



Developing the Teaching of Reading - Shared and Guided Reading

Agenda



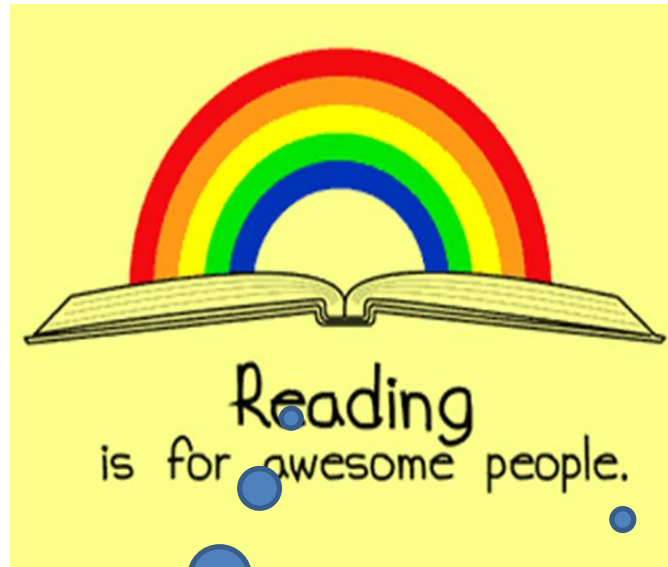
- What makes a good reader?
- What is shared reading?
- What is guided reading?
- Why teach them?
- What does an effective lesson look like?
- Examples of lessons (videos and planning)
- How to plan a lesson/series of lessons
- Progression in skills

Resources to support



Whole school approach

Do we have a
clear intent?



Can
everyone
articulate
this ?

Is this evident in
lessons, books,
pupil/teacher
voice?

Does your approach.....



- Engage and motivate the pupils and foster and promote a love of reading.
- Build a clear progression of skills.
- Allow pupils to practise and apply the skills you have taught them.
- Is it understood by all members of the team.

IMPROVING LITERACY IN KEY STAGE 2

Guidance Report

1

Develop pupils' language capability to support their reading and writing

Purposful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.

Purposful activities include:

- reading books aloud and discussing them;
- activities that extend pupils' expressive and receptive vocabulary;
- collaborative learning activities where pupils can share their thought processes;
- structured questioning to develop reading comprehension;
- teachers modelling inference-making by thinking aloud; and
- pupils articulating their ideas verbally before they start writing.

EVIDENCE STRENGTH

VERY EXTENSIVE
EXTENSIVE
MODERATE
LIMITED
VERY LIMITED

2

Support pupils to develop fluent reading capabilities

Fluent readers can read quickly, accurately, and with appropriate stress and intonation.

Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.

This can be developed through:

- guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and
- repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.

EVIDENCE STRENGTH

VERY EXTENSIVE
EXTENSIVE
MODERATE
LIMITED
VERY LIMITED

3

Teach reading comprehension strategies through modelling and supported practice

Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:

- prediction;
- questioning;
- clarifying;
- summarising;
- inference; and
- activating prior knowledge.

The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.

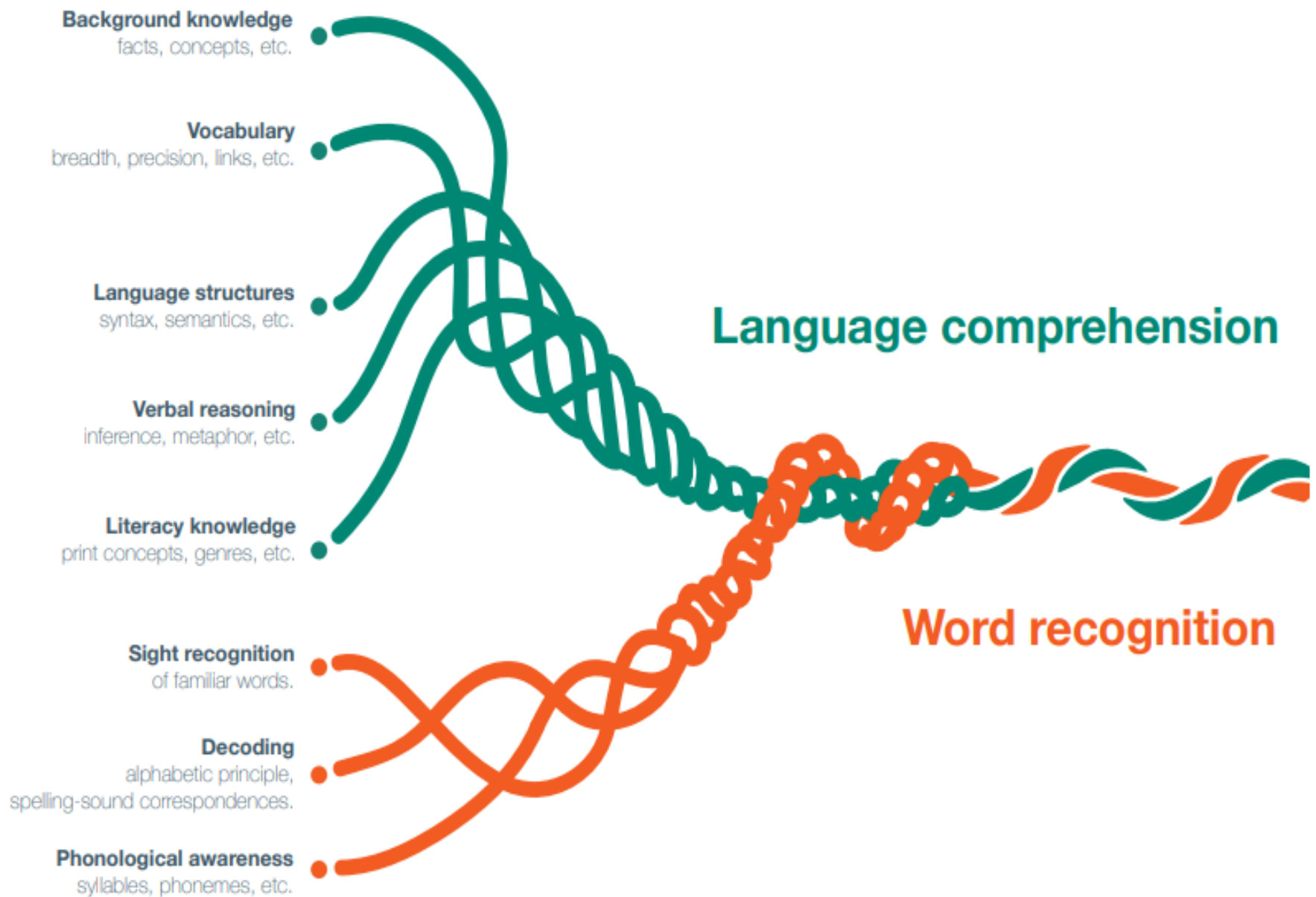
The strategies should be described and modelled before pupils practice the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.

Tests should be carefully selected to support the teaching of these strategies.

