(This policy supports, and is to be read, in conjunction with the English Policy)

Comprehension is “intentional thinking during which meaning is constructed through the interactions between text and reader”
(Harris and Hodges, 1995)

Preamble/Rationale
At Craigieburn South Primary School we believe all students can learn. It is important for students to understand what they are hearing and reading. We, the staff, provide the opportunity for all students to achieve personal excellence with oral and reading comprehension through explicit teaching and use of comprehension strategies and skills.

Purpose
• To support students to make meaning from text.

Implementation
Strategies are used by the reader as he/she is reading to work out the meaning. The strategies which can be used before, during and after the reading are:
• Connections/Prior Knowledge
• Prediction
• Questioning to understand
• Visualising
• Determining important ideas
• Inferring
• Synthesizing.

Skills are used by the reader to respond to the reading in particular ways. There are twelve skills which will be explicitly taught. Prep to 2 children will commence with the more basic skills. By grade six children will have been taught all twelve skills.
The skills are as follows:
1. Finding the main idea
2. Recalling facts and details
3. Understanding sequence
4. Recognising cause and effect
5. Compare and contrast
6. Make predictions
7. Finding word meaning in context
8. Drawing conclusions
9. Distinguishing between fact and opinion
10. Identifying author’s purpose
11. Interpreting figurative language
12. Distinguishing between real and make believe.

Assessment
The Whole School Assessment schedule will provide details on how Comprehension is assessed. Assessment will be broken up into As, For (Formative) and Of (Summative) learning.

This policy was ratified by School Council Meeting in 2008
This policy will be reviewed in 2011