



Primary

National Strategy

Guided reading: supporting transition from Key Stage 1 to Key Stage 2

Materials for teachers

**Year 2/Year 3
Teachers**

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Introduction

This booklet and accompanying video contain material to support you in teaching guided reading. The Year 2 and Year 3 teachers in your school who have taken part in funded LEA professional development have already worked with these materials.

The three areas covered are:

- reading strategies (the searchlight model);
- assessing reading;
- guided reading.

There is a range of ways in which you could use these materials and each element is described in full so you can choose those which most closely meet your specific needs. Additional material is listed on page 4. The three areas covered by these materials have also been more fully developed into a sequence for professional development on page 5.

Page	Element	Purpose
9	The reading curriculum	A description of all the reading activities children are offered.
12	Illustrative target statements for reading	Target statements for end of Years 1, 2 and 3.
Reading strategies		
14	The searchlight model	Background reading explaining the searchlight model.
Video sequence 3	David reading <i>Tom and the Sack</i>	An example of a Year 2 child reading an unseen text.
15	<i>Tom and the Sack</i> (transcript)	Transcript of the three pages David reads on the video.
17	<i>Tom and the Sack</i> (completed observation sheet)	A marked-up record of the words David reads correctly, where he momentarily slips up and then self-corrects, where he goes back to reread, where the teacher helps him.
19	Analysis of points of interest in David's reading of <i>Tom and the Sack</i>	Some questions to help you identify the strategies David may have been using to read.
21	Commentary on David's reading	Some possible explanations of David's reading strategies.
24	Next steps for David	A summary of what the teacher should concentrate on next in David's reading.

Page	Element	Purpose
25	Reading strategies – card sort activity	Reading strategies to sort into the four searchlights.
27	Reading strategies – children’s version	Child-friendly versions of reading strategies.
Assessment: the running record		
28	Running record of David’s reading	The running record which was taken by the teacher of David’s reading.
30	Running record (blank pro-forma)	
31	Running record recording system	A set of codes to use when taking a running record.
Guided reading		
32	Guided reading – key principles and features	Some underpinning principles and features of guided reading.
33	Suggested teaching sequence for guided reading	Description of an appropriate sequence of teaching from introduction of the text and strategy check, through independent reading and responding to the text.
34	Selecting texts for guided reading	Some notes on matching texts to objectives.
36	Plan for guided reading session (blank pro-forma)	Planning pro-forma for a guided reading session.
37	Plan for guided reading session using <i>The Hare and the Tortoise</i>	Plan for the video session (with full details for audience). This session is pitched at children reading around level 2b.
38	Prompts for video <i>The Hare and the Tortoise</i>	Some pointers for you to consider when viewing the video.
39	Plan for guided reading session using <i>The Puppy Present</i>	Plan for the video session (with full details for audience). This session is pitched at children reading around level 3.
40	Prompts for video <i>The Puppy Present</i>	Some pointers for you to consider when viewing the video.
41	The changing role of the teacher as children develop as readers	List of specific teaching points associated with beginning reading and with more advanced reading.

Useful additional materials for teachers

Focus	Overview	Location
<i>Book Bands for Guided Reading</i> (2000) Bickler, S, Baker, S ISBN 085473628X	A handbook for organising Key Stage 1 texts for the literacy hour	One in each school with Key Stage 1 pupils (<i>provided in ELS trolley</i>)
<i>Book Bands for Guided Reading</i> (3 rd Ed. 2003) Bickler, S, Baker, S ISBN 0854736875	A handbook for organising Key Stage 1 texts for the literacy hour	Distributed through local bookshop
<i>Bridging Bands: Resourcing Guided Reading into Key Stage 2</i> Bickler, S, Baker, S, Hobsbaum, A	Handbook for resourcing guided reading in Year 3 plus a review of texts for KS2 children working below age-related expectations	Distributed through local bookshop
ELS Guided Reading flier	Pamphlet to support ELS Training Day 1	ELS as above
<i>Guiding Reading at Key Stage 2</i> (2002) Hobsbaum et al ISBN 0854736476	A handbook for teaching guided reading at KS2	Distributed through local bookshop Also on ICT CD-ROM
<i>ICT in the Literacy Hour: Independent work and Guided reading</i>	Guided reading	Copies in each school CD-ROM DfES 0015/2003
<i>Progression in Phonics</i>	Materials for whole-class teaching	Copies in each school DfES 0604/2001
<i>Supporting Pupils Learning English as an Additional Language</i> (Revised 2002)	Module 4: Guided and supported group work	Available to order from Prolog DfES 0293/2002

Suggested sequence of professional development activity

Reading strategies

Materials

- The searchlight model (page 14).
- Tom and the Sack – transcript (page 15).
- Tom and the Sack – completed observation sheet (page 17).
- Analysis of points of interest (page 19).
- Commentary on David's reading (page 21).
- Video sequence 3 – running record of David's reading.
- Next steps for David (page 24).
- Reading strategies – card sort activity (page 25).
- Reading strategies – children's version (page 27).

Reading is a highly complex process. When a child reads aloud it is possible to build a picture of the strategies or processes he or she is using. The video of David reading from *Tom and the Sack* provides such an opportunity.

- Before watching the video, you may wish to read the summary of the searchlight model (page 14).
- While David is reading on the video, you may find it helpful to mark the words he reads correctly and where he is having some problems on a copy of the transcript of *Tom and the Sack* (page 15).
- Having watched the video, you may wish to discuss your first impressions of his overall strengths and the areas for development.
- This would lead on to a more systematic analysis of his reading, using the questions on the 'Analysis of points of interest' sheet (pages 19 and 20) and the accompanying commentary.
- It would be useful to summarise and to discuss future teaching for David and you may wish to refer to his teacher's notes (page 21).
- The card sort activity is useful to promote further discussion on the strategies children use and how we can make these strategies explicit for children in an appropriate form (pages 25 and 26).

Taking and analysing a running record

Materials

- Video sequence 3 – running record of David's reading.
- Running record (blank pro-forma) (page 30).
- Running record completed pro-forma (page 28).
- Running record recording system (page 31).
- Next steps for David (page 24).

Running records are considered to be the most effective form of assessment to ascertain what strategies children are using effectively and which they need to bring into their repertoires. Year 2

teachers are familiar with this form of assessment in the end of key stage tests. However, this is a useful assessment method throughout Key Stage 1 and lower Key Stage 2 and for some children in Years 5 and 6. In order to find out what strategies a child may be using it is important that the child is reading a book at 'instructional level' for the assessment – a book that contains a few words (about 5–10%) that the children will not have in his/her reading vocabulary. A short-hand code is necessary in order to keep pace with the child's reading and to recall the detail as the reader grapples with a problem word or phrase. If you and your colleagues take a running record of the same child reading you can discuss the process and outcomes. For this purpose you could use the video of David reading *Tom and the Sack* or record a child yourself, either on video or cassette recorder.

