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# Reading



What, why, how?





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### Issues with reading in UK in 2018

#### Egmont Annual Survey 2018

“We revealed a steep decline in the number the number of pre-schoolers (3-4-year-olds) being read to daily. The figure has dropped by one fifth since the survey began in 2013, whereas the number of toddlers watching online video content daily has gone up by almost one fifth. We also revealed that one in five parents of children in the 3-4 age group don't feel comfortable in bookshops, and almost half are overwhelmed by the choice of children's books, acting as further barriers to raising children who enjoy reading.”



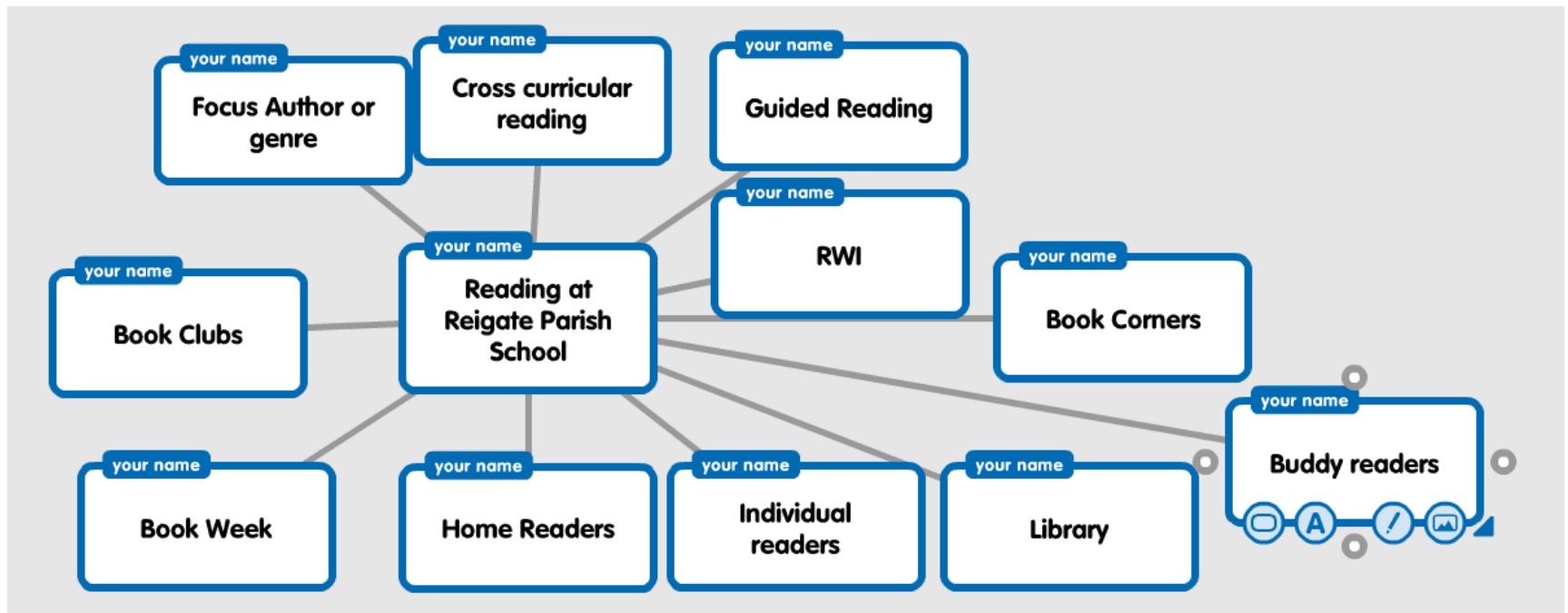
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Foster a love of reading and positive reading culture





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# What is Guided Reading?

Unfamiliar text

Own copies

Text chosen by teacher

Group discussion about content, text features and reading process

Reading at own pace

Once a week at least with an adult



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## Why?

Independent, autonomous, thoughtful readers

Explicitly teach strategies

Supportive setting

Active process

Opportunities to monitor

Ongoing assessment and next steps

### Reading Targets

YEAR 2 / 2017 - 2018

#### Decoder Skill

#### Comprehender Targets

<b>1</b> KPI: I read accurately by blending sounds in words that contain graphemes taught so far.	<b>1</b> KPI: I can retell a story, referring to most of the key events & characters.
<b>2</b> KPI: I can read familiar words quickly without needing to sound them out.	<b>2</b> KPI: In a story, I can sequence events & can describe how items (e.g. people, events, plots) are related.
<b>3</b> I can read most words containing common suffixes.	<b>3</b> KPI: I know non-fiction is structured in different ways.



