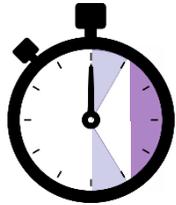




Guided Reading at Gwlady's Street

Timetabling



Guided reading lessons take place from Year 2. They are timetabled three times a week for 30 minutes.

Our aim is to engage our pupils in **active reading** for as much of the lesson as possible, to support them to become confident readers who are able to construct mental models of the texts they encounter. Supporting pupils to create a mental model is vital.

The Reading Lesson Structure

Reading lessons include:

The teacher reading aloud 	Pupils reading 	Teacher's modelling and explanations 	Teacher's questioning 
<ul style="list-style-type: none"> • Teacher models fluent reading. • Pupils listen and think. • The reading is interspersed with discussion. • Teacher explains new words, language patterns, background information and ideas. 	<p>Teachers plan for pupils to read individually or in pairs.</p> <p>Paired reading can involve turn taking.</p> <p>Pupils are clear about their role when listening to their partner.</p> <p>Pupils may read aloud to the class after practicing through echo or choral reading.</p>	<p>Teacher models how a skilled reader makes sense of a text.</p> <p>Teacher occasionally stops to think aloud, commenting as they read and modelling and supporting pupils' self-regulation of comprehension.</p> <p>Teacher describes what they visualise as they read.</p>	<p>Effective questioning deepens pupils' understanding.</p> <p>Questioning should promote elaboration and should support pupils to integrate ideas into their schema.</p> <p>Questions should be text specific.</p> <p>Questions that drive thinking and discussion are not the same as assessment questions)</p>

Teachers judge how to combine these elements when planning, and 'in the moment' as they respond to pupils needs.

Teaching Reading in the Reading Lesson

During reading lessons, teachers support pupils to develop their reading fluency (accuracy, automaticity, prosody) and comprehension.

What:	What this means:	How:
Accuracy	Reading words correctly	Applying phonic knowledge,
Automaticity	Reading words automatically	Practice through repeated readings, plus high-quality adult-modelling.
Prosody	Reading with appropriate stress and intonation	Practice through repeated readings, plus high-quality adult-modelling.

Comprehension	Understanding. It draws on linguistic knowledge and knowledge of the world.	Build mental models. Develop vocabulary, grammar and strong background knowledge through wide and regular reading.
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Reading Lesson Content

Reading lessons include:

Fluency instruction and practice	Focused teaching to develop accuracy, automaticity and prosody. Opportunities for paired, echo and choral reading.
Background knowledge	Teaching, pre-teaching or activating background knowledge, including contextual geographical, historical knowledge, etc.
Vocabulary knowledge	Teaching, pre-teaching or activating vocabulary knowledge, including in context and in other contexts. Idioms. Breadth and depth of vocabulary.
Knowledge of sentence structure	Activating grammar knowledge, e.g. sentence structure, pronouns, etc.
Activate meaning	Draw on background, vocabulary and sentence structure knowledge to give meaning to what is being read. Apply in context.
Build mental models/visualise	Visualise what is being read. Adjust the mental model as new information is added.
Summarise	Sequence and summarise events to help develop the mental model.
Make predictions	Use the mental model, drawing on background knowledge (of other texts and the wider world) to make predictions.
Make inferences	Use the mental model, drawing on background knowledge (of other texts and the wider world) to make inferences across and beyond the text. Sentence level inferences can be made by inferring what a phrase in the text might suggest, e.g. 'since dawn'.
Support self-monitoring of comprehension	Use the mental model to check whether understanding has broken down. Does this make sense?
Generate and ask questions	Supporting pupils to generate and ask questions about the text, clarifying and delving deeper.

Teachers judge how to combine these elements when planning, and 'in the moment' as they respond to pupils needs.

Reading Lesson Texts

Teachers use a variety of fiction, non-fiction and poetry extracts from a diverse range of authors and poets within *Complete Comprehension*.

Capturing Learning in Reading Lessons

Teachers use their professional judgement to determine how pupils independently capture an aspect of their learning. A range of activities will be captured, including, on occasion assessment questions. This learning will be captured in guided reading books once a week.