- Before you view the video you will need to be familiar with the running record recording system (page 31).
- It would be helpful to watch the sequence through twice, the first time to get an overall sense of the reading and the second time to take the running record using the system on page 31.
- You can then compare your record with other colleagues and discuss each miscue to establish which strategies the child is using effectively, which he is not using and why.
- This will enable you to decide the next steps for teaching.
- You could then take running records of some children in your class.
- As a staff you may wish to consider how this type of assessment could be incorporated into classroom practice. (The school where this video was filmed uses running records as a central part of their assessment policy, taking running records on a regular basis once or twice a term.)

Planning for guided reading

Materials

- Guided reading – key principles and features (page 32).
- Suggested teaching sequence for guided reading (page 33).
- Illustrative target statements for reading (page 12).
- The National Literacy Strategy *Framework for Teaching*.
- Plan for guided reading session (blank pro-forma) (page 36).
- Selecting texts for guided reading (page 34).
- Plan for guided reading session using *The Hare and the Tortoise* (page 37).
- Plan for guided reading session using *The Puppy Present* (page 39).
- *Book Bands*, *Bridging Bands* and *Guiding Reading at Key Stage 2* would be useful in selecting texts.

Guided reading is a carefully structured approach to teaching reading with a small group of children at approximately the same reading level. Guided reading is a part of a wide reading curriculum. 'The reading curriculum' (page 9) lists all the elements which contribute to a rich curriculum which encourages children to read, ensures that they read well and are motivated to read.

- You may find it useful to look at 'Guided reading – key principles and features' and consider as a staff what is in place and what needs further development in your school. This could lead to a very useful discussion.

- Following on from this, you may wish to discuss the ‘Suggested teaching sequence for guided reading’ (page 33) and refer to the plans provided for the video sequences (*The Hare and the Tortoise* and *The Puppy Present*, pages 37 and 39) which illustrate the teaching sequence. It must be remembered that these plans were written for an external audience and written more fully than teachers would need in their own planning.
- You may wish to consider the targets and objectives identified by the teachers and how the books chosen would enable those objectives to be taught.
- In planning a guided reading session for a specific group in your class, it may be helpful to plan in pairs. When you have decided the objectives, the appropriate selection of books is most important; it is useful to pool your knowledge of books with other colleagues and refer to ‘Selecting texts for guided reading’ (page 34).
- In planning the session you will need to decide how you are going to introduce the book, whether there are concepts or vocabulary you may need to touch on, and what questions you will ask after the reading to enable children to deepen their understanding of the book.
- You could then teach this session and evaluate its effectiveness. Examples could be collated and would provide a useful resource for the school.

Selecting texts for guided reading

Materials

- Illustrative target statements for reading (page 12).
- The National Literacy Strategy *Framework for Teaching*.
- Selecting texts for guided reading (page 34).
- *Book Bands (3rd Ed.)*, *Bridging Bands* and *Guiding Reading at Key Stage 2* would be useful for reference.
- A selection of books used in Years 2 and 3 for guided reading.

Teachers need to make informed choices about the texts they select for guided reading. Texts should be of high quality, should interest and excite children, and should offer opportunities to work towards specific objectives. You could use the following activities to explore issues around text selection.

- You may find it useful first to discuss how you currently select books for guided reading groups and identify any different practice in year groups.
- Working with colleagues, refer to the Illustrative target statements for reading and, using the objectives from the *Framework for Teaching*, select from a range of texts those which best meet the objectives.
- In order to look at the issue of progression, you could choose three or four texts you are currently using for different groups in your class. Then look at ‘Selecting texts for guided reading’ (page 34) and consider the level of difficulty of each text against the criteria set out. You may wish to refer to *Book Bands* or *Bridging Bands* to note which band they have been placed in.
- Finally you could discuss the system you currently have in place for selecting, organising and managing texts for guided reading and consider whether you need to make any changes.

Guided reading as part of a rich reading curriculum

Materials

- Plan for guided reading lesson using *The Hare and the Tortoise* (page 37).
- Prompts for video *The Hare and the Tortoise* (page 38).
- Plan for guided reading lesson using *The Puppy Present* (page 39).
- Prompts for video *The Puppy Present* (page 40).
- Video sequences 1 and 2.

The two guided reading sessions on video illustrate both the structure of a guided reading session and the breadth and depth of teaching which is possible through guided reading.

- The plans for each guided reading session explain in some detail what the teacher intends to do. These are fuller than you would need because they are intended for an external reader.
- Just before you look at each sequence, you may wish to look at the prompts to focus your viewing and jot down some notes while you watch.
- If you have time to view the video twice, you could focus on the teacher on the first viewing and the children on the next.
- A discussion after viewing with colleagues, in which you could evaluate the sessions, would be very helpful.

The changing role of the teacher in guided reading

Materials

- Plan for guided reading session using *The Hare and the Tortoise* (page 37).
 - Prompts for video *The Hare and the Tortoise* (page 38).
 - Video sequence of *The Hare and the Tortoise*.
 - Reading strategies – card sort activity (page 25).
 - Plan for guided reading session using *The Puppy Present* (page 39).
 - Prompts for video *The Puppy Present* (page 40).
 - Video sequence of *The Puppy Present*.
 - The changing role of the teacher as children develop as readers (page 41).
- In order to consider the changing role of the teacher it will be necessary to view both video sequences. After viewing the video of *The Hare and the Tortoise*, you could carry out the card sort activity to identify the strategies the children use. Do the same after viewing the video of *The Puppy Present* and note any differences.
 - It would be useful to discuss the changing role of the teacher as children develop as readers and look for evidence from the two sessions you have seen.
 - Finally, you could consider the implications for teachers in developing their role to meet the needs of different groups.

The reading curriculum

The National Literacy Strategy is committed to providing a rich, comprehensive reading programme, offering children a range of opportunities to develop as fluent, enthusiastic and critical readers. A balanced reading programme should include carefully planned shared, guided and independent reading and offer children varying levels of support, a variety of methods of instruction and a range of reading experiences.

Shared reading provides an opportunity for the teacher to model fluent, expressive text reading for the whole class. Shared reading also provides opportunities for teacher modelling of effective reading strategies. The teacher takes the lead, focusing on reading strategies and features of the text. Support and discussion opportunities are provided for less confident readers, whilst targeted questioning can ‘stretch’ the more able reader. Levels of comprehension can be clarified and new understanding scaffolded.

Guided reading extends the opportunities provided by shared reading with a sharp focus on the targeted needs of a particular group with similar reading ability – once or twice a week with the class teacher at Key Stage 1 and more often in the very early stages of reading, and once or twice a fortnight at Key Stage 2. There is a clear focus by the teacher on the specific strategies the learners need to be introduced to, develop or practise, and apply during their independent reading.