EVIDENCE STRENGTH

VERY EXTENSIVE
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FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



- A. give/explain the **meaning of words** in context
- B. **retrieve** and record information/identify key details from fiction and non-fiction
- C. **summarise** main ideas from more than one paragraph
- D. make **inferences** from the text/explain and justify inferences with evidence from the text
- E. **predict** what might happen from details stated and implied
- F. identify/**explain** how information/narrative content is related and contributes to meaning as a whole
- G. identify/explain how meaning is enhanced through **choice of words** and phrases
- H. make comparisons within the text

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Warner suggests in *Beyond Early Reading*:

1. Activating prior knowledge
2. Prediction
3. Questioning and clarifying
4. Visualisation and imagination
5. Summarising
6. Drawing inferences
7. Monitoring understanding

EEF research – KS2 Literacy

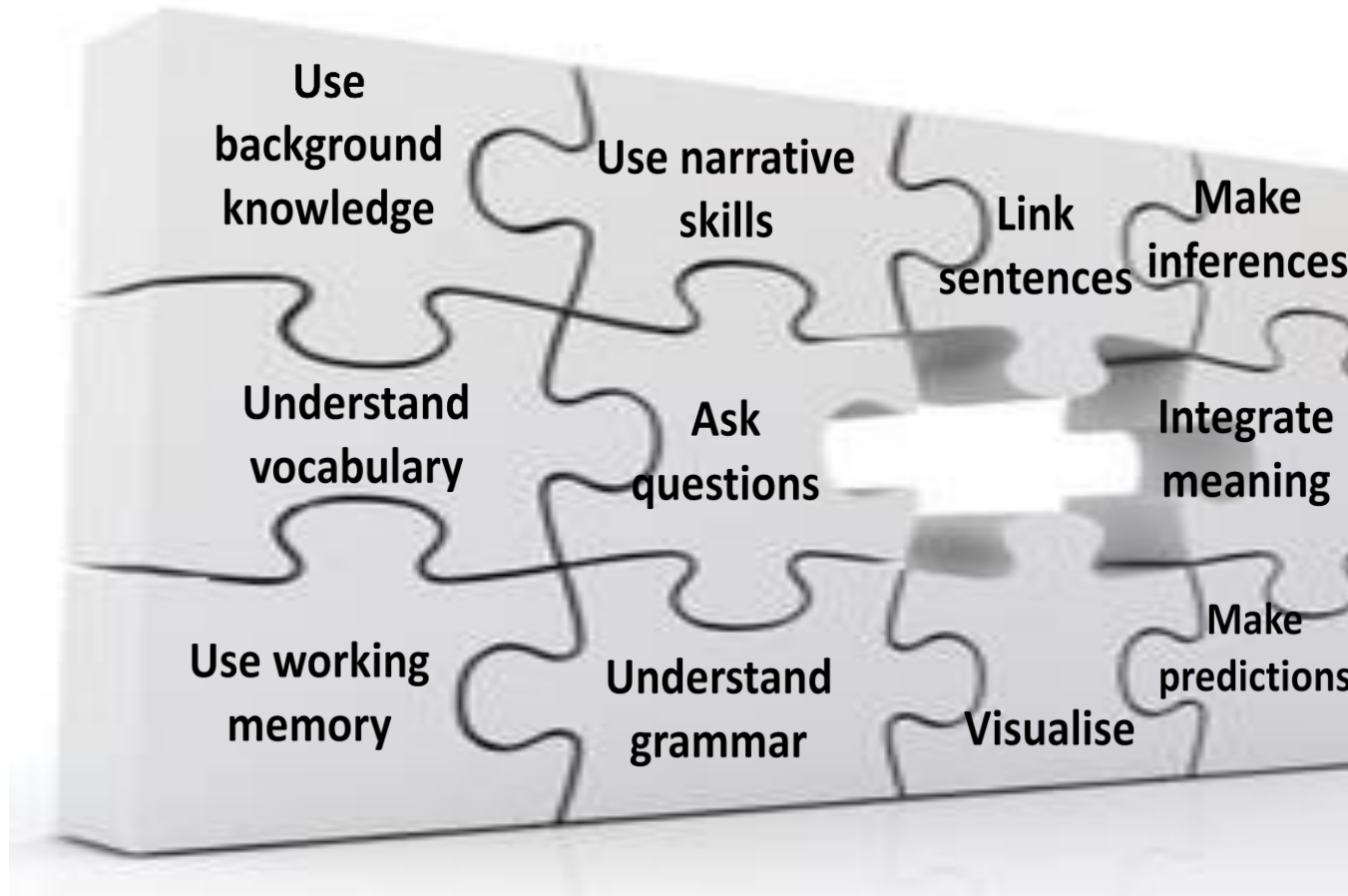
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

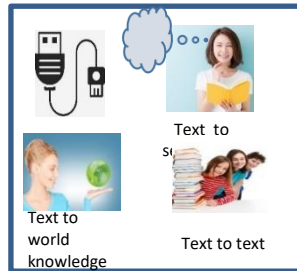


Reading Strategies

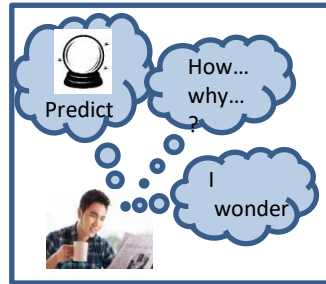
A good comprehender can:



Strategies to help us understand and enjoy reading. As we read we



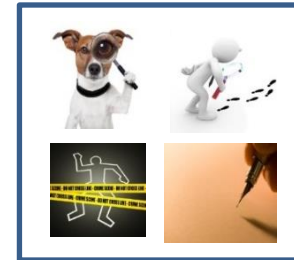
Use our background knowledge and connect to text



Predict, ask questions, I wonder... and read on to find out...



Visualise



Think like a detective-use inference



Notice meaning breakdown...



...and repair it



Watch out for VIP words/phrases/ideas..



...and put together to build GIST

What do effective readers think about as they read? There are key strategies to use. We will
read aloud and think aloud together...



IT IS TIME, IMARA.

Imara left the shadows and stepped into the pool of moonlight, listening to the demon as he paced inside her mind.

IT IS TIME, IMARA. THE MEN ARE WAITING FOR YOU. THEY ARE WAITING FOR YOUR POWER TO PROTECT THEM.

She knelt down and poured the contents of her water bottle into the ashes of last night's fire, stirring with her finger, working the mixture into a gritty paste. All around her, the forest was dark and still, wrapped in silence. Nothing moved. High above the canopy, a pale mist clung to the leaves.

Time for what?
Who is
Imara? Sounds
like an
unusual name

Pool of
moonlight
– is it night time?
Where is she? I
am picturing....


Demon? Evil..
paced
is he walking
around in her
mind?

capitals –
emphasis
is shouting,
over... which men? She
sounds pretty important...

What is she
doing? Is it a
potion? Is she
a
witch?



When you wish that a Saturday was actually a Monday,
you know there is something seriously wrong.



I look at the ceiling. At the spot of flaky paint and the stain
that looks like a wobbly circle, and at the swaying, wispy
spider's web, and I think of all those cold, grey Mondays
when I had to make myself get up for school. I would have
to force my legs off the mattress and I'd dress in a daze,
unwilling to believe it was time to be upright again.

I wish I could wake up to another Monday like that. Those
days are gone now that the Bluchers are here.

What does this mean?

A physical fight?

Why?

I know what suffragette means now

The Suffragettes

The Suffragettes fought for the right for women to vote.

This movement began in 1897 when Millicent Fawcett founded the National Union of Women's Suffrage. "Suffrage" means the right to vote in political elections and this was what women wanted. The word 'ette' refers to female.

So not a physical fight then...

So women did not have equal rights.

Importantly, Millicent Fawcett believed in peaceful protest and that any violence would persuade men that women could not be trusted to have the right to vote.

I think this argument might help give women votes

How was the Indus Valley discovered?

The Indus Valley lay forgotten and undiscovered for thousands of years. Whilst travelling in India in 1826, a British traveller named Charles Masson came across some mysterious brick mounds. He initially thought they resembled old castles but found no evidence of who might have built them. Thirty years later, in 1856, engineers building a railway found more of these strange structures which were in fact the first evidence of the lost Indus city of Harappa. In the 1920s, archaeologists began to excavate the sites of Harappa and Mohenjo-Daro. They had uncovered the remains of two long-forgotten cities and found the Indus Valley civilisation.

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil. Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise.

Jack nasty - calls her Dog
that's not right. ~~Spam~~

Also Dogs
frightened of
them.

