



# Guided Reading



## at Hollymount School



### What is Guided Reading?

*Guided Reading* is a strategy that supports students to discover the meaning of a text for themselves.

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 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.

# Teaching Sequence for Guided Reading

## Book introduction

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

## Strategy check

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

## Independent reading

Children read the text at their own pace. Monitor individuals and use appropriate prompts to encourage problem-solving. Praise correct use of reading strategies.

## Returning to the text

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

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

# 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?

## Questioning at Different Levels

Questions to develop children's understanding should promote thinking at three levels:

- **Literal questions** asking children to recall information that is directly stated in the text.
- **Deductive or inferential questions** asking children to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.
- **Evaluative or response questions** asking children to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