Careful selection of the text is important, matched not only to the reading ability of the group, but also informed by the teacher’s knowledge and understanding of the children’s interests, background (prior knowledge) and previous experiences of texts. The text selected should be at the children’s instructional level, i.e. 90–94% accuracy. (*Book Bands* provides detailed lists of texts in ten progressive bands of difficulty.)

Guided reading provides opportunities for children to take part in discussion where they can enthuse and learn from each other.

Regular independent reading (individual, group or paired)

This is vital for building stamina and fluency and for developing children’s knowledge and experience of a range of books and authors. Regular independent reading helps to motivate children and establish the reading habit.

It is important to make the links between guided reading and independent reading; for example, children continue to read texts covered in guided reading sessions during independent time with a specific focus designed to feed into further sessions.

Selecting their own choice of texts

This is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences. Children should have access to well-stocked, attractive classroom book areas and school libraries.

Hearing books read aloud on a regular basis

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language.

Home/school reading

Reading is not seen as just a ‘school activity’. Wider family involvement supports readers. Home/school reading ensures children have access to reading materials at home.

Reading in the community

Providing opportunities for children to meet authors and visit libraries extends their knowledge of books and reading in the wider community.

This comprehensive reading curriculum reflects what we know about how children develop as readers.

Illustrative target statements for reading: Year 1

As for Year R and:

<p>Word recognition and phonic knowledge</p>	<ul style="list-style-type: none"> • Read, on sight, words for YR from Appendix list 1 in the NLS Framework and other familiar and important words. • Blend phonemes to read words containing consonant clusters and long vowel phonemes.
<p>Grammatical awareness</p>	<ul style="list-style-type: none"> • Use awareness of the grammar of a sentence to help to decipher new or unfamiliar words. • Read familiar texts aloud with fluency and expression appropriate to the grammar, e.g. pausing at full-stops and raising voice at questions.
<p>Use of context</p>	<ul style="list-style-type: none"> • Use an understanding of incidents, characters and settings to make predictions. • Begin to use awareness of character and dialogue to read with expression. • Use an understanding of the structure of recounts, reports and instructions to make predictions.
<p>Knowing how texts work</p>	<ul style="list-style-type: none"> • Understand difference between fiction and non-fiction, and make predictions based on title, cover, blurb, etc. • Recognise ways to create emphasis in text, e.g. capitalisation, bold print. • Understand how simple diagrams and charts add information.
<p>Interpretation and response</p> <p><i>Literary text</i></p> <p><i>Non-fiction</i></p>	<ul style="list-style-type: none"> • Identify and discuss the main events or key points in a text. • Relate story setting and incidents to own experience. • Compare stories, identifying common themes and characters, and contribute to discussions. • Locate specific information in the text to find answers to simple questions.
<p>Attitude</p>	<ul style="list-style-type: none"> • Sustain independent reading to complete texts at appropriate level. • Make choices from a selection of texts and begin to justify preferences.

Illustrative target statements for reading: Year 2

As for Year 1 and:

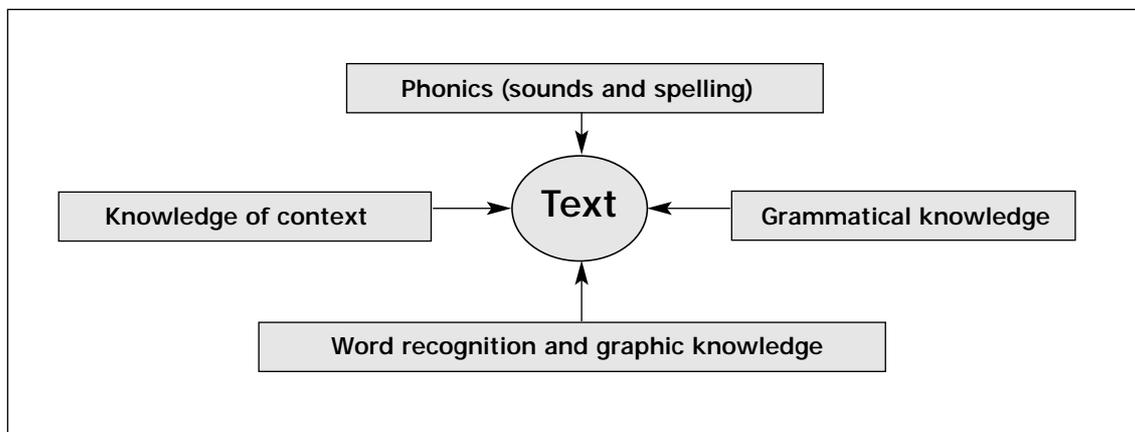
<p>Word recognition and phonic knowledge</p>	<ul style="list-style-type: none"> • Read, on sight, words for YR from Appendix list 1 in the NLS Framework and other familiar and important words. • Recognise the full range of vowel digraphs and trigraphs. • Identify syllables in order to read polysyllabic words. • Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context.
<p>Grammatical awareness</p>	<ul style="list-style-type: none"> • Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks.
<p>Use of context</p>	<ul style="list-style-type: none"> • Make predictions using experience of reading books written by the same author or based on similar themes. • Use an understanding of the structures of non-chronological reports and explanations to make predictions.
<p>Knowing how texts work</p>	<ul style="list-style-type: none"> • Make comparisons between books, noting similarities and difference, e.g. layout, theme, characters, settings. • Understand how to use alphabetically ordered texts to retrieve information. • Gain an overall impression of a text by making predictions about content/subject of a book by skim-reading, title, contents, illustrations.
<p>Interpretation and response</p> <p><i>Literary text</i></p> <p><i>Non-fiction</i></p>	<ul style="list-style-type: none"> • Go beyond own experience or general impression and refer to text to explain meaning. • Make simple inferences about thoughts and feelings and reasons for actions. • Identify key themes and discuss reasons for events in stories. • Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere. • Generate questions before reading and use bibliographic knowledge to help retrieve specific information. • Evaluate the usefulness of the information in a particular text for answering questions.
<p>Attitude</p>	<ul style="list-style-type: none"> • Make choices about which texts to read based on prior reading experience and bibliographic knowledge. • Respond to text, discussing preference with reference to favourite characters and books with similar themes.

