

Key Components of Guided Reading

Text Introduction

Purpose	Orientate readers to the text. Focus readers on the purpose of GR session (i.e. which strand of reading is the focus – decoding, vocabulary, retrieval, summarising, inference/deduction, prediction, whole text understanding, language and effect, comparing and contrasting).
New Text	-Reference to other known books by the same author, or genre. -Introduction to the content, style and vocabulary, by reading blurb, teacher's knowledge or predictions. -References to other related experiences and learning across the curriculum.
On-going text	-Discussion of previously read material. -Predictions about the rest of book. -Discussion about content, vocabulary, style, authorial intent, purpose and audience, pupils' views and opinions.

Strategy Check

Purpose	Recall all known strategies, which they know and aim to apply, to ensure maximum understanding.
Pre-fluent reading	Review searchlights strategies (phonemic awareness, word recognition and graphic knowledge). Decoding focus. Children make simple predictions based on the cover, title, blurb, images. Children learn to retell simple stories and express simple likes/dislikes. Children learn to reflect on their predictions, identify what was different, what surprised them etc.
Key Stage One	Full range of searchlight strategies (phonemic awareness, word recognition and graphic knowledge, grammatical knowledge and contextual cues begin to be utilised.) Children learn to use 'magic finger' to track and retrieve information. Children learn to look for clues in the text in order to make simple inferences. Children make predictions about what might happen next, using the text to support their ideas. Children begin to learn to use context clue strategies to work out the meaning of words.
Key Stage Two (lower)	All searchlight strategies including contextual cues, plus children are able to visualise as they read, ask questions, and make and check predictions based on simple inference and deduction. Retrieval strategies are thoroughly embedded and used effectively. children learn to write simple summaries of the texts they read. The group should be encouraged to use the strategies most useful in relation to the targets they are working on.
Key Stage Two (upper)	All cue sources, combined with sophisticated strategies, such as synthesising (putting pieces of the puzzle from across the text together), connecting (text to text, text to world, text to self), visualisation, asking questions, making and checking predictions based firmly on inference and deduction. Children learn how to write question responses using the PEE approach and become increasingly familiar with text type questions and how to approach. The group should be encouraged to use the strategies most useful in relation to the targets they are working on.

Independent Reading

Purpose	To practice independent reading, with particular focus on targets and strategies discussed. (It is still important to continue to hear children read section of text aloud, but this becomes a less frequent feature of guided reading as children become more confident. Not round robin!)
Activities	-Independent reading as part of Reciprocal Reading process. -Read individually or in pairs. -Re-read a section for deeper meaning. -Skim for overall message. -Scan for specific information.

Returning to the Text

Purpose	Provides opportunity to: -Check for understanding. -Identify point that needed clarification or discussion. -Revisit key targets and strategies and draw on examples of application -Review a particular comprehension activity -Provide opportunities for (pupil led) discussion (Reciprocal Reading / Literature Circle)
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Response to the Text

Purpose	Once strategies have been used to achieve full comprehension, the group can discuss responses, with reference to the text, explaining preferences and articulating reasons.
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