



Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools

Guided Reading

In each Guided Reading lesson there should be opportunities for:

Knowledge Recall

- An opportunity to assess pupils' ability to recall and retain information from previous learning.
- Knowledge recall opportunity to be carefully planned by the class teacher prior to the lesson
- Recall questions that can be varied, for example, multiple-choice or more extended explain questions

Expert Input

- Instruction and imparting of knowledge
- Modelling and demonstrating by the teacher of construction of the pupils
- Teacher chunks the exposition of the new learning, using expert subject and pedagogical knowledge

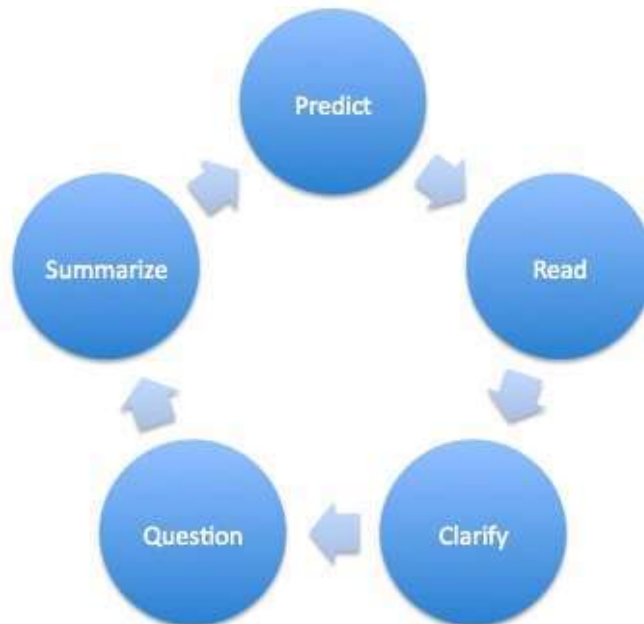
Check for Understanding

- Teachers employ a range of strategies to check pupil understanding with the purpose of connecting expert input to make independent practice accessible.

As you read, try to think about what might happen next, using the text to help you.

Explain what has been read choose the important information.

Ask! Ask your teacher or part to help you.



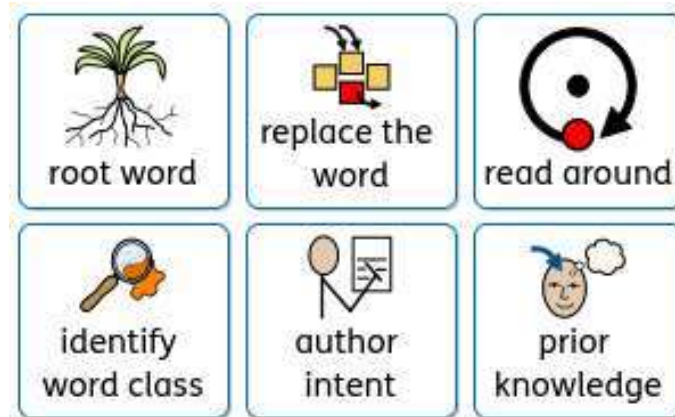
Use the fluency four to help you read!

If you are not of a word, use the clarifying strategies.*



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Clarifying Strategies



- Teachers employ a range of strategies to check pupil understanding, such as, mini whiteboard activities, diagnostic talk tasks, questioning, discussion