Illustrative target statements for reading: Year 3

As for Year 2 and:

<p>Word recognition and phonic knowledge</p>	<ul style="list-style-type: none"> • Recognise a range of prefixes and suffixes to construct the meanings of words in context. • Recognise the function of the apostrophe for omission and pronounce contracted forms correctly. • Recognise the full range of consonant digraphs, e.g. <i>kn, wr, ph</i>.
<p>Grammatical awareness</p>	<ul style="list-style-type: none"> • Read aloud with intonation and expression, taking account of punctuation, e.g. commas to mark pauses and grammatical boundaries. • Understand how pronouns in first, second, third person forms are used in sentences and apply this information to maintain understanding when reading. • Understand how dialogue is punctuated and laid out and read.
<p>Use of context</p>	<ul style="list-style-type: none"> • Know how language is used to create effects, e.g. adjectives and adverbs for description and use to create detailed mental images. • Use bibliographic knowledge, e.g. indexes, to scan texts and locate specific information.
<p>Knowing how texts work</p>	<ul style="list-style-type: none"> • Understand the difference between prose and playscript. • Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts. • Understand how to use indexes to locate specific information.
<p>Interpretation and response</p> <p><i>Literary text</i></p> <p><i>Non-fiction</i></p>	<ul style="list-style-type: none"> • Explore underlying themes and ideas, making clear reference to text. • When reading aloud show awareness and understanding of the different voices in stories. • Discuss the actions of the main characters and justify views using evidence from the text. • Identify the main point and summarise orally the content of a passage of text. • Use notes to summarise the main points from a passage of text. • Evaluate the usefulness of information, e.g. follow instructions to see if they work.
<p>Attitude</p>	<ul style="list-style-type: none"> • Sustain silent reading to include longer, more complex texts. • Draw on knowledge of authors and types of books they write to inform choices. • Read aloud confidently to an audience, e.g. a playscript, a performance poem or favourite passage from a selected text.

The searchlight model



Central to the National Literacy Strategy is the model of reading represented by the searchlights model. This model characterises reading as the ability to coordinate a variety of strategies for:

- fast automatic phonic decoding (searchlight: phonics – sound and spelling);
- the recognition of whole words and word parts, particularly morphemes, to make sense of and complete phonic blending (searchlight: word recognition and graphic knowledge);
- predictions from knowledge of syntax to make sense of strings of words, identify sense-making, syntactic boundaries in sentences and read with fluency and expression appropriate to the text (searchlight: grammatical knowledge);
- predictions from context to aid comprehension (searchlight: knowledge of context).

The two related aspects of the reading process, decoding and comprehension, are represented in the model. They are, and should be, complementary – each aspect continuously informing and consolidating the other. While the ability to decode words remains the first and only direct means of getting meaning from the page, equally important are the knowledge and expectations the reader brings to the text. The disposition to use prior knowledge to make sense of experience is a condition of effective learning. In reading, at every level, therefore, it matters that children learn to bring their expectations and predictions to bear on what they are learning. Inferential thinking is of the greatest importance at all levels of literacy development. Children should be taught to link their learning to past experience, to make and test generalisations, to look for analogies between the known and the unfamiliar, to predict and make sense of what they are reading and writing, to monitor and self-correct themselves, and to build up autonomous habituated skills that have applications in new and unfamiliar contexts and avoid over-burdening the short-term memory. The interaction between the different searchlights may not simply occur; it has to be taught.

Successful readers use as many of these searchlights as possible. The fewer the searchlights the reader can use, the more dependent he/she is on a single one. When children are in the early stages of learning to read they may place greater emphasis on certain searchlights, for example children will draw heavily on their phonic knowledge. They need to be taught how to draw on all the searchlights to help them to build up a repertoire of reading strategies. Only then will they be able to read efficiently and independently. The National Literacy Strategy stresses the importance of a balanced approach if children are to orchestrate all the searchlights.

Tom and the Sack

P2	Once	upon	a	time					
	there	was	a	young	man	called	Tom		
	who	lived	with	his	mother				
	in	an	old	cottage.					
	One	day	they	had	nothing	at	all		
	left	in	the	cupboard	to	eat.			
	"I	will	go	and	find	some	food	for	us,"
	said	Tom,	and	he	set	off	down	the	road
	carrying	a	sack	over	his	shoulder.			
P4	As	he	was	walking	along,				
	he	saw	some	bees					
	and	he	caught	them	in	his	sack.		
	"Those	bees	will	do	me				
	quite	nicely,"	decided	Tom.					
	"We	will	be	able	to	have	honey."		

Tom and the Sack

	He	tied	up	the	sack,				
	and	walked	on	down	the	road			
	until	he	came	to	a	woman			
	feeding	some	hens.						
	"Have	you	any	work	I	could	do?"	asked	Tom.
P5	"If	you	gather	the	eggs,"				
	answered	the	old	woman,					
	"I'll	give	you	some	for	yourself."			
P6	Tom	put	his	sack	down.				
	"This	sack	belongs	to	me,"	he	said,		
	"and	it	would	be	a	mistake	to	open	it."
	As	soon	as	Tom	had	gone			
	to	gather	the	eggs,					
	the	woman	crept	over	to	the	sack.		

Tom and the Sack (completed observation sheet)

Generally fluent, phrased reading with some self-corrections

2	Once	upon	a	time					
	/	/	/	/					
	there	was	a	young	man	called	Tom		
	/	/	/	/	boy SC	/	/		
	who	lived	with	his	mother				
	/	/	/	/	/				
	in	an	old	cottage.					
	/	/	/	/					
	One	day	they	had	nothing	at	all		
	/	/	/	/	/	/	/		
left	in	the	cupboard	to	eat.				
/	/	/	/	/	/				
"I	will	go	and	find	some	food	for	us,"	
/	/	/	/	/	/	/	/	/	
said	Tom,	and	he	set 1.	off	down	the	road	
/	/	/	/	saf	/	/	/	/	
carrying	a	sack	over	his	shoulder.				
careful SC	/	/	/	/	/				
4	As	he	was	walking	along,				
	/	/	/	/	/				
	/	/	/	/	/				
	he	saw	some	bees					
	/	/	/	/					
	/	/	/	/					
	and	he	caught 2.	them	in	his	sack.		
/	/	couldn't	/	/	/	/			
/	/	c-lal T							
"Those 3.	bees	will	do	me					
Th-loel-s/	/	/	/	/					
/	/	/	/	/					
quite	nicely," 4.	decided 5.	Tom.	Comment from David: 'just seeing where the end of the sentence is.'					
/	n-lil-c	d-lel-c T	/						
/	n-lil T								
"We	will	be	able	to	have	honey."			
/	/	/	about	/	/	/			

Unprompted repeating

Tom and the Sack (completed observation)

Unprompted repeating	He	7. tied	up	the	sack,				
	/	lipped	/	/	/				
	and	walked	8. on	down	9. the	road			
	/	/	along	/	/	/			
	/	/	/	/	/				
	until	he	came	to	a	woman			
	/	/	/	/	/	/			
	feeding 10.	some	hens.						
	f-ee /	/	/						
	"Have	you	any	work	I	could	do?"	asked	Tom.
/	/	/	/	/	/	/	/	/	
5	"If	you	gather 11.	the	eggs,"	<i>Hesitant intonation</i>			
/	/	/	g-/e/ ge	/	/				
/	/	/	gave						
answered 12.	the	old 13.	woman						
answ T	/	O	/						
"I'll	give	you	some	for	yourself." 14.	<i>David predicts next part of the story</i>			
/	/	/	/	/	you-yourself				
6	Tom	put	his 15.	sack	down.				
/	/	/	this SC	/	/				
"This	sack	belongs 16.	to	me,"	he	said,			
His	back SC	b-/e/	/	/	/	/			
/	/	/							
"and	it	would	be	a	mistake 17.	to	open	it."	
/	/	wouldn't	/	/	mis-misk TTA	/	/	/	
/	/	/	/	/	/				
As	soon	as	Tom	had	gone				
/	/	/	/	/	/				
to	gather 18.	the	eggs,						
/	go-gave her T	/	/						
the	woman 19.	crept	over	to	the	sack.			
he	walked T	/	up	in	/	/			

Correct intonation for a question

Teacher prompts this repair

Analysis of points of interest in David's reading of *Tom and the Sack*

1. sat/set

- What might this substitution suggest about David's reading?

