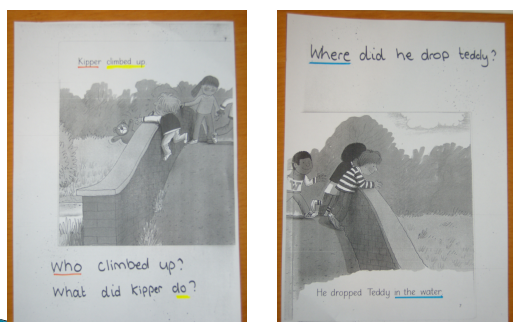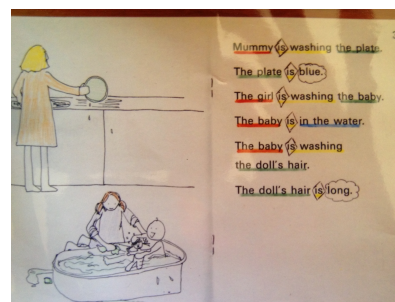## Coded Text Comprehension

Coded Text Comprehension - LTR

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary

Narrative Coding

‣ Question words form a structured framework to create a narrative

‣ Coding supports the understanding of question prompts

‣ Coding supports finding the elements the narrative e.g. who, when, where

‣ Drop coded structure when child is ready

Types of Narrative Support

➢ News

➢ Familiar texts/stories as a basis for narrative e.g. big book, fairy stories,

➢ Original narrative

➢ Non fiction narrative

Structuring a narrative

‣ Some children with very limited language benefit from a set visual structure they always use for narrative work

‣ In my KS1 Base we use the Black Sheep story planner.

‣ Coding can be used to support ANY narrative framework

Simple Narrative Structure

when	who
who	where
who	doing

(One day there was a boy)

and

(The boy was in the park)

and

(The boy was playing)

Harder narrative – familiar text

| when | who | where |
| who | doing | where |

then

| who | doing |

then

| who | doing |

One day Cinderella was at home

Cinderella was crying in the kitchen

Then the Fairy Godmother appeared

Then Cinderella went to the ball

ETC

Resource : Black Sheep narrative packs

▸ Nursery Narrative Pack
➤ *story components:– who, when, what next*

▸ Reception Narrative Pack
➤ *story components:– who, where, when, what happened next*

▸ Fun with Narrative [big books]

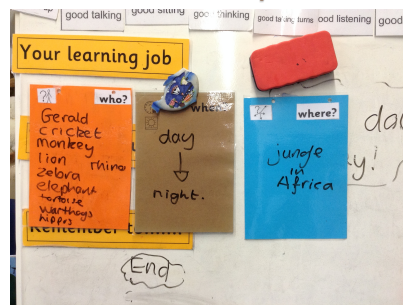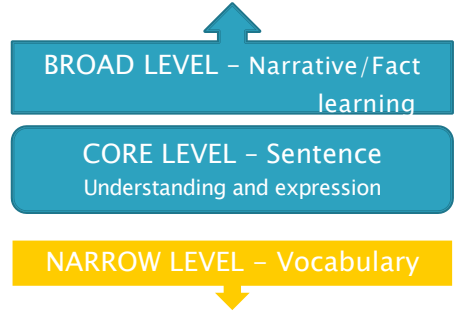## Story options – Creating the Story Starter

Selecting cue cards

'Giraffes Can't Dance' – Brainstorm story content

Giraffes Can't Dance – Creating own narrative

Levels of coding

BROAD LEVEL – Narrative/Fact learning

CORE LEVEL – Sentence
Understanding and expression

NARROW LEVEL – Vocabulary

Vocabulary Coding

- Coding can be used to teach and practice key topic vocabulary through colour coding the vocabulary in

  ◦ vocabulary books

  ◦ Wall displays

  ◦ Generating semantic webs/ mind maps

Coding Vocabulary

So HOW do you decide which colour/shape to code your vocabulary with?

➢ Use the QUESTION WORDS

➢ Ask the questions in relation to the vocab and see which one it answers best

Sometimes 2 questions may fit. Use the one that is closest to the meaning you want.

Colour Coding – seaside vocab

Leona –'seaside' Topic Mind Map

Learning Facts – KS2 history topic

Amy (Y6 mainstream) used **coded fact sheets** as basis
for written work as well as learning the facts.

e.g. **CHURCHILL** *[colour coded]*

- What kind of word [i.e. orange 'who']
- When did he live ?
- What did he do ?
- What was his job?
- Where was his office?
- What was he like? etc

1874 -1965

Led country. Smoked cigars

Prime Minister

10 Downing Street

Short, balding, clever, good communicator

Similar vocabulary

Coding can be used to clarify the meaning of similar words

prison
where?

prisoner
who?

A burglar
Who did it?

Burgled
What did he do?

A burglary
What is the crime?

ANY QUESTIONS?

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