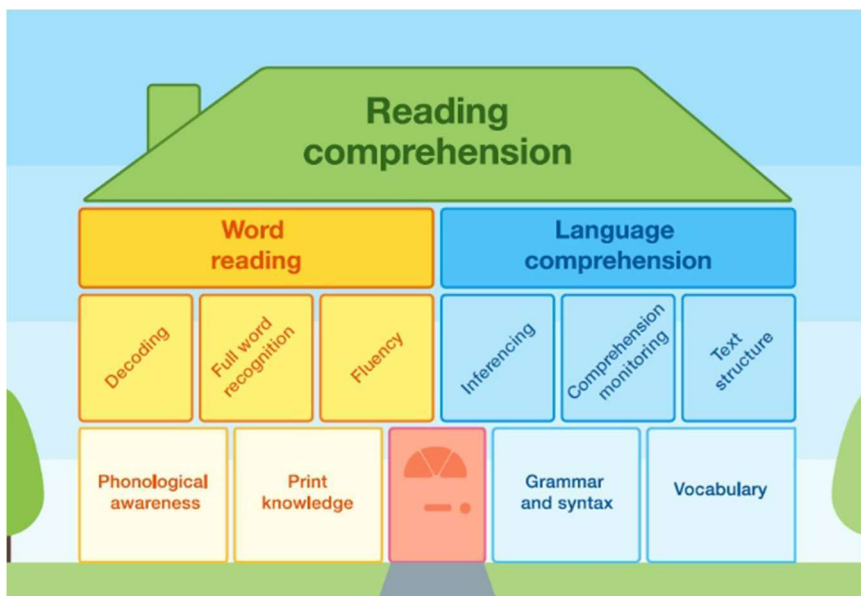
Independent Practice

- Pupils apply the knowledge/ practice the skill that has been prepared for in the previous phrases.
- Teacher uses this opportunity to circulate and check the understanding of students and check for the misconceptions so they can be challenged
- Staff move around the room on a 'well- worn path' supporting and challenging pupils and intentionally monitoring progress.
- Live marking is prominent within this part of the phase e.g. moving pupils on more quickly or responding with a re- teach when a common error or misconception is identified
- SEND support and scaffolding are to be a prominent part of this phase.

Learning Review

- Linking back to the learning purpose. This is used to inform the next lesson and future planning
- The lesson ends with clarity on next steps, reflection and celebration of successes both individual and as a group.

EEF – Reading House





Fluency

The Fluency Four

P Pay attention to Punctuation.

A Accuracy Counts - Read each word correctly.

R Read at the Right Rate - Not too slow and not too fast.

E Vary your Voice - read with Expression.



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Accuracy <i>(Reading words correctly)</i>	 <ul style="list-style-type: none"> Includes accurate decoding and word recognition Enables automaticity and prosody to develop
Automaticity <i>(Reading words automatically)</i>	 <ul style="list-style-type: none"> Requires reading accuracy Enables an appropriate reading speed Feels effortless
Prosody <i>(Reading with appropriate stress and intonation)</i>	 <ul style="list-style-type: none"> Requires reading accuracy and comprehension Leads to variation in volume, phrasing, smoothness and pace Sounds interesting and engaged

Fluency



Weekly Planning Guide Idea

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Gems	Reading Gems	RFP (Reading For Pleasure)	Reading Gems	Reading Gems

Reading Gems are used as a whole class reading strategy that aims to teach children to take pleasure in reading by themselves as well as listening to someone else read. Different and specific key skills are taught explicitly to the children through:

- developing and exploring new vocabulary
- discussing the real world and using background information to develop understanding
- rereading of the text to develop fluency
- teacher modelling and shared learning
- opportunities to answer comprehension questions independently as well as guided reading and exposure to fiction, non-fiction and poetry texts

Each new reading skill is allocated a colour-coded 'gem'. Decoding and enjoyment are important gems which run throughout each unit. We know from EEF (Education Endowment Foundation) research "Improving Literacy in Key Stage 2" that if we teach specific reading strategies to pupils, they can overcome barriers to comprehension. The EEF states that these include "— prediction — questioning; — clarifying; — summarising; and — activating prior knowledge." For children to develop their ability to use these strategies independently, however, there needs to be an element of modelling and scaffolding so that understanding what is being read becomes more automatic, reducing the cognitive loads so that less teacher instruction is needed as children head into KS3.