2. caught/couldn't

- Is this a reasonable substitution? Why?
- Which cue sources has David used?
- What more does he need to know to read the word accurately?

3. those

- How does he seem to work this word out and what does it tell you about his phonic knowledge?

4. nicely

- What strategies does David try to use here to help himself?
- Which cue sources does he use?
- What more could he have done?
- What does the teacher need to teach him next?

5. decided

- What does he do to help himself?
- What does he need to know about the word in order to read it accurately?

6. able/about

- Why do you think David has misread this word?
- Why do you think he doesn't self-correct?

7. tied/tipped

- What might he have been doing here?
- Why didn't he self-correct?

8. and 9. on/along

- David stops after 'the' and rereads the text. What do you think led him to do this?

10. feeding

- A good example here of the child blending effectively. What does this tell you about his phonic knowledge and its application?

11. gather

- Why do you think David has difficulty with this word?
- Which cue sources does he attempt to use?
- Why do you think his attempts are unsuccessful?

12. answered

- The word was given to the child – was this a good decision?

13. and 14. yourself

- How does the omission of 'old' and reading of 'yourself' add to your picture of David as a reader?

15. and 16.

- The first two lines on page 6 provide an example of the reader self-monitoring, independently rerunning text, self-correcting known words and using his phonic knowledge to solve an unknown word. Discuss.

17. would/wouldn't/mistake

- How does he solve the word 'mistake'?

18. gather

- This word is still causing difficulties – why?

19. he walked

- David misreads the word 'he' and then appears not to be able to read 'woman', which he has already read correctly twice before. Suggest what might be happening here.

Other points of interest

- Apart from one incorrectly read word, David read the whole of the first page generally fluently with some rapid self-corrects.
- He read the question on page 4 with correct intonation.
- He commented on the text before turning to page 6.
- He answered the teacher's questions correctly at the end.

Commentary on David's reading

Key to cues used: M = meaning, S = structure, V = visual, P = phonic

Points of interest	Cues	Positives	Negatives
Page 2		Generally fluent reading with some rapid self-corrections.	
1 set/sat	V		This word does not make sense, and as David doesn't attempt to self-correct it raises a small doubt that he is reading for meaning.
2 caught /couldn't	1. M SV 2. P	David reads the word <i>caught</i> as <i>couldn't</i> . This is visually similar and would make sense but he doesn't accept it, possibly because the next word, <i>them</i> , would not make sense. He decides to go back to the beginning of the sentence and reread, presumably to correct an earlier error. When he arrives at <i>caught</i> for the second time, he attempts to 'sound it out'.	However, as he reads the letter 'a' as /a/, he does not appear to recognise the letter strings 'au' or 'augh'.
3 those	P	He appears to build the word pronouncing the letter 'o' as /oe/ and may know about split digraphs.	
4 nicely	P		He attacks it letter by letter on both attempts. Having tried but failed to apply rudimentary phonics, he tries rerunning the sentence. This strategy is not appropriate in this instance.
5 decided	P		Again David adopts a rudimentary letter by letter phonic strategy. He does not appear to have more advanced phonic strategies to deal with this word.
6 able/about	MV	These two words are visually similar and, although not the same word class, the substitution makes sense.	Misread the word.

Points of interest	Cues	Positives	Negatives
7 tied /tipped	(M)SV	These two words are visually similar and are both verbs. In substituting the word <i>tipped</i> , he could have been looking at the word <i>up</i> . The two words create different meanings but <i>tipped</i> is just about viable.	Misread the word.
8, 9 on/along	MSV	Again these two words have visual similarities and David probably read what he expected to be there. He does not self-correct immediately but stops after the word <i>the</i> and reruns the sentence, suggesting that he may have felt that <i>along down</i> may not have sounded quite right and checked back to see. On the second attempt, he reads correctly.	
10 feeding	P	He appears to sound out the first two phonemes in this word and looks at the picture before saying the word.	
question mark		David reads the question with correct intonation, suggesting that he is understanding what he is reading and recognises the syntax of a sentence which begins <i>Have you ...</i>	
11 gather /gave	P	David sounds out the first two letters of this word, but possibly ascribes the wrong phoneme to the letter 'a' (it sounds as though he is saying /e/ but he may be saying /ae/ in which case he may be interpreting the 'e' as a split digraph). He gives up on it and voluntarily reruns the sentence and then reads <i>gather</i> as <i>gave</i> on the repeat. This isn't corrected and there is a note of uncertainty in his voice as he completes the sentence, possibly indicating that he recognises that it does not make good sense.	
12 answered	P		David doesn't know the word so attempts to use phonics but, as before, he attacks only on a left to right, letter by letter basis.
13 old			Omits the word but unimportant.

Points of interest	Cues	Positives	Negatives
14 yourself		Reads <i>you</i> and then rapidly reads <i>yourself</i> , suggesting he may already know the word or he is reading the chunks. He also comments on the story before turning the page.	
15 his/this	V	Visual similarity between these two words. He quickly self-corrects.	
16 This sack belongs	MVP	After self-correcting in the previous sentence, he now reads <i>This</i> as <i>His</i> and doesn't self-correct, reads <i>sack</i> as <i>back</i> but does self-correct and then sounds out the first two letters of <i>belongs</i> . He voluntarily rereads up to this point accurately including <i>belongs</i> , suggesting that he knew or worked out <i>belongs</i> but that it didn't make sense with the rest of the sentence because he had not read it correctly (<i>His sack belongs</i>).	
17 would/ wouldn't /mistake	V	Similar to <i>This sack belongs</i> . Reads <i>would</i> as <i>wouldn't</i> so <i>mistake</i> does not make total sense. Teacher suggests he reruns and he reads <i>mistake</i> correctly in the repeat.	
18 gather /gave	V		It sounds as though he is making sense of this by reading <i>gave her</i> but it still doesn't.
19 the/he woman /walked	MSV	By misreading <i>he</i> , it seems as though he is now trying to make the next word agree so tries <i>walked</i> even though he has shown on two previous occasions that he can read <i>woman</i> correctly. In fact he is tired and just loses it in this sentence.	

