



# A Guided Reading Sequence:

A maximum of 1 extract a week will be read.

Every lesson will include these four elements:

The teacher reading aloud



Pupils reading



Teacher's modelling and explanations



Teacher's questioning



Get ready:	<ul style="list-style-type: none"> <li>• Activate background knowledge -use image(s) to support historical/social context of the text</li> <li>• Activate vocabulary knowledge – use word list from unit – discuss and do questions verbally</li> </ul>	Opportunities for fluency instruction and practice
First steps:	<ul style="list-style-type: none"> <li>• Guided oral reading (teacher models fluent reading. Pupils listen – no text for pupils)</li> <li>• Assisted reading (teacher models fluent reading. Pupils listen and follow along on the text)</li> <li>• Echo reading (teacher models fluent reading of short sentences/passages – pupils echo)</li> <li>• Choral reading (teacher models fluent reading of short sentences/passages – pupils echo)</li> <li>• Activate language features – features specific to the text</li> <li>• Oral questions from planning (and any others from formative assessment)</li> </ul>	
Explore:	<ul style="list-style-type: none"> <li>• Re-read the text (Guided oral/assisted/echo/choral reading)</li> <li>• Paired reading</li> <li>• Further discussion (activate meaning)</li> <li>• Oral questions from planning (and any others from formative assessment)</li> </ul>	
Skills focus:	<ul style="list-style-type: none"> <li>• Model a strategy verbally</li> <li>• Work through examples collaboratively – active engagement and reading e.g. paired/group etc</li> </ul>	
Focus questions (guided reading books)	<ul style="list-style-type: none"> <li>• Use Pixl to identify areas for development – chose questions to work on from selection</li> <li>• Chose 1/2/3 questions to snip and add to Ppt</li> <li>• Tackle the chosen questions collaboratively</li> <li>• Following discussion, pupils record one question in children’s books</li> <li>• Share answers back to group</li> <li>• Redraft answer if appropriate</li> </ul>	

**All pupils should access the main text.** Texts may be adapted for close reading activities to simplify the text where necessary. Simplified texts must contain the taught vocabulary.

Each session focus will include some of the following elements:

FLUENCY FOCUS
Accuracy
Automaticity
Prosody

Supporting Comprehension									
Background knowledge	Vocabulary knowledge	Sentence structure knowledge	Activate meaning	Build mental models/ Visualise	Summarise	Make predictions	Make inferences	Self-monitoring of comprehension	Generate and ask questions