THE SULTAN'S SCHOOL

Guided Reading Workshop
For Parents

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Aims of the workshop

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- **To gain an understanding of Guided Reading and how it works.**

- **To understand some of the key reading and comprehension skills children need to develop.**

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- **To understand some of the strategies that can be used to support and develop children's reading.(which can also be used at home)**

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What is Guided Reading?

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Guided Reading is a teaching technique teachers use to support children with reading.

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It involves an adult working with a small group of students who demonstrate similar reading behaviours and can all read similar levels of texts.

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It is a strategy that supports students to discover the meaning of a text for themselves.

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Encourages use of problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print.

What does a Guided Reading session look like?

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We aim to have one guided reading sessions in class at least once a week from Year 2 to Year 6.

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In Year 1 Guided Reading gradually gets introduced later in the year once the children are more confident decoding.

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The class session can last for up to 2 periods .

Guided Reading sessions are led by the class teacher or teaching assistants in years 1 to 2. In key stage 2 we sometimes have the help of parent volunteers.

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There can be up to 6 children in a Guided Reading group and they are all reading the same book (range of text types – fiction, non-fiction, play scripts, newspaper etc.)

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While a teacher is running a Guided Reading session, the rest of the class are working independently completing a range of activities based on the book they have been reading or reading comprehension activities.

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Structure of a Guided Reading session

1.Book Introduction

- **Looking at the cover and the blurb**
- **Making predictions**
- **Locating and explaining new vocabulary**

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Strategy Check

- **Recapping reading strategies that they can use to help them understand the text**
- **These are strategies that we encourage the children to use at home too!**

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Independent Reading Session

Children are given a chapter or a number of pages to read independently while the adult circulates listening to individuals.

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Return and Respond to text

The adult brings the group together and returns to the session focus. Through targeted questioning a discussion around the pages that have just be read takes place.

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KS1 strategies are weighted towards decoding and include

- Using pictures as prompts

- Sounding out new words

- Splitting up longer words

-Missing out the word and reading to the end of the sentence and returning to it

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KS2 Strategies often lean towards comprehension and include:

- Skim reading for key information

- Cross checking by using a number of strategies

- Context (making a sensible guess)

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- **Assessment Focus types of questions There are 7 assessment focuses we use to tighten and focus our questioning. We use these to develop children's understanding and promote thinking at three levels:**

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We'll now take a closer look at the seven areas of reading that we look to develop during guided reading sessions.

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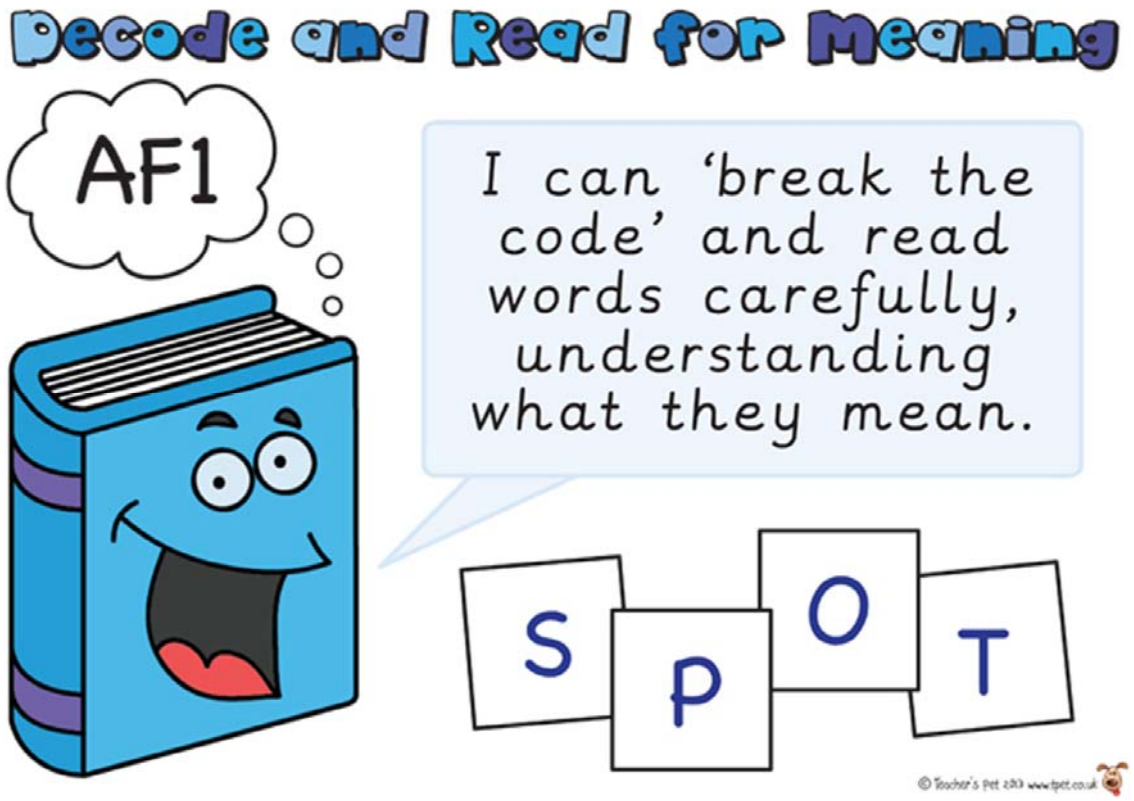