Decode 	Enjoy 	Define  <small>2a) Give/explain the meaning of words in context ...</small>	Retrieve  <small>2b) Retrieve and record information/identify key details from fiction and non-fiction ...</small>	Summarise  <small>2c) Summarise main ideas from more than one paragraph ...</small>
Infer  <small>2d) Make inferences from the text. Explain and justify inferences with evidence from the text ...</small>	Predict  <small>2e) Predict what might happen from details stated and implied ...</small>	Relate  <small>2f) Identify/explain how information/content is related and contributes to meaning ...</small>	Explore  <small>2g) Identify and explain how meaning is enhanced through choice of words and phrases ...</small>	Compare  <small>2h) Make comparisons within the text ...</small>

Reading Gems

* More information with question stem / ladders, display items and examples on Curriculum Drive *



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Example Weekly Lesson Structure

Monday	Tuesday	Wednesday	Thursday	Friday
Define	Retrieve	RfP	Predict	Summarise

Example Lesson

LO	Task	Differentiation
LO: I can retrieve information from a non-fiction text.	<p><u>Knowledge Recall:</u> Display the text to the children. Ask: is this fiction or non-fiction? What is the genre? How do you know? Explain that a fable teaches us a lesson – display some famous examples such as ‘The Boy who Cried Wolf’ and ‘The Hare and The Tortoise’. Can the children remember the morals of the story?</p> <p><u>Expert Input:</u> Display the word mat with new vocabulary and explain that when we read a new information text, we have to focus on being accurate as there will be new vocabulary for us to understand. We should use our phonics to help blend the new word.</p> <p><u>Check for Understanding:</u> Read the text using the clarifying strategies for any new words.</p> <p><u>Independent Practice:</u> Children to answer the Reading Gem questions on the skill retrieval.</p> <p><u>Learning Review:</u> Write down 2 facts you have learnt about Aesop’s fables today.</p>	<p>All: Access question 1-5. Support by: Children to use the word bank and sentence stems. Extend by: Answer questions 6-10, explaining and using evidence from the text to support their answer.</p>

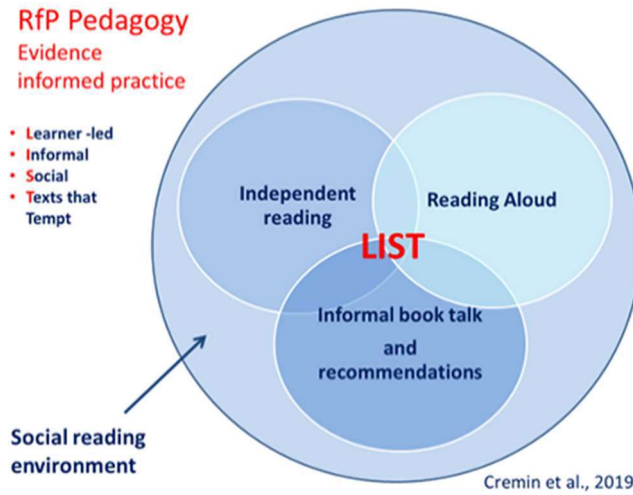
RFP – Reading for Pleasure

One session per week which allows for:

- All children to read with an adult
- Informal book talk
- Checking of book banded stages
- Whole class story



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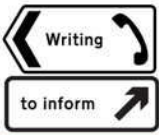


Example Reading for Pleasure Lesson Ideas

- Informal reading aloud
- Social reading aloud
- Independent time to read
- Informal book talk
- Recommendations / Texts that tempt
- Book buzz – blurbs and discussion
- Book ‘shopping’
- Peer recommendations
- Staged Big Cat book reading with a familiar adult

Half Term Texts

Each half term will alternate for coverage of fiction, non-fiction, songs, films, novels and other various text types. I.e. Autumn 1 there could be a fiction story to be read over the half term, whereas Autumn 2 would be split up into multiple different types. It is important that every class has their Guided Reading time as well as a whole class story book that is read aloud every day. This can be tailored to the needs / interests of the class.

Writing Outcomes

				
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review