



REAL Comprehension

Years
1-6

Deepen understanding and ensure progress with
a powerful new comprehension curriculum

Explore how Real
Comprehension will
support effective
teaching, engage
pupils and improve
outcomes

Download a test unit at plazoom.com/real-comprehension-sample

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“The resources are fantastic. The texts are high quality and the vocabulary resources are extremely useful. We will be moving to a whole school subscription from September.”

Samantha Walker, assistant head teacher





Introducing **REAL** Comprehension

Real Comprehension is a carefully planned comprehension curriculum that promotes progression but is not prescriptive. Based on a thematic framework devised by literacy expert Rachel Clarke, it will support you to embed outstanding teaching and learning throughout your school.

Each term brings a new theme to explore, through three high-quality, original texts by popular children's authors (fiction, non-fiction and poetry). Using these for close analytical work will leave room in your curriculum for shared class reading of whole books that link to the same theme (suggested lists of titles are included), to help keep reading for pleasure at the heart of your teaching.

Easy-to-follow teaching sequences with opportunities for layered reading, close reading, focused vocabulary work and discussion will ensure that your pupils are able to improve their fluency, make sophisticated inferences and identify themes between texts, as well as tackle straightforward retrieval, sequencing and prediction questions with confidence.

Like you, we have high expectations for every child. Real Comprehension has been designed so that those who experience it from the start of their primary school career to its end will not only be well equipped for their SATs, but will also have developed a deep personal relationship with reading. Alongside this they will also develop the confidence to express and evidence their opinions, and make connections and comparisons between the words in front of them, their wider reading and the world around them, ensuring success at KS3 and beyond.



You can take a guided walkthrough of Real Comprehension in our video here:
plazoom.com/school-trial-welcome

Meet the experts behind **REAL Comprehension**

The Approach

Meet our dream team of four highly experienced literacy experts who devised the pedagogical approach and teaching sequences that make Real Comprehension a truly powerful and transformative programme.



Rachel Clarke

Director of the Primary English literacy consultancy, Rachel has over 20 years' experience in primary education, in which time she has been a SENCO, English subject lead and deputy headteacher.



Ruth Baker-Leask

Ruth is director of Minerva Learning and chair of the National Association for Advisers in English (NAAE).



Christine Chen and Lindsay Pickton

Christine and Lindsay are experienced English specialists. Both have worked in schools as senior literacy teachers and helped to launch and run school improvement programmes across their LA.

Meet the experts behind **REAL Comprehension**

The Authors

Having texts written by popular children's authors is key to the success of Real Comprehension. Not only do we need the pedagogy to be right; we insist our texts are beautifully written and highly engaging to help children develop a real love of reading. Meet some of our stars below.



Joshua Seigal

An award-winning poet, Joshua visits schools, libraries and theatres around the country, and you may have spotted one of his critically-acclaimed poetry shows at the Edinburgh Fringe.



Dan Smith

Dan's first 18 years were spent following his parents across the world to Africa, Indonesia and Brazil. He has been writing short stories for as long as he can remember, and is now an award-winning author of adventure stories for younger readers, and thrillers for adults.



Sue Hardy-Dawson

Yorkshire born Sue is a poet, artist, and illustrator. Before becoming a poet she worked with children for over twenty years. She is dyslexic and takes a special interest in encouraging reluctant readers and writers.

Explore Real Comprehension now: plazoom.com/real-comprehension



The Progression Framework

Rachel Clarke has devised a comprehensive thematic progression framework for Real Comprehension, which aims to tackle two issues that we know schools can find challenging:

1. Finding genuinely engaging, age-appropriate texts that can be used to develop key skills of vocabulary, retrieval and sequencing, as well as more sophisticated inference; and
2. helping pupils to identify themes in their reading material, making links between texts, comparing and contrasting, and drawing on their wider knowledge for a more profound, contextual understanding.

