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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
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| **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.
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| **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.
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| **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.
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