

Our Lady of Walsingham Catholic
Primary School



Comprehension Express
Key Stage 2

Comprehension Express

Years 4-6

**Year 3 will adopt the principles and strategies of Comprehension Express when delivering their Reading Curriculum*

Why we do Comprehension Express:

- Comprehension express aims to help all children develop the strategies and skills associated with deep comprehension and the self-regulation involved in being able to use these skills effectively to make sense of text 'in the moment of reading'.
- It supports teachers in the explicit modelling and supported practice of comprehension strategies.
- It supports teachers in helping all children (including higher-achieving readers) to learn and articulate the key comprehension skills used by expert readers and apply these across diverse texts.
- It embeds core aspects of learning to learn skills (metacognition, self-regulation and feedback).
- Vocabulary development is an important part of Comprehension Express and runs through every session.
- Reading for pleasure is encouraged through the highly motivated and diverse range of texts.

Progression in teaching and learning

Progression in teaching and learning is supported both within and across the stages through:

- A greater focus on adult modelling in the early stage where the comprehension strategies and expert tips are introduced.
- Encourages the development of oral and written language skills essential for expressing comprehension.
- Adult modelling of text-marking strategies.
- Increasingly independent practice of using comprehension strategies and expert tips as lessons progress within and across the stages.
- Increased expectations of the content and quality of children's discussion and feedback as lessons progress within and across the stages.
- Higher expectations of independent reading and children's application of the expert tips as lessons progress within and across the stages.
- Increased expectations of independent application of learning.
- Gradual introduction of the question types children will meet in Key Stage 2 National Reading Tests.
- In Year 6- the introduction of a focused 'Question Time' in which children orally practise composition of responses to the question type. They are also explicitly taught how to

understand and answer five question types they will find in the end of Year National Reading Tests.

Mastery learning is based on three core elements, all of which feature in Comprehension Express:

- **Deep understanding**- time is given to secure full understanding, exploration and application of ideas rather than moving on to new topics. Children have opportunities to investigate ideas in new, alternative and more complex ways.
- **Problem Solving**- all children are enabled to identify, understand and apply relevant principles and make connections between different ideas. Through problem solving, they deepen their understanding.
- **High expectations for every child** - all children have access to the same learning experiences and those who need additional support in order to keep up, receive this immediately. [Overview of Lesson Structure](#)

The lessons are underpinned by features that are known to be critical to success:

- Teaching is focused and structured so that children know what they are going to learn and how this fits with what they know and can do already.
- Lessons are designed around a sequence of distinct but linked learning episodes: Briefing; Preparation; Exploring and Debriefing.
- These learning episodes are sequenced to follow the principles of teach, practise, apply, review.
- Each learning episode has its own beginning (led by the adult), middle (learning activity for children) and adult-led check for, and feedback on, understanding.
- Timings for both the lesson overall and the episodes within the lesson have been structured with the aim of working within the average concentration span of the children involved.

Suggested Lesson Timings

Briefing	5 minutes
Preparation (including Challenge Word and Think Aloud)	10 minutes
Exploring	15 minutes
Debriefing	10 minutes

The content of the lessons incorporates three key strategies:

Strategy	Description and Rationale
Modelling	Modelling helps children understand underlying learning processes through the adult 'thinking aloud'. This helps learners grasp new skills, procedures, processes and conventions.

Explaining	Explaining helps children understand abstract concepts, contexts, and events that are beyond their own experience. This helps learners develop knowledge, understanding and reasoning.
Questioning	Questioning is most effective when it is planned and sequenced. This helps children develop higher-order thinking skills and active listening to support the development of knowledge and understanding.

The lessons aim to ensure that children are:

- clear about what is to be learned, how this fits in with what they already know and how this develops through the lesson;
- motivated by pace, dialogue and stimulating activities;
- actively engaged in their own learning;
- given opportunities to work independently;
- supported to understand and work to high expectations;
- helped through feedback to understand what has been achieved and how they need to improve;
- confident that they can succeed.