

Our six Comprehension Strategies

1. Predicting
2. Summarising
3. Monitoring
4. Visualising
5. Questioning
6. Making connections

What are **predictions**?

Predictions are made when we use information from a text, graphics and experiences to predict what may happen next or what the text is about or how the story line might end.

What is **summarising**?

Summarising is taking all the information in the text and working out what elements are the most important. This should mean that you are writing a much shorter passage than the original text and it should be in your own words.

What are **connections**?

We understand most things through what we already know. That knowledge may come from something that we have experienced or read or heard about.

Why should we ask **questions**?

We ask ourselves questions, to help us think about things in a deeper way.

What is **visualising**?

Visualising is when we make a mental image of what we have read or heard of in the text. This helps to bring the text to life and harnesses our imagination.

What is **Monitoring**?

Monitoring is looking at whether something is making sense. Sometimes things don't make sense because we are reading it incorrectly. Sometimes it is because there is something that we don't understand or that there is a mistake in the text!

Comprehension

COMPREHENSION

I understand
what I read.

Learning to read, turns into reading to learn.

This booklet/information was taken from the Highland Literacy Website which has lots of great ideas.

<https://highlandliteracy.com>



What is Comprehension?

Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyse it, make sense of it, and make it their own.



Strong readers think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and what thinking strategies to use to resolve these problems when they pop up.

Getting started with comprehension

Right from the earliest days of reading with our children, we can be teaching them comprehension strategies.

We can do this by talking with our children about the story and how it **connects** to their lives and experiences or what they have seen on film or in other stories.

We can also ask our children to make **predictions** about what may happen or why something might have happened.

We can show our children how to ask searching **questions** to help us understand the story better. 'I wonder why he...'

Through talking about what is happening, you may discover that they don't understand what a word or phrase means. This is called **monitoring**. If we don't know what something means, we need to learn how we can fix that.

Sometimes asking your child to close their eyes to build up a **picture** in their mind about what they have heard in the story helps them to understand it better.

Retelling the story or part of the story in your own words helps to develop the strategy of **summarising**. You can do this with films, events and written stories.

Sharing stories together can be a lot of fun and be a very special time and helps to grow the strategies that they need later on in school and in life.