



The Teaching of Reading through Shared, Guided and Independent Reading

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Agenda

- Reading Framework/EEF Research/Ofsted framework
- 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

planning



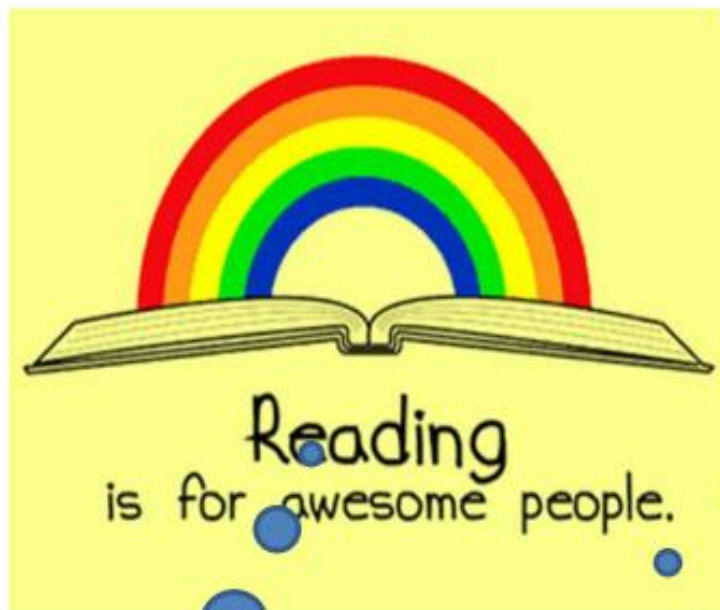
guidance



progression

videos

Do we have a
clear intent?



Can
everyone
articulate
this ?

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

Does your approach.....



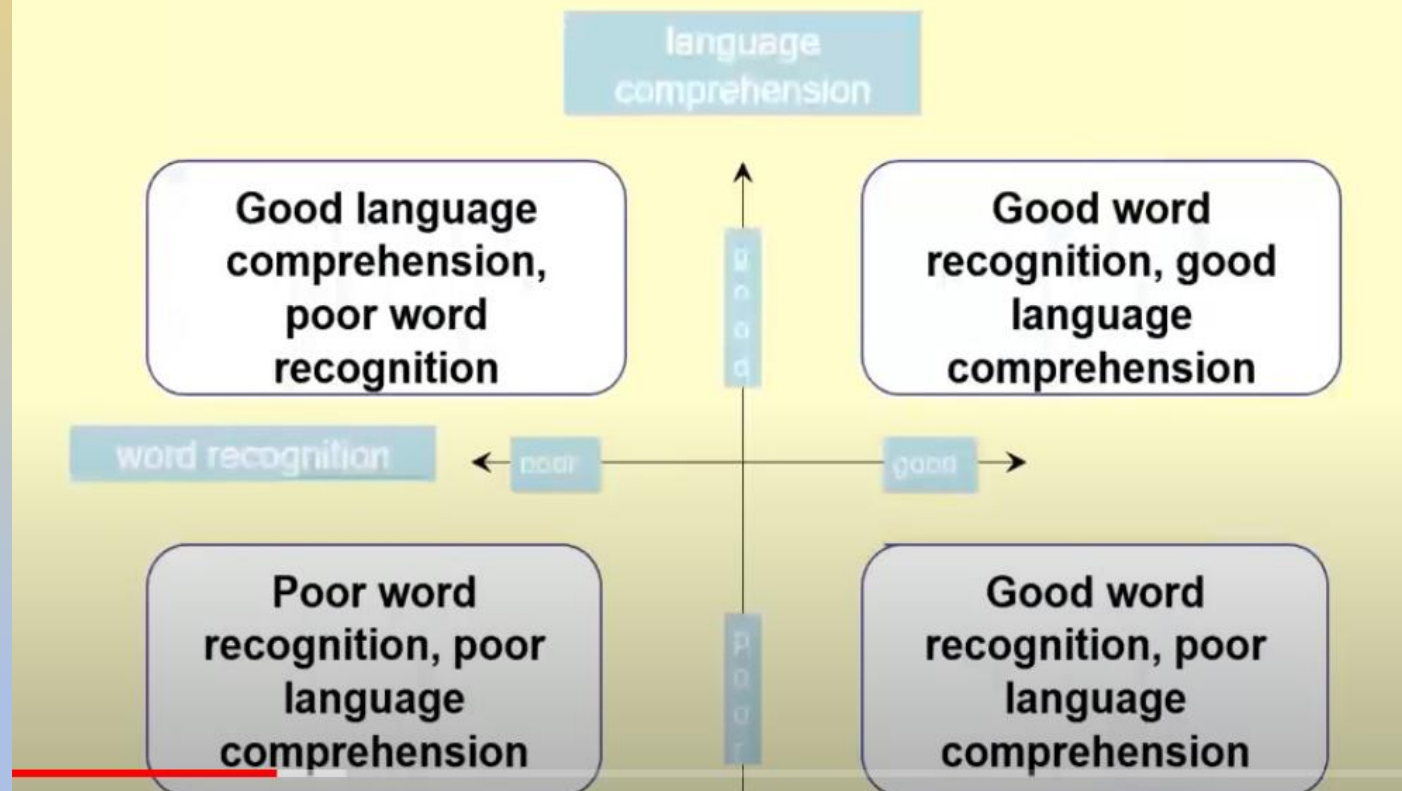
- Engage and motivate the pupils and foster and promote a love of reading.
- Build a clear progression of skills.
- Allow pupils to practise and apply the skills you have taught them.
- Is it understood by all members of the team.