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# How?

Plan the session

Know the text

Clear targets for the group

Clear objectives for any one session

Follow the plan ensuring a range of activities and question types

(Mrs Wantenaar to show Year 2)



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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Purple</b> (12,13,FR)		Guided Read		ROLE	
<b>Yellow</b> (12)	Guided Read		ROLE		
<b>Red</b> (9,10,11)		ROLE			Guided Read
<b>Green</b> (7,8,9)	ROLE			Guided Read	
<b>Blue</b> (5,6)			Guided Read		ROLE

Guided reading carousel






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	ICT: TT <u>Rockstars</u>
	Editors Station: What might the characters be saying? Ext- use speech marks
<b>ROLE</b>	Role Play Area: Indian restaurant – money, writing orders, speaking and listening
Guided Read	CT4 - I can answer questions about a text (written answers).  GDS CT2 – I can reference the text when answering literal retrieval questions.
	Focus author – Julia Donaldson Books from other cultures

Guided reading carousel



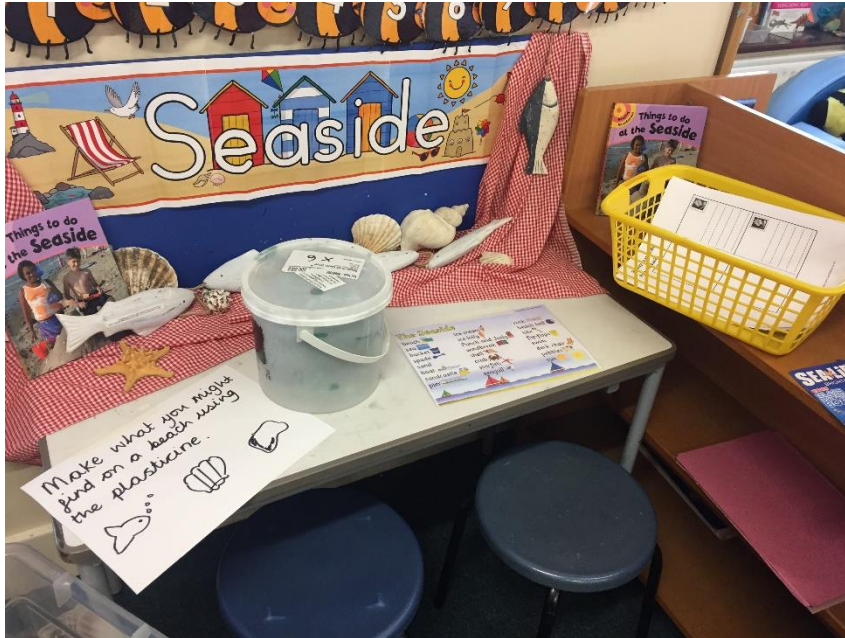


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Role-play areas in Year 2



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# Sequence for teaching Guided Reading

Book introduction or recap

Strategy check

Independent reading

Returning to the text

Follow up



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### Introduction

- Discussion takes place which reveals the background experiences the children bring to the story. The opening orientation discussion should be short – no longer than five minutes.
- It usually draws on:  
Recent experiences, a topic of interest, the title, author, characters, place names, the cover illustration, genre
- The main thing is that the children know enough about the text to read successfully.



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### Strategy Check

- Preliminary discussion about the text in this section should stimulate and maintain the children's thinking.
- First of all the teacher and the children need to be clear about the purpose or purposes for reading. The children need to know exactly how much they should read, what they are reading for and what to do if they finish early.
- Choose a strategy you would like the children to focus on:



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### Independent Reading

- Finding information, the features of the genre, Character development, Using visual information.
- Some teachers use a whiteboard to note questions, predictions, or text features on. This helps the children to focus during reading and leaves notes and ideas to return for discussion.
- Before they come to read the story the children must be:

Motivated and keen to 'get into the text'.

Clear about the objectives

Clear about what to do if they get stuck

Familiar with any new vocabulary, concepts or names.



