



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 all 54 units at plazoom.com/real-comprehension

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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/schools-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 Burrell-Hill (story in a familiar setting)	A List to Show I Care by Margaret Burrell-Hill (diets and captions)	Living a Lie by Sue Hardy-Dawson (snipe 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 character side relationships Education: the convention of courtesy and manners
Spring term: Small but strong	Small, But Strong by Lucy George (information text)	The Lion and the Mouse by Lucy George (traditional tale)	The Power Within by Andrew Gedge (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 character side relationships Education: respectfulness and kindness (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	Soft-Cell An Amazing True Story by Joana Nevo (webpage article)	Lost and Found by James Neal (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 character side

Progression Map, Years 1-6

Year Six

Term	Non-fiction	Fiction	Poetry	Curriculum links
Autumn term: Perseverance (at least you don't succeed)	Together Again by Joshua Seigel (information text)	Arthur - The Rightful King of England by Rose Montgomery (traditional tale)	The King and the Soldier by Joshua Seigel (fantasy 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 beyond 1066
Spring term: First Impressions (don't judge a book by its cover)	Arthur - The Rightful King of England by Rose Montgomery (traditional tale)	Supper Menu by Sue Hardy-Dawson (humorous poem)	The King and the Soldier by Joshua Seigel (fantasy 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 by Rose Montgomery (information text)	The Privilege of Being Different by Rose Montgomery (information text)	Report by Rose Montgomery (information text)	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

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

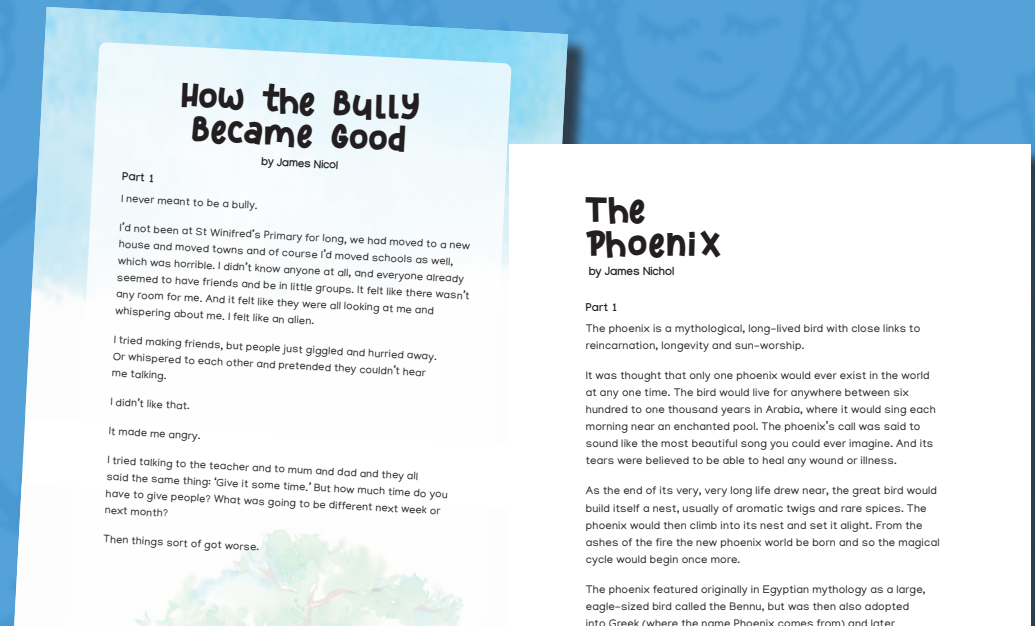
Each annotated version of the text highlights key vocabulary and phrases, expressions and rhetorical devices you may wish to clarify or visualise, as well as opportunities for inference and retrieval work



