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| **GUIDED READING PLAN** | |
| **Group** |  |
| **Title/ author /Genre** |  |
| **Prior learning** | **Children’s prior learning that will help them to access this text** (e.g. knowledge of genre; knowledge of character(s); word knowledge etc) |
| **Challenges** | **Challenges that this text presents** (e.g. vocabulary; word recognition; sentence structure; structure of the text; context of the text; knowledge of genre) |
| **Objectives** | **Objectives** (these should be linked to the challenges you have identified and should be linked to **developing word recognition**, **developing comprehension** in its fullest sense including inferring events and character attributes and feelings; responding to events; making connections with own life; offering opinions on events/characters; asking own questions of the text; **developing the ability to navigate texts; developing reading for purpose and pleasure** |
| **Book Introduction** | * **APK** (activate prior knowledge): the topic, the text type. * Check the children can read **'tricky' words**. * Check they understand **key vocabulary**. * **'Book walk'**: take the children through the text, using illustrations, pointing out words, so they have an overview before they read. * **Hook’ the children in so they are eager to read and** find out what the book is about. * **Pre-reading** – opportunity to enthuse children about the book; teach essential challenges words * **Set purpose** for reading |
| **Key learning points /**  **Strategy check** | * Share the **learning objective** with the group. * **Strategy Check -** Discuss strategies, making explicit reference to strategies children will use to help them **decode and comprehend** what they are reading. Encourage pupils to explain to each other how they will read new/unfamiliar words. Beginner readers will be prompted to use their developing phonic knowledge. Remind the children to decode (sound out and blend); look for digraphs. It is essential that children use phonics as the prime approach to reading unfamiliar words * Developing readers should be prompted to use comprehension skills; skimming, scanning, re-reading; checking for organisational features, etc. Also highlight any difficult vocabulary or choice of words by the author. * **Self-monitoring**: what to do when something sounds wrong / doesn't make sense - re-read. * **More fluent readers**: noting punctuation, using index or contents page in non-fiction books. * **Set a purpose for reading** – perhaps a question or something to think about – to focus the children on reading for meaning. |
| **Independent reading** | * Children **read quietly to themselves** either in a "soft" voice or silently while the teacher moves round the group listening to individuals reading a short extract. * Children to read the extract at their **own pace** * **Monitor** children’s reading – both accuracy – should be 90% accurate - and check understanding. * **Listen to each child**, using Pause, Prompt and Praise technique. * **Questions may be asked** or focus given to particular teaching points to deepen understanding. * Fast finishers - re-read, read to each other. |
| **Return to the text** | * **Review specific examples** of children using strategies to overcome difficulties. * **Comprehension**: do children remember what's in the text? Does their understanding go beyond the literal? * **Vocabulary**: identify and discuss new / interesting words. * **Prompts for discussion**: I wonder why...I was puzzled by... * **Return to parts of the text** – return to focus questions; return to parts that amused; challenged etc * Encourage **children to find evidence** for their comments: Where does it say that? Why do you think that? * **Return to any tricky words** on flashcards to consolidate word recognition * Response and **evaluation** - Allow children time to respond to the text, develop and **justify their opinions** and explore personal preferences. * **Follow up tasks** may be set, to be completed before next reading session. |