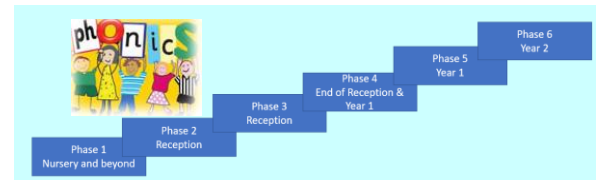


## Guided Reading

Children take part in two 30-minute sessions of guided reading per week, which involves working in small, adult-led groups. This approach is designed to support the children to develop the knowledge and skills they will need to become fluent readers who reading with understanding. In these sessions, children will explore a wide range of text types including stories, information books, poetry and playscripts.



We aim to teach children at their 'instructional level' which is not too easy or too hard, to maximise success and encourage enjoyment. For children in the early stages of reading, we use phonic phases and book bands to provide a focus for learning and support progression. At this level, lessons focus on applying phonic skills and developing automaticity and fluency with decoding. Children are given then chance to really practice applying the word skills learned in daily phonics lessons with books at the correct level.



As children become more advanced, the guided session will begin to focus more on constructing meaning, expanding vocabulary and using problem solving skills to process increasingly complex print.

### **What does a guided reading session look like?**

Lessons are clearly structured with little variation throughout school and will usually include the following:

*Book introduction* - At every stage of learning, a new book will begin with a rich introduction. Before the children attempt to read the book, the aim is to activate their background knowledge, link it to the text they are reading and really 'hook' them in.

The adult will then discuss the ideas and vocabulary which will feature in the text, always linking new things back to what the children already know.

*Word work* - In most sessions, the children will be given the chance to learn how words work and practice their skills. Early on, this can be focused on building word recognition:

- Sounding and blending to decode words e.g., *c-a-t*
- Recognising at speed, words that are frequently seen e.g., *the*
- Learning how to read words with an ending e.g., *look-ing look-ed*

Later on, this might focus on:

- Chunking much longer, unfamiliar words e.g., *en-light-en-ing*
- Exploring suffixes linked to meaning and word origin e.g. *-ability – variability, reliability -age appendage, baggage, bandage*

*Individual Read* – Each child is given the chance to read aloud to the supporting adult. Before reading, the children are always reminded what good readers do e.g., *stop if it sounds wrong, check the letters if they are stuck etc.*

The role of the adult is to allow each child to read as independently as possible and support to problem solve if necessary. The adult will observe and note all things the child does as a reader, or what he/she might struggle with or errors made. After the reading, the adult will provide specific praise for something they did well e.g. *“I like how you fixed that word (was/saw)”* and return to one or two errors e.g. *“You said ‘experience’ (experiment). Try that again and look carefully”*

*Return and Respond* – When the children have finished reading to the adult, they will then re-group to respond to the text together. This can be in the form of a discussion, answering questions, retelling the story or predicting the next event.

## **Other Reading Activities**

### Follow-up tasks

If the children are not taking part in an adult-led guided session, they will be completing activities based on a book they have previously read. For older children this may also include orientating themselves to an unseen text, in preparation for reading. The options for reading follow-up activities are endless. For younger children tasks could focus on word recognition and checking understanding and may include: ordering a chopped-up sentence, completing a missing word, drawing a character, writing a new ending for story and locating simple facts. For older children, activities will be more focused on interpreting information, responding to literacy effects, generating inferences, expressing their opinions and comparing with texts.

### Additional reading:

Children may also be given individual reading tasks and the opportunity to read texts on digital devices such as IPADs.

In Foundation Stage and Key Stage 1, this may be through Oxford Owls or Reading Planet which has a large eBook library. Children also have the option of additional audio support to help their reading experience. Reading Planet also provides the option to complete a quiz after the reading to check the children’s understanding.



In Key Stage 2, this experience is provided through Accelerated Reader, which is a computerised reading system using real texts. Children pick a real book at their level using a personalised ZPD score. Once they have finished reading the text, they complete a quiz and passing the quiz is an indication that the child has understood what has been read. Accelerated Reader gives both the children and teachers feedback on based on the quiz results which helps their ongoing reading practice.



Children also have the option to choose an eBook from the MYON digital library which has thousands of eBooks according to their individual ZPD score.

