

Guided Reading at Abbey Hulton

Guided Reading in the Early Years

These sessions take place with a small group of children. The main purpose is to engage and instill a love and curiosity of books.

Teacher and children share and enjoy the same text at the appropriate level, encouraging children to handle books correctly.

- Introduce the book
- Walk through the book
- Independent reading
- Returning to the text
- Responding to the text

In Key Stage One classes, pupil develop specific reading skills (Reading Gems):

Our KS1 Reading Gems are pirate themed characters with a short pencil portrait about who they are and what questions they like to ask. Our characters are introduced in Reception during summer term to ease the transition into Year 1 so they are familiar with the character name.

- Captain Define
- Raf Retrieve
- Sally Sequence
- The Inference Ship
- Polly Predict



*Enjoyment is built in alongside all skills

These Reading Gems are also covered in KS2 however only as the reading domain name e.g. define.

Structure of Reading Squad sessions:

Day one: Decoding: pre-cue vocabulary, tricky words and graphemes in the text, dissecting the front cover and blurb, having our first read of the text together as a group giving the teacher the opportunity to rule out any misconceptions.

Day two and three: Prosody: Focus on prosody. Building fluency with our fluency rubric, identifying pace, volume, expression, modelling reading sentences as the adult and supporting children with fluency using our 'bounce on reading' technique. Staff will actively move around the table to 'dip in' to reading during these 2 days to support children where necessary to build on their fluency.

Day four: Oral Comprehension: Introducing our reading character for the week and which skill we'll be focusing on. Children will then orally answer questions based on this reading domain. Staff support children by modelling how to answer questions orally before written work on day five.

Day five: Written Comprehension: Based on their oral answers the previous day staff support children with writing the answers to these questions in the form of short sentences, tick boxes, match up activities and numbering pictures or phrases from the book.

In Key Stage Two classes, pupils continue to develop the above skills as well as:

- Summarise
- Relate
- Explore
- Compare

These 'Reading Gems' are displayed in all classrooms.

Structure of Guided Reading in key stage two classes:

Day One: Read text together, engage reader, explore vocabulary, secure understanding

Day Two: Gem Questions. Teacher shares questions and where needed models answers.

*Focus on one skill (Reading Gem) per week. Every 3 weeks Inference is focused on.

Day Three: Children answer Gem sheet independently.


Day Four: Treasure Chest Sheet. Children answer questions from previously taught skills. Teacher Supports where needed.

Day Five: Reading for Pleasure/ Finish Gem or Treasure sheets/ Teacher feedback or supports/ extra Inference focus.

In Key stage Two classes, teachers use Gem and Treasure Sheets so there is a consistent approach for the children.

Gem Sheet

Name: _____ Date: _____ Text: Esio Trot, Chapter One

Infer 

Text: Esio Trot, Chapter One

Why does Mr Hoppy want to do something tremendous for Mrs. Silver?

Find and copy the phrase that means Mrs. Silver is not an elderly person.

True or False:


Mrs. Silver had two loves in her life.	True/False
Mr Hoppy was envious of Alfie.	True/False
Mrs. Silver gave Alfie compliments.	True/False
Mr Hoppy protected Mrs. Silver from a gang of armed thugs.	True/False

How does Roald Dahl tell the reader that Mr Hoppy is jealous of Alfie?

Why does Mr Hoppy want to be a tortoise himself?

Treasure Sheet

Name: _____ Date: _____ Text: Esio Trot, Chapter One

READING ADVANCED 

What do you think Mr Hoppy will do next?

Can you sum up what has happened so far in 10 words?

Give two reasons why Mr Hoppy would like to be a tortoise.

1) _____

2) _____

Find and copy the word that means 'straight away'.

How can you tell that Mr Hoppy loves Mrs. Silver? Explain using the text.








What word in the text is used to mean 'brave'?

fearless courage











envious

Why do you think Alfie is important in the story (so far)?

Key Stage One

Enjoy 			Decode 	
Define 	Retrieve 	Sequence 	Infer 	Predict 
1a Draw on knowledge of vocabulary to understand texts	1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c Identify and explain the sequence of events in texts	1d Make inferences from the text	1e Predict what might happen on the basis of what has been read so far

Key Stage Two

Enjoy 				Decode 			
Define 	Retrieve 	Summarise 	Infer 	Predict 	Relate 	Explore 	Compare 
2a: Give/explain the meaning of words in context	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph	2d: Make inferences from the text/explain and justify inferences with evidence from the text	2e: Predict what might happen from details stated and implied	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text