In addition, whilst giving confident and experienced teachers the flexibility they need and want within the reading curriculum, everything is provided to support NQTs and non-English specialists to deliver effective and inspiring lessons for every age group, covering all objectives and content domains.

Progression Map, Years 1-6

Teacher notes Real Comprehension: Progression Map

Text types and curriculum links, Years 1-6

This overview gives details of all the texts provided for the Real Comprehension programme - listing the title, author and text type for each one, as well as relevant curriculum links, to assist with long-term planning.

Year 1

- 1:1 It's Good To Be Good
- 1:2 Small But Strong
- 1:3 Lost And Found

Year 2

- 2:1 New Beginnings
- 2:2 Family
- 2:3 Caring For Others

Year 3

- 3:1 Perseverance
- 3:2 First Impressions

Year 5

- 5:1 Freedom
- 5:2 Rebirth
- 5:3 Peace

Year 6

- 6:1 Reconciliation
- 6:2 Conservation
- 6:3 Transitions

Progression Map, Years 1-6

Year One

Term	Non-fiction	Fiction	Poetry	Curriculum links
Autumn term It's good to be good	Friends Come First by Margaret Bateson-Hill (story in a familiar setting)	A List to Show I Care by Margaret Bateson-Hill (lists and captions)	Living a Lie by Sue Hardy-Dawson (shape poem)	Reading: listening to and discussing a wide range of poems, stories non-fiction at a level beyond that at which they can read independently Reading: being encouraged to link what they read or hear to their own experiences Reading: becoming very familiar with key stories, fairy stories and tales, retelling them and considering their particular characteristics Relationships Education: the convention of courtesy and manners
Spring term Small but strong	Small, But Strong by Lucy Strange (information text)	The Lion and the Mouse by Lucy Strange (traditional tale)	The Power Within by Joshua Seigal (list poem)	Reading: listening to and discussing a wide range of poems, stories non-fiction at a level beyond that at which they can read independently Reading: being encouraged to link what they read or hear to their own experiences Reading: becoming very familiar with key stories, fairy stories and tales, retelling them and considering their particular characteristics Relationships Education: respectful relationships (the importance of respecting others even when they are different from us) Science: animals including humans - identify and name a variety of common animals
Summer term Lost and found	Sofa-Cat! An Amazing True Story, by James Nicol (website article)	Lost and Found, by James Nicol (story with a familiar setting)	Have You Seen...? by Sue Hardy-Dawson (humorous poem)	Reading: listening to and discussing a wide range of poems, stories non-fiction at a level beyond that at which they can read independently Reading: being encouraged to link what they read or hear to their own experiences Reading: becoming very familiar with key stories, fairy stories and tales, retelling them and considering their particular characteristics

Progression Map, Years 1-6

Year Six

Term	Non-fiction	Fiction	Poetry	Curriculum links
Autumn term First Impressions (don't judge a book by its cover)	Ride Like You Mean It by Jo Franklin (story with a familiar setting)	Together Again by Joshua Seigal (emotions)	Together Again by Joshua Seigal (emotions)	Reading: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying and discussing themes and conventions in and across a wide range of writing Reading: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage.

Progression Map, Years 1-6

Year Three

Term	Non-fiction	Fiction	Poetry	Curriculum links
Autumn term First Impressions (don't judge a book by its cover)	Ride Like You Mean It by Jo Franklin (story with a familiar setting)	Sophie Christiansen CBE - Born to Succeed? by Jo Franklin (biography)	The King and the Spider by Joshua Seigal (narrative poem)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally History: British history that extends pupils' chronological knowledge beyond 1066
Spring term First Impressions (don't judge a book by its cover)	Arthur - The Rightful King of England by Ross Montgomery (traditional tale)	Stephen Hawking by Ross Montgomery (information text)	Supper Menu, by Sue Hardy-Dawson (humorous poem)	Reading: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading: identifying themes and conventions in a wide range of books Reading: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Summer term The value of	The Diary of a Victorian	The Privilege of Education by Ross Montgomery	Report Back by Sue Hardy-Dawson	Reading: listening to and discussing a wide range of fiction, poetry, plays,

