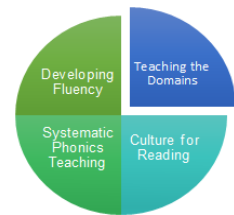# CLPA Reading domains - Approach on a page

CLPA Reading Comprehension and domains Vision

Building upon our aim to make children prolific lifelong readers who love to read, we are focused on supporting our children to develop high quality reading comprehension skills. This will equip them with the ability to expertly and efficiently answer unseen texts effectively. This is necessary for them to successfully complete statutory reading assessments at the end of KS1 and KS2. More importantly, the reading comprehension skills they develop in primary school will be fundamental in helping them to become expert *subject* readers as they progress into secondary, tertiary and work environments.

CLPA Reading Curriculum

The Colley Lane Primary Academy (CLPA) reading curriculum is a holistic whole school approach. Its purpose is to ensure that pupils can read efficiently, access ambitious texts and develop a love of reading. These are the essential parts of the approach and builds upon: Systematic and brilliant phonics teaching (Little Wandle); individual books are matched; regular 121/small group reading; independent Accelerated Reader programme in KS2, and an ambitious WCR reading spine taught through the school; a whole school environment.

Reading domains and 5 key comprehension skills

The statutory domain skills are taught using the domain dogs for Key Stage 1/2: Victor Vocab (1a/2a vocabulary), Rex Retrieval (1b/2b retrieval), Sequencing Suki (1c sequencing), Summarising Sheba (2c summarising), Iggy Inference (1d/2d inferring), Prediction Pip (1e/2e predicting), Arlo Author (2f/2g explaining meaning of narrative and word choice), Cassie Commentator (2h comparing within a text). Children will be sign posted to what domain skill they are being asked to answer on using the reading comprehension template.

To help our children be efficient in reading and answering comprehension questions, they will be taught to use 5 key skills including: 1) Close Read, 2) Key word underlining/highlighting (of questions), 3) Skimming - searching for key words, 4) Scanning - once the key word is found, reading the sentence with the key word in it and the sentence before and after for sense, 5) Answer check - does the answer you've given make sense?

Frequency, modelling and developing independence

Reading comprehension and domain lessons must be taught once per week from Years 1-5 and once or twice a week in Year 6 until the SATs are completed. From Summer 1, Year 5 children should be taught two domain lessons weekly in preparation for Year 6.

Teachers should model answering questions using the 5 key skills (above). In KS1 and Year 3 lessons, the process is as follows: 1) the teacher models an 'I do' answer to a WALT domain question, 2) children complete a You do 'have a go' question, 3) followed by a class We do question, finally 4) children complete a You do ' have a go question'. Subsequent questions repeat steps 3 and 4 repeatedly as required. In KS2, the process is different and focuses on developing greater pupil independence. It includes: 1) The teacher modelling answering a WALT domain focused question, 2) working together as a class to answer a 'We do' question, 3) children complete a 'You do' have a go before going on to independent work in the Practise phase.

Domain questions

In KS1/Year 3, children will answer questions focused exclusively on the domains in the lesson WALT. From week 4 or 5 in Autumn 1 onwards, Years 4-6 lessons will alternate between children practising answering questions on a specific WALT domain, and answering a balanced variety of questions.