Summary

David uses all the searchlights. He recognised most of the words in this text. Where he didn't, he orchestrated the searchlights to help. He possibly even over-uses predicting through context and structure as he often reads what he thinks it might say on the basis of partial letter recognition (points 8, 15, 19). He self-corrects these errors mostly but sometimes it leads to a further error (point 19). Apart from a couple of instances (points 1, 11) he gives the strong impression he is reading for meaning and his responses to the questions at the end confirm this.

He exhibits clear instances of using phonics successfully (points 3, 10), but it appears that when faced with a totally novel word, he resorts to a left to right, letter by letter approach to decoding.

Next steps for David

This type of analysis of children's reading, shedding light on their cueing systems, gives clear indicators for future teaching.

David's teacher should work on the following:

- Continue to read to him and provide opportunities for guided and independent reading of traditional tales so he becomes familiar with the syntax and the language.
- Teach/revise vowel digraphs (and split digraphs).
- Teach strategies for reading words containing prefixes and suffixes.
- When attempting an unknown word:
 - reinforce his strategy of examining the letters and letter combinations in a word first and then using other strategies to shed further light on the word or to confirm a word;
 - establish a pattern for when he hesitates, then 'reads' a word using only context (including the picture), that he returns to check the letters of the word to confirm.
- Reinforce his strategies such as rereading and thinking about the meaning as he reads.

Reading strategies – card sort activity

Draw on information from the illustrations	Use their knowledge of high frequency words	Use letter sounds/blends to word build
Look for words within words	Break down large words into syllables	Use punctuation to get meaning from the text
Reread what they have not understood	Read to the end of a sentence to solve a new or unknown word	Listen to what they are reading to hear if it makes sense
Check for accuracy as they are reading	Reread to self-correct	Ask questions of a text
Clarify their understanding	Make predictions based on context	Construct mental images

Reading strategies – card sort activity

Draw on information from the illustrations c	Use their knowledge of high frequency words wr, g/ph	Use letter sounds/blends to word build ph
Look for words within words wr, g/ph	Break down large words into syllables wr, g/ph	Use punctuation to get meaning from the text gr/c
Reread what they have not understood c/gr/ph/wr, g	Read to the end of a sentence to solve a new or unknown word gr/c/ph/wr, g	Listen to what they are reading to hear if it makes sense gr/c
Check for accuracy as they are reading gr/wr, g/ph/c	Reread to self-correct gr/c	Ask questions of a text c
Clarify their understanding c	Make predictions based on context c	Construct mental images c

Refer to the searchlight model on page 14.

Key

- c = knowledge of context
- wr = word recognition
- g/ph = graphic/phonic
- gr = grammatical knowledge
- ph = phonics

Reading strategy – children’s version

I use the pictures to help me	I use words I can see around me or that I have read before	I sound out/blend words that I don't know
I look for smaller words inside words	I break words down into syllables	I use full stops, commas, exclamation marks and speech marks to help me to make sense of what I am reading
I go back and read a word or sentence again if I don't understand it	I read on to the end of a sentence to see if that will help me to read a word I don't know	I listen to what I am reading to see if it makes sense
I check that I am right by going back to look carefully at words	I can tell when I have made a mistake and I go back to see if I can put it right	I ask questions to help me with my reading if I don't understand
I talk through my ideas, thoughts and feelings about what I'm reading so that I understand it	I think about what might happen in a book and I can say why	When I read I imagine what is happening and create a picture in my mind

These statements could be useful in helping children to articulate which cue sources and strategies they are using successfully and which they need to continue to work on. They could also be translated into specific reading targets for children.

Running record of David's reading

Running Record – Blank Pro-forma					
Name: David		Year Group: Year 2		Teacher: TA:	
Date: 16/01/03					
No. of Words: 171		Error Rate: 1:13 Accuracy % : 93%		Level of Text	
No. of Errors: 13		SC Rate: 1:3		Easy (Over 95%)	
				Instructional (90-95%) Yes...	
				Hard (Below 90%)	
<p>Use of Cue Sources</p> <p>Uses knowledge of context (meaning) to predict and confirm : Yes</p> <p>Uses grammatical knowledge (structure) to predict and confirm : Yes</p> <p>Uses knowledge of phonics (visual information) : Yes</p> <p>Uses word recognition and graphic knowledge (visual information) : Yes</p>					
<p>Comprehension</p> <p>Indicates understanding of the text at literal/inferential level : Literal level, yes</p> <p>Expresses opinions : N/A</p>					
Page	Title: Tom and the Sack (PM Benchmark Level 19)	E	SC	Errors MSV	SC MSV
2	✓ so rsc ✓ ✓ ✓ sat ✓ ✓ ✓ ✓ ✓ said set caring sc ✓ ✓ ✓ ✓ ✓ ✓ carrying	1	1	(MSV) (MSV)	MSV
4	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ couldn't R c-a ✓ ✓ ✓ ✓ caught T Th-o-s ✓ ✓ ✓ ✓ ✓ Those ✓ n-i-c n-i d-e-c ✓ nicely T decided T ✓ ✓ ✓ about ✓ ✓ ✓ able	1	1	(MSV)	MSV
		2		MSV MSV	
		1		(MSV)	

Running record of David's reading

<p>✓ tipped ✓ ✓ ✓ tied</p> <p>← ↓ ↓ along sc ✓ ✓ ✓ on</p> <p>✓ ✓ ✓ ✓ ✓ ✓</p> <p>f-cc -ding ✓ ✓ ✓ feeding</p> <p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p> <p>5 ✓ ✓ ← ↓ ↓ g-e R ge - gave R gave ✓ ✓ gather</p> <p>answ ✓ ✓ answered T</p> <p>✓ ✓ ✓ ✓ ✓ you ✓ yourself</p>		1	MSV	
<p>6 ✓ ✓ this sc ✓ ✓ his</p> <p>His sc back sc be- R belong ✓ ✓ ✓ ✓ ✓ This sack belongs</p> <p>← ↓ ↓ wouldn't sc ✓ ✓ mis msk ✓ ✓ ✓ ✓ ✓ would mistake TTA</p> <p>✓ ✓ ✓ ✓ ✓ ✓</p> <p>✓ ge gave her ✓ ✓ gather T</p> <p>he wo - walked ✓ up in ✓ ✓ The woman T over to</p>		1 2 1 1 4	MSV MSV MSV MSV MSV MSV MSV MSV	MSV MSV MSV
		13	7	

Running record (blank pro-forma)