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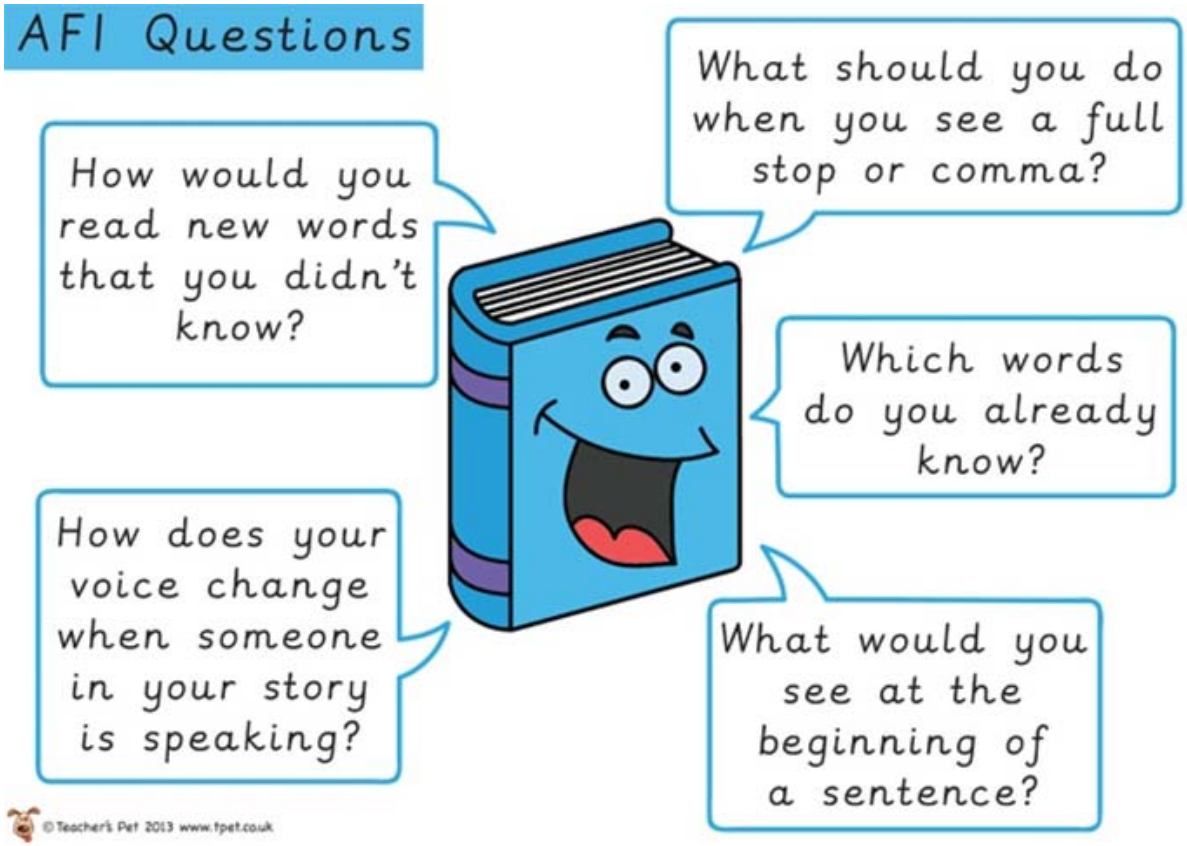

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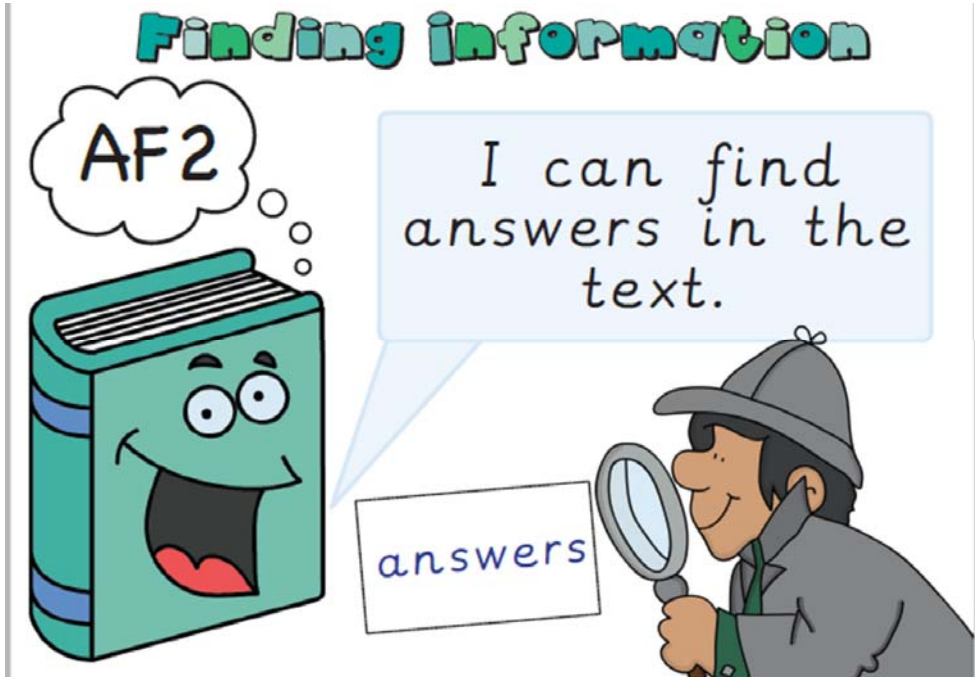

