

Guided reading

If you have any questions about
guided reading please put them
on a post - it!

Guided reading - the headlines!

- ❑ Makes accelerated progress.
- ❑ Is a time for talk.
- ❑ Makes reading fun.

Aims

- ▶ To understand the purpose of guided reading.
- ▶ To understand the structure of guided reading sessions.
- ▶ To look at a sample of guided reading sessions.
- ▶ To practise planning that links questions and activities to the children's targets.

What is the purpose
of guided reading?

What is the purpose of guided reading?

- ▶ Target books accurately to the level of the learner.
- ▶ To model reading process and support independent strategies.
- ▶ To look at texts more deeply and interrogate their meanings.
- ▶ To share opinions about the texts.
- ▶ Encouraging a love of reading.

Managing guided reading

- ▶ What model is your school using?
- ▶ Choosing pitch of text for each group
- ▶ Planning-questioning and focus for each session
- ▶ Knowing your texts well
- ▶ How is it taught? Carousel or alternative structure to the session?

Guided reading in action

- ▶ As we watch some KS1 example sessions please note down any significant things you notice about how guided reading works in practice.
- ▶ Please complete a observational grid as you watch to identify how the teacher is teaching reading and engaging the children with activities and discussion.

Discuss your observations

- ▶ How are the children developing their reading skills?
- ▶ What skills are the focus of the lesson?

Discuss your observations

- ▶ How are the children developing their reading skills?
- ▶ What skills are the focus of the lesson?
- ▶ How did it compare?

Discuss

- ▶ How did the teachers recap the learning and set the scene for the session?
- ▶ How did their questioning help the children to delve deeper into the text?
- ▶ Essentially what is the main difference between KS1 and KS2?

Planning

- ▶ Guided reading sessions can be planned in 3 parts.
- ▶ Before reading - to prepare the ground for the session.
- ▶ During reading - to help the children respond actively to the story while they are most involved in it.
- ▶ After reading - when the children can reflect upon what they have read.

Pre- reading task (independent for most)

- ▶ Time for the children to reflect on marking of their last independent task and respond (older).
- ▶ Text introduction or review of last session.
- ▶ Something to think about - a key question for the children to consider and take notes while they read independently.

Guided Session

- ▶ Facilitate a discussion.
- ▶ Opportunity for teacher to model.
- ▶ Strategy check
- ▶ Key questioning.
- ▶ Assess individual responses and understanding.
- ▶ Shared discussion in small group environment.
- ▶ Set up follow-up task.

Post reading/follow-up session

- ▶ Follow up activity will focus on their targets using the sections of text already read.
- ▶ Opportunity for children to practice a range of question styles.
- ▶ Marking and next steps in books before next session-just like any English book.
- ▶ Share guided reading journals.

Choosing texts

- ▶ Texts should be high quality and allow you to focus tightly on the key reading skills of; organising ideas, character, action, plot or setting in closer detail.
- ▶ Check with English overview when choosing texts before you start planning. (don't want overlaps/repeats)
- ▶ Are these books building on their Cultural capital? (Helping develop their education of classical literature (not pop lit))

Choosing texts

- ▶ Will the text work as a vehicle for your teaching objective?
- ▶ Will the children enjoy and understand the text?
- ▶ Will it engage the children?
- ▶ Will it challenge them?
- ▶ Will it lead to lively discussion and written work?

Coffee



Over coffee share your chosen texts with your table and consider why it will be a good vehicle. Please be prepared to share.