Name:		Year Group:			
Teacher: TA:		Date:			
No. of words:	Error Rate:	Accuracy %	Level of text		
No. of errors:	SC Rate:		Easy (over 95%)		
			Instructional (90-95%)		
			Hard (below 90%)		
Use of cue sources					
Uses knowledge of context (meaning) to predict and confirm					
Uses grammatical knowledge (structure) to predict and confirm					
Uses knowledge of phonics (visual information)					
Uses word recognition and graphic knowledge (visual information)					
Comprehension					
Indicates understanding of the text at literal/inferential level					
Expresses opinions					
Page	Title	E	SC	Errors MSV	SC MSV

Guided reading – key principles and features

	Established	Partly established	Not established
Guided reading is part of a rich and comprehensive reading programme.			
Guided reading sessions aim to encourage children to become enthusiastic, autonomous and thoughtful readers.			
Groups of children of similar reading ability work together on the same text.			
There is some flexibility of grouping, with children moving groups as appropriate.			
The text, or chapter of the text, is new to the group. Each child has a copy of the text.			
The text is selected from a range of texts to match the ability of the group.			
The teacher follows the generic teaching sequence but adapts it to meet the needs of the group concerned.			
The teacher aims to activate children's prior knowledge during the book introduction or recap.			
The teacher guides the children to focus on and apply key strategies while reading independently.			
While working with the group, the teacher gives focused attention to support, monitor and assess individuals as they read.			
The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.			
Children contribute fully to discussion, talking through their responses to the text and the problem-solving strategies they have used. They listen to each other.			
Children learn from each other and take increasing responsibility for their reading as they become more mature.			
The teacher monitors and records children's progress to inform future teaching, targets and review groupings.			

Suggested teaching sequence for guided reading

1. Decide on the objectives for the group. Select these objectives in the context of the group's targets for reading.

Consider:

- which reading strategies are established;
- which reading strategies need to be practised and consolidated;
- which reading strategies need demonstration and development.

2. Select a text.

The teacher should select a text at the children's instructional level. Children should be able to read the text at between 90% and 94% accuracy and with understanding. The choice of text must be considered carefully as difficulties may lie in the concepts, the language structures, the vocabulary, cultural references and organisation. A guided reading text should not present too many difficulties because both meaning and motivation may be lost. If a text is too easy there will be insufficient challenge for the group.

3. Introduce the book/strategy-check.

During the introduction and strategy-check the teacher:

- sets a purpose for reading;
- encourages links with previous experience and draws attention to important ideas;
- gives opportunities for children to discuss new vocabulary;
- reminds children of the repertoire of strategies they can use.

This ensures that by the time the children read the text they:

- know that the reading will inform and interest them;
- have certain questions in mind which they will expect to answer;
- have some knowledge of how to solve problems within the text.

4. Independent reading.

All guided reading sessions should include independent reading.

Following the introduction and strategy-check each child reads the text independently.

The teacher may intervene to deepen a child's understanding, ask questions or focus on a teaching point, giving praise for use of specific strategies where appropriate.

5. Returning to the text.

This is an opportunity to review the use of particular strategies and to revisit the questions discussed at the start of the session. Encourage the children to identify issues requiring clarification or discussion.

6. Responding to the text.

Allow time for the children to respond to the text, develop and justify opinions, and explore personal preferences.

7. Next steps.

Assessment of the children's learning during guided reading will inform the next steps for your planning. This will involve the selection of appropriate objective(s) for the next session in the context of the reading targets.

Children may follow up their guided reading with further reading of the text during independent reading time.

Selecting texts for guided reading

In planning guided reading sessions, the teacher needs to know what knowledge and understanding each child will bring to the session, which strategies need to be introduced and which need to be consolidated. Deciding on the objectives for the session and selecting the appropriate text that will support the teaching of these objectives is critical to the success of guided reading. The text selected should offer opportunities to focus on the objectives for the session. These will range from word-solving strategies to those which lead to a deeper understanding of the author's message. Consideration needs to be given to how children apply their phonic knowledge on text, e.g. recognising digraphs and blending. As children develop as readers, it is important that they learn how to infer meaning from the written text. Selection of texts to ensure that these issues are addressed is therefore critical to children's development as readers.

The aim should be to select a text which will engage the readers and which they will, with the teacher's guidance, be able to read successfully but will provide a level of challenge that will develop their reading skills. Skilled text selection ensures that each text provides a balance between support and challenge. In terms of reading fluency, children should be able to read the text at between 90% and 94% accuracy and with a good level of understanding. This is known as 'Instructional level'. Where the accuracy rate falls below 90% (more than one error in every ten words), the reader may lose control of the process, leading to a lessening of understanding and enjoyment. If the text selected is read at or above 95% accuracy, it may not provide adequate challenge to the readers. There will, of course, be other opportunities for children to read texts at this easier level.

Knowledge of children's reading level can come from a number of sources. Teachers have opportunities to observe children in a variety of reading contexts. Observations may range from the informal, often incidental, noting of a new aspect of reading behaviour to a planned observation through the taking and analysing of a running record. Whichever method is used it is always useful to consider the suitability of the text selected and to assess whether the level is appropriate.

Criteria for text selection

Teachers should have a sound knowledge of quality texts which are available and appropriate to the needs of all children in their class. The texts selected should be meaningful, well written and well presented and should reflect the full range of fiction and non-fiction text-types. When choosing texts it is important to consider the content as well as the reading level and, whilst the difficulty level of the vocabulary is important, other factors can affect readability, including the syntactic complexity of the book or the number of abstract or complex ideas within it.

Book Bands for Guided Reading provides useful guidance on the text characteristics and the learning opportunities of books as they increase in difficulty.

Organising for guided reading

It is important for schools to consider the school's system of levelling texts which will provide the required gradient of challenge. If resources are stored centrally and labelled appropriately, full use can be made of them by all staff. It is helpful to store related materials alongside them. It is essential to provide a range of books suitable for children working at below age-related expectations. Special collections can provide an additional resource. They include:

- poetry – cannot easily be graded in terms of difficulty;
- certain topic or subject areas which are produced as packs;
- teacher selected or produced materials including pamphlets, newspaper and magazine articles, procedural texts, e.g. recipes, instructions;
- assessment materials, e.g. published materials or school-selected books specifically for assessment;
- ICT texts.

An annual audit of texts will enable the school to:

- keep track of books and the number of copies;
- ensure that adequate numbers of titles are available for each class or level and that there is a range of text-types;
- assess the range of fiction and non-fiction available and identify any gaps;
- ensure that there is a plentiful supply of good quality texts for children reading at below age-related expectations across the key stages;
- identify the links between literacy and other curriculum areas.