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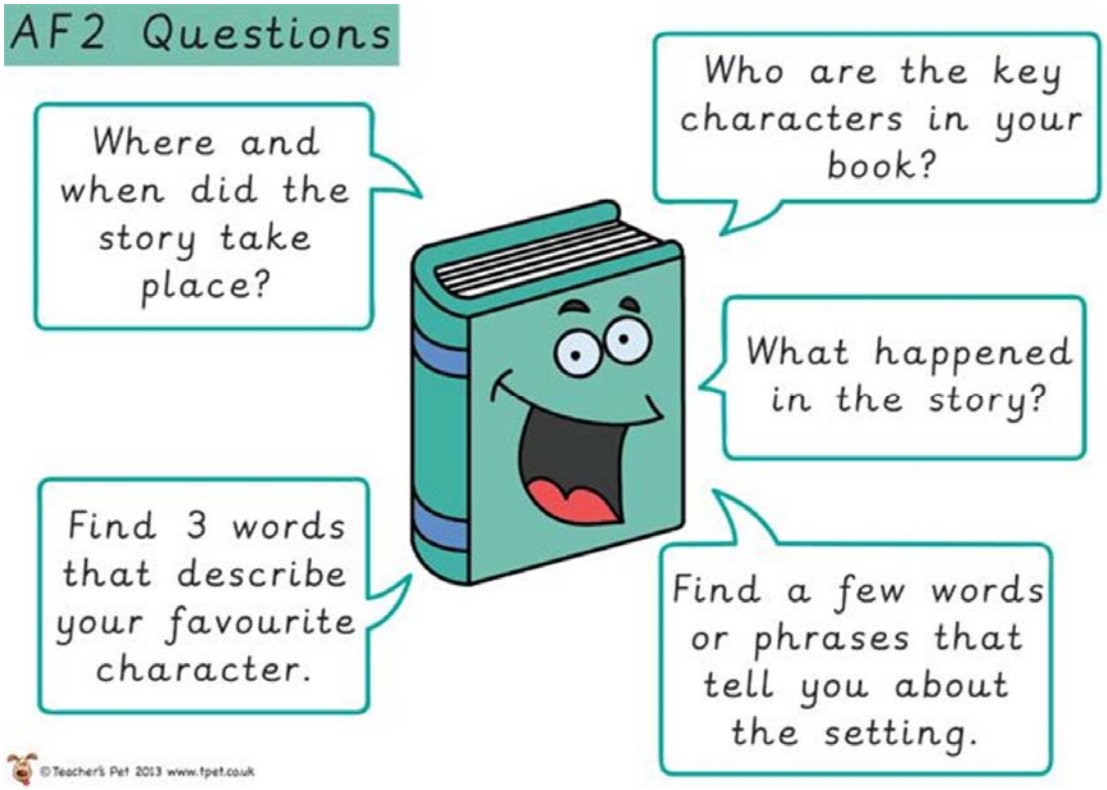

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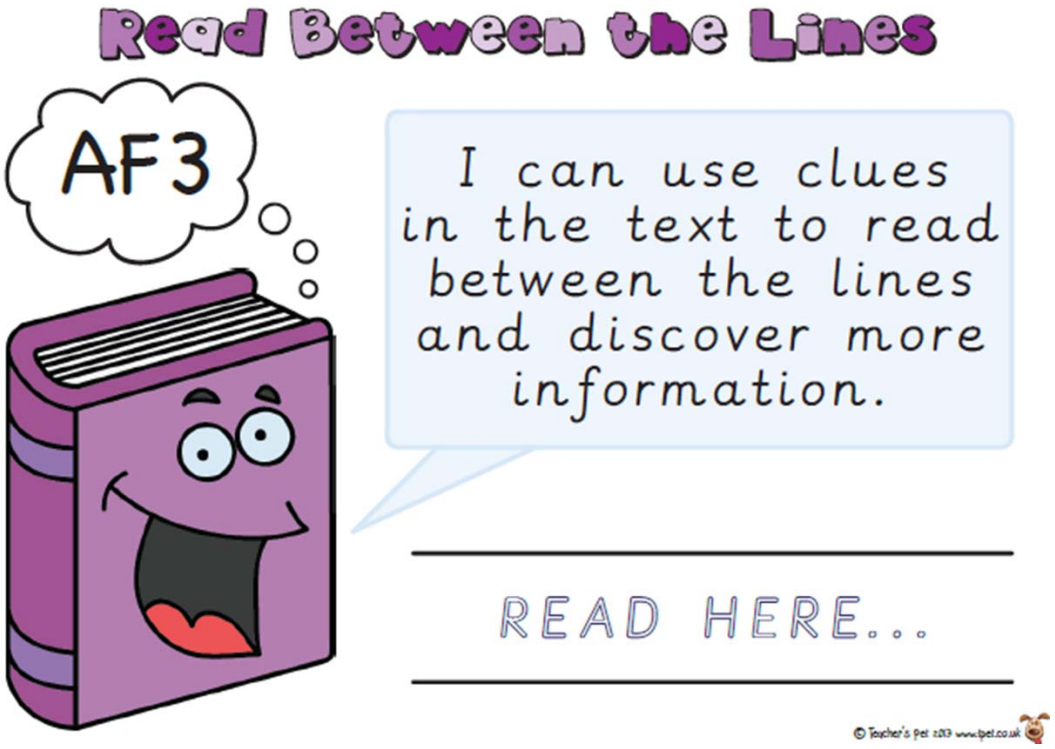