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### Returning to the text

- With one or two questions set for them the teacher asks the children to read up to a point in the story, then stop to discuss the text and what might happen next.
- E.G. Read from page 20 to 22 and find out what the princess did to trick the dragon and why.
- Reading silently to find out what happens takes the readers into the text.
- Reading silently gives the children the message that words do not need to be read aloud to be recognised.
- Reading silently for a purpose helps children realise what real reading is:



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- ‘..... personal contact with the ideas of the writer – much more than reading the words to someone else.....’
- Reading silently encourages children to think as they read and carry on a private conversation with the writer, the characters and themselves.
- Silent reading encourages minimum reliance on the teacher and develops self-reliance.



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- Returning to talk about the predictions the children made
- Checking answers to questions set by the children before reading the text
- Checking the findings which answer the teacher's questions
- Returning to the text to read parts aloud
- Word study; discussing new vocabulary and analysing it, e.g. writing words on the whiteboard to look at roots, syllables etc.
- Children giving their own opinions and justifying them by referring back to the text for evidence which supports their argument
- Children giving their preferences about the material and evaluating it
- Discussing the author's message





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### Follow up

- Often reading is sufficient in itself at this level, particularly if there has been plenty of discussion.
- Any follow up will be determined by the nature of the text.
- If short novels are used for guided reading it is useful for the children to continue reading the text and to complete related comprehension questions.