For sure

I like this!

uncle
is boddy
in story

In pet shop -
so dog lets
animals out
of cages cos
she likes them.
they go back in
when told.

frantic-ally
Does it mean
quickly??

Makes me predict
What animal is?
Some kind of
bird

(Jason Y6)

- Esme has claws... could be a... bird?

there was definitely not dead. All the animals froze in shock. At once, the TV upstairs fell silent and Uncle's footsteps crossed the floor. If Uncle came down and found everyone out, free in the shop, Dog didn't want to imagine what might happen.

Squawwaaaaawwubbb! The sound came again, even louder than before. Tiny feet pattered and wings fluttered as all the animals fled towards their cages. Even with everyone's back behind bars, Dog knew that Uncle would still be furious at being disturbed and she would be blamed, because she hadn't "sorted out" the strange parcel.

Dog rushed over to the box. Whatever it was inside, it must be made to shut up. Frantically she ripped away the string and paper. The box had fallen so that the lid was at the side. Dog pulled at it, and Fam

scrambled at the edge, trying to lever it up with her long claws. From upstairs there were the unmistakable sounds of Uncle getting ready to come down! Then, suddenly, with a sigh and creak, the lid lifted and a cloud of sawdust spilled onto the pet-shop floor. In the middle of it, something was failing about, making that terrible, terrible noise, louder still now without the box to muffle it.

Desperate to make it shut up, Dog simply jumped on the whatever it was, pinning it to the floor. It gave one last *Screeeeeeech!* and was silent. Dog lay there with sawdust up her nose and in her eyes, listening. Footsteps came to the top of the stairs, then stopped. There was a pause that seemed to last for hours. All the animals held their breath . . . The footmen returned, the TV blared out again.

I have sand dust for my namaste

I'm there
Will back
Water up.

He ha... xuf
that happened to
me!

so uncle won
come down!

I got mixed up here at first ¹⁵ but I
animal paws pause re-read it again to fix it

Logistics/organisation:

What does it look like?

Pedagogy:

How is it taught?

Planning:

What does this look like & where does it fit?

Progress:

How is this ensured for all?

Reading – which strategies and why?

	Shared Reading	Guided Reading	Independent Reading
Groupings	WHOLE CLASS	SMALL GROUP Maximum of 6 children of the same ability	INDIVIDUALLY or in pairs with no adult support
Text Level	RICH AND CHALLENGING – beyond the current ability of most of the class	INSTRUCTIONAL LEVEL – each child able to read and comprehend the text above 90% accuracy	EASY LEVEL – able to read and comprehend the text above 95% accuracy
Performance	HIGH LEVEL OF SUPPORT – explicit teaching and oral response	LOWER LEVEL OF SUPPORT – apply strategies introduced in shared reading	LITTLE/NO SUPPORT – children work independently to practise reading in different contexts

Shared reading: core principles

- Whole class teaching of an aspect of reading
- Clear objective for the session: How will you establish what this needs to be?
- Modelling the thinking processes of a good comprehender (think aloud)
- Using rich and challenging text
- Slow reveal of text

Additional Decoding Skills	<p>I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes</p> <p>I re-read books with fluency, expression and intonation</p> <p>I use punctuation to help me to read with expression and to keep track of information in longer sentences.</p> <p>I am developing my skills to read silently or quietly to myself with increasing speed and independence.</p>
V Vocabulary	<p>I talk about and clarify the meanings of words, linking new meanings to what I already know</p> <p>I talk about my favourite words and phrases and identify familiar patterns in language</p> <p>I recognise simple recurring literary language in stories and poems</p>
I Infer	<p>I make simple inferences on the basis of what is being said and done</p> <p>I use knowledge I already have to help me to understand text.</p>
P Predict	I predict what might happen on the basis of what I have read so far
E Explain	<p>I listen to and can talk about different poetry, stories and information text including what I like and don't like</p> <p>I explain and discuss my understanding of books, poems and other writing</p> <p>I can participate in discussions about what is being read, taking turns and listening to others</p>
R Retrieve	<i>I recall specific information from my reading or look back at the text to find information</i>
S Sequence	<p>I discuss the sequence of events in books and how information is related</p> <p><i>I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title</i></p>
Reading Toolkit Skills	I answer and ask questions about what I read
Additional (Genre)	<p>I know and can recite poems with appropriate intonation to make the meaning clear.</p> <p>I can listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction</p>

gravel	tannoy	drift	fierce
rooves	terminal	nuzzled	stairwell
Kestrel warrior	whine	Zoo	ache
Stunt	hatched	emperor	shield

Day 27th February 2018

Learn to read and understand new vocabulary.

Text Crunch

Below are some of the words that carry meaning in our new book:
The Way Back Home

Read them with your group and colour code them.

Red - I cannot yet read the word and I do not know what it means.

Orange - I can read the word but I do not know the meaning of it.

Green - I can read the word and I know what it means.

Once	feared	torch	space
dark	aeroplane	wondered	Martian
afraid	spanner	noises	alone
thought	out	higher	earth
fix	moon	plane	engine

(1)

Step 1: Eliciting response

After careful reading of a shared text the teacher initiates 'book-talk' with very open invitations such as:

- 'Tell me what you thought/felt about...'
- 'What came into your mind when you read...'
- 'Have you come across anything like this before?'

Step 2: Extending response

The teacher focuses on extending children's responses with prompts such as:

- 'Tell me more about...'
- 'What led you to think that?'
- 'Can you extend/unpack that idea for us?'

Step 3: Encouraging critique

Frequently groups of children can be supported and encouraged to feed off each other's thinking and talking, with prompts such as:

- 'Do you agree?'
- 'Did anyone have a different response to that story/paragraph/sentence/word?'