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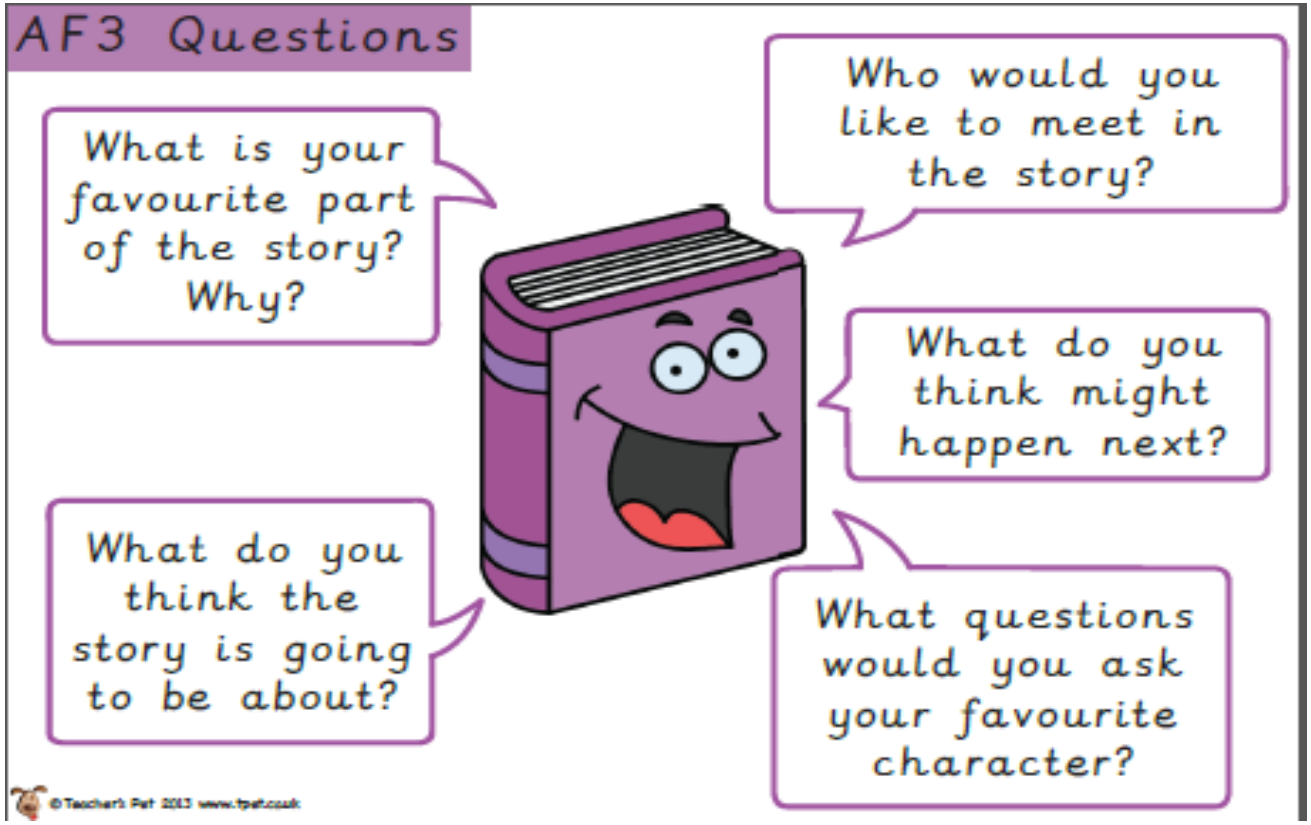

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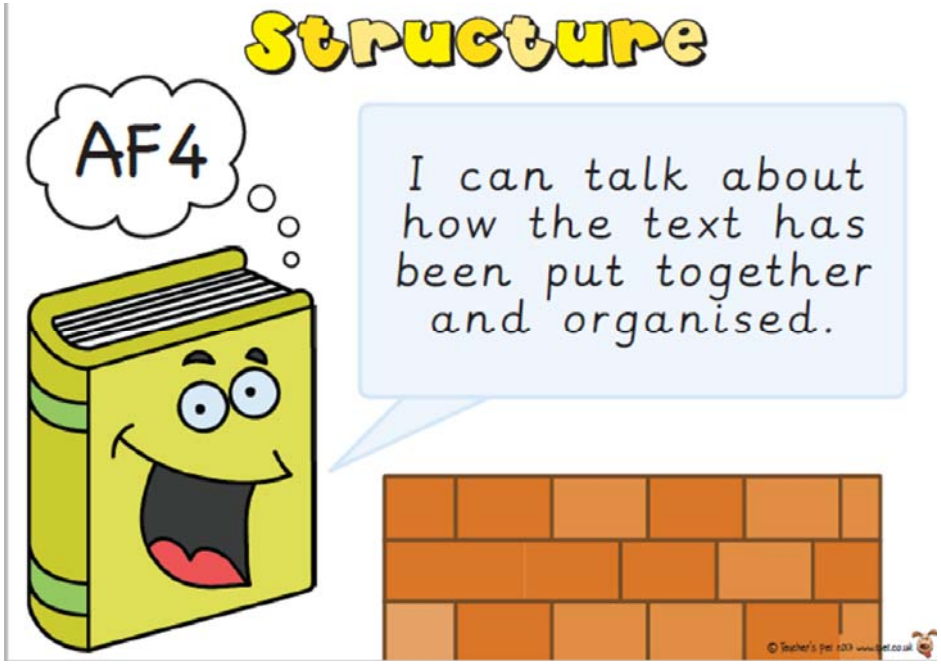