The reading framework

Teaching the foundations of literacy

July 2021

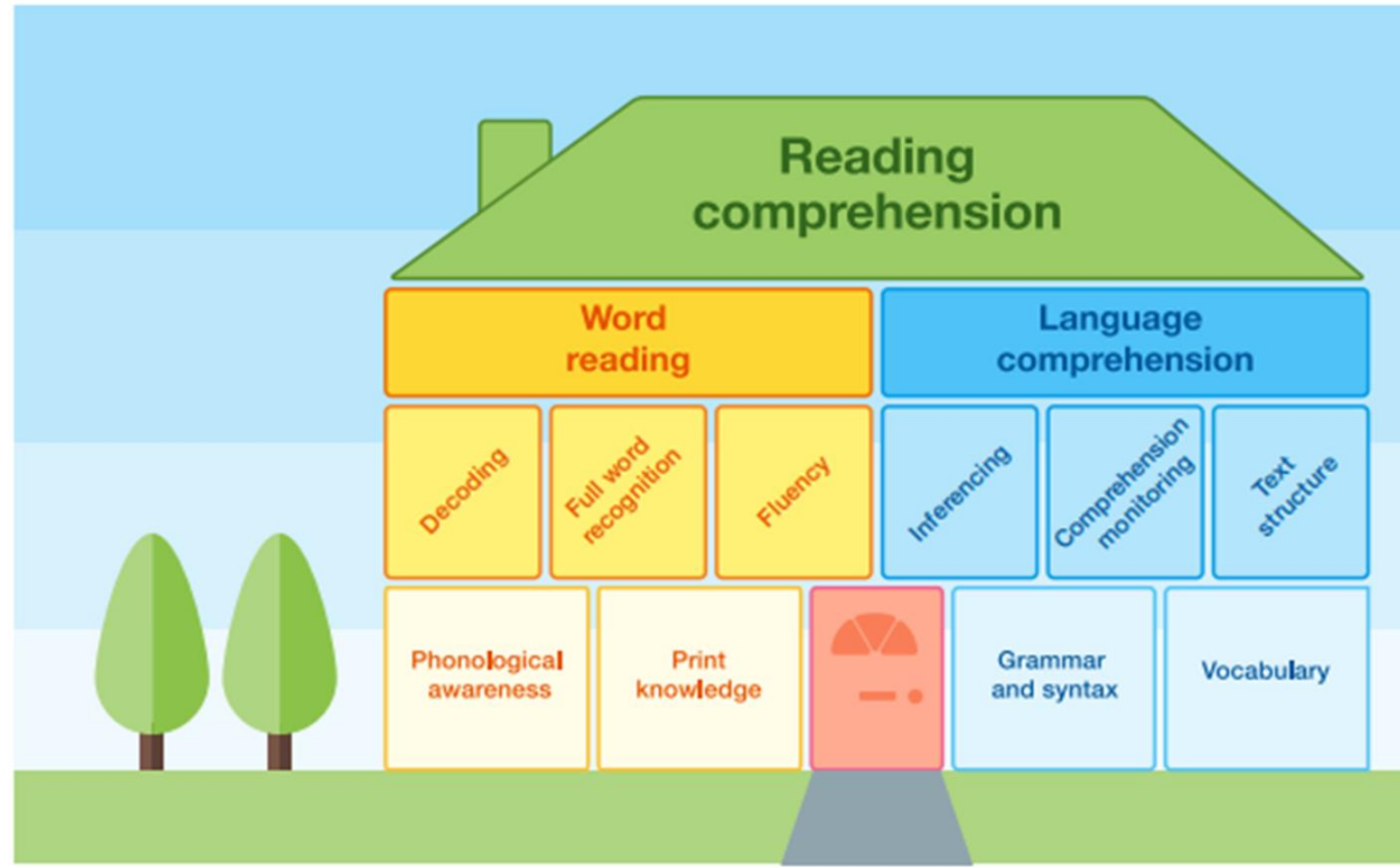
The Simple View of Reading



Updated EEF KS1 and 2 reports



Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading instruction—teachers model fluent reading, 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.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

Teacher prompts

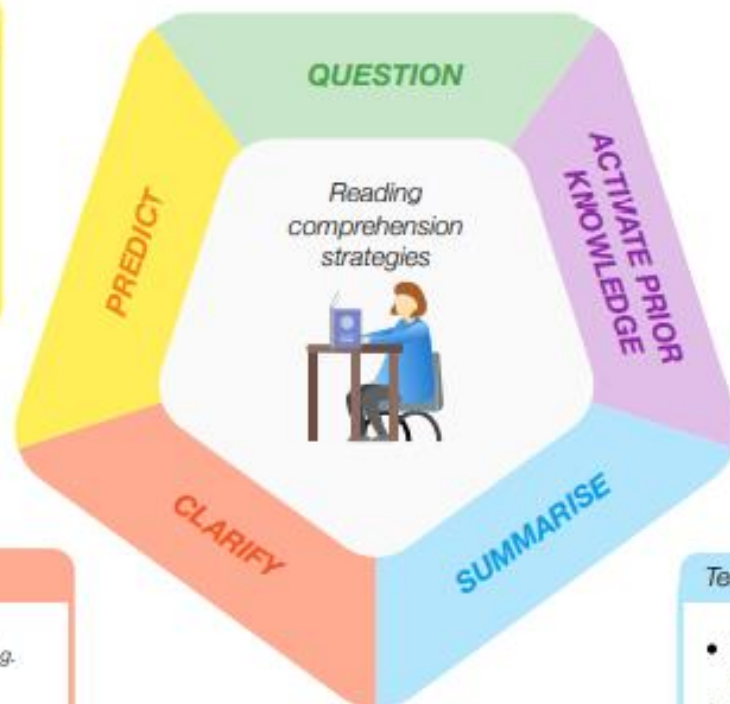
- Keep a note of the questions you have as we are reading. I'm recording mine on the whiteboard.
- Where is this story set? What do I know about that country/time?
- Why did the author choose that word? What does this word tell me about the character?
- I wonder if...

Teacher prompts

- What do the title and front cover tell me about the book and what to expect?
- Is the author leaving me hints about what might happen next?
- Can I find and use the hints and clues to make my predictions?
- Oh no, I didn't expect that to happen... can I "squeeze" more evidence from what I've read to make new predictions?

