

Aims of Workshop

To gain an understanding of Guided Reading and how it works at John Mayne School

To understand some of the key reading and comprehension skills children need and strategies that can be used to support and develop these (which can also be used at home)



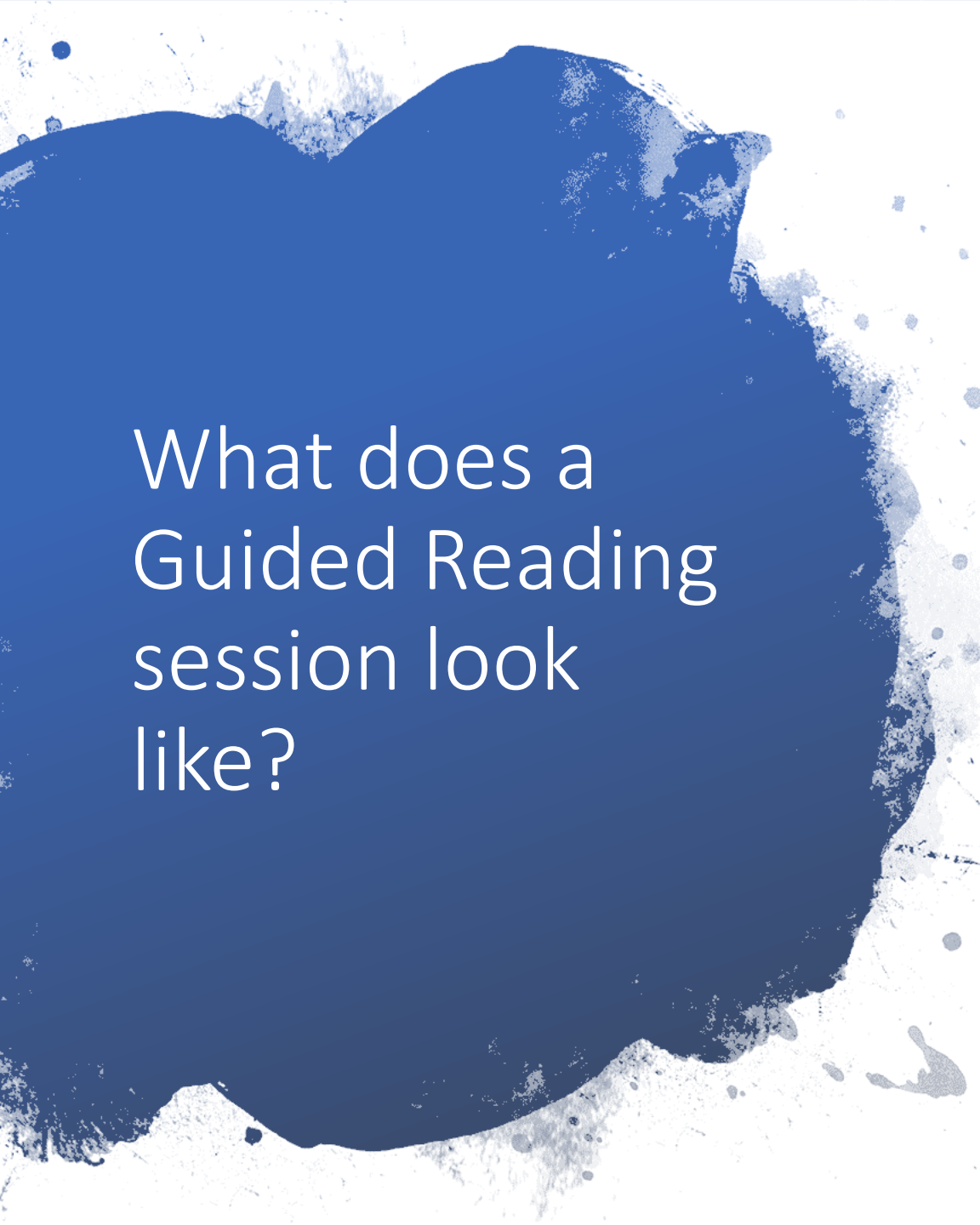
What is Guided Reading?