Target setting

Year 4	READING							
	Word Reading	Themes and Conventions	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect
Ongoing, in-school provision and approaches	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read: <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say 							
Phase 1	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Can apply Hampshire or School chosen Autumn Term core spelling curriculum knowledge when reading 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read Use, select and read books that are structured in different ways for the appropriate purposes Identify themes and conventions in a wide range of books Make RELEVANT links to other known texts or personal experience Recognise themes in age-appropriate texts, such as bullying Recognise conventions in age-appropriate texts, such as the use of 'the power of 5' (witches, characters, e.g. the king's 5 sons etc.) in fairy stories and folk tales Identify a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings 	<ul style="list-style-type: none"> Understand what they read, in books they can read independently Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Use known strategies appropriately to establish meaning Ask questions to improve their understanding of a text Self-correct misread words when reading age-appropriate texts and suggest the meaning of new words in context Discuss understanding as it develops and explain the meaning of words in context Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these Summarise main details from more than one paragraph in a few sentences, using vocabulary from the text 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction Recognise and distinguish between fact and opinion Use features to locate information e.g. contents, indices, subheadings Locate information using skimming, scanning and text marking 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, asking questions, listening and responding to others Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry (for example, free verse, narrative poetry) 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied based on references to the text Make plausible predictions based on knowledge of the text Infer character's feelings, thoughts and motives of main characters from their actions, and justifying inferences with sound evidence 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Discuss how language used has an effect on the reader Identify specific techniques, e.g. simile, metaphor, repetition, onomatopoeia and explain the effect on them as a reader

Adapting planning

- ▶ Who might you need to adapt reading for?
- ▶ How do these sessions differ from the others?
- ▶ Consider all needs when planning suitable texts.

2.

☐

Text: _____

[illegible]

Planning using the HIAS Grids

- ▶ Start with your data to identify and set the targets for the group.

Setting targets

- ▶ For phase one the targets I will focus on in my planning for this group:
- ▶ Comprehension targets -
- ▶ *Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context*
- ▶ *Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas*

Themes and conventions targets

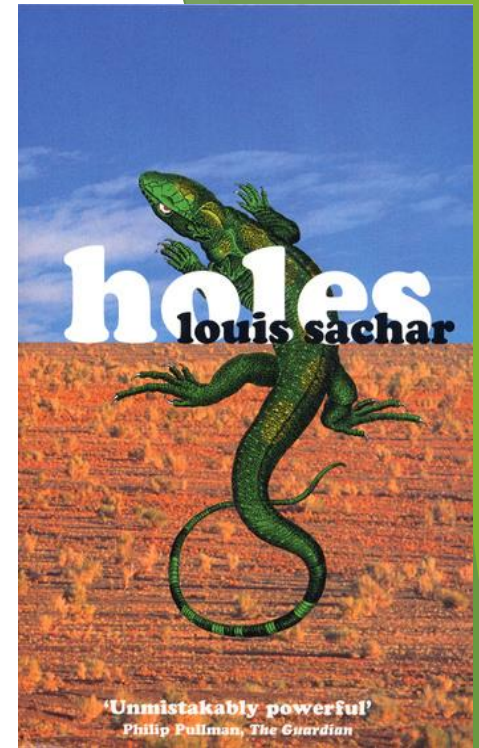
- ▶ Identify and discuss themes and conventions in a wide range of writing e.g. themes friendship/differences/good vs evil or conventions like flashbacks.
- ▶ Be aware of children's backgrounds and issues themes could raise for them.
- ▶ Read books that are structured in different ways to draw comparisons across a range. Read for a range of purposes.
- ▶ Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.
- ▶ Tend to get evidence verbally around these targets, so think about how you help children draw comparisons through discussions and maybe the occasional question eg. how is the villain in this book similar to other villains you've met in books?

Identify the right text for the job!

- ▶ Will the text work as a vehicle for your teaching objective?
- ▶ Will the children enjoy and understand the text?
- ▶ Will it engage the children?
- ▶ Will it challenge them?
- ▶ Will it lead to lively discussion and written work?

- ▶ Appropriate reading age.
- ▶ Engaging for boys.
- ▶ Short chapters.
- ▶ Clear flashbacks.
- ▶ Strong themes to explore of bullying, racism, family, power, justice and fate.

YOU NEED TO KNOW THE BOOK REALLY WELL
IN ADVANCE AND YOU NEED TO LIKE IT!