Teacher prompts

- What do you know about the setting of this story?
- What have we learnt about this in our science/topic lesson?
- Can you make a link to other texts we've read?
- That's right, you learnt about this in Year 3. Before we start reading what do you remember?



Teacher prompts

- Keep a careful eye on what's happening. If you get lost, look for the words or phrases you're unsure of.
- It helps to go back and re-read if we're not quite sure what happened or why.
- Let's annotate any words or phrases we're unsure of in the text.

Teacher prompts

- To really enjoy this text it's important to take a summary away after each chapter.
- Your summary could be five key words.
- A summary could be a quick picture with some annotations.
- A post-it note summary can help you take our story home so you can share it with a grown up in your house.

- 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

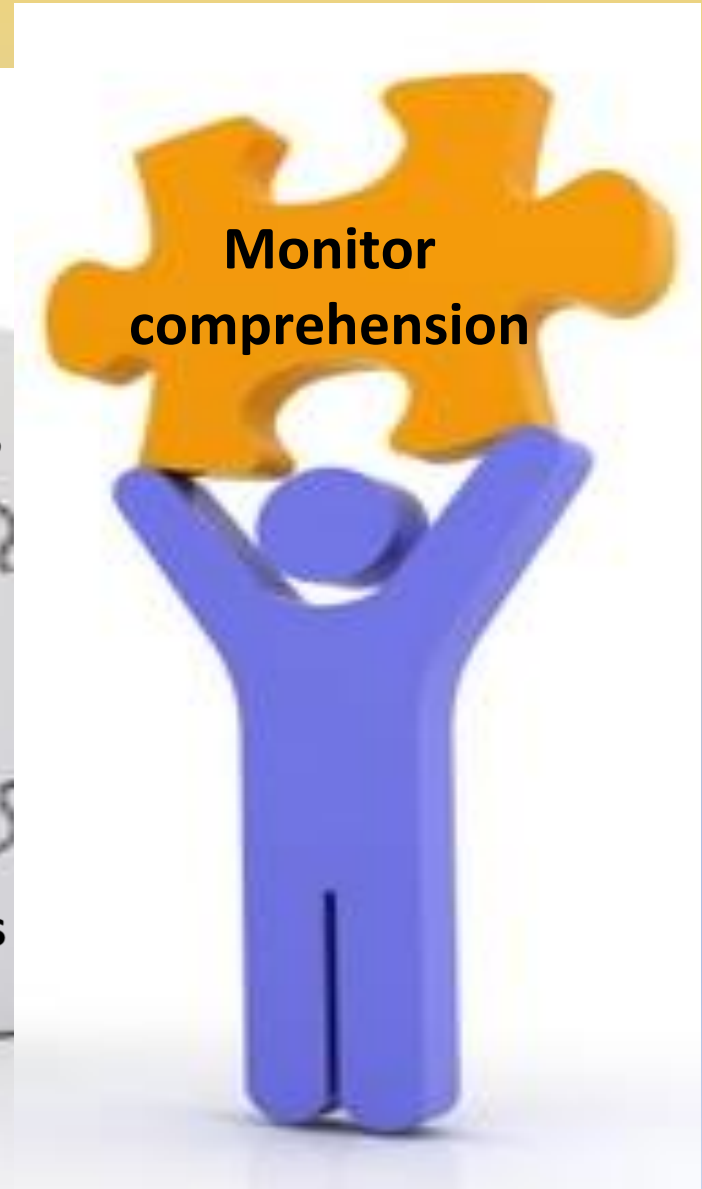
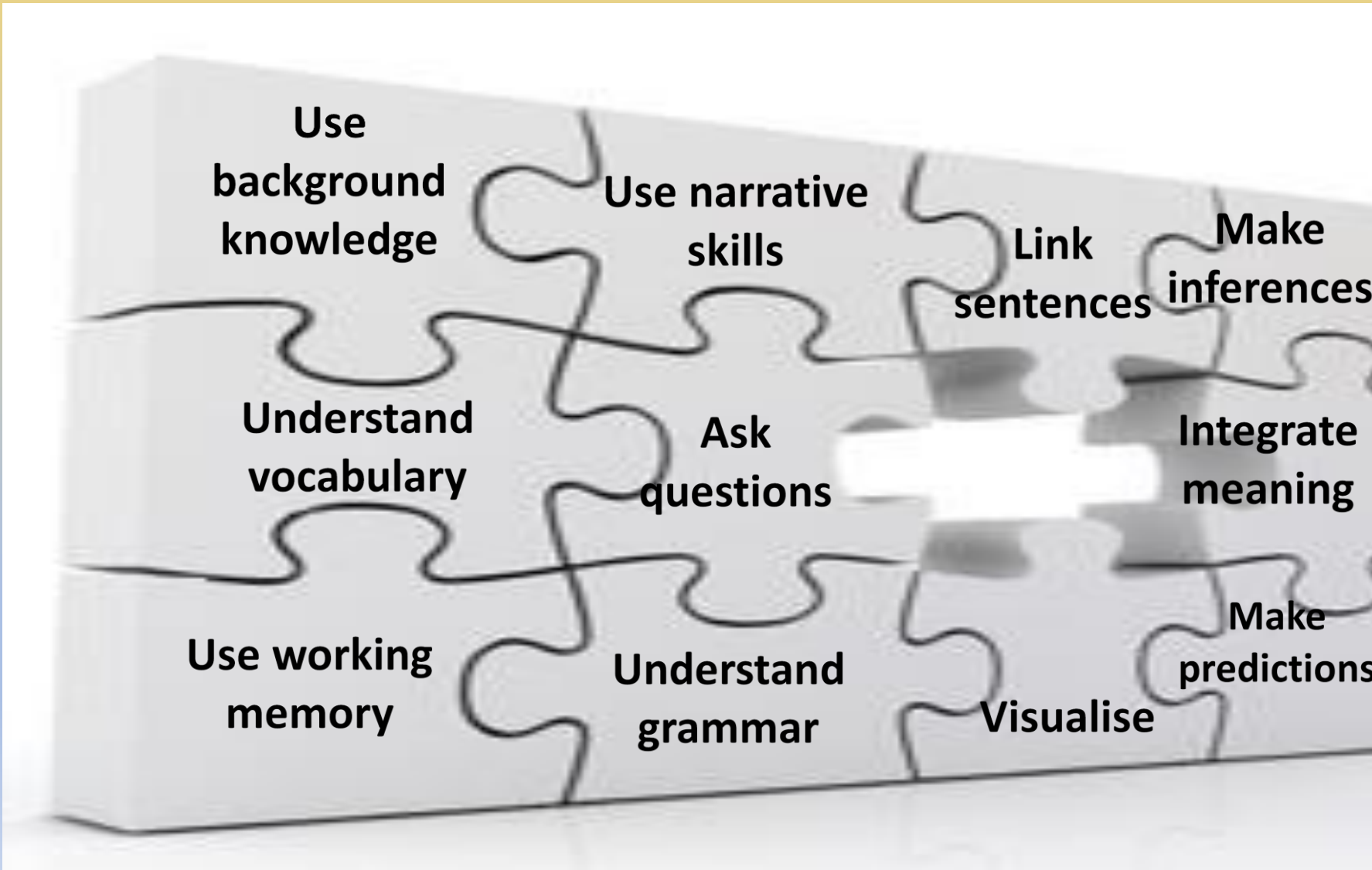
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



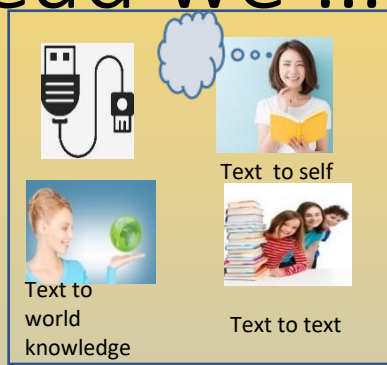
Reading Strategies

A good comprehender can:

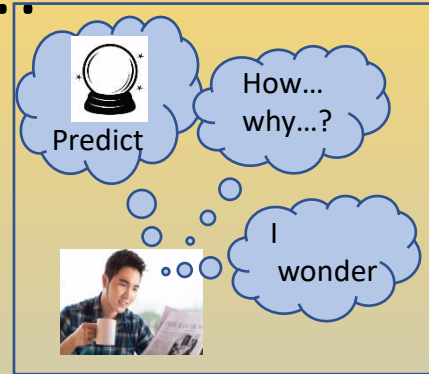


Strategies to help us understand and enjoy reading.

