



Our Approach to Teaching Guided Reading

At Whitehall Junior School, we are committed to providing our pupils with a well-rounded education. Our curriculum is planned in a logical and well-considered way, to enable pupils to build upon their skills and have a secure knowledge base from which connections in learning are made. We use 'beautiful' resources from credible sources to enrich our lessons.

What is the big picture for reading?

Reading is the portal for all learning.

What is magical about it?

Learning how to read gives you opportunities and experiences that you may not be able to have in real life. It can take you on adventures and expand your mind, making you consider things in a new and different way.

Why is reading an important subject to learn?

Reading impacts a person's whole life. The ability to read well will be a determining factor in a child's future. Reading can be a source of comfort and pleasure. The ability to read well impacts all other areas of learning.

'A child who reads will be an adult who thinks' – Proverb

What do we love about reading?

- Reading allows a child to expand their vocabulary and builds independence and self-confidence.
- It helps children learn to make sense, not only of the world around them but also people, building social-emotional skills and imagination.
- Reading is fun!
- It makes us think and it allows us to escape into another world or time.

How do we want our pupils to talk about reading?

- With excitement and curiosity.
- To be able to explain what they are reading and whether they are enjoying it.
- To demonstrate the ability to understand what they are reading.
- To ask questions about what they have read.
- Whether they can trust the text as a reliable source.
- To be able to read and discuss a range of genres (extracts).

Our approach to teaching guided reading

Lesson 1	Immersion within the text.
Immersion	Focus on vocabulary and prediction.
Vocabulary	Teacher and most able readers to read the extract aloud, children to double tap if they do not understand the meaning of a word. These words are recorded on the board for discussion after the reading.
Prediction	Teacher to stop child reading if they do not pronounce a word correctly, or if they miss a piece of punctuation.
	After reading the extract, teacher to define and give contexts to the identified words. Teacher to reveal pre-empted unknown words and define, using images where possible.

	<p>Children to write new words and definitions into books. They should use a dictionary to define words.</p> <p>Plenary – prediction question.</p>
Lesson 2 Vocabulary Retrieval	<p>Vocabulary starter – match definitions from yesterday's vocabulary to the meaning.</p> <p>Revise the vocabulary. Ask chn to provide a synonym or an antonym or put the word into a sentence, etc.</p> <p>Focus on retrieval.</p> <p>Re-read extract (next group of children from class list) using 'stop and swap'.</p> <p>Take time to focus on grammar/author's intent using 'hold your place, eyes on me'.</p> <p>Focus on retrieval of information from extract.</p> <p>Children to answer the retrieval questions – not in full sentences.</p> <p>Mark and discuss questions.</p> <p>Complete grammar activity/question based on the extract.</p>
Lesson 3 Inference	<p>Do now activity - Do now-PIRA style question.</p> <p>Re-read the text using the next set of readers using 'stop and swap'.</p> <p>Children will focus on close reading of the text and answering inference questions.</p> <p>Discuss inference and explain that these responses must be in full sentences.</p> <p>Complete PIRA style question.</p>
Lesson 4 Summarising	<p>Do now activity - Do now-PIRA style question.</p> <p>Re-read the text using the next set of readers using 'stop and swap'.</p> <p>By the end of today, every child should have read aloud.</p> <p>Focus on summarising. Discuss wider connections with the text, their enjoyment of the text and any questions.</p> <p>Explain the grid to the class (likes, dislikes, questions and connections) and discuss some possible ideas for each of the sections.</p> <p>Complete PIRA style question.</p>
Lesson 5 Prosody	<p>Starter: Have displayed the WJS Reading Prosody Code for children to review.</p> <p>Complete a drama/reading theatre activity: Introduce focus (intonation, pausing, volume, speed)</p> <p>Display prepared marked up text, pointing out the codes used. Model reading the section of the extract.</p> <p>As a class, together mark up another section of the extract, discussing why they are suggesting to use that code on a specific word or place.</p> <p>Paired task. In pairs, children mark up another section of the text and practice reading it aloud, whilst teacher circulates to listen to groups.</p> <p>AFL- allow children to reflect on their prosody level</p>
Overall	<p>Guided reading units are planned using Doug Lemov's 'Five plagues of reading' which is mapped across the key phase. Additional units provide cross-curricular texts to further enhance foundation subject learning and to ensure children experience high quality non-fiction texts.</p> <p>The five plagues are:</p> <ul style="list-style-type: none"> • Non- linear time sequence • Complex narration • Complexity of story • Archaic language • Resistant texts (poetry) <p>Fiction units are three-weeks long and have three extracts, one for each week. Non-fiction units are two-weeks long and have two extracts, one for each week. Poetry units are one-week long, using one extract.</p> <p>Our reading teaching covers the 'reading vipers':</p> <ul style="list-style-type: none"> ▶ Vocabulary ▶ Inference

- ▶ Prediction
- ▶ Explaining
- ▶ Retrieval
- ▶ Summarising

Children should be familiar with each viper and have opportunities to practise these skills in lessons; they will be assessed formally in PIRA assessments. Routines are firmly established, with a climate for reading created in each class. Guided reading is based upon the principles of challenge for all.