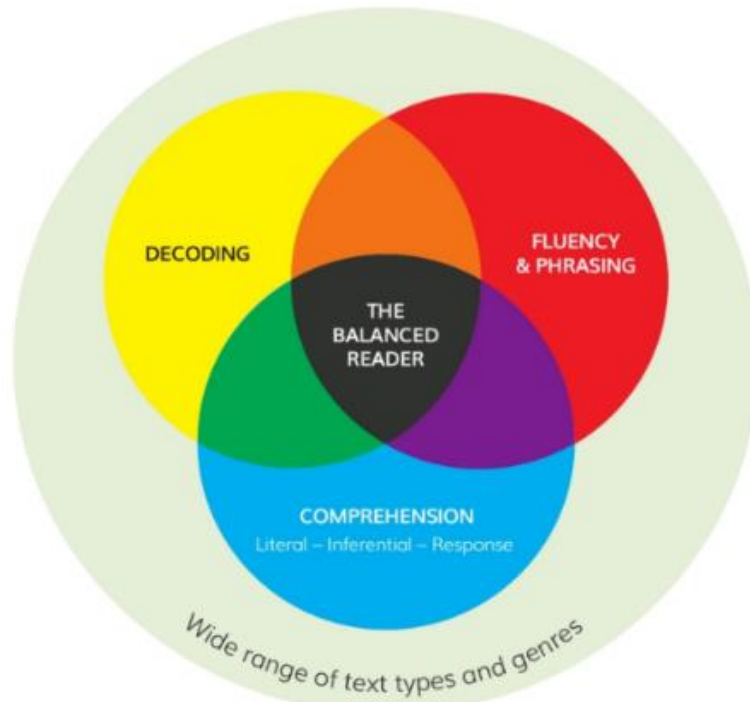


Teaching and Learning at IFPS – Comprehension

Comprehension is another integral part that contributes to our students becoming Balanced Readers. As the diagram below shows, the 'Balanced Reader' consists of three key skills: decoding, fluency and phrasing, and comprehension (literal, inferential and response).



Becoming a balanced reader involves 'learning to read' and 'reading to learn'. 'Learning to read' is not a prerequisite of 'reading to learn', despite being the goal of the Balanced Reader. Skills are interchangeable throughout the process. When we are 'learning to read' we still 'read to learn'; at a level that coincides with our reading ability.

These newsletters share the strategies we use at Ingle Farm Primary School (IFPS) and provide techniques to support your child at home. This collaborative approach to reading can support learning for your child.

Comprehension (literal, inferential, response)

Comprehension means understanding text: spoken, written and/or visual. Comprehension is an active and complex process which:

- includes the act of simultaneously extracting and constructing meaning from text
- enables readers to derive meaning from text when they engage in intentional, problem solving and thinking processes
- is a lived and institutionally situated social, cultural and intellectual practice that is much more than a semantic element of making meaning.

Literal comprehension occurs at the surface level when a reader acknowledges what they can see and hear. The details are stated and clear for anyone to identify. Literal comprehension is often referred to as 'on the page' or 'right there' comprehension. This is the simplest form of comprehension.

Inferential comprehension requires the reader to draw on their prior knowledge of a topic and identify relevant text clues (words, images, sounds) to make an inference. Inferential comprehension is often referred to as 'between the lines' or 'think and search' comprehension.

Response comprehension requires the reader to move beyond the text to consider what they think and believe in relation to the message in the text. It is at this point that readers are required to justify their opinions, argue for a particular viewpoint, critically analyse the content and determine the position of the author. Response comprehension is often referred to as 'beyond the text' and includes 'big picture' comprehension. Often there is no right or wrong answer but rather justification for thinking in a particular way.

Supporting your child at home

Each child at IFPS accesses a levelled reader via their teacher or borrowed from the library. To support your child's education and achievement it is suggested that they should read independently for at least 20 minutes each day.

As parents, there are some simple strategies that can be adopted when listening to your child read to practise their **comprehension**.

- Read books your child likes
- Read out loud
- Skim the heading of the text
- Re-read sections that are confusing
- Write down unknown words and discuss them
- Discuss with your child what they just read
- Recap and summarise main points
- Write down questions about what they don't understand
- Help your child make connections between what he or she reads and similar experiences he has felt, saw in a movie, or read in another book.
- Help your child go back to the text to support his or her answers.
- Read material in short sections, making sure your child understands each step of the way.

The Department for Education have also provided some information in regards to supporting your child at home via the link below:

<https://www.education.sa.gov.au/our-learning-sa/advice-families/reading-home>

Thank you for your continued support,

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