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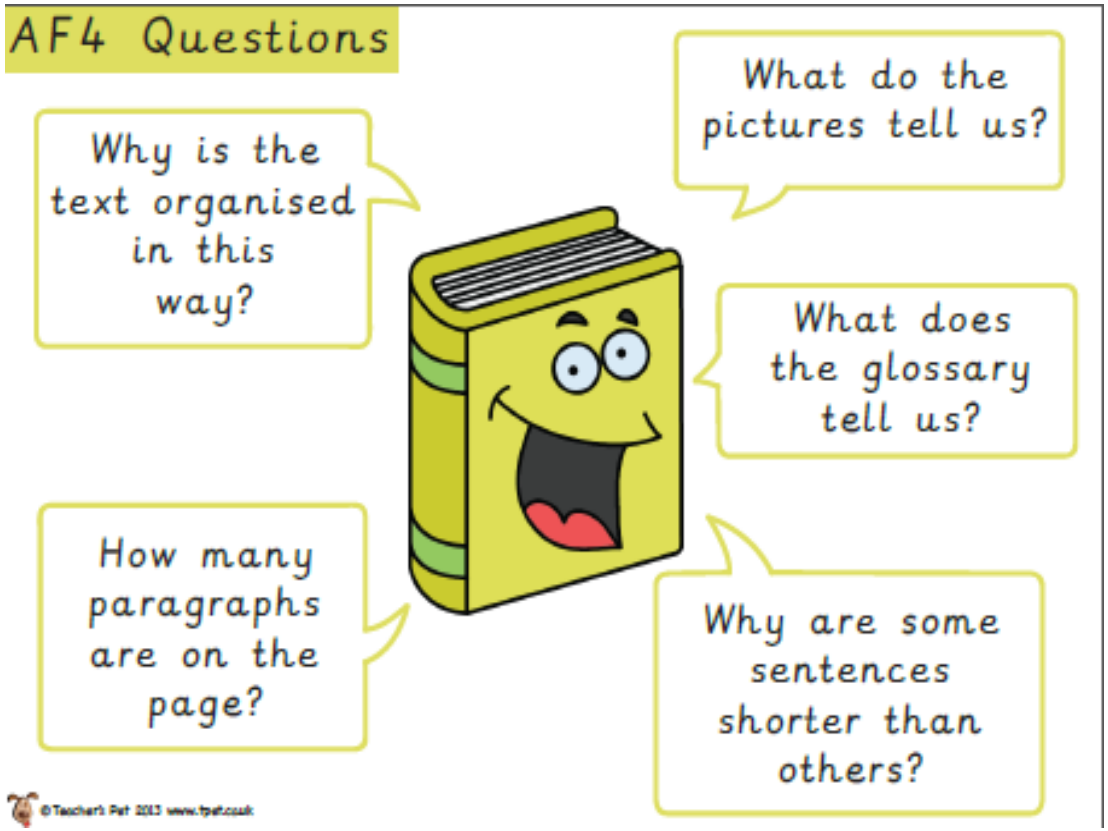

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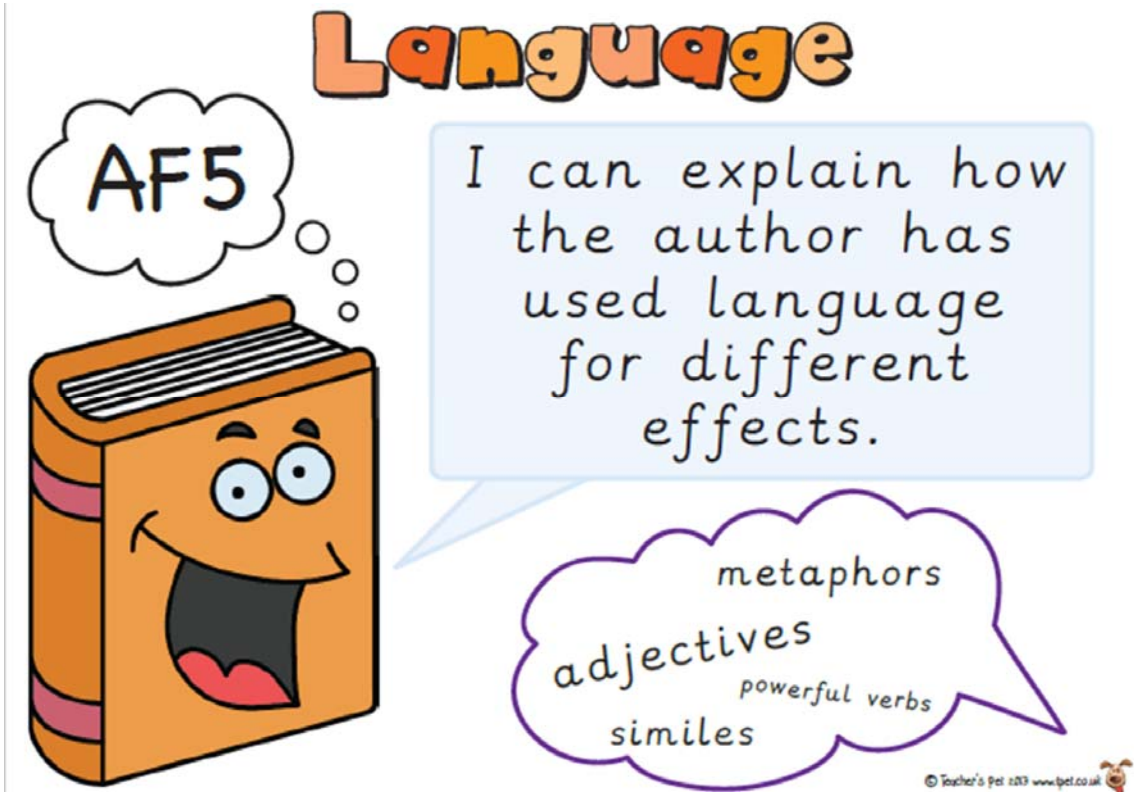