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



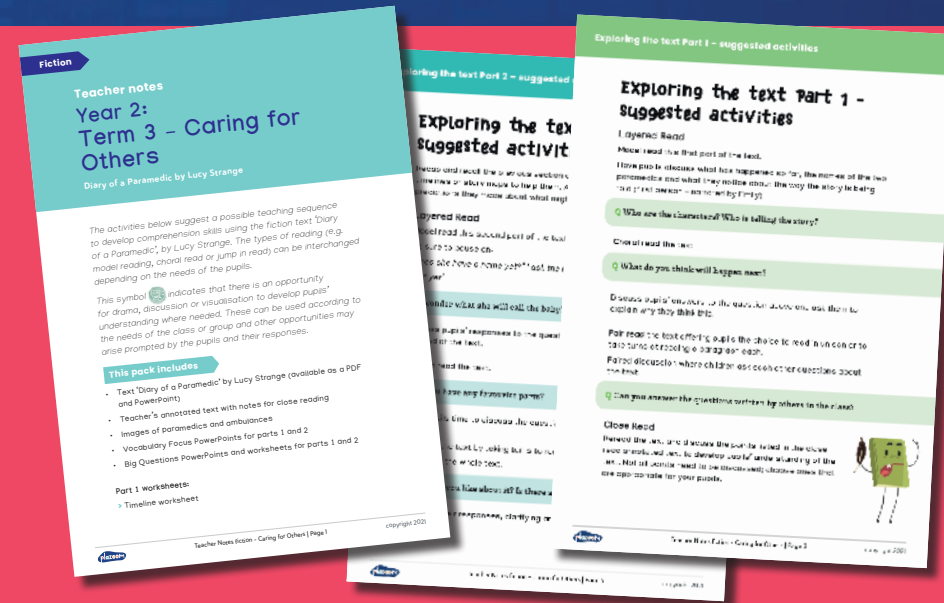
Illustrated and plain versions of the text are provided - perfect for individual or group close reading and workbook use



Teaching Sequences

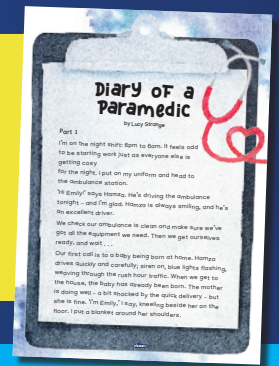
Step-by-step teaching sequences support effective delivery of outstanding lessons

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.



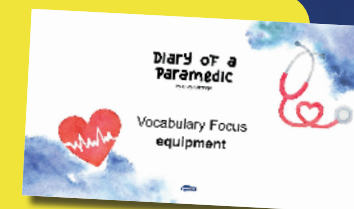
Close Reading

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.



We also provide ideas for books that the whole class can enjoy that link to the theme you have been discussing in your focused comprehension work. You can download a full reading list here:

plazoom.com/rc-reading-list

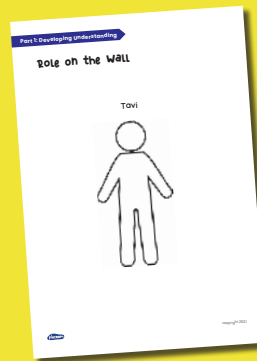
Pupil Resources

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:

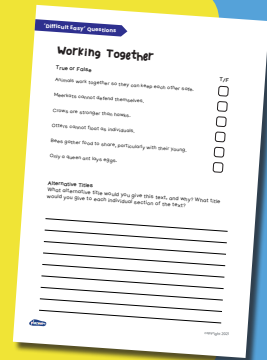
Role on the wall

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.



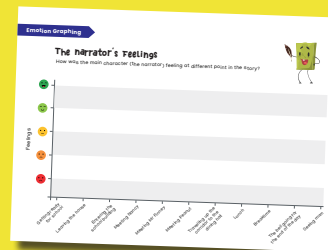
Difficult Easy Questions

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.