Tell Me

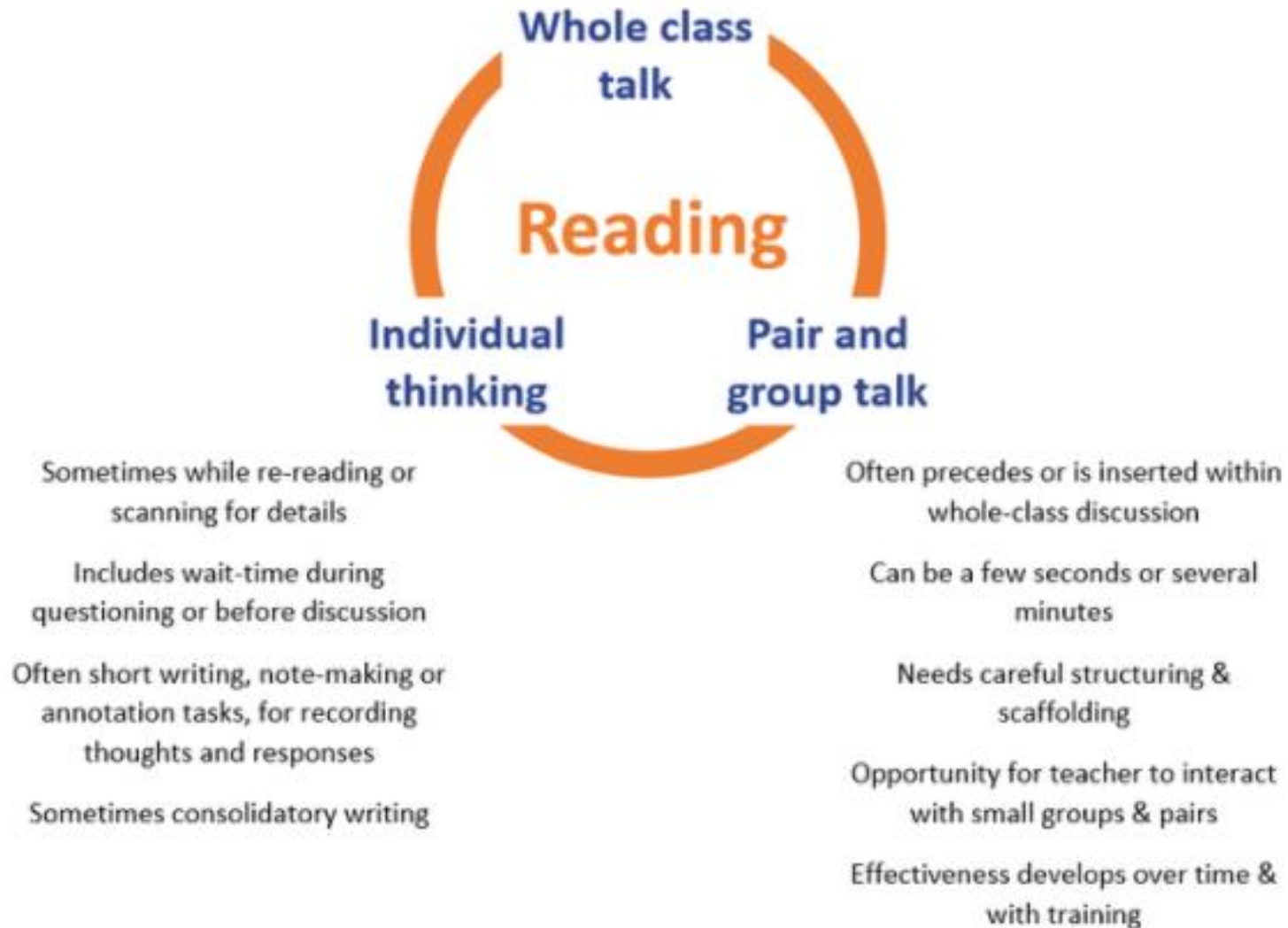
Likes

Dislikes

Puzzles/
Surprises

Patterns/
Connections

All about developing a shared reading of the text
Mixture of targeted and volunteered contributions
Often interleaved with small group / pair / individual thinking
Follow-up questioning is key; pupils learn vicariously by listening to individuals developing ideas



No hands up!



Learning objective for this session (taken from the Reading Progression Statements, National Curriculum or school based reading objectives)

To predict, ask questions and wonder

Title of text

Review

Reminder of previously taught strategies - What does a good reader do? (encourage this focus to be on range of comprehension strategies)
Remind children with the visual slide of these (although this only includes certain elements of what a good reader does What do good readers do that helps them to understand what they are reading? What do we know a good reader does?
Discuss strategies to help us understand text (from Inference Training) - and remind the strategies already done VIPERS - P for prediction

Text introduction

(Text to be used should be on the board for all children to see)
Briefly introduce the text being used / if it is an extract, where this is from
Use the front cover first - picture on whiteboard - look at title - what do you think the story might be about?
Visualisation - draw ideas and prediction
Tell me...tell me more...
Images - how do these help you?
Look at the text and identify specific vocabulary you think children won't understand. Pre-teach any essential vocabulary understanding. Ensure that vocab is in learning environment

Teach

Introduce the focus for this session.
Introduce the focus for the shared reading: LO - e.g. Predict, ask questions, wonder about the text, show the single picture of Predict / ask questions / I wonder. Introduce LO -predict / ask questions, wonder
Model / teach the reading focus
Model reading a small part of the text, stopping, voicing thoughts aloud - model using a physical thought bubble - note down twice own thoughts in terms of a question and an I wonder but also just verbalise others of my thinking so children don't feel this is a formal exercise only. Introduce question and thinking stems - I wonder whether ... / What would happen if ... / Why / How

Practise

In pairs, children read a subsequent piece of the same text.
Question the children within the focused objective, helping and supporting them to think in this way. Children try out one or two examples then give immediate feedback. Do 2 sentences of their text together - children have a copy between them but this is also projected. Read first part of first sentence... what do you think? Talk together? Take some I wonder / questions feedback then children note one of the ideas down on post-it notes. Repeat this process so children are clear about what they will be doing independently

Apply

Children work in mixed achievement pairs to try out the strategy with a class-based piece of text. (Train children how to support each other in this process.)
Children complete the second piece of text with a reading partner -Stop after each sentence - ask questions / do wondering after each sentence - note down the wonderings on paper

Shared Reading Checklist for Consistently

The principle of shared teaching is to pitch high as you are modelling and scaffolding the teaching heavily. Your text should be challenging and so should your questioning. Pupils should be sitting in mixed ability pairs and work as 'reading partners'. Make sure you sit them strategically to allow for this.

Sequence

Use the 4-part teaching sequence (review, teach, practise, apply) (MOY) to structure lessons to ensure that pupils make progress.

Set a good pace (short, sharp bursts in each section e.g. 2 mins to review, 10 mins to teach, 5 mins to practise and 10 mins to apply) and maintain high expectations of what pupils can achieve in the lesson. Tell them what you expect... by the end of the lesson you will be able to.....

Do not allow the lesson to slow for pupils who become distracted or fall behind. Ensure that they know you expect them to stay focussed, pay attention, listen carefully and work hard. If a pupil becomes off task, use your TA to address this quickly.

Keep returning to the lesson objective – what is the focus of the lesson and why are we learning this? Ask them if they feel they have achieved it throughout the lesson. Do they need more help? Another example modelled? If any of the pupils need to go over it again, use the TA to support with this.

Questioning

Limit the number of questions you ask in the lesson but ensure each question makes the pupils think hard. If you just want a quick/short answer, don't use hands up – ask for a choral response and then move on. Challenge the pupils to extend their responses further using tell me more, what led you to think, how do you know? Do you agree/disagree? Why/not....

Try using a 'big question' which frames the learning – try to use a SATS style question here so they get used to the language. Ensure this is pitched high.

Encourage pupils to listen to each other and build on each other's ideas, do you agree/disagree? Why/not?

Using talk partners in a timely manner (not too long or too short) and not for every question. You need to plan the use of talk partners carefully, so it is purposeful and moves the learning on. Use this time effectively to target key pupils by helping the pupils to shape and extend their responses and feed this back into the lesson to move the learning on.

Teacher modelling

Ensure you explicitly model the skill being taught before you then give the pupils a chance to practise it themselves in pairs and then apply it independently. This is key to the pupils making progress throughout the lesson, especially the bottom 20%. Some of them may need you to model it again a second time with another example and some of them may need to have an extra challenge to move them on.

Always make time to **review the learning at the end of the lesson and then feed it into the next lesson.**

Fluency

Fluency is a vehicle for comprehension. Generally speaking, at 90 wpm, children are no longer simply decoding text and recognising words but reading at a rate which enables them to gain understanding of what they have read. Fluency is more than just reading quickly; although this is important, accuracy, expression and understanding are other key aspects to be considered and taught.

- **Expression:** a combination of intonation, phrasing and pace that **shows the reader understands what they are reading.**
- **Intonation:** the tone or pitch of reading which **shows understanding of the words, phrases and context of the writing.**
- **Pace:** the speed of reading. Readers sometimes need to **vary the pace within a passage to convey for example falling and rising action.**
- **Phrasing:** reading groups or phrases of words as **units of meaning rather than reading word by word.** Phrasing also involves **paying attention to punctuation to maintain the sense of a text.**

Developing Fluency

We need to teach fluency as a stand alone skill as well as part of a broader reading lesson.

- Marks out of 10
- Choral reading
- Copy reading
- Echo reading
- Recording reading

Building in SATS style reading questions.....

What impression do you get of.....

- evidence

What does _____ mean in this sentence?

What does this word suggest about.....

Find and copy a word which....

Closest in meaning to

How do you know...

Why do you think...

