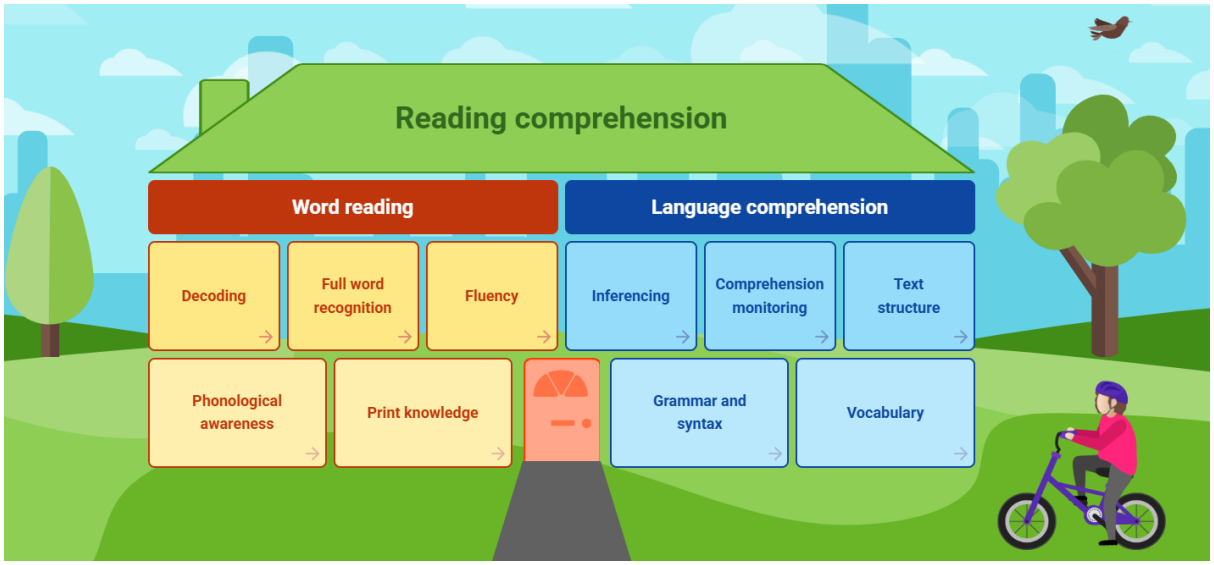
Alexandra Primary School
Aspire, Perform, Succeed

EEF Reading Comprehension "Reading House"

Formal



Word Reading is supported by the following processes.

Phonological awareness

The ability to reflect upon and consciously manipulate the sound structures of language at each level—word, syllable, and phoneme. Phonological awareness is an umbrella term for a broad set of skills like phoneme isolation, blending, and segmentation.

Print Knowledge

Understanding the forms and functions of print: for example, knowing that words consist of letters, that some words in print look longer because they have more letters, and that there are spaces between words. Print knowledge also includes understanding how print is organised, for example, the fact that (in English) we read from left to right and top to bottom.

Decoding

Knowledge of letter-sound relationships and knowledge of letter patterns, to identify the correct pronunciation of written words.

Full word recognition

The ability to apply and identify the correct pronunciation of written words immediately and without conscious effort.

Fluency

The ability to apply and identify the correct pronunciation of written words immediately and without conscious effort. It involves smoothly and effortlessly decoding words while also comprehending and interpreting the text. Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.

Language comprehension is supported by the following:

Grammar and syntax

Grammar is the set of rules a language follows to convey meaning. Syntax is the part of grammar that focusses on how words are combined to form phrases and clauses, and how those components are then arranged into coherent sentences.

Vocabulary

All the words in a language that are understood by a particular person. This can be an 'active' or expressive vocabulary: the words an individual understands and uses regularly in speech and writing; and 'passive' or receptive vocabulary: words an individual understands but does not typically use in everyday communication.

Inferencing

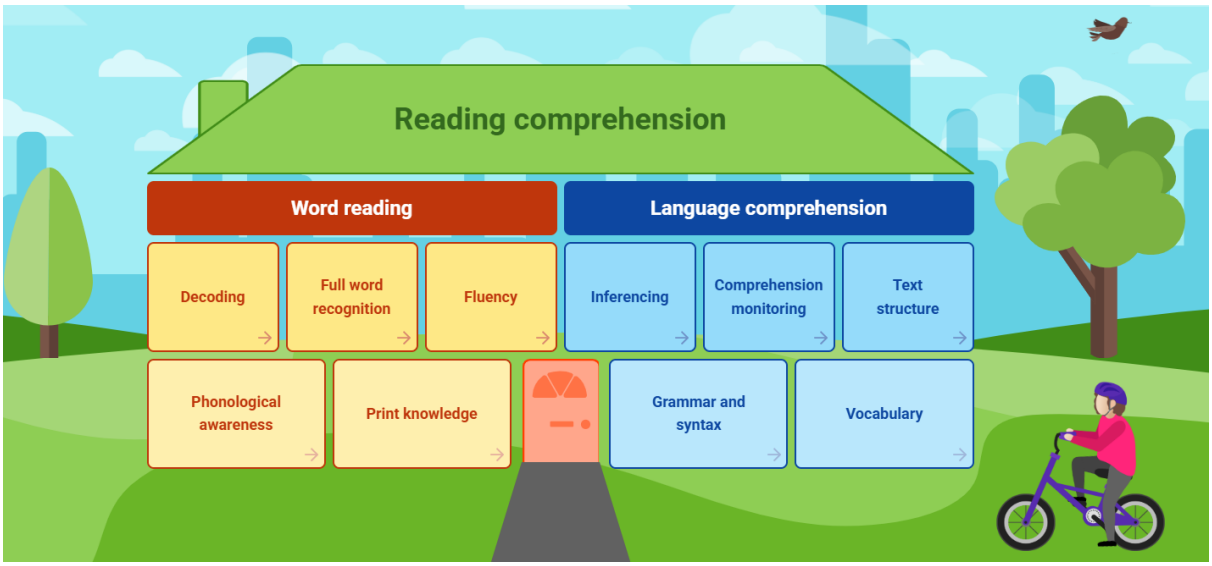
A reader's ability to use information from a text and draw on their background knowledge to understand things that are implied rather than explicitly stated.

Comprehension monitoring

The process in which readers determine whether they understand and can articulate what they are reading.

Text structure

The way in which authors organise information in a text. For example, this might include different formats such as: compare and contrast, chronological sequencing, or narrative structures.



What the poster shows

The **house visual** represents reading comprehension as something that is **built** from multiple, connected components:

- **Roof – *Reading Comprehension***
  - Understanding, interpreting and making meaning from text
- **Walls – *Language Comprehension***
  - Vocabulary
  - Background knowledge
  - Grammar and sentence structure
  - Oral language and discussion
- **Foundations – *Word Reading***
  - Phonics
  - Decoding
  - Fluency

🧠 The key message of the poster:

Strong comprehension depends on both accurate word reading and strong language comprehension.

Why schools use this poster

- Makes the **Simple View of Reading** accessible and visual
- Helps staff explain **why phonics alone is not enough**
- Supports CPD, Ofsted discussions and parent communication
- Links well with **EYFS → KS2 progression**

EYFS and KS1 link (useful for your context)

In Early Years and KS1, the poster aligns closely with:

- **Talk-rich classrooms**
- Storytime and dialogic reading
- Approaches like **ShREC** (high-quality interactions build the *walls* of the house)