

The FFT Reading Comprehension Framework

Four essential strategies and skills for reading comprehension

Develop positive attitudes to reading	Understand the Vocabulary used in texts
Skills and strategies to read for understanding	Express, record and present their understanding

Four key outcomes

Understanding the Whole Text	Inferential Understanding
Retrieve information from texts	Reading to find out and to learn

These skills and outcomes are derived from and relate closely to the 2014 National Curriculum Programme of Study for Reading – comprehension. However they extend as well as reflect the requirements laid out in the Programme of Study, drawing on research and statutory assessment requirements as well. A school will need to decide how well this model of the reading comprehension curriculum reflects their conceptualisation of the Programmes of Study and their own priorities for the reading curriculum. The link between the Programme of Study and this curriculum is explored later.

Framework strands

Each of these skills and outcomes can be further divided into strands and objectives, providing the basis for a consistent and coherent curriculum.

Develop positive attitudes to reading	<ul style="list-style-type: none"> • Take pleasure in reading: Develop positive attitudes to reading • Read independently and in groups. Enjoy listening to books read to them • Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say • Extend their range of reading
Skills and strategies to read for understanding	<ul style="list-style-type: none"> • Use prior knowledge to support understanding • Check that books make sense to them • Ask questions to improve their understanding • Skim, scan and read closely • Use strategies to locate or infer the meaning of unfamiliar words • Annotate text • Visualise their understanding of what they read • Make predictions • Summarise understanding • Adapt reading strategies for different purposes or according to the text type
Understand the Vocabulary used in texts	<ul style="list-style-type: none"> • Build a wide vocabulary • Use a dictionary effectively • Use strategies to locate or infer the meaning of unfamiliar words – <i>also in Skills and Strategies</i>
Express, record and present their understanding	<ul style="list-style-type: none"> • Develop and express their understanding • Answer questions about a text and record their understanding • Justify their ideas about a text • Annotate the text to support understanding • Demonstrate understanding through retelling and reciting orally and using intonation, tone, volume and action in performance

Understand the Whole Text	<ul style="list-style-type: none"> • Identify main ideas and themes in a wide range of books and understand how these are developed over a text • Identify how structure and presentation contribute to meaning • Make comparisons within and across texts • Identify how language contributes to meaning • Evaluate the text
Retrieve information from a text	<ul style="list-style-type: none"> • Retrieve and record information from a text • Retrieve the meaning of unfamiliar vocabulary where this is explained in the text • Identifying how language, structure and presentation contribute to meaning • Ask retrieval questions about a text • Distinguish between fact and opinion (Y5/6)
Inferential Understanding	<ul style="list-style-type: none"> • Infer from what characters say and do • Predict what might happen • Identifying how language ... contributes to meaning: How meaning is conveyed through the writer's language choices • Ask inferential questions • Adapt reading strategies in order to make inferences
Reading to find out and learn	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts • Ask questions to find out • Identify how the structure and presentation of non-fiction texts contributes to meaning • identifying how language ...contributes to meaning • Apply strategies for reading non-fiction texts • Distinguish between fact and opinion (Y5/6 only)

Notes

The year group objectives, linked to each of these strands, are included in the white section. Some objectives appear against a number of strands, as particular skills are applied in multiple contexts. Not all these strands are relevant to all year groups.

A school might work directly from these strands, supplement them with more specific objectives, or use to agree consistent approaches to teaching these aspects.

YEAR 1

Framework strands	National Curriculum 2014 Programme of Study references
Develop Positive Attitudes to Reading	Develop pleasure in reading (and) motivation to read, vocabulary and understanding Pupils should have extensive experience of listening to, sharing and discussing a wide range of high- quality books with the teacher, other adults and each other to engender a love of reading (from non-statutory notes and guidance)
Skills and Strategies to read for understanding	Link what they read or hear to their own experience Drawing on what they already know or on background information and vocabulary provided by the teacher Check that their reading makes sense to them as they read and correcting inaccurate reading
Understand the vocabulary used in texts	Discuss word meanings, linking new meanings to those already known Drawing on ... vocabulary provided by the teacher
Express, record and present their understanding	Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them Appreciate rhymes and poems and ...recite some by heart
Understand Whole Texts	Discuss the significance of the title and events Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Appreciate rhymes and poems
Retrieve information from texts	
Inferential Understanding	Making inferences on the basis of what is said and done Predicting what might happen on the basis of what has been read so far
Reading to find out and learn	Listening to and discussing information books and other non- fiction establishes the foundations of learning in other subjects. Pupils should be shown some of the processes for finding out information (from non- statutory notes and guidance)
Range of Texts	Listening and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Key stories, fairy stories and traditional tales

YEAR 2

Framework strands	National Curriculum 2014 Programme of Study references
Develop Positive Attitudes to Reading	Develop pleasure in reading (and) motivation to read, vocabulary and understanding
Skills and Strategies to read for understanding	Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic (from non-statutory notes and guidance)
Understand the vocabulary used in texts	Recognising simple recurring literary language in stories and poems Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases The meaning of new words should be explained to pupils ... (from non-statutory notes and guidance) Deliberate steps should be taken to increase pupils' vocabulary (from non-statutory notes and guidance)
Express, record and present their understanding	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently Appreciate and recite poems ... with appropriate intonation to make the meaning clear Answering and asking questions Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of about books, poems and other material, both those that they listen to and those that they works read for themselves
Understand Whole Texts	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Pupils should learn about cause and effect in both narrative and non-fiction (from non-statutory notes and guidance)
Retrieve information from texts	Discussing the sequence of events in books and how items of information are related
Inferential Understanding	Making inferences on the basis of what is said and done Predicting what might happen on the basis of what has been read so far
	Being introduced to non-fiction books that are structured in different ways Discuss how items of information are related
Range of Texts	Listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. A wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently A wider range of stories, fairy stories and traditional tales. Non-fiction books that are structured in different ways