Videos

Shared reading

Predicting and asking questions – year 4

Visualisation – year 3

Inference – year 5/6

Vocabulary – year 6

Fluency – year 6

Guided reading

Predicting and asking questions – year 4

Visualisation – year 3

KS1 – decodable text reading model

Guided reading (teacher led group): core principles

- Appropriate instructional level text
- Ability groups (most of the time)
- Teacher works with a different group by turn
- Clear reiteration of taught focus for the week or an amended focus to suit the needs of the group
- Children apply the strategy they have been learning, reading independently with teacher 'listening in' (NOT 'round robin')
- Children talk about their reading with each other and especially about how well they are applying the teaching focus
- Flexible in order to best meet the needs of the children

Why teach it?

- Flexible in order to best meet the needs of the children
- Bottom 20%
- Intervention
- Training

Learning objective for this session

(taken from the Parks Reading Progression Statements, National Curriculum or comprehension strategies from day 1)

To ask questions and wonder about the text

Title: The Sweetness of Salt a short story from **Magic Carpet Stories around the world** (Ginn All Aboard stage 12)

Text introduction
(Prior knowledge activation)**Introduce text**

Traditional story that helps us to learn a lesson – check vocabulary – dowry / flattered
Discuss with children the focus strategy taught in shared reading session – introduce this as the LO for the session – who can remember what you have been learning to do in reading? – ask questions / wonder about the text
What sentence starts might you use when wondering / questioning? (in pairs)

Teacher listens in and supports.

Strategy focus**Reminder of previously taught strategies that might be useful for the focus strategy**

While you are reading, make pictures in your head to help you understand and think about any clues that help you to understand ideas

Independent reading

The big question for this session: what sort of character is the king and how do you know?

Children read independently up to ...

Teacher reads first sentence /couple of sentences and reinforces the strategy

– what questions / wonderings? (children talk in pairs and T. listens in)

T. explains that readers do this in their heads – so all children now read in their heads and apply the learning focus –

T. moves around and listens in on children reading a couple of sentences then the child and teacher discuss the application of the learning focus

Pause after a couple of pages – Tell your partner what you are thinking

If children finish early, note down jottings appropriate to the learning focus – on post-it notes – what were some of your questions / wonderings at different points in the text?

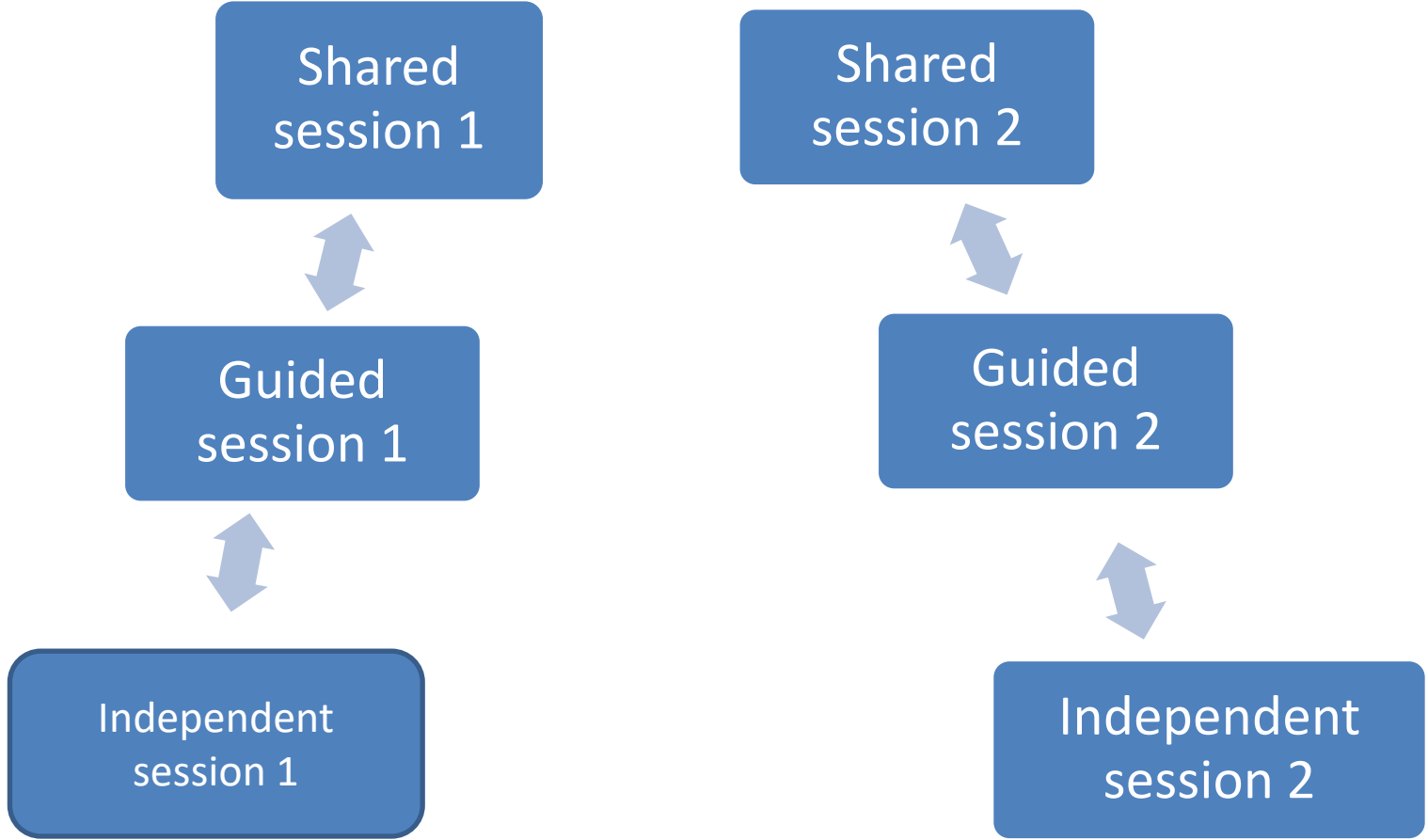
Learning Partners – discuss examples of how you used the focus strategy

Respond to the text

Respond to ‘the big question’: what sort of character is the king and how do you know?

Independent reading

- Application of reading focus with independence
- Peer support (sometimes) to ensure this remains a focus
- Children mainly reading text at their independent reading level
- Developing motivation, engagement, pace and stamina in reading and understanding
- Sometimes written recording of learning



KS1 Group Reading Lessons Structure (decodable books)

Monday	Tuesday	Wednesday	Thursday
Focus – decoding/vocabulary To accurately read a book that is matched with a child's developing phonic knowledge	Focus – prosody/fluency To re-read a book to build up confidence in words reading and practise reading with expression	Focus – comprehension To draw on background knowledge and vocabulary to make sense of the text/ retrieval	Focus – inference To participate in discussion about a book making inferences on the basis of what is said and done
<ul style="list-style-type: none"> ● Introduce book. Look at front cover and read title. Discuss what the book could be about and why. (F/NF) ● Pre-teach words: Show unfamiliar words they will come across and read together. Put these on word cards. ● Define the words for the pupils, using picture cues and give examples they can relate to. In talk partners, children to use these words in sentences. ● Discuss tricky words from book (on word cards) and the focus grapheme/s. ● Model: Teacher read first page of book modelling good reading, use of expression, intonation, punctuation etc. ● Practise it: Children to read next few sentences in pairs, 	<ul style="list-style-type: none"> ● Recap unfamiliar words from yesterday, saying the words out loud, practising punctuation and discussing meaning. Recap the words in the sentences from the text. ● Recap the graphemes and the tricky words again. ● Teacher read first page of book modelling good reading, use of expression, intonation, punctuation etc. ● Adult to read a page of the book Use echo reading to re-read first page – my turn your turn (MTYY) ● Children to practise again in pairs using punctuation and expression as modelled by teacher. ● Children to read next few sentences in pairs, practising using expression as modelled. 	<ul style="list-style-type: none"> ● Recap unfamiliar words from yesterday, saying the words out loud, practising punctuation and discussing meaning. Recap the words in the sentences from the text. ● Recap the graphemes and the tricky words again. ● Recap – what does comprehension mean? What do I do when I am reading for meaning? ● Teacher reads the next part of the book and models the thinking out loud process, drawing on background knowledge. ● Teacher models how to decode a tricky word and read around it to work out what it means. ● Children to read in pairs repeating this process. 	<ul style="list-style-type: none"> ● Recap unfamiliar words from yesterday, saying the words out loud, practising punctuation and discussing meaning. Recap the words in the sentences from the text. ● Recap the graphemes and the tricky words again. ● Introduce comprehension focus for the book (VIPERS) – use key question. Ensure the pupils understand the question ● Teacher to model how to use the text to find the answer ● Children to repeat with the next question in pairs ● Children repeat on their own. ● Recap - what makes a good reader? ● Review/Recap: Discuss KEY SKILL we practised today-