Take a closer look at the themes covered

Year 1

- 1 It's Good To Be Good
- 2 Small But Strong
- 3 Lost And Found

Year 2

- 1 New Beginnings
- 2 Family
- 3 Caring for Others

Year 3

- 1 Perseverance
- 2 First Impressions
- 3 The Value Of Education

Year 4

- 1 Remembrance
- 2 Co-operation
- 3 Rags to Riches

Year 5

- 1 Freedom
- 2 Rebirth
- 3 Peace

Year 6

- 1 Reconciliation
- 2 Conservation
- 3 Transitions

54 texts covering
fiction, non-fiction
and poetry

At the heart of each unit is an original high-quality text written by a **popular** **children's author**

Five versions of each text are included for planning, front of class
teaching and workbook use

Each annotated version of the text
highlights key vocabulary and phrases,
expressions and rhetorical devices
you may wish to clarify or visualise,
as well as opportunities for inference and
retrieval work



A List to show I care

by Margaret Bateson-Hill

First Close Read



Other children

snack.

no one is left out of my game.

is upset, gently ask if they want **help**.

so someone else can sit down.

one go in front of me in the queue.

Helping grown-ups

☐ Open the door for my teacher.



Illustrated and plain versions of the text are provided - perfect for individual or group close reading and workbook use

How the Bully Became Good

by James Nicol

Part 1

I never meant to be a bully.

I'd not been at St Winifred's Primary for long, we had moved to a new house and moved towns and of course I'd moved schools as well, which was horrible. I didn't know anyone at all, and everyone already seemed to have friends and be in little groups. It felt like there wasn't any room for me. And it felt like they were all looking at me and whispering about me. I felt like an alien.

I tried making friends, but people just giggled and hurried away. Or whispered to each other and pretended they couldn't hear me talking.

I didn't like that.

It made me angry.

I tried talking to the teacher and to mum and dad and they all said the same thing: 'Give it some time.' But how much time do you have to give people? What was going to be different next week or next month?

Then things sort of got worse.

The Phoenix

by James Nichol

Part 1

The phoenix is a mythological, long-lived bird with close links to reincarnation, longevity and sun-worship.

It was thought that only one phoenix would ever exist in the world at any one time. The bird would live for anywhere between six hundred to one thousand years in Arabia, where it would sing each morning near an enchanted pool. The phoenix's call was said to sound like the most beautiful song you could ever imagine. And its tears were believed to be able to heal any wound or illness.

As the end of its very, very long life drew near, the great bird would build itself a nest, usually of aromatic twigs and rare spices. The phoenix would then climb into its nest and set it alight. From the ashes of the fire the new phoenix would be born and so the magical cycle would begin once more.

