

At Wath Victoria Primary School we use a number of strategies to teach reading comprehension and to promote a love for reading. Specifically, we use **DERIC** reading skills. These DERIC reading skills are embedded in all of our reading comprehension lessons.



DERIC stands for:

D: Decoding words

E: Explaining new vocabulary

R: Retrieving information

I: Interpreting information

C: Choice (thinking about the choices made by the author/director/artist)



What does the word 'tutor' mean?



What is the mole passing to the rabbit?



How old do you think the students are?



Why has the illustrator choose to use animals?

In Key Stage 1, these skills are the same but we use more child friendly language to identify the skill, which in turn, helps the children work out how to answer these questions.

Code Cracker
helps me to:

- Work out what a word says.

Chatterer
helps me to:

- Understand and explain what words mean.

Spotter
helps me to:

- Find and copy details from the text.

Clue Finder
helps me to:

- Use clues from the text to make inferences and predict what will happen next.

Selector
helps me to:

- Say which texts I prefer and why.

We mostly teach reading skills as a whole class three times a week, although this may vary depending on year group. Here children are introduced to quality texts that are pitched just ahead of their reading age. Lessons provide opportunities for reading (individually, silently, out loud, shared) and then discussing vocabulary and answering questions to check understanding. In Year 3-4, comprehension lessons are streamed to ensure that the text is accessible by all readers. In Year 5-6 texts are more difficult and there is more of an emphasis about the time children take to read the text, with opportunities to improve this and apply in preparation for end of Key Stage SATs.

We take part in LOTS of talk about what has been read in Book Talk sessions and as part of our Reading for Pleasure entitlement offer. We also provide talk for:

- discussion of themes, ideas and opinions
- investigating new and challenging vocabulary
- identifying information within the text (recall, retrieval, inference and deduction)
- thinking about how and why the author/ writer has used certain phrases, images and vocabulary
- crafting oral and written answers to comprehension questions, and
- learning from the teacher's modelled answers.

Reading one to one with an adult is very important to develop prosody and is beneficial for children who are still learning to read, or need to improve their reading speed. Children in LKS2, who have finished phonics, also read weekly with their class teacher.

To encourage the love of reading, all classrooms have attractive book corners with topic themed books and fiction texts.

