

Guided Reading Protocol - KS2






What is guided reading?

- 📖 Teacher works with 4-6 students in each group.
- 📖 The rest of the class work independently of the teacher, individually, or in pairs or groups - carousel of activities.
- 📖 The session is planned, short and focused (30 minutes)
- 📖 Teacher introduces/follows up stories, strategies, and concepts within group to increase independent application in appropriate levelled text.
- 📖 Every child reads and is supported by teacher.
- 📖 Emphasis is on the application of the reading content domains within appropriate levelled text.







Why is guided reading so important?

-  Pupils develop into independent readers while being supported.
-  Pupils have more opportunities to read independently and use learned strategies while sharing in a small group activity.
-  Pupils are given an opportunity to use strategies in a "high success" instructional setting that encourages strategy use in "successful" text.



What are its main features?

-  It includes questioning and discussion designed to deepen understanding of textual features.
-  It emphasises pupils explaining and expanding responses orally.
-  It ends with a short period of reflection and review where pupils are asked to summarise what they have learned about the text.
-  It builds on pupils' experience at Key Stage 1 and 2.



The Three Cueing Systems:

Meaning: Does the reader make sense up to the point of an error? Does it appear that the reader is using background knowledge, information from the story (text and picture) and meaning from the words in the sentence?

Structure: This is often referred to as syntax. Does the reader use the grammar rules used for spoken language? Does the reader check to see if it sounds right?

Visual Information: Does the reader use the information found in the way letters and words look? Does the reader use the way a word looks to connect it to spoken language? Does the reader use visually similar words? (the reader may read tree for truck or dig for big)



How are guided reading lessons structured?







Before Reading: Beginning readers may begin with a picture walk while the teacher connects the text to students' background knowledge. The teacher will then tell the students what strategy will be the focus of the lesson. A rich introduction of the text will also be given.

During Reading: Goals or objectives of the lesson are reviewed (initial sounds, context clues, etc.). The students then begin to read the text independently with the teacher offering support/guidance when needed. The teacher particularly praises strategy use. Anecdotal records can be used at this time to plan for further instruction and/or grouping.

After Reading: A discussion of the book follows the reading and connections are made between the students' experiences and the text. Emphasis is also on strategy use with a mini-lesson on words that may have given the students difficulty. A pre-determined mini-lesson may follow to help the students reinforce goals and connect to other reading experiences.

What should the teacher do when planning for a guided reading lesson?

Before Reading:

-  State the reason the book was chosen and the purpose of the lesson.
-  Provide a rich book introduction.
-  Give a statement as to what the book and/or lesson is about.
-  Implant language found in the book.
-  Evaluate and connect children's prior knowledge to book.
-  Give a strategy statement



Examples of before reading questions/discussions

Before reading

It's a good idea to talk with your child about a book before they read it.

- Look at the front and back covers together – these give clues to what the book is about.
- Flick through the pages and look at the pictures. Talk about the sorts of things people keep in garages, e.g. different tools. If you have a garage, talk about what is in there.
- Talk about what your child knows about car racing. Has your child ever watched a real car race or played with an electric racing-car set? Ask them to imagine what it might feel like to drive a racing car.

Encourage your child to read the book at their own pace.

Ambitious words

Here are some ambitious words your child will read in this book:

workbench	controller	skilfully	weight
measuring	echoed	concrete	sheepishly



About the story

Brer Rabbit is a clever trickster, always one step ahead of his enemies and ready to help his friends. When he sees Brer Fox with a sack, he knows someone is in trouble. Creating a diversion and arranging an escape is no problem for Brer Rabbit, and he can't help playing a trick on Brer Fox, too – but Brer Fox will want his revenge ...

Cover clues

- Look at the title. What word does *Brer* remind you of?
- What do you think *trickbag* might mean?
- What sort of story does the cover picture make you expect – scary or funny? Why?
- Read the back cover blurb. Can you think of some reasons why it might be hard to get revenge on Brer Rabbit?



Tricky words

- terrapin – a small kind of turtle
- muttered – said under his breath
- fleas – little biting insects that make you itch
- outwitted – caught out by cleverness
- quicksand – sand that sucks in anything that stands on it

During Reading:

- 📖 Students read individually and teacher records prosody and poses targeted questions to assess understanding of text. Record on sheet.