YEARS 3 and 4

Framework strands	National Curriculum 2014 Programme of Study references
Develop Positive Attitudes to Reading	Develop positive attitudes to reading and understanding of what they read Read for different reasons , including for pleasure(from non-statutory notes and guidance) Pupils should have opportunities to exercise choice in selecting books and be taught how to do so (from non-statutory notes and guidance)
Skills and Strategies to read for understanding	Checking that a text makes sense to them Discussing their understanding Asking questions to improve their understanding of a text Learning to read silently
Understand the vocabulary used in texts	Using dictionaries to check the meaning of words they have read Discussing words and phrases that capture the reader's interest and imagination Explaining the meaning of words in context
Express, record and present their understanding	Learn to justify their views about what they have read Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves ... Reading, re-reading and rehearsing poems and plays for presentation give pupils opportunities to discuss language ...use drama approaches to support their understanding of the meaning... find out what expression is required, feeding into comprehension (from non-statutory notes and guidance) Pupils should have guidance about the kinds of explanations and questions that are expected from them (from non-statutory notes and guidance)
Understand Whole Texts	Reading books that are structured in different ways and for different purposes Identify themes and conventions in a wide range of books, <i>such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales</i> (from non-statutory notes and guidance) Recognising some different forms of poetry Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure and presentation contribute to meaning Listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts ... (from non-statutory notes and guidance)
Retrieve information from texts	Identifying main ideas drawn from more than one paragraph and summarising these

Framework strands	National Curriculum 2014 Programme of Study references
Inferential Understanding	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence Predicting what might happen from details stated and implied
Reading to find out and learn	Retrieve and record information from non-fiction Learn the conventions of different types of writing, e.g. the use of presentational devices such as numbering and headings in instructions (from non-statutory notes and guidance) Read for different reasons, including ... to find out information (from non-statutory notes and guidance) In using non-fiction, know what information to look for before they begin and be clear about the task. They should be shown how to use the contents pages and indexes to locate information (from non-statutory notes and guidance)
Range of texts	Developing their understanding and enjoyment of stories, poetry, plays and non-fiction Non-fiction about a wide range of subjects Different forms of poetry, e.g. free verse, narrative poetry Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Increasing their familiarity with a wide range of books, including myths and legends, and retelling some of these orally Whole books not just extracts (from non-statutory notes and guidance)

YEAR 5 and 6

Framework strands	National Curriculum 2014 Programme of Study references
Develop Positive Attitudes to Reading	Maintain positive attitudes to reading and understanding of what they read Read for different reasons , including for pleasure(from non-statutory notes and guidance) Pupils should have opportunities to exercise choice in selecting books and be taught how to do so (from non statutory notes and guidance) They should be reading widely and frequently, outside as well as in school, for pleasure and information Recommending books ...giving reasons for their choices
Skills and Strategies to read for understanding	Checking that the book makes sense to them Discussing their understanding Asking questions to improve their understanding Summarise and present a familiar story in their own words
Understand the vocabulary used in texts	Infer(ing) the meaning of unfamiliar words Using dictionaries to check the meaning of words they have read Discussing words and phrases that capture the reader's interest and imagination Exploring the meaning of words in context
Express, record and present their understanding	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience Participate in discussion about both books that are read to them and those they can read for themselves building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read... maintaining a focus on the topic Provide reasoned justifications for their views Use the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. (from non-statutory notes and guidance)
Understand Whole Texts	Identify and discuss themes and conventions in and across a wide range of writing, <i>such as loss and heroism</i> (from non-statutory notes and guidance) Making comparisons within and across books, e.g. <i>compare character, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters)</i> (from non-statutory notes and guidance) Pupils should be shown how to compare characters, settings, themes and other aspects of what they read (from non-statutory notes and guidance) Learning a wider range of poetry by heart Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure and presentation contribute to meaning

Retrieve information from texts	Summarising the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
Inferential Understanding	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Reading to find out and learn	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve , record and present information from non-fiction</p> <p>Continue to learn the conventions of different types of writing, e.g. use of the first person in writing diaries and autobiographies (from non-statutory notes and guidance)</p> <p>Read for different reasons, including ... to find out information (from non-statutory notes and guidance)</p> <p>In using non-fiction, know what information to look for before they begin and be clear about the task. They should be shown how to use the contents pages and indexes to locate information (from non-statutory notes and guidance)</p> <p>Apply the skills of information retrieval in reading history, geography and science textbooks</p>
Range of Texts	<p>Continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>Learning a wider range of poetry by heart</p> <p>Reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves (from non-statutory notes and guidance)</p> <p>Writing diaries and autobiographies (from non-statutory notes and guidance)</p>