Planning the first session

- Plan the **text introduction** to discuss the context of the story and set the scene and explain the targets.

Text Introduction

Louis Sachar - American author. American vocab.

Discuss the idea of American summer camp.

Writes for 11+ audience - link to themes

Present in America in the last century of racism.

Discuss idea of correctional facility (prison) for a child. Link to theme of fairness and fate.

2 stories running side by side told through flashback and flash forwards - link to other known examples such as Harry Potter etc

Strategy check

- ▶ Read the chapter and analyse the language used. Are there any words that might be a sticking point for the group?
- ▶ Add these to the strategy check grid ready to discuss and pre-empt with the children.

There is no lake at Camp Green Lake. There once was a very large lake here, the largest lake in Texas. That was over a hundred years ago. Now it is just a dry, flat wasteland.

There used to be a town of Green Lake as well. The town shriveled and dried up along with the lake, and the people who lived there.

During the summer the daytime temperature hovers around ninety-five degrees in the shade—if you can find any shade. There's not much shade in a big dry lake. The only trees are two old oaks on the eastern edge of the "lake." A hammock is stretched between the two trees, and a log cabin stands behind that.

The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.

Out on the lake, rattlesnakes and scorpions find shade under rocks and in the holes dug by the campers.

Here's a good rule to remember about rattlesnakes and scorpions: If you don't bother them, they won't bother you.

Usually.

Being bitten by a scorpion or even a rattlesnake is not the worst thing that can happen to you. You won't die.

Usually.

Sometimes a camper will try to be bitten by a scorpion, or even a small rattlesnake. Then he will get to spend a day or two recovering in his tent, instead of having to dig a hole out on the lake

But you don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death.

Always.

If you get bitten by a yellow-spotted lizard, you might as well go into the shade of the oak trees and lie in the hammock.

There is nothing anyone can do to you anymore.

During the reading - questions for discussion.

- ▶ Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context - *explore the book further.*
- ▶ *As we read think about the description of camp green lake, what do we learn?*

Key questions for discussion

Return to the description of what happened to the town, we are told:

‘The town shriveled and dried up along with the lake, and the people who lived there.’

What does this tell us about Green lake?
(Note – not a literal meaning so what does this tell us about how the town came to be no more?)

- ▶ An ominous tone or mood is created in this first chapter by the introduction of several ideas. Can the children identify what creates this feeling of foreboding? (The heat, the warden, the yellow-spotted lizard)
- ▶ Discuss the use of extremely short sentences. What is the effect? What do we understand from this?
- ▶ ‘Usually.’
- ▶ ‘Always.’

Follow up task

- ▶ What do we learn about Camp Green lake?

(Bullet pointed notes to check comprehension-look)

- ▶ The author has chosen to open the story with a warning. What is it and what is the relevance of including it?

(Summarising and inferring-clue)

- ▶ Think about the following section from the text:

‘The campers are forbidden to lie in the hammock. It belongs to the Warden. The Warden owns the shade.’ What does this really mean -no one can ‘own’ a thing such as shade- so what does this tell us about the warden?

(Clarifying-think)

You might set reading on and key questions to think/make notes about before the next session or leave this until the children do pre reading if you have a session for this.

Assessment

- ▶ Mark the work before your next session with the group for your AFL. This will affect your text intro and questioning next time. Add notes to your planning in the assessment space.
- ▶ Allow time for the children to respond to your marking before you begin.

Planning

- ▶ Use your chosen text and the HAM grids to plan the first couple of sessions for your year group.
- ▶ Think about the objectives, text introduction, strategy checks, key questions and follow up tasks you would set.
- ▶ Use the planning frame ready to feedback.

Share your planned
activities

Questions

RECOMMENDED READING:

- ▶ *National curriculum*
- ▶ *Reading under control - teaching reading in the primary school by Judith Graham and Alison Kelly*
- ▶ *Pie Corbett-Literature spine scholastic (online PDF)-recommended reading list*