After Reading:

- 📖 Discuss and reflect on the reading process and strategies used.
- 📖 Give instruction through a mini-lesson.
- 📖 Provide independent practice to mini-lesson.
- 📖 Response activities: sequencing, written response, written reflection,

After reading

Talk with your child about the book after reading. Here are some questions you could ask:

- Why were Tiger and Dad in the garage?
- How did Max and Tiger make their cars move?
- What were Cat and Ant doing while Max and Tiger were racing?
- What obstacles did Cat and Tiger have to face during their race?
- Did you like the book? Why or why not?

Encourage your child to read the book again. This will build their reading confidence and reading fluency.

Other things to do

Encourage your child to design and draw an electric car and a racing track. Talk about the features that the track could have, e.g. ramps and tunnels.



Think back! ✨

1. Who did Brer Fox catch and put in the sack?
2. How did Brer Rabbit make sure that Brer Fox wasn't dead?
3. Which trick to catch Brer Rabbit did you most expect to succeed? Why?
4. What do you think made Brer Rabbit such a successful trickster?
5. On page 62, Brer Rabbit is *quivering with the giggles*. Can you think of any other words that mean the same as *quivering*?

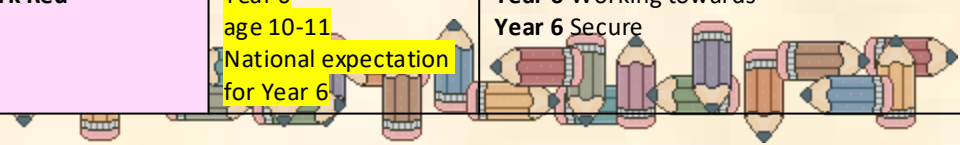
What next? ✨

- What do you think Brer Rabbit would have done if Brer Wolf had seen the horse-cart behind the trees?
- What do you think Brer Rabbit's enemies might try next to catch Brer Rabbit?
- What do you think would have happened if Brer Rabbit hadn't taken off the coffee pot to show his enemies who he was?







Standards for Book Bands

Book Band: ●Oxford Reading Tree (EYFS – Y2) ●Collins Big Cat ●Project X	Guided to average year group	Year Level
Lilac	Nursery	
Pink	Reception	
Red	Reception	
Yellow	National expectation for end of Reception	End of Reception Year 1 Beginning
Blue	Year 1 age 5-6	Year 1 Beginning
Green	Year 1 age 5-6	Year 1 Working towards
Orange	Year 1 age 5-6	Year 1 Working towards
Turquoise	National expectation for end of Year 1 (band 18)	Year 1 Secure Year 2 Beginning
Purple	Year 2 age 6-7	Year 2 Working towards
Gold	Year 2 age 6-7	Year 2 Working towards
White	Year 2 age 6 - 7	Year 2 secure
Lime	National expectation for end of year 2	Year 2 Secure Year 3 Beginning
Copper/Brown	Year 3 age 7-8	Year 3 Working towards
Topaz/Brown	Year 3 age 7-8	Year 3 Secure
Ruby	Year 4 age 8-9	Year 4 Beginning
Emerald/Grey	Year 4 age 8-9	Year 4 Working towards Year 4 Secure
Sapphire/Dark Blue	Year 5 age 9-10	Year 5 Beginning Year 5 working towards
Diamond/Red	Year 6 age 10-11	Year 5 Secure Year 6 Beginning
Pearl/ Dark Red	Year 6 age 10-11 National expectation for Year 6	Year 6 Working towards Year 6 Secure



In the Classroom

-  The children should know their groups and activity for the week - displayed near 'reading area'.
-  The activities should be easily accessible
-  The children should know what to do during and after the activity
-  'Carousel' set up to enable independent learning and guided reading group not to be 'disturbed' by other members of the class.



You will need to set up a GR timetable for the groups and activities

Autumn - Guided Reading Timetable - Gold Class - Year 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Teacher focused guided reading	Post-reading activity/Comprehension. Keep your work in your books	Spellings/Dictionary/Vocab	Independent reading or Bug Club or Reading Eggs	Complete your Doodle English Extra, then go on to spell and maths to get into the Green Zone
Group 2	Complete your Doodle English Extra, then go on to spell and maths to get into the Green Zone	Teacher focused guided reading	Post-reading activity	Spellings/Dictionary/Vocab	Independent reading Bug Club Reading Eggs
Group 3	Independent reading Bug Club Reading Eggs	Complete your Doodle English Extra, then go on to spell and maths to get into the Green Zone	Teacher focused guided reading	Post-reading activity	Spellings/Dictionary/Vocab
Group 4	Spellings/Dictionary/Vocab	Independent reading Bug Club Reading Eggs	Complete your Doodle English Extra, then go on to spell and maths to get into the Green Zone	Teacher focused guided reading	Post-reading activity
Group 5	Post-reading activity/Comprehension. Keep your work in your books	Spellings/Dictionary/Vocab	Independent reading Bug Club Reading Eggs	Complete your Doodle English Extra, then go on to spell and maths to get into the Green Zone	Teacher focused guided reading

