

What is guided reading?

Definition: Guided Reading is a short teacher led session involving a group of 5/6 children. The teacher models a strategy for reading, which is exemplified using a text which the group are reading. The children then try to apply the same strategy as a small group or independently via discussion and group learning. Guided Reading is highly focused and tightly planned to teach reading skills.

1. CT should read the text prior to the guided reading session. This is to ensure children are provided with challenging, effective and appropriate questioning throughout the session.

2. Provide children with a clear focus for the guided reading session. - L.I

Explain to the children why they are reading today and what they should achieve by the end of the session. This should also be indicated on planning. E.g. "By the end of this session, we are going to have all read with expression." "What can we do to ensure we use expression?" "What punctuation will help us to do that?" "Look through the book and find a sentence that would sound better with some expression?"



3. Book introduction.

Here staff should either introduce the text using vocabulary on display e.g. illustrator, blurb etc or briefly recapping what has been previously read. E.g. "What do you think the book will be about?" "Do you know any other books by this author?" "Look through the book, what do you think will happen at the end?" "Read the last sentence, what do you think will happen?" "Why did you pick this book?"



4. Strategy check - Modelled by an adult.

This is the main piece of teaching for the session. Again vocabulary, strategies etc need to be displayed so they can be referred to during teaching. E.g. This will be where you are explaining to the pupils, what types of questions you are expecting them to answer during their reading time.



5. Independent reading/ Activity extension.

This is the time the adult moves to each child for their 1:1 guided reading time. This allows each child to read at their own pace to meet their SC.

When deemed beneficial, provide the children with an activity to undertake when reading independently. This is until it is their turn to read with the adult for example questions the children need to find the answers to, which could be written on a central white board and answered on individual white boards. Furthermore, children still working on letters and sounds could look for words with specific digraphs, trigraphs e.g. ae digraph. More able readers could work on their inference or deduction skills. E.g. what words show the character felt sick?



6. Returning to the text- Check understanding through questioning.

This is the plenary. Children should discuss their main findings and responses. This should indicate to the adult if the child met the LI/shared focus at the start of the session.



7. Share evaluation-Return to L.I

Share with children the follow up activity they will be doing the next day. "Who thinks they achieved the L.I today?" "Where did you hear someone else achieve the L.I?" "Tomorrow, we all need to continue focusing on..... or we are going to try....."