

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 pupils 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.
- ❖ 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 may never before encountered in print.

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 (finding evidence and providing justification/explanation)

Assessment focus and types of questions

There are 7 assessment focuses we used to tighten 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

Here are the type of questions you can ask at home to support your child with understanding the text they are reading:

Literal Retrieval

- ✓ Describe, retell and locate information
- ✓ What does mean?
- ✓ Can ... have more than one meaning? Say how.
- ✓ What happened at the beginning?
- ✓ What did do and why?
- ✓ Which word/s tell you that ...?

- ✓ Which paragraph tells you that ...?
- ✓ Why do ...?

Deduce, infer and interpret information, events or ideas

- ✓ How did ...?
- ✓ Which words tells us ...?
- ✓ Why did?
- ✓ What does imply about ...?
- ✓ What does the author think about? How do you know?
- ✓ How did ... react? Explain.
- ✓ Why is ... ?

Identify and comment on structure and organisation

- ✓ How does the layout help the reader?
- ✓ What is the purpose of ...?
- ✓ Why is paragraph/heading in bold/italics?
- ✓ Why are ... (sub-headings) used?
- ✓ Why has the information been presented in this way?
- ✓ Why is it easier to read ...?
- ✓ Why did the author choose to use ...?

Writer's use of language

- ✓ Explain why ... is used?
- ✓ Why does the writer compare ... to ...?
 - (Why does the writer compare 'Hadrian's wall' to a 'molehill'?)
- ✓ What does ... tell you about ...?
- ✓ Why did the author use/choose ... ?
- ✓ What do phrases such as tell you?
- ✓ Why did the author choose the verb/s ...? What is the impact?
- ✓ What can you tell me about the viewpoint of the author?
- ✓ Why were articles/quotations/headings included?

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

- ✓ How do you think the author would like you to feel about Adelaide? Find evidence in the text to support your answer.
- ✓ What does this text make you feel about the shadow? Find evidence in the text to show how the author makes you feel this.
- ✓ Give three words to sum up the mood of the text.

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

This involves pupils comparing and contrasting stories set in different cultures, places and time

- ✓ Find a word or phrase that makes you think this is not set in 2013.
 - Children should explain their answers clearly and give evidence from the text where possible. "How do you know?"