The children would need to bring their reading and purple books in to school everyday to complete tasks (as above) and have 2 weeks to complete their reading tasks and must bring their books back on their day for reading with the teacher

One record sheet for each group

Domains focus for session and tasks to be ticked and

Class teacher to comment on Prosody and pupil responses to questions need to be recorded

CONTENT DOMAINS	2a. Give / explain the meaning of words in context.	2b. Retrieve and record information / identify key details from fiction and non-fiction.	2c. Summarise main ideas from more than one paragraph.	2d. Make inferences from the text / explain and justify inferences with evidence from the text.	2e. Predict what might happen from details stated and implied.	2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole.	2g. Identify / explain how meaning is enhanced through choice of words and phrases.	2h. Make comparisons within the text	OTHER COMMENTS
<u>CHILDREN</u>									<p>PROSODY - expressive reading, variables of timing, phrasing, emphasis, and intonation that the child uses help convey aspects of meaning and to make their speech lively.</p> <p>PUPIL RESPONSES TO QUESTIONS</p> <p>Pupil responses regarding questions asked relating to the content domains</p>

Populate the names for the 5-6 pupils within that colour band group. Include the date you set the task and keep a copy of the reading and writing tasks in the file.

After reading children begin to complete their reading writing tasks in purple books - these are to be stick into the books.

Tasks after reading - stick in books for 5-6 children!

DATE: 18th October 2022

Due back: 8th November 2022



Book 1 - Brer Rabbit's trick bag

Your reading task answers should be written using full sentences and in your own words using the book for help. Writing tasks will be longer and should be completed to a high standard using the correct grammar, punctuation and spelling. Remember your capital letters and full stops. All work should be checked by an adult before the due back date to ensure reading progression is steady and consistent.

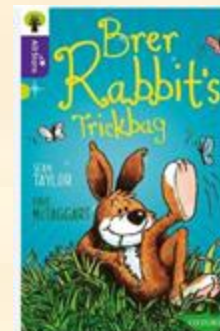
Reading Tasks

- Who did Brer Fox catch and put in the sack?
- How did Brer Rabbit make sure that Brer Fox wasn't dead?
- Which trick to catch Brer Rabbit did you most expect to succeed? Why?
- What do you think made Brer Rabbit such a successful trickster?
- On page 62, Brer Rabbit is quivering with the giggles. Can you think of any other words that mean the same as quivering?

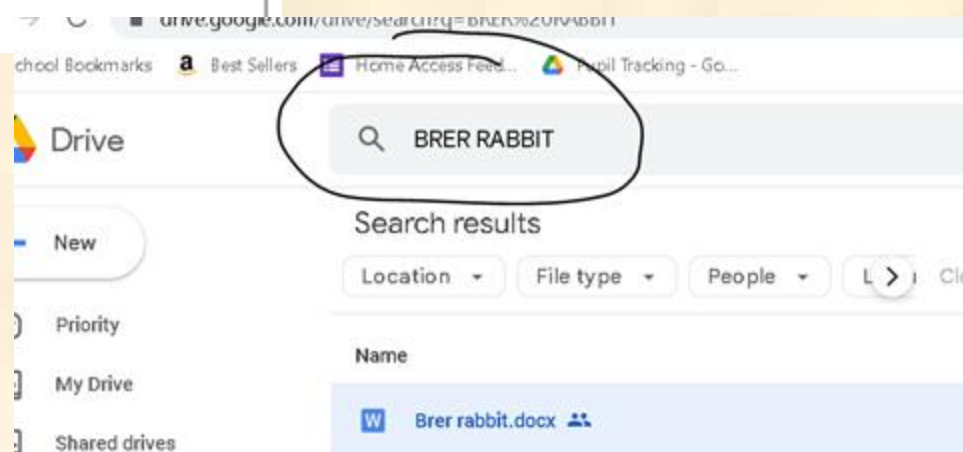
Writing Task

Write a sentence with each of the words below


Teacher comment:



Can't find a task? Search for the book in google drive - **do not overwrite**, copy and paste into your excel log



What are the other students doing during guided reading?