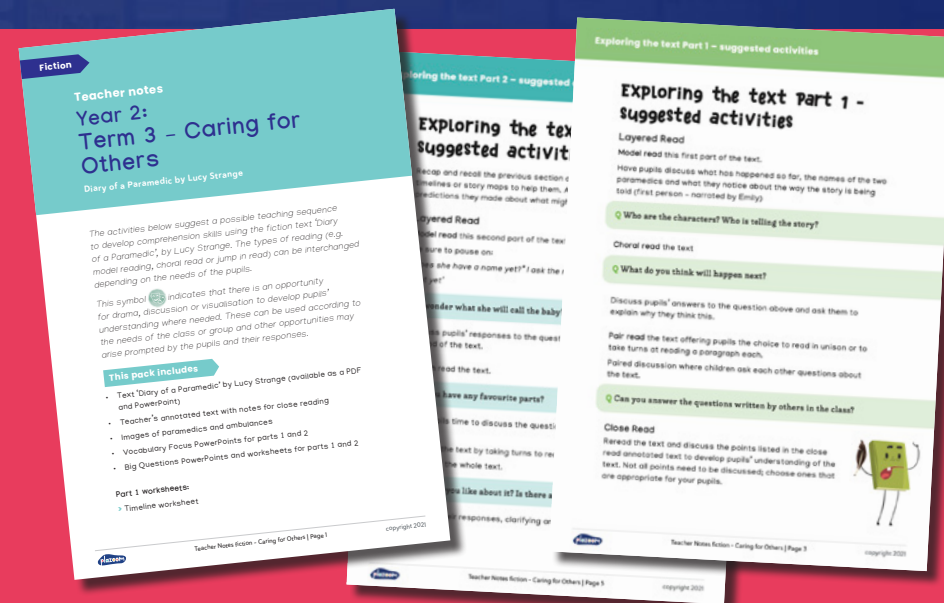
The phoenix featured originally in Egyptian mythology as a large, eagle-sized bird called the Bennu, but was then also adopted into Greek (where the name Phoenix comes from) and later

PowerPoint versions of the text (with and without highlights) can be used for whole-class reading and analysis of the text

Teaching Sequences

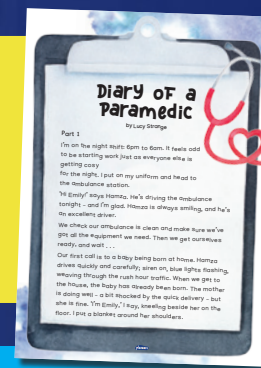
Step-by-step teaching sequences support effective delivery of outstanding lessons

Teaching sequences are broken down into segments, either looking at short sections of the text at a time, or exploring the whole text at increasingly deeper levels. Within each segment there are activities and opportunities for layered reading, close reading, explicit vocabulary teaching and discussion through ‘big questions’, culminating in a revisit of the whole text to check understanding.



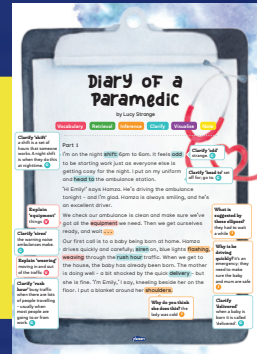
Layered Reading

After checking prior knowledge, familiarity with the text is built using a range of whole-class techniques such as modelled reading, choral reading and paired reading to build children's confidence, develop fluency and keep them active and engaged in their reading.



Close Reading

After building familiarity, a close read of the text follows, during which the detailed annotations identify opportunities to teach retrieval, inference, prediction and vocabulary skills. There are also annotations to guide teachers about when they may need to support children's understanding, for example, of idioms or homonyms.



Explicit vocabulary teaching

Each segment of the teaching sequence includes an explicit vocabulary teaching session, using words and phrases from the text and a variety of techniques to explore meaning and embed understanding.



Revisiting the whole text

Finally, children are invited to discuss the text as a whole, answering some of the kinds of 'difficult easy' questions (e.g. multiple choice retrieval) they will face in assessments, as well as expressing their personal response.



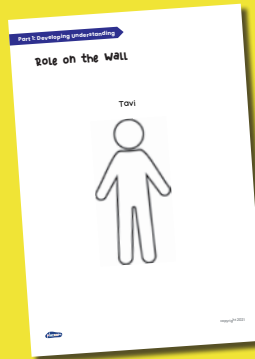
Pupil Resources

Save time with **ready-made** pupil resources for every lesson

All the resources you need for every lesson are included within each unit to save you time and engage pupils in their learning. For example:

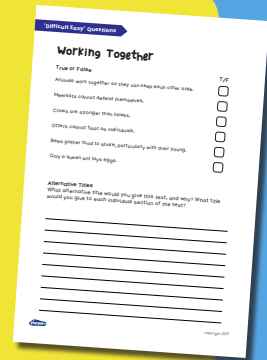
Role on the wall

Children are provided with a character outline drawing. On the inside of the figure, they should write information they have directly retrieved about the character. On the outside of the figure, they should write information they have inferred about the character.