Guided Reading is a teaching technique teachers use to support children with reading.

It involves an adult working with a small group of students who demonstrate similar reading behaviours and can all read similar levels of texts.

It is a strategy that supports students to discover the meaning of a text for themselves.

It encourages use of problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.



What does a Guided Reading session look like?

Guided reading sessions happen in class every day from Year 1 to Year 6. The session lasts for 20 – 25 minutes

Guided Reading sessions are led by the class teacher or teaching assistant

There can be up to 6 children in a Guided Reading group and they are all reading the same book (range of text types – fiction, non-fiction, playscripts, newspaper etc.)

While a teacher is running a Guided Reading session, the rest of the class are working independently completing a range of activities based on the book they have been reading

Structure of a Guided Reading session

1. Book Introduction

- Looking at the cover and the blurb
 - Making predictions
- Locating and explaining new vocabulary

2. Strategy Check

- Recapping reading strategies that they can use to help them understand the text

These are strategies that we encourage the children to use at home too!

- KS1 strategies are weighted towards decoding and include - Using pictures as prompts - Sounding out new words - Splitting up longer words - Missing out the word and reading to the end of the sentence and returning to it
- KS2 Strategies often lean towards comprehension and include - Skim reading for key information - Cross checking by using a number of strategies - Context (making a sensible guess)

3. Independent Reading Session

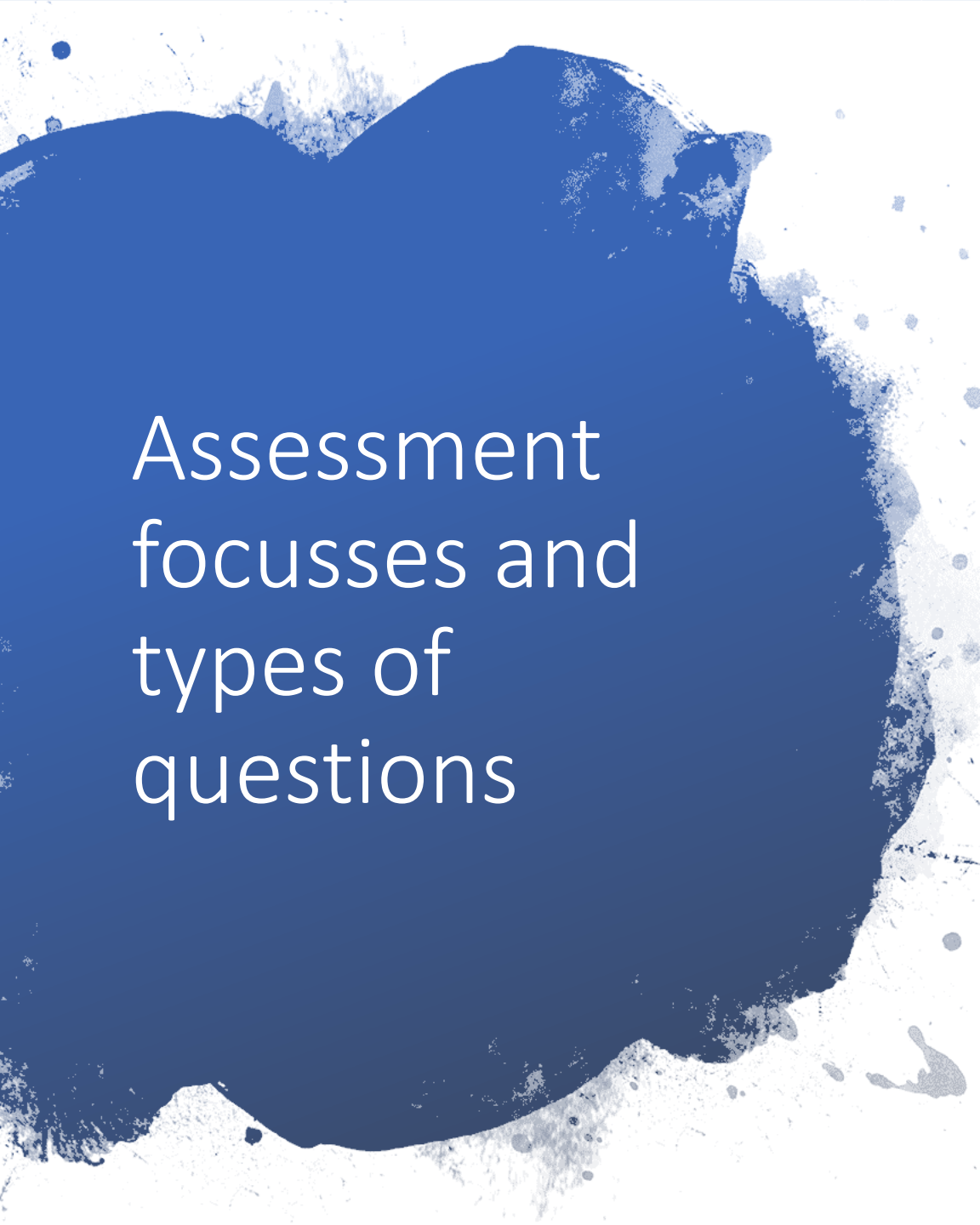
A reading focus is introduced. Children are given a chapter or a number of pages to read independently while the adult circulates listening to individuals.