KS2 Reading Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Shared Read Focus: Vocabulary	Shared Read Focus: Prediction	Shared Read Focus: Fluency Pre-read	Group 1 Guided Reading Group 2 Guided Reading Group 3 Viper linked activity Group 4 Reading for pleasure/Fluency Group 5 Viper-linked activity	Group 1 Viper-Linked activity Group 2 Viper-linked activity Group 3 Guided Reading Group 4 Guided Reading Group 5 Reading for pleasure/Fluency
Week 2	Shared Read Focus: Visualisation	Shared Read Focus: Inference	Shared Read Focus: Inference Pre-read	Group 1 Guided Reading Group 2 Viper linked activity Group 3 Viper-linked activity Group 4 Reading for pleasure/Fluency Group 5 Guided Reading	Group 1 Reading for pleasure/Fluency Group 2 Guided Reading Group 3 Guided Reading Group 4 Viper-linked activity Group 5 Viper-linked activity Mini assessment

Planning and progression

Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session (if necessary)
1	Comprehension	‘Wondering’ and raising questions about the text	Use extract from Kensuke’s Kingdom	Sh:Model using the “think aloud” bubble- I wonder GG:Children apply strategy in pairs using GR books, I: with GR / AR then note down some of their wonderings in final sessions
2	Comprehension	Making connections within the text, vocabulary and retrieval	Extract from Kensuke’s Kingdom	Sh GG GR
3	Wider decoding strategies and fluency	Reading using wide range of punctuation effectively and practising fluency, expression and intonation	Extract from Kensuke’s Kingdom	
4	Comprehension	Inference	Extract from Kensuke’s Kingdom	
5	Comprehension (Mini assessment)			

Ways of recording

Activities

Visualisation and imagination

- Draw and label a character from the extract.
- Draw the setting of the scene and label with quotations.
- Create a storyboard version of the extract

Predicting

- What happened one hour after the extract? One day? One week?
- Write three predictions. Select which is most reasonable and why.
- If reading a whole book, retain predictions and modify as you read.

What can be inferred?

Infer a
personality trait

Infer a feeling

Infer a reason

Infer using pictures (to break in)

Infer using texts

Infer an
atmosphere

Infer an event

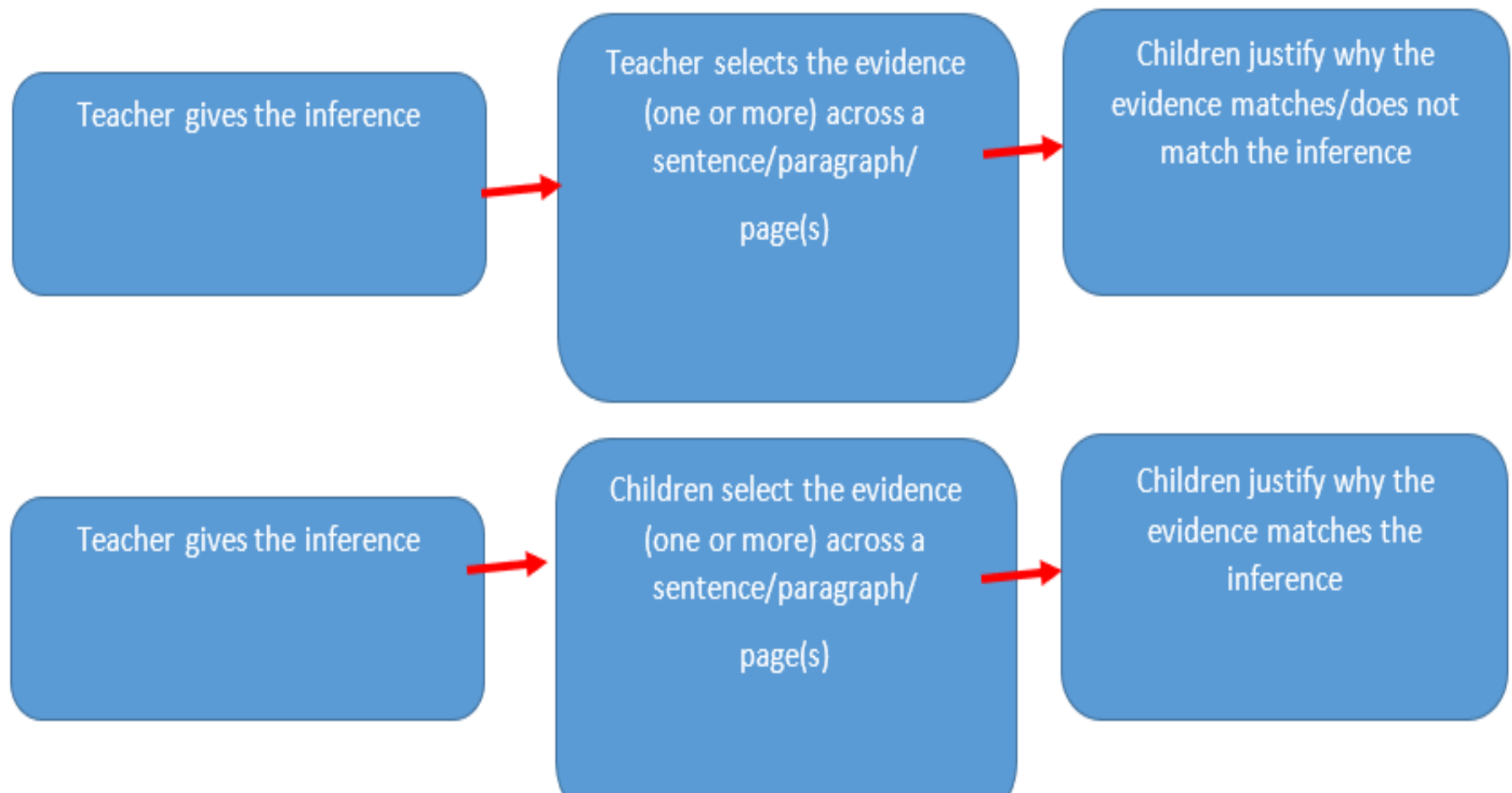
Infer an
impression

We can teach inference as **reverse and forward inference**. Many questions are presented as reverse inference so initial teaching should focus on refining and mastering this first.

-To make year group appropriate, we can vary the area from where the evidence is being selected and the number of pieces used across a sentence/paragraph/page(s).

-Evidence should be encouraged to be found as one word, phrases and sentences from the text.

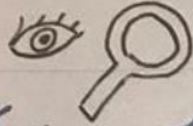
Reverse Inference (MOST commonly used)



What do you notice?

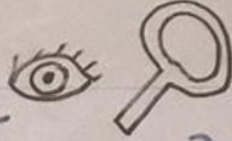


Inference Calculations



Idea 1

+



Idea 2

=

Could mean



Standing
behind a tree

+

He can't see the
person but he
can sense them.