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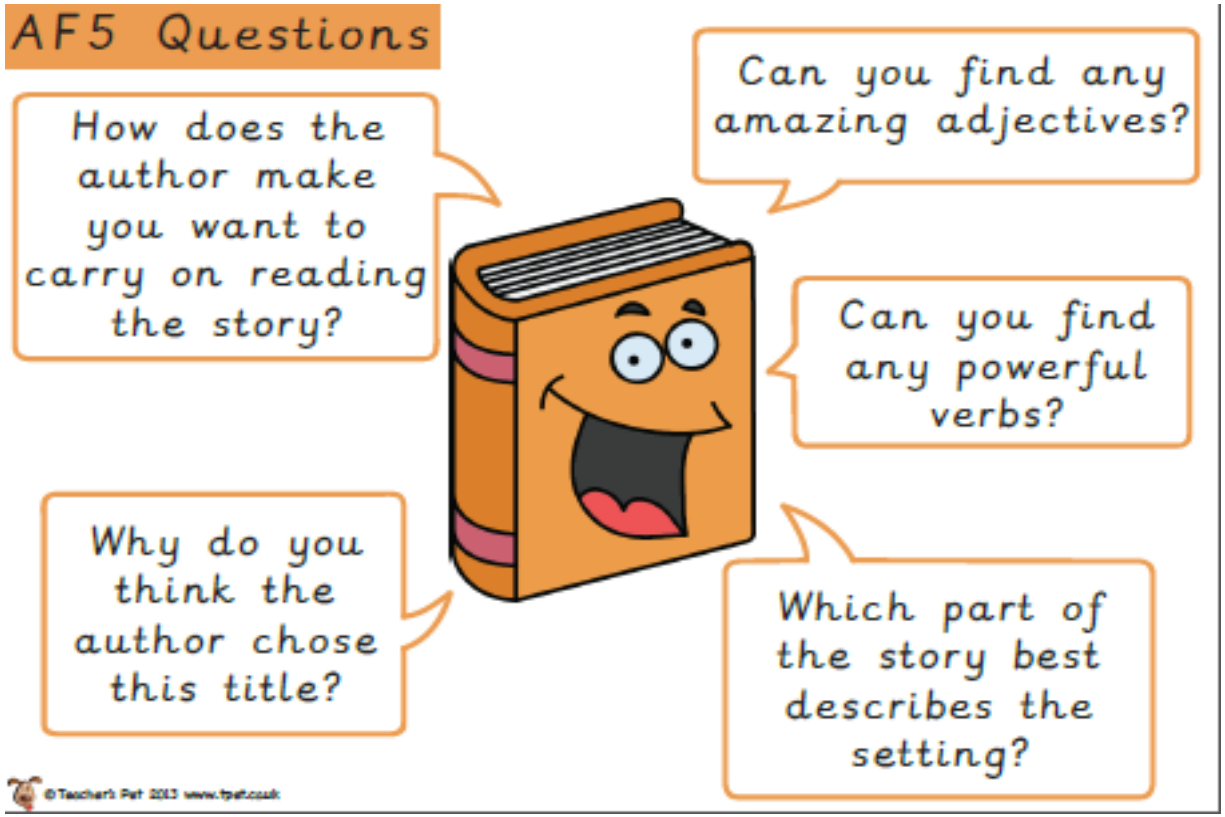

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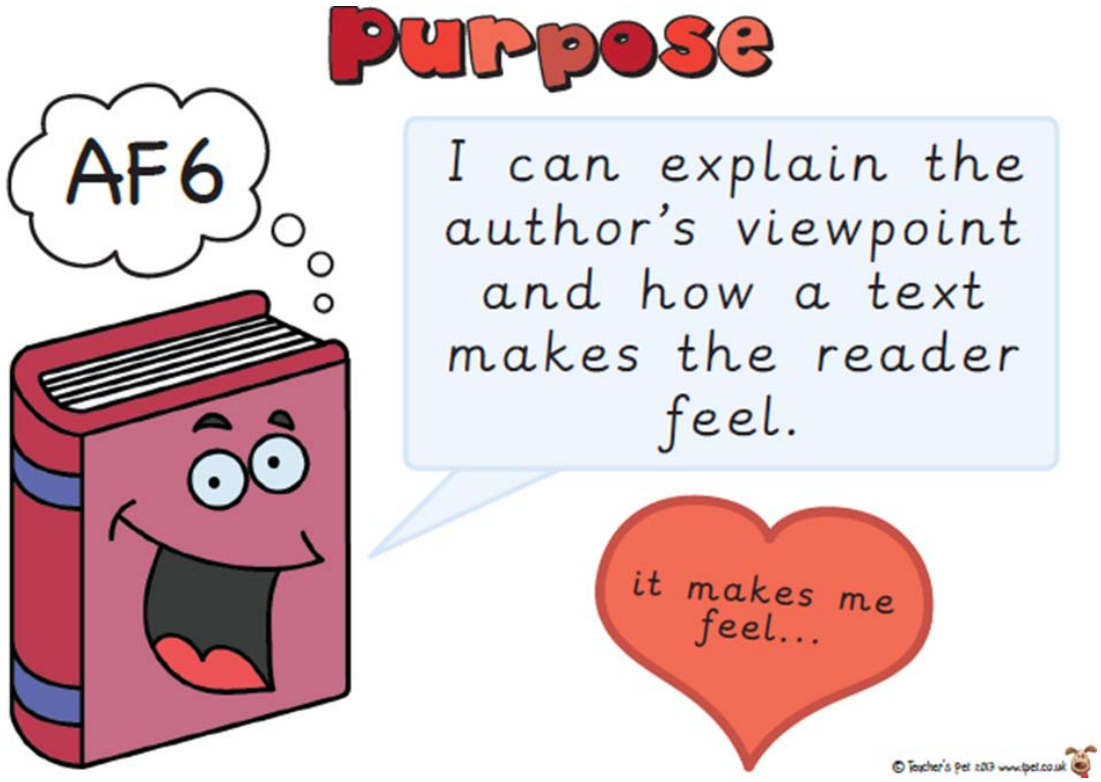