4. Return and Respond to text



- The adult brings the group together and returns to the session focus. Through targeted questioning, a discussion around the pages that have just be read takes place.
- At the end of this discussion session, the adult returns to the focus and the children recap what they've learnt.



Assessment focusses and types of questions

There are 7 assessment focuses we use to tighten and focus our questioning. We use these to develop children's understanding and promote thinking at three levels:

Literal questions – recalling information that is directly stated in the text

Deductive and Inferential Questions – asking children to work out answers by reading between the lines, combining information from different parts of the text and by going beyond the information given

Evaluative and response questions – thinking about whether a text achieves its purpose, or making connections with other texts



A closer look...

We'll now take a closer look at the seven areas of reading that we look to develop during guided reading sessions.

We have a different focus each week and base our questioning around it during the guided session.

Reading

I can read out loud with fluency and expression.



I can understand what I read.

I use punctuation to help me read different texts.

I can use my knowledge of phonics to decode words.

Assessment Focus 1

Use a range of strategies including accurate decoding of text, to read for meaning

Reading

I can retell a story
I have read.



I can explain what
a piece of text is
saying.

I can use examples
from the text to answer
questions about what I
have read.

I can summarise what I
have read using examples
from the text.

Assessment Focus 2

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

Reading

I can answer open ended questions about what I have read.



I can use the text to help me understand what is going on.

I can use my own ideas to interpret what I have read.

I can summarise what I have read in my own words.

Assessment Focus 3

Deduce, infer or interpret information, events or ideas from texts

Reading

I can talk about the structure of a piece of text.

I can talk about the use of grammar in a piece of text.



I can explain how a piece of text is organised.

I can spot different features in different types of text.

Assessment Focus 4

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Reading

I can explain why the writer has used particular features.



I can explain how using a particular word or sentence has made me feel as a reader.

I can talk about why a writer might have used a particular word or sentence.

I can compare features in different texts.

Assessment Focus 5

Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Reading

I can see what point the writer is trying to put across in the text.



I can say if I like or dislike what I have read.

I can explain what impact the text has on the reader and how the writer has achieved this.

I can give a reason for my like or dislike of a text.

Assessment Focus 6

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

Reading

I like to read different types of texts.

I can say how texts are the same or different from each other.



I can explore texts from different cultures and see how they compare.

I can compare texts across different times, genres or types of media.

Assessment Focus 7

Relate texts to their social, cultural and historical contexts and literary traditions



Reading at home

- The guided reading strategies and techniques can be used when reading with your child at home (Remember to grab an AF hand out with question ideas before you leave)
- Choosing quality and current books for your child to read is really important as is the range of reading material you provide for them



Any Questions?

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