=

He is lurking.
ready to pounce.

It's dark.

+

We can see
the moon.

=

It's night
time.

The wolf's
fur is messy
and being blown.

+

Leaves are
blowing.

=

It might
be windy.

A person is
in a hole in
the tree.

+

You can see
a person's
foot.

=

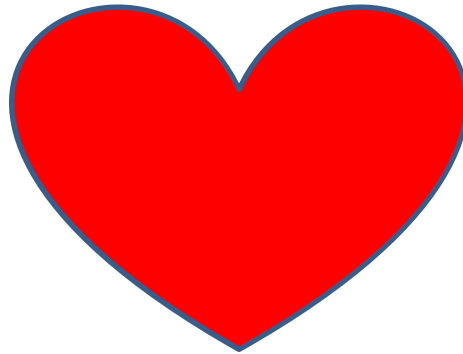
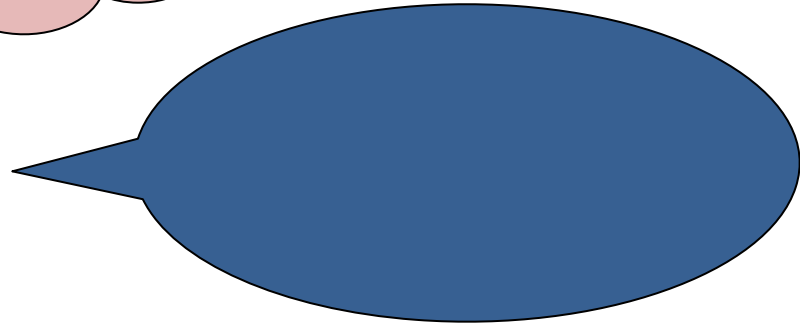
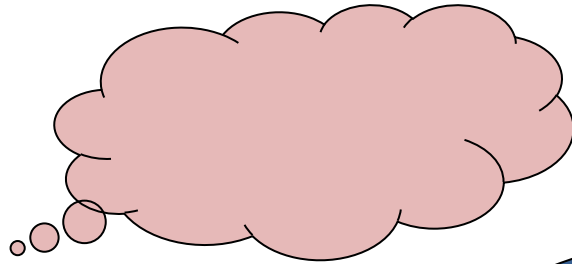
There is a
person hiding.

In the deepest, darkest depths of the forest, Mr. Wolf waited.

His disguise hadn't worked, but that didn't concern him. Now, the boy thought he was safe. Mr. Wolf didn't think he was. Mr. Wolf knew exactly where he was. He could sense him. He could smell him. He could almost taste him...



because



Jack nasty - calls her Dog
that's not right. ~~Spun out~~

Also Dogs
frightened of him.

For sure

I like this!

uncle
is boddy
in story

In pet shop -
so dog lets
animals out
of cages cos
she likes them.
they go back in
when told.

frantic-ally
Does it mean
quickly??

Makes me predict (Jason Y6)
What animal is it?
Some kind of bird
Esme has

Esme has claws... could
be a... bird?

The loudest sound that Dog had ever heard was coming from the box! Whatever was in

there was definitely not dead. All the animals froze in shock. At once, the TV upstairs fell silent and Uncle's footsteps crossed the floor. If Uncle came down and found everyone out, free in the shop, Dog didn't want to imagine what might happen.

Squawwaaaaawwbbb! The sound came again, even louder than before. Tiny feet pattered and wings fluttered as all the animals fled towards their cages. Even with everyone's back behind bars, Dog knew that Uncle would still be furious at being disturbed and she would be blamed, because she hadn't "sorted out" the strange parcel.

Dog rushed over to the box. Whatever it was inside, it must be made to shut up. Frantically she ripped away the string and paper. The box had fallen so that the lid was at the side. Dog pulled at it, and Esme

scrambled at the edge, trying to lever it up with her long claws. From upstairs there were the unmistakable sounds of Uncle getting ready to come down! Then, suddenly, with a sigh and creak, the lid lifted and a cloud of sawdust spilled onto the par-son floor. In the middle of it, something was hailing about, making that terrible, terrible noise, louder still now without the box to muffle it.

Desperate to make it shut up, Dog simply jumped on the whatever it was, pinning it to the floor. It gave one last Srrreeeeench! and was silent. Dog lay there with snout up her nose and in her eyes, listening. Footsteps came to the top of the stairs, then stopped. There was a pause that seemed to last for hours. All the animals held their breath . . . The footsteps retreated, the TV blared out again.

I have sand dust for my namaste

2211

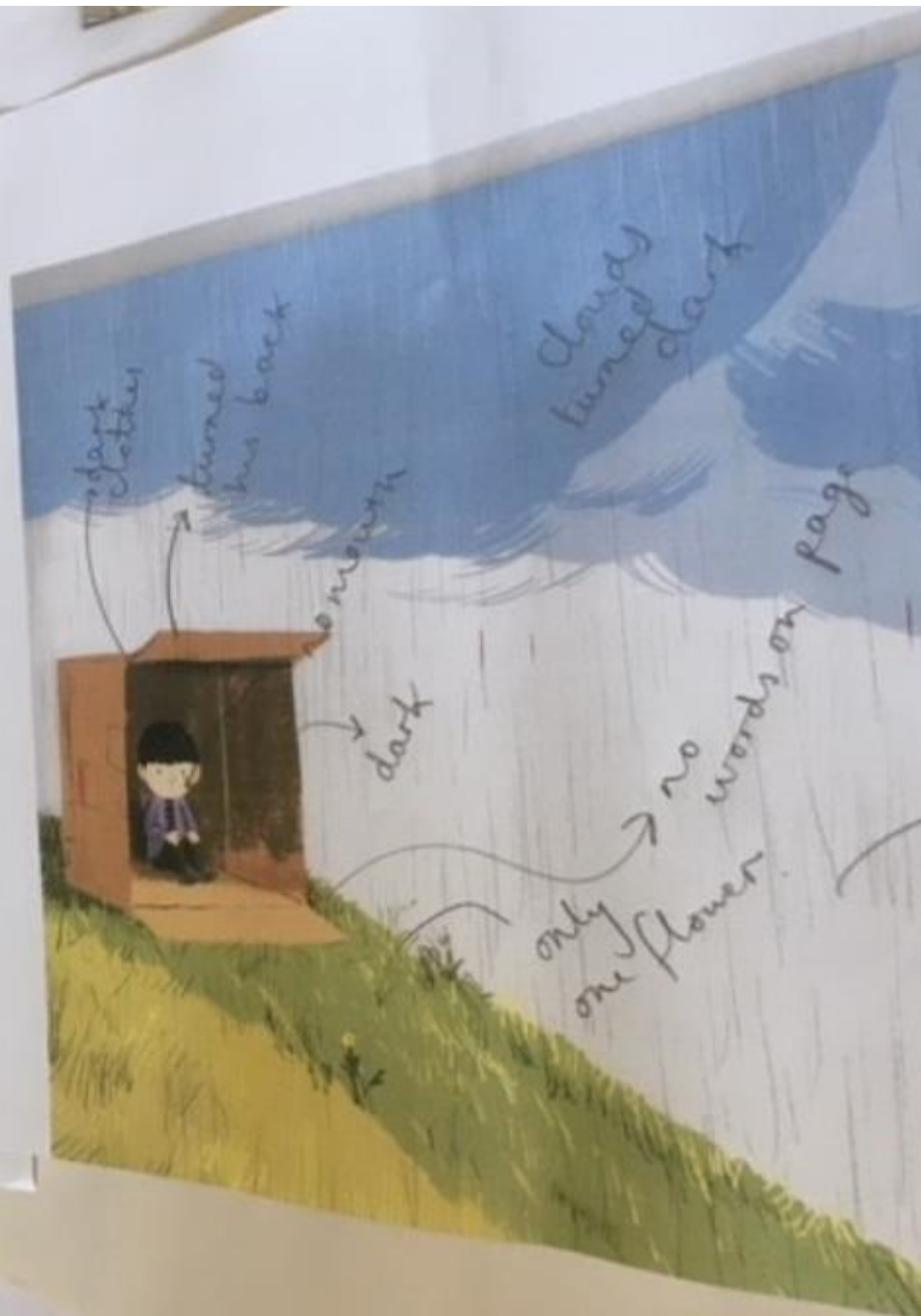
— I'm thinking
will back
wake up.