 Post reading tasks set by the teacher in purple books


 Computer software - Doodle Spell/English - extra tasks set by CT



Spelling/Dictionary tasks/Vocabulary focus



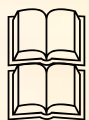
 SPAG activities

 Text Study Tasks:



Games/Puzzles/WordSearch/Character/Retrieval/Setting

description/Plausible predictions/ Blurb



Non teacher led groups will be involved in reading carousel activities

Managed by support staff

GR timetable with activities

Carousel of Activities





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Comprehension Questions For Guided Reading Groups


Knowledge Level


-  Describe one character from the book. Where did the story take place? What was the setting of the story? When did the story take place?
-  Is the author talking about people living today or people living long ago? How could you tell?
-  Did this book give you any new information? New facts? New ideas?
-  Who is the author of this book? Have you read any other books by this author?




A suggested teaching sequence for guided reading

Introduction to text or text features

 Teacher clarifies task and objectives or sets focus for reading or writing

 Teacher revises and checks strategies






 Return to the text - focused questioning and discussion, pupils share their responses

 Review (feedback and reflection)





 Evaluation - next steps and setting targets



Comprehension Level





-  What lesson can be learned from this book?
-  Do you think the story is believable? Why? Why not?
-  What was the important event in the book? What things happened that caused this event to happen?
-  Why do you feel the main character behaved the way they did?
-  Tell me the major events in the story.

Application Level




-  What part of the book made you feel angry? happy? sad?
-  Tell the main problem in the story and how it was solved.
-  Which character would you not like to be? Why?
-  Have you ever had a problem like the main character?



Analysis Level

-  Compare this book with other books you have read.
-  In what ways were the stories the same or different?
-  How real or imaginary is this story?
-  Could this story have taken place somewhere else?

Evaluation Level

-  Choose one of the characters from the story and tell why (or why not) you would like to have them as a friend.
-  Who else might enjoy this story? What kind of reader would you recommend this story to?
-  Do you think you would enjoy living like or being like this character? Why? Why not?



Next Steps...

- 📖 Plan for and try guided reading sessions.
- 📖 Look through new resources.
- 📖 Select guided reading groups and identifying their focused needs
- 📖 Trial and develop Strategies to manage the rest of the class
- 📖 Effectively using the support of additional adults













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How can I support the use of strategies?



Early readers:

-  Read it with your finger.
-  Did you have enough (or too many) words?
-  Did the word match?
-  Were there enough words for what you read?
-  Did you run out of words?
-  Try _____. Does it make sense?
-  Try _____. Does that sound right?
-  Do you think it looks like _____?
-  Can you find _____?
-  Read that again and start the word.



To support use of self-monitoring or checking behaviors:

- 📖 Were you right?
- 📖 Where's the tricky word? What can you do?
- 📖 What did you notice?
- 📖 Why did you stop?
- 📖 What letter(s) would you expect at the beginning or end?
- 📖 Would _____ fit there?
- 📖 Would _____ make sense?
- 📖 Do you think it looks like a word you know?
- 📖 It could be _____, but what's different?
- 📖 You almost have it, maybe you could try _____.
- 📖 Try that again.



To support the use of self-correction behaviors:

- 📖 Something wasn't quite right, can you find it?
- 📖 Try again.
- 📖 I liked the way you worked that out. What did you do?






To support use of all sources of information:

- 📖 Did you check the picture?
- 📖 Does it make sense? Reread and try again.
- 📖 Does that word sound right?
- 📖 You said _____. Do we say it that way?
- 📖 What's wrong with this? (Repeat the child's error(s))
- 📖 Read it again and try and think of word that would make sense.
- 📖 Do you know a word like that?
- 📖 What else could you try?
- 📖 What can you do to help yourself read it by yourself?



How are guided reading books selected?



-  High interest and appropriate format of text.
-  A variety of genres.
-  Series that progress in difficulty.



Guided Reading Summary

- 📖 Guided reading bridges the gap between modelled, shared and independent reading for specific pupils.
- 📖 The guided session offers further support to the group of pupils enabling them to use more expert strategies than they can currently manage independently.
- 📖 It aims to support these pupils' growing confidence and independence.
- 📖 Pupils are closely supported in understanding the way language and structure of texts match writer's intentions.
- 📖 It helps pupils by preparing them for what they are about to read through prediction and by considering specific words, phrases they will encounter.
- 📖 It articulates explicitly a range of reading strategies that pupils can use

Summary

