



## Key Principles of Guided Reading

Children are grouped on the basis of their reading ability. Each child has their own copy of the text, chosen to match the group's reading level. The teacher selects a text which is at 'instructional level' (90–94% accuracy). This means that the children should have difficulty with no more than one word in ten, so that comprehension is maintained and reading does not become a struggle.

The reading level appropriate for the group and the movement of children between groups will be decided by the teacher, based on continual assessment.

The teacher identifies specific reading strategies on which to focus, determined by the needs of the children and evidence from previous sessions.

The adult leads the session, preparing the children for reading, reinforcing reading strategies, giving focused attention to individuals as they read independently and guiding response to the text.

The aim of every Guided Reading session is to encourage and extend independent reading skills.

## Teaching Sequence for Guided Reading

### **Book introduction** *Adult with group*

Prepare the children, providing support through reading the title, talking about the type of book and looking at any pictures. Aim to give them confidence without reading the book to them. If necessary, locate difficult new words and unfamiliar concepts or names.

### **Strategy check** *Adult with group*

Review specific reading strategies that the children have been taught and remind them to use these when reading.

### **Independent reading** *Individuals*

Children read the text at their own pace. Monitor individuals and use appropriate prompts to encourage problem-solving. Praise correct use of reading strategies. Prepare activities for 'fast finishers' e.g. choose their favourite part of the story and think about why, find a similar book to compare, think about the answer to a question you have posed and prepare to report back.

### **Returning to the text** *Adult with group*

Briefly talk about what has been read to check children's understanding and address any misunderstandings of vocabulary or concepts if necessary.

### **Response to the text** *Adult with group*

Encourage children to respond to the text through discussion, expressing opinions, questioning, role play or other activities.

### **Evaluation** *Adult with group*

Return to objectives to assess learning, encouraging children to evaluate their own learning, and decide on follow up independent activities which will develop reading skills.



## Reading Strategies and Teaching Prompts

### **Self-correcting**

Children can use several strategies to check and confirm when reading independently.

- *You made a mistake – can you find it?*
- *How did you know...?*

### **Monitoring**

Children expect their own reading to make sense.

- *Use the picture to help you.*
- *Remember what's happened already.*



- *Look at the beginning/end of the word and see if you can work it out.*

## **Blending sounds together for reading**

Children can identify phonemes and blend them together to read phonetically regular words.

- *Can you sound it out?*
- *Can you blend those sounds together?*
- *Can you segment that word?*

## **Predicting**

Children know that written text has to make sense.

- *Does that sound right?*
- *Can we say it that way?*
- *What do you think it might say to make sense?*

## **Fluency and expression**

Children take note of punctuation, and use appropriate expression and intonation.

- *Look at the punctuation.*
- *Read that bit again and make it sound like talking.*

## **Locating known words**

Children know and recognise high frequency and familiar words.

- *Can you see a word you know?*
- *Can you find that word again?*

## **Cross-checking**

Children can cross-check one reading strategy against another to avoid or correct errors.