He ha... xuf
that happened to
me!

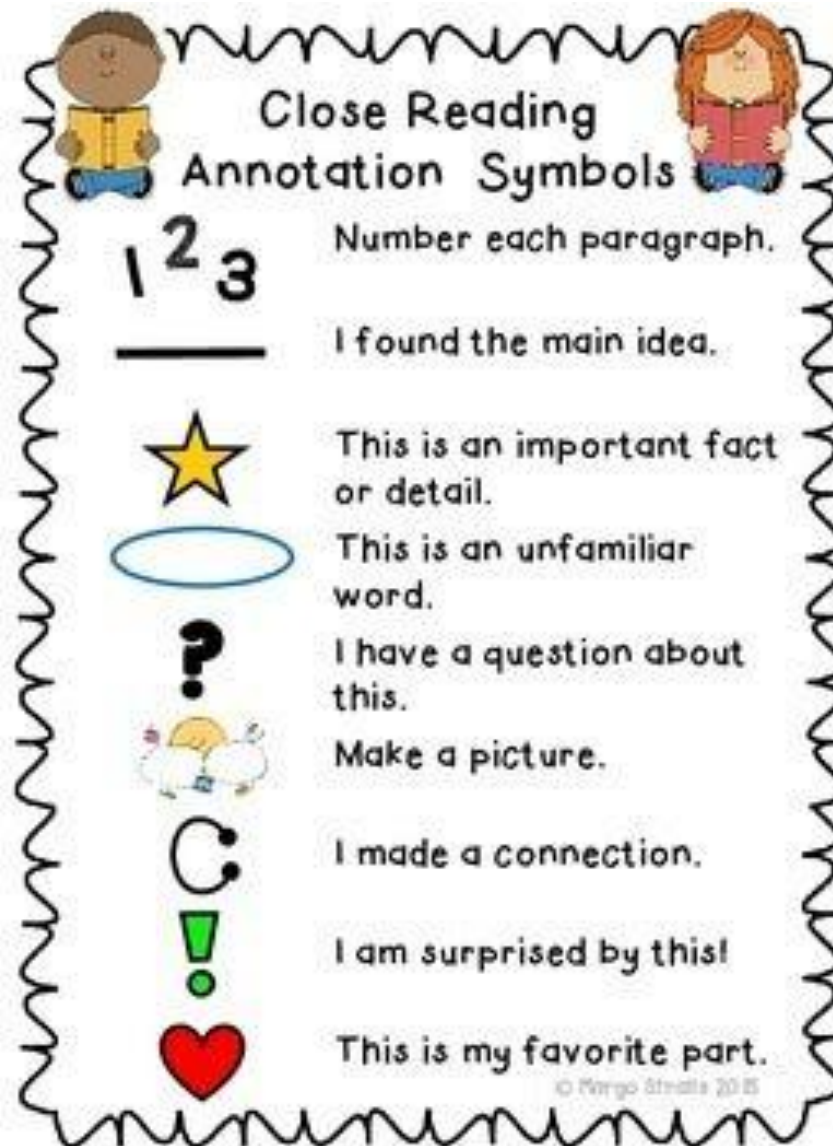
so wide way
come down!

Spited

I got mixed up here at first ¹⁵ but I
animal paws/pause re-read it again to fix it.



Annotated work



Harris Burdick



MR A, MR C AND MR D

PRESENT...

READING RECONSIDERED READING SPINE

TEXT SELECTOR FOR PRIMARY SCHOOLS



DOUG LEMOV

Author of Teach Like a Champion

COLLEEN DRIGGS

ERICA WOOLWAY

READING RECONSIDERED



A Practical Guide to
**RIGOROUS LITERACY
INSTRUCTION**



Book Spine

Year 5						
Name of text	Outlaw- Michael Morpurgo	Macbeth- William Shakespeare	The Explorer- Katherine Rundell	Kensukes Kingdom- Michael Morpourgo	A series of Unfortunate Events- Lemony Snickett	Letters from the Lighthouse- Emma Carroll
Supporting texts	The Legend of Robin Hood- Marcia Williams Riding a Donkey Backwards - Sean Taylor. King Arthur and his knights - Thomas Malory A forest- Mark Martin Hawkeye comics- Marvel Arrow comics- DC	Mr Shakespeare's plays- Marcia Williams To wee or not to wee - Pamela Butchart The Boy and The Globe- Tony Bradman Macbeth: A Shakespeare Story- Andrew Mathews & Tony Ross	Exploration Fawcett- Percy Fawcett Journey to the River Sea- Eva Ibbotson The Last Wild- Piers Torday Varmints- Helen ward Bee and Me- Alison Jay	Sadako and the thousand paper cranes- Eleanor Coerr My Hiroshima- Molly Bang Flotsom- Michael Wiesner The Great Wave- Veronica Massenot	Gods, Emperors and dormice- Marcia Williams Meet the Romans- James Davies. A series of Unfortunate events: The Reptile Room Goodnight stories for rebel girls- Elena Favelli Three cheers for women- Marcia Williams Hidden Figures- Margot Shetterly	-Otto: The autobiography of a teddy bear -The Lion and The Unicorn- Shirley Hughes Goodnight Mister Tom by Michelle Magorian. How does a lighthouse work?- Roman Balvauz The Harmonica- Tony Johnston
Big ideas	British values- Rule of law	Knowing right from wrong	Life skills, conservation of forests	Tolerance and respect for other cultures	Strong female leaders	Belonging, community
5 plagues of reading	Non-Linear time sequence	Archaic, Complexity of plot/symbolic		Non-Linear time sequence	Complexity of narrator	Complexity of plot/symbolic
Poem learnt by heart. (Resistant text)	Robin Hood by John Keats	Sonnet 18 by William Shakespeare	Saltwater by Julian Lennon		Still I Rise by Maya Angelou	Ride of the light Brigade by Alfred Lord Tennyson



Virtual School Library

Free reading and writing activities from your favourite children's authors from the **National Literacy Trust**.



Hi everyone, I'm Jacqueline Wilson and I write

Books for Topics

Storytime Online!

Page 1



Recommended for **ages 9-11**

About our the Virtual School Library

Welcome to the Virtual School Library, brought you by Oak National Academy in partnership with the **National Literacy Trust**.

Every week a popular children's author or illustrator will provide you with free books, exclusive videos and their top three recommended reads.

<https://www.dk.com/uk/information/home-learning-for-kids-7-9/>



SCAN ME
<https://bit.ly/3dsQrnc>

Murder Most Unladylike

Robin Stevens

Storytime (extract)
Read by Robin Stevens



SCAN ME
<https://bit.ly/3bfLaFx>

Artemis Fowl

Eoin Colfer

Storytime (extract)
Read by Eoin Colfer



SCAN ME
<https://bit.ly/2WG07Ht>

Kid Normal and the Rogue Heroes

Greg James, Chris Smith & Erica Salcedo

Storytime (extract)
Read by Greg James & Chris Smith



SCAN ME
<https://bit.ly/3bfJaF0>

A Pocketful of Stars

Aisha Bushby

Storytime (extract)
Read by Aisha Bushby

Any Questions...



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