Plan for guided reading session (blank pro-forma)

Reading target(s)	
Teaching objectives	
Text title	
Book band	
Phases of guided reading	Teaching points
Book introduction	
Strategy check	
Independent reading	
Returning to the text and response	
Next steps	

Plan for guided reading session using *The Hare and the Tortoise*

<p>Reading target To develop fluent phrasing and expressive reading in order to encourage careful listening to text message and thus increase overall comprehension.</p> <p>Teaching objectives: Y2 T2</p> <p>Word level: W2 to blend the phonemes for reading <i>air/er/or</i></p> <p>Sentence level: S1 to use awareness of grammar to solve new or unfamiliar words (to predict, reread, read on) S2 to read aloud with intonation and expression</p> <p>Text level: T1, 2, 3 (themes) 6 (characters)</p> <p>Text title: <i>The Hare and the Tortoise</i> Chosen to support the specific word, sentence and text level objectives.</p> <p>Book band: 8 (Purple)</p>	
Phases of guided reading	Teaching points
<p>Book introduction Look at title and front cover only to give opportunity for prediction and to construct meaning during reading</p>	<ul style="list-style-type: none"> Briefly draw out prior knowledge of traditional tales – meaning of ‘retold’ Character: good/bad – predict nature of characters in this book Predict the themes of the book Target questions for comprehension
<p>Strategy check</p> <ul style="list-style-type: none"> Brief verbalisation of repertoire of strategies to use at points of difficulty Comprehension strategy: predict what will happen next before turning the page 	<ul style="list-style-type: none"> Stress importance of independent use of strategies Make explicit use of largest ‘chunks’ within words in order to make blending faster and more efficient Emphasise rereading after working at letter/word level to confirm attempts Smooth reading/phrasing and fluency
<p>Independent reading</p> <ul style="list-style-type: none"> Individual quiet/silent reading using strategies outlined above Reading aloud when requested After narrative version read the play with expression as focus 	<ul style="list-style-type: none"> Notice and praise unprompted use of strategic behaviour, particularly rereading to confirm Prompt as appropriate Discuss comprehension/prediction with individual children
<p>Returning to the text and response</p> <ul style="list-style-type: none"> Identify observed behaviour in order to secure strategies Return to initial comprehension question and encourage textual references to support opinions 	<ul style="list-style-type: none"> Specific praise and feedback for each child based on observations during reading Link comprehension answers and responses to traditional themes and characters Reread with focus on fluency and expression
<p>Next steps</p> <ul style="list-style-type: none"> Book to go into familiar book box for independent rereading Select next text from within the same book band Individual assessment of representative child from the group to confirm instructional reading level and to identify strengths and areas for development 	<ul style="list-style-type: none"> Take a running record and analyse for unprompted use of strategies Continue to prompt for development of phrased, fluent reading Continue to build in phonic work appropriate to the group

Prompts for video *The Hare and the Tortoise*

- Look for evidence of the teacher focusing on the teaching objectives selected.
- Which reading strategies does the teacher focus on and are they appropriate for the group?
- How do the children apply their phonic knowledge when reading?
- How does the teacher provide feedback to the children and how do they respond?
- Next steps: what does the teacher need to do next to ensure that this group of children continues to make progress?

Plan for guided reading session using *The Puppy Present*

<p>Planning for Year 2, Group 1 (level 3)</p> <p>Reading targets – Illustrative target statements for reading (Year 3)</p> <p>Main: Explore underlying themes and ideas, making clear reference to text Identify and discuss issues, locating evidence in the text Discuss the actions of main characters and justify using evidence from the text</p> <p>Secondary: Read aloud confidently to an audience with intonation and expression, taking account of punctuation Sustain silent reading to include longer, more complex texts</p> <p>Teaching objectives</p> <p>Y3 T2 T3: to identify and discuss main and recurring characters, evaluate their behaviour and justify views Y3 T1 S2: to take account of the grammar and punctuation when reading aloud</p> <p>Text title: <i>The Puppy Present</i> by Jean Ure Level 3 text Book selected to support the specific objectives and as an example of a text with two distinct strands, each one relating to a different character.</p>	
Phases of guided reading	Teaching points
<p>Book introduction Encourage children to draw on own knowledge and skills through use of talk partners</p>	<ul style="list-style-type: none"> • Re-establish title, author • In pairs, discussion of story so far (chapter 1) • Re-establish strands in relation to main characters, relate to other known stories
<p>Strategy check</p> <ul style="list-style-type: none"> • Differences between silent reading and reading aloud • Comprehension, with main focus on inference 	<ul style="list-style-type: none"> • Explain during independent reading there will be some silent reading and some reading aloud, discuss differences and useful strategies • Explain main focus on comprehension, particularly inference. Model question types – <i>How do you know? What do you think?</i>
<p>Independent reading Each child works with own book</p>	<ul style="list-style-type: none"> • Chapter 2 – observe, prompt and praise confident, fluent and expressive reading, especially where children take account of punctuation
<p>Returning to the text and response</p> <ul style="list-style-type: none"> • Return to initial focus and encourage use of evidence from the text to justify views 	<ul style="list-style-type: none"> • At the end of the first strand, the author says, ‘the pups were growing up fast’. What about James Colin? How do you know his behaviour had not improved? Find the evidence. Why is ‘supposed’ written the way it is? • Why is he behaving the way he is? Has anything ever happened to you like that? • P16, 4th line – ‘James drew a breath. Deep and quivering.’ Why does Jean Ure use two short sentences? • Last paragraph on p16 – what does ‘reproachfully’ mean? • Is the main character in stories always good? In pairs discuss feelings about James. Why? Back up with evidence • Ask children to articulate what they have learned from the session
<p>Next steps</p> <ul style="list-style-type: none"> • Continue to work on inferential comprehension through the selection of appropriate texts 	<ul style="list-style-type: none"> • Continue reading during independent time • Take text home for further reading

Prompts for video *The Puppy Present*

- Which reading strategies does the teacher focus on?
- How does the teacher intervene to focus on the selected strategies and deepen the children's understanding?
- Which aspects of the text does the teacher revisit?
- How does the teacher encourage the children to develop their responses?
- What opportunities are there for assessing children's progress?
- Next steps: how will this guided reading session inform the teacher's planning for the next session?

The changing role of the teacher as children develop as readers

In the earlier stages, the teacher:

- prompts the child to use all four searchlights;
- focuses on the use of a range of reading strategies;
- places planned and incidental emphasis on word level work including phonics;
- draws attention to unfamiliar ideas, making links with experience where possible;
- draws attention to key vocabulary including high frequency words and new words or structure;
- probes understanding and encourages reading for meaning;
- monitors and assesses individuals;
- encourages response to the book through discussion or follow-up activities;
- supports attempts to read independently and self-correct;
- promotes enjoyment and appreciation;
- observes, prompts and praises the use of the range of reading strategies.

As children develop as readers, the teacher revises and develops the above and:

- teaches strategies to further develop comprehension;
- encourages self-regulated comprehension;
- uses opportunities to teach and reinforce decoding where appropriate;
- encourages reciprocal teaching;
- enables pupils to identify and comment on the structure, features and organisation of texts;
- probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas or events;
- enables pupils to explain, comment on and respond to a writer's use of language;
- teaches strategies to enable pupils to summarise, generalise and develop an overview of the text.

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