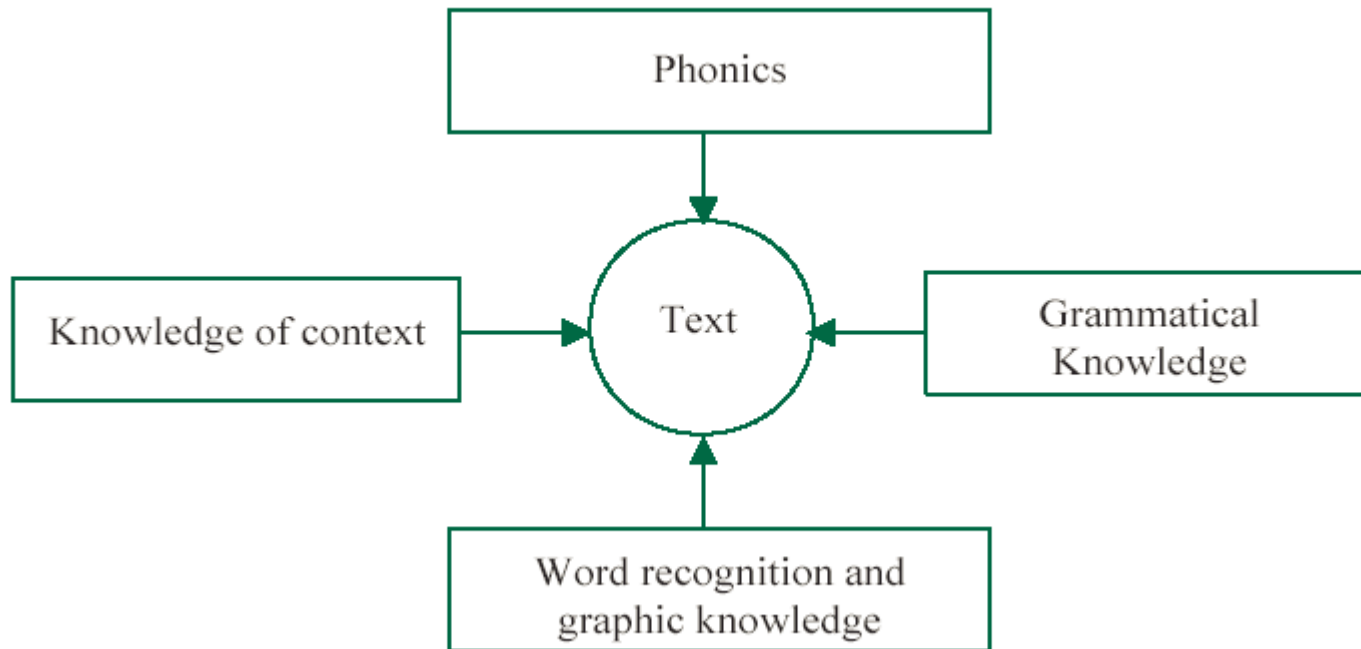


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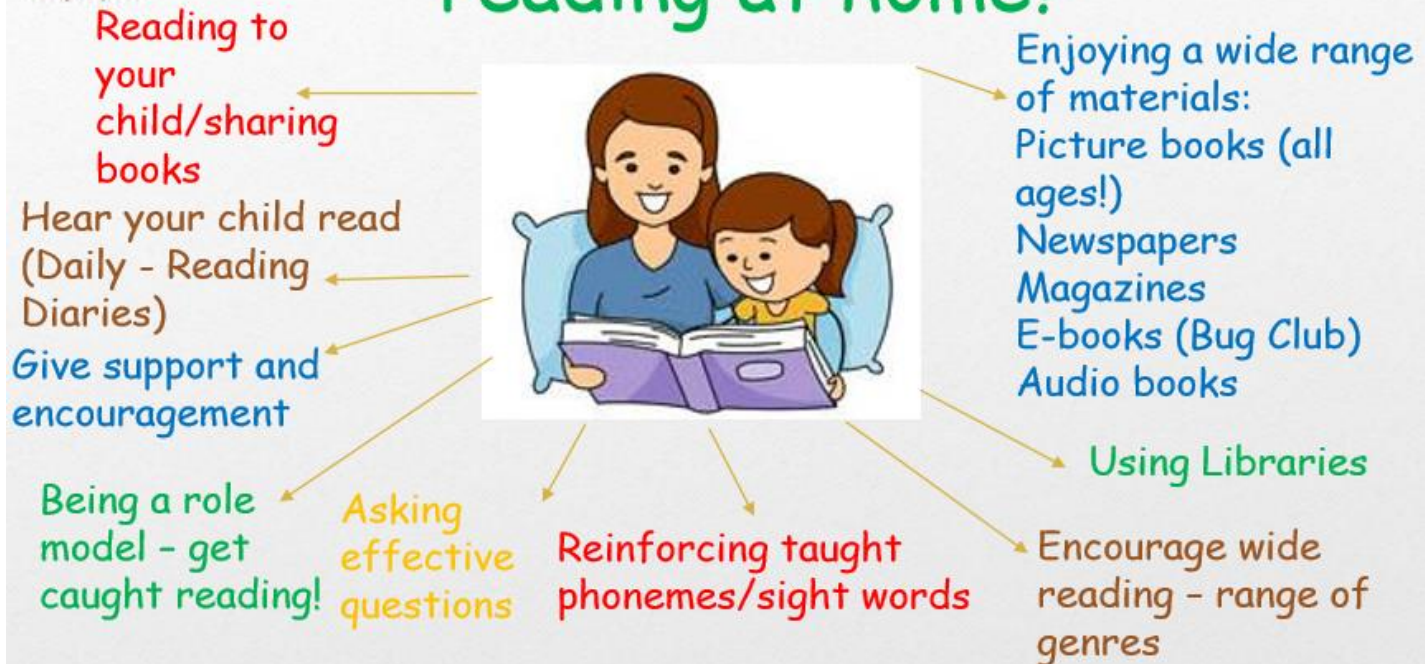


## Top Tips

- If a child is finding reading difficult, ask yourself this question. "If I read this to him, would he understand it?" If the answer is 'yes,' it's very likely that he is finding word reading difficult - and not comprehension.
- Children will not necessarily progress at the same rate in both dimensions. Some will have difficulties with word reading even when they don't have any difficulties in understanding language; others will have difficulties with language comprehension, even when they don't find word reading difficult.



# How can I support my child with reading at home?



Your child is never too old to read to you or for you to read to them!

**Make reading a pleasure! Make it fun!**  
**Encourage your child to enjoy books everyday!**



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## How to ask effective questions.

There are different types of questions. To have a good comprehension skills your child needs to develop their ability to respond to all of these.



### Literal

The looking and finding question



### Inference

The clue question



### Deduction/Opinion

The thinking question – goes beyond the text. This connects the text to the World.

**Inference:** Children often find it hard to provide the evidence needed to support their point.

**Deduction/Opinion:** If children have poor domain knowledge, they find this type of question really difficult!



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### Finally...

**Supporting your child to read is the most important thing you can do to help your child succeed!**

**Your child's ability to read directly impacts their ability to write!**

**Reading together is fun and helps build relationships!**

**The impact lasts a lifetime. Successful readers tend to be more imaginative and confident!**

**Children learn by example, so if they see you reading, they are likely to want to join in.**

**Talk, talk, talk! More able readers are better speakers. The wider and richer your child's vocabulary and knowledge and experience of the world around them, the better their comprehension will be!**



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Please complete homework diaries, reading diaries at least 3 times a week.

In KS2 the children should be completing them with you and in class.

Can the children do 5 minutes a day reading?