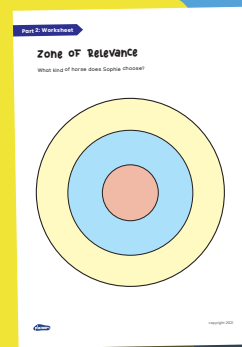
Emotion Graph

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

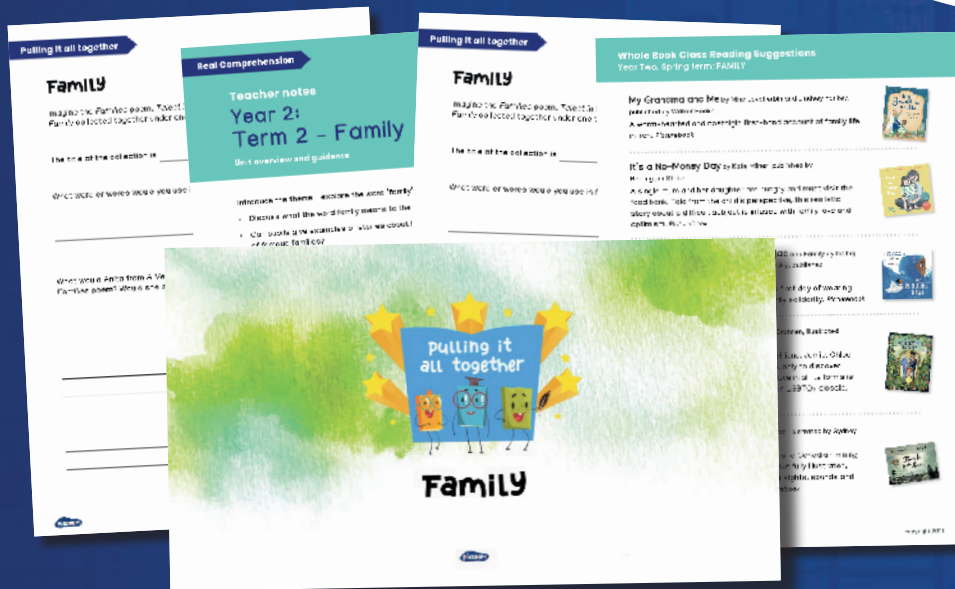
Children are provided with a target board and words or phrases from the text. They should sort the words or phrases to show which are the most relevant to the question they've been asked.



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!



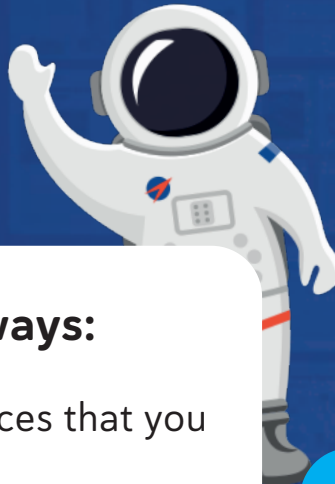
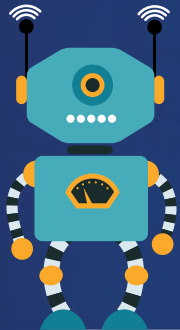
Identifying themes in texts can be extremely tricky, as children need to dig beneath the words on the page to find a moral, message or big idea. By providing children with three texts that share a specific theme - all of which occur regularly in children's literature and in the wider curriculum - Real 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.

Download a unit to try with your class: plazoom.com/real-comprehension



We want to hear from you!

Here at Plazoom we believe our product development should be entirely driven by the real needs of educators. We want to ensure that our resources support both teachers and pupils to achieve their very best. That is why we ask all our members to get involved in the development of Plazoom.



You can get involved in various ways:

- ✓ Email us with any feedback on resources that you are using: feedback@plazoom.com
- ✓ Let us know what you would like to see next on the site: feedback@plazoom.com
- ✓ Join one of our focus groups - keep an eye out for our focus group invitations in your inbox or across our social channels
- ✓ Become a Partner School - find out more at plazoom.com/partner-school

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