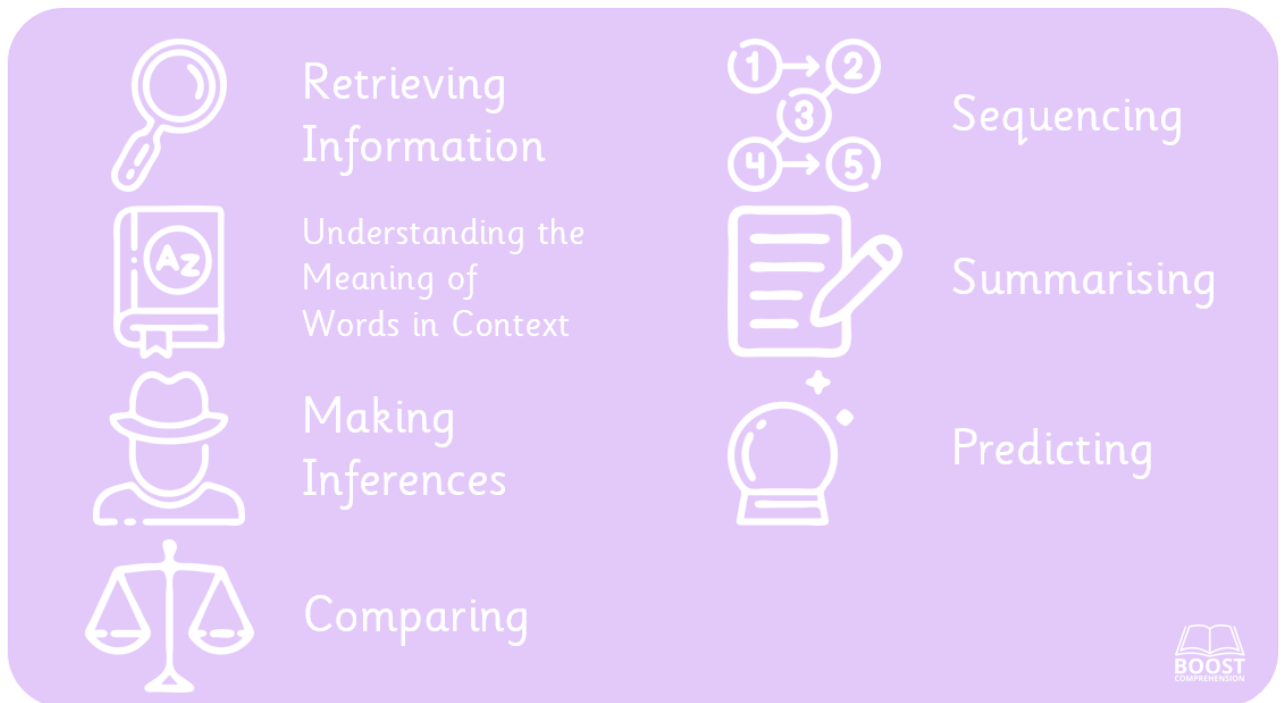
Teaching Reading Comprehension Strategies

The Education Endowment Foundation's Guidance Report states that:

Reading comprehension can be improved by teaching pupils specific strategies. The strategies should be modelled and practised to ensure they become embedded and fluent. Pupils should also be taught how to integrate combinations of strategies to develop effective comprehension of different texts.

Each Boost Comprehension lesson focusses on one discrete skill. The input slides allow the teacher to explicitly model the skill to the pupils, before the children practise the skill themselves during the independent task. Towards the end of each term, there is a series of 'Mixed Practice' lessons, in which the children are able to apply combinations of skills. The term finishes with an 'Applying' lesson that allows the children to integrate multiple strategies.

Boost Comprehension's Skills:



Boost Comprehension is carefully sequenced, with the pupils returning to, and building upon, what they have previously learnt, both within an academic year, and as they progress through Key Stage Two. The pupils will become proficient at applying the skills independently, leading to increased confidence and improved results.

Supporting All Pupils

Selected pupils may benefit from an extra 'pre-read' prior to the three lessons. This will help to engage the pupils prior to lesson sequence by introducing vocabulary and phonemic skills, bridging any gaps in prior knowledge and experiences, and helping them focus on what to anticipate in the text.

Teaching reading fluency is crucial for all students. However, those struggling may benefit from targeted support. Diagnosing specific issues, such as weaknesses in decoding or comprehension, should be the first step before focusing on reading fluency interventions. Fluency can be assessed by listening to pupils read from an appropriate text. Various tools, such as the fluency rubric in the Education Endowment Foundation's Guidance Report, can be used to inform accurate diagnosis and identify areas where pupils may need further support.

Teacher Workload

Boost Comprehension lowers teacher workload by:

- Providing a carefully sequenced reading programme of study.
- Offering a comprehensive range of texts that make links to other subject areas and the wider curriculum.
- Offering everything that you need to teach the scheme, including attractively presented texts, input slides for teacher modelling, independent task sheets, answer booklets and long term plans.
- Providing confidence that the pupils in your class will make progress through following an evidenced-based approach.

Support

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