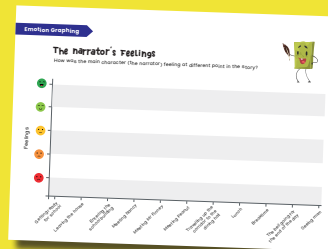
Difficult Easy Questions

These are question formats that children often find difficult but become easier once they've practised using the formats. They are often True/ False responses, sequencing and summarising.



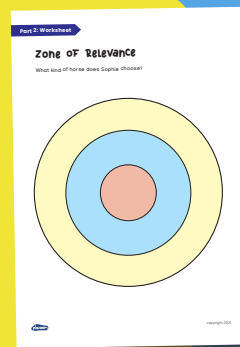
Emotion Graph

This is a graph to show how a character feels at key points in a narrative text. It's good for showing children how characters' feelings change over the course of a narrative.



Zone of Relevance

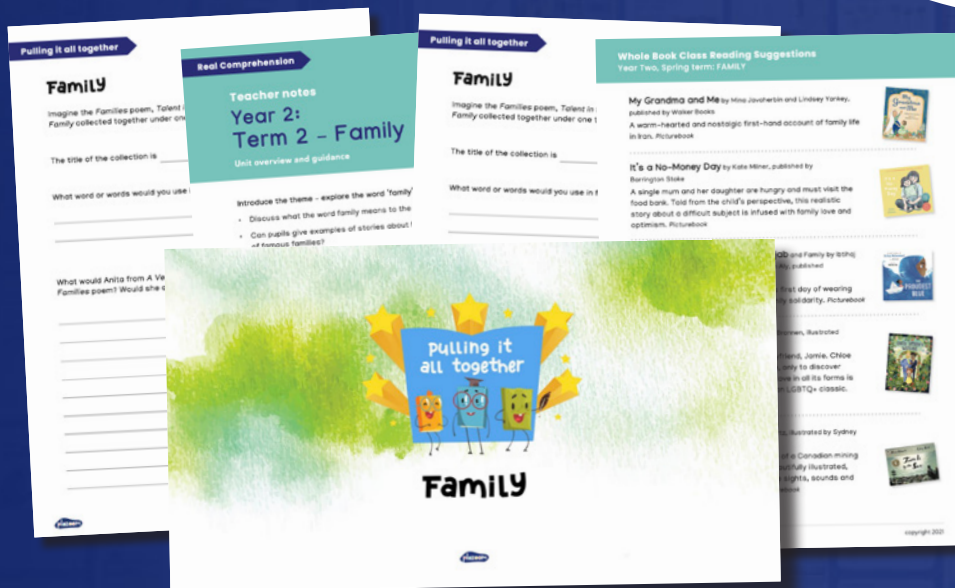
Children are provided with a target board and words or phrases from the text. They should sort the words or phrases to show which are the most relevant to the question they've been asked.



Pulling it all together

Develop the sophisticated skill of **identifying themes** and **comparing texts**

End each unit by looking in depth at the theme and challenging your pupils to answer some Big Questions!



Identifying themes in texts can be extremely tricky, as children need to dig beneath the words on the page to find a moral, message or big idea. By providing children with three texts that share a specific theme - all of which occur regularly in children's literature and in the wider curriculum - Real Comprehension helps children to see this challenging aspect of comprehension more clearly. The 'pulling it together' strand in each unit is particularly helpful for helping children to explain their thinking about the texts, teasing out their understanding of the theme and allowing them the time to express and evidence their personal response and make connections and comparisons between the texts, their wider reading and the world around them.

Try a sample unit at: plazoom.com/real-comprehension-sample



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