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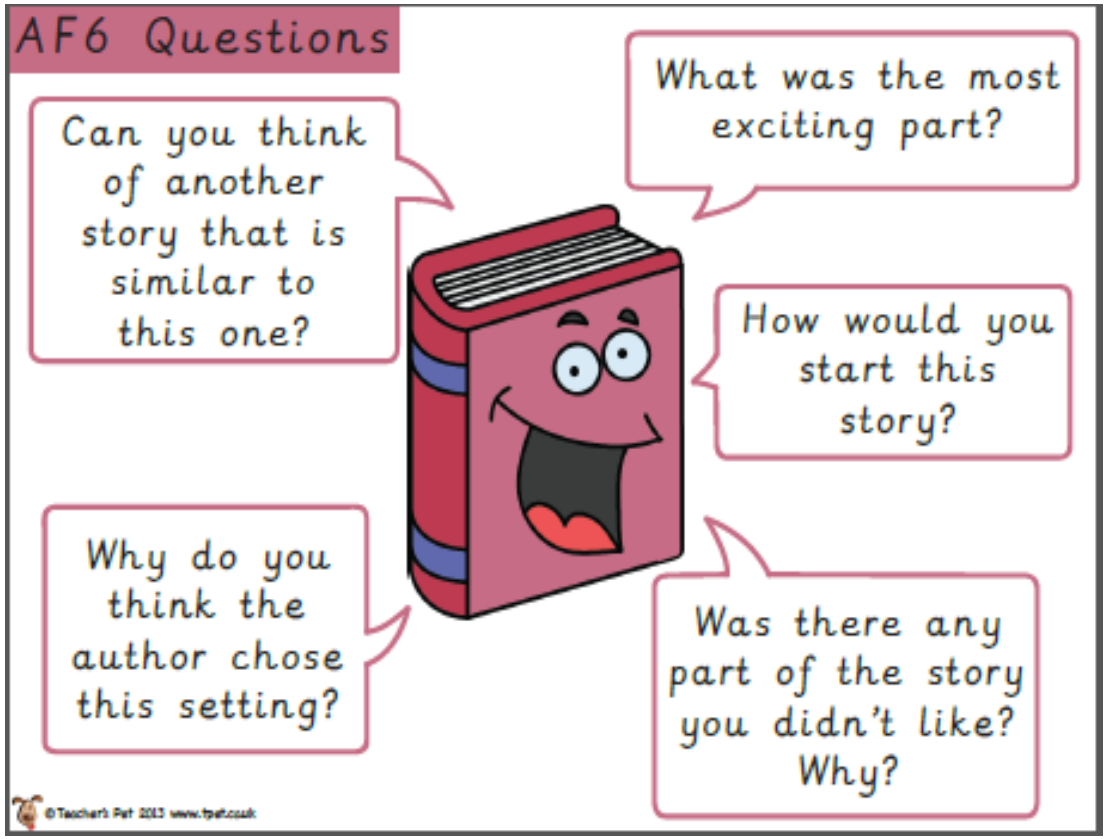

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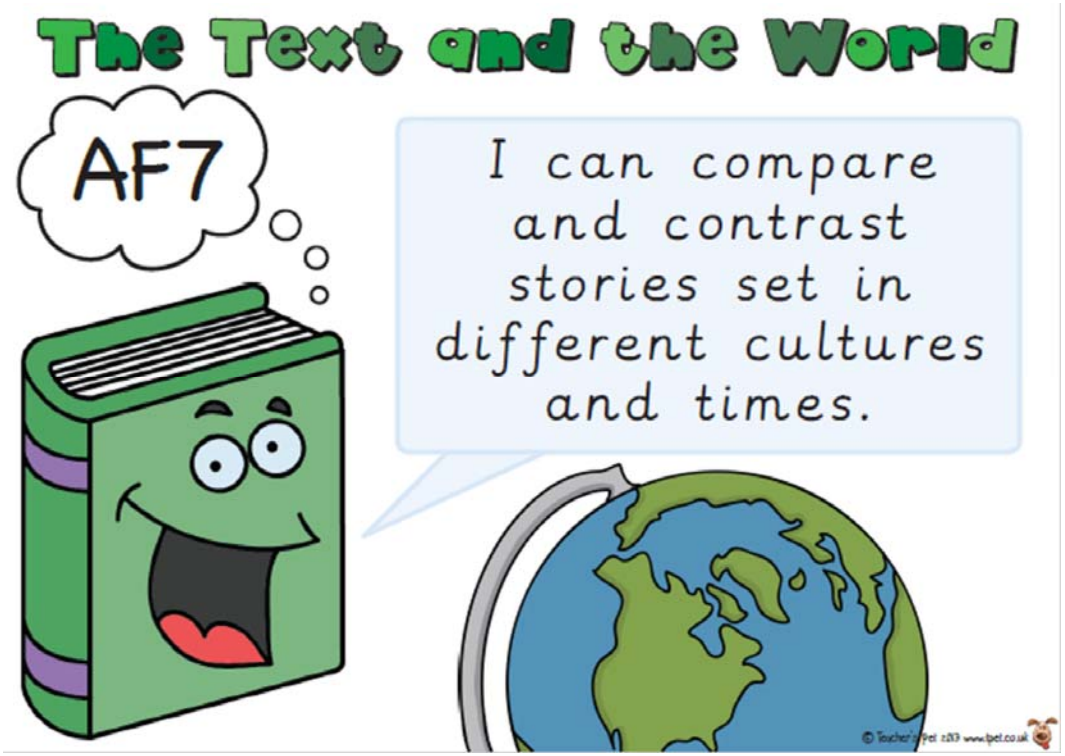

