Primary - Guided Reading Plan

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| National Curriculum Programme of Study/ EYFS Development Matters |  |
| Knowledge from prior learning including anticipated misconceptions |  |
| Learning objectives (learning intentions; learning focus; learning question; WALT) |  |
| Learning outcomes(success criteria; steps to success; learning checklist; WILF) |  |
| Title/author/genre |  |
| Challenges presented by this text (e.g. vocabulary; word recognition; sentence structure; structure of the text; context of the text; knowledge of genre)Note here vocabulary to be clarified.  |  |
| Introduction – pre reading (opportunity to enthuse children about the book; teach essential challenging words; strategy check; set purpose for reading etc) |  |
| PredictionIf this is the first chapter of a book or the first meeting of a short book, think about how you could encourage prediction. |  |
| Questions for children to think about while readingThese should link to the Learning Objective. |  |
| Independent Reading Monitor children’s reading – both accuracy – should be 90% accurate - and understanding.Here children should be:Thinking about the answers to the set questions;Noting questions they have;Noting any words they do not understand. |  |
| Return to text ClarifyingDiscussion focus questions and own questions |  |
| Summarising |  |
| Independent follow-up activity |  |

| Names | Read with 90% accuracy | Read fluently with expression | Predicted and gave viable reasons | Showed understanding through answers to questions | Questioned text and identified words to be clarified | Summarised | Contributed to discussion | Notes on Individuals – brief examples of successes/miscues |
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|  | Next steps for group: |