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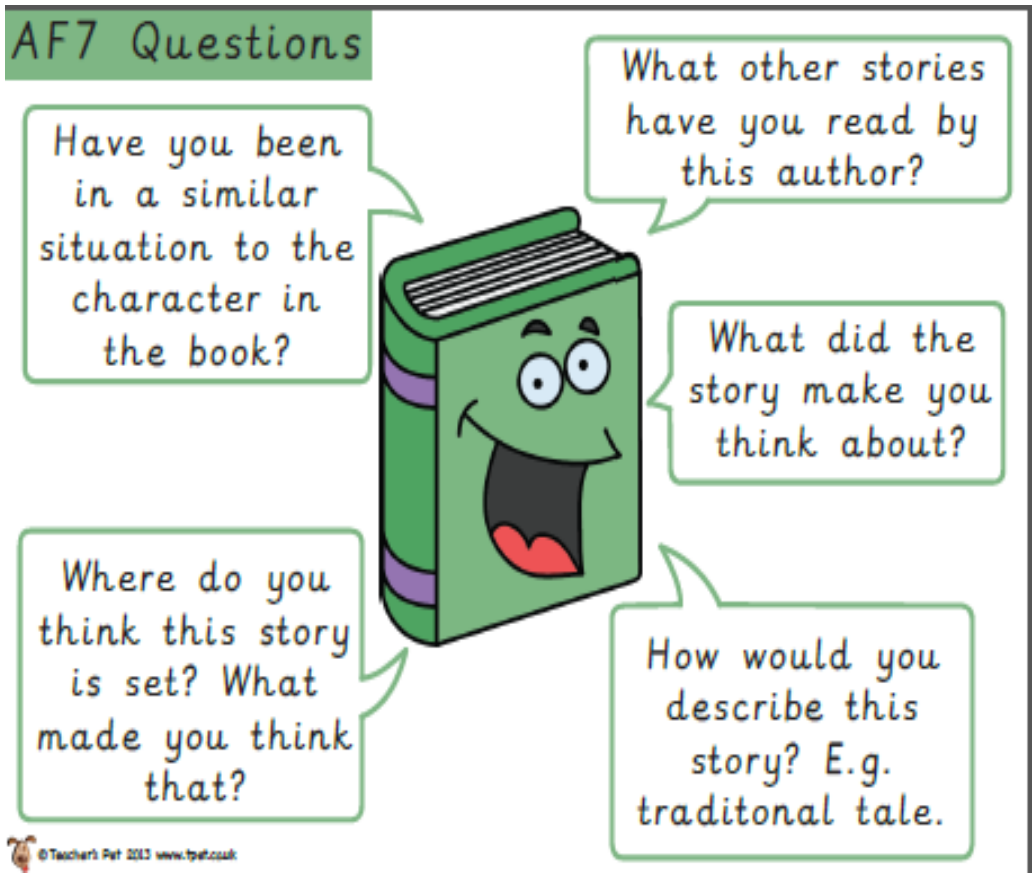

Reading at home

The guided reading strategies and techniques can be used when reading with your child at home

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We will now look at what a Guided Reading Session would look like.

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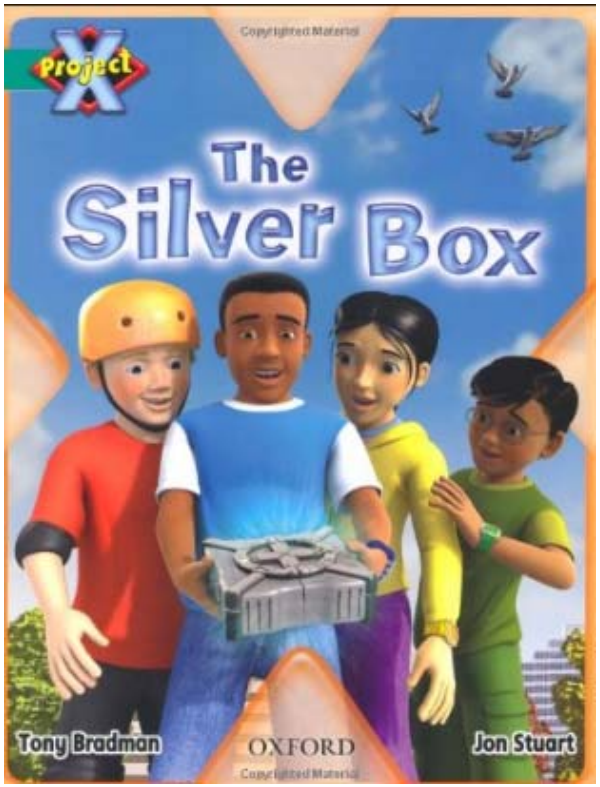

Before Reading

Activities

- Look at the front cover – can they predict what the story may be about?
- Book walk – flick through the book – can they predict what it may be about? Who do they think is the main character?
- Talking through difficult vocab – Making sure they know the meaning of tricky words.

Vocabulary

- Charity (p.4) to give, donate, gift
- Sleek (p.6) shiny, smooth
- Clutter (p.7) untidy, messy, jumbled up
- Puzzle (p.8) problem, dilemma
- Stump (p.9 base, remains
- Twisted (p.12) to turn
- Gasped - (p.12) quickly breath in , short breath
- Micro-size (p.17) very small

During Reading

- Discuss strategies if they come across difficult words – sound out the words – use phonics. Read to the end of the line for understanding.
- Ask the children to read with expression in their voice.

  e.g. how can they show Max was bored, then think about when they found the box – page 9. Read to show excitement.

  "Wow, that is cool!" said Cat when she saw the box.

  "If only we knew someone who was good at puzzles." Max said.

After Reading

- Retell the story
- Discuss the characters –

  Who is the main character?

  What do you feel about each character?

  Is there any character who might cause trouble? Why?
- Written activity sheet - What can you discover about Max ?

Guided Reading Fiction and Non Fiction – KS2

http://archive.teachfind.com/ttv/www.teachers.tv/videos/guided-reading-fiction-and-non-fiction.html

Guided Reading in Action – KS1

http://www.creativeeducation.co.uk/video/2619

The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

~ Dr. Seuss

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