As we read we



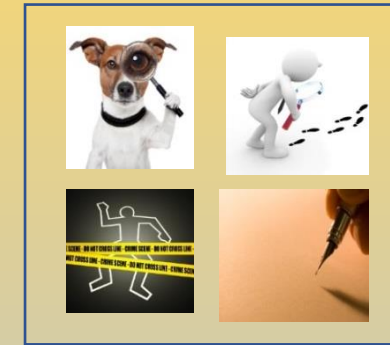
Use our background knowledge and connect to text



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. Over the next few weeks, we will **read aloud and think aloud together...**



IT IS TIME, IMARA.

Imara left the shadows and stepped into the moonlight, listening to the demon as he passed through 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. Around her, the forest was dark and still, wrapped in silence. Nothing moved. High above the canopy, a pale mist clung to the leaves.

Thin tendrils of vapour hung in the air, as if the trees

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?

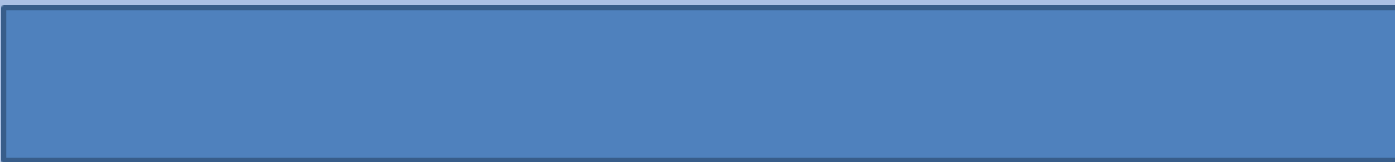
Why in capitals –
emphasis
someone is shouting,
power... which means?
sounds pretty intense

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.



The Boy In the Tower by Polly Yo Hen

Torak woke with a jolt from a sleep he'd never meant to have.

The fire had burned low. He crouched in the fragile shell of light and peered into the looming blackness of the Forest. He couldn't see anything. Couldn't hear anything. Had it come back? Was it out there now, watching him with its hot, murderous eyes?

He felt hollow and cold. He knew that he badly needed food, and that his arm hurt, and his eyes were scratchy with tiredness, but he couldn't really feel it. All night he'd guarded the wreck of the spruce bough shelter and watched his father bleed. How could this be happening?

Only yesterday—yesterday—they'd pitched camp in the blue autumn dusk. Torak had made a joke, and his father was laughing. Then the Forest exploded. Ravens screamed. Pines cracked. And out of the dark beneath the trees surged a deeper darkness: a huge rampaging menace in bear form.

Suddenly death was upon them. A frenzy of claws. A welter of sound to make the ears bleed. In a heartbeat, the creature had smashed their shelter to splinters. In a heartbeat, it had ripped a ragged wound in his father's side. Then it was gone, melting into the Forest as silently as mist.

From Wolf Brother by Michelle Paver

Make predictions, ask own questions and watch out for answers...

What
does this
mean?

A
physical
fight?

I know what
suffragette
means now

So women did
not have
equal rights.

Why?

The Suffragettes

The Suffragettes fought for the right for women to vote.

So not a
physical
fight
then...

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 suffix 'ette' refers to female.

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. Her strategy was patience and logic. Fawcett questioned that if women could hold responsible posts in society, such as sitting on school boards, then why could they not be trusted to vote? She also argued if women had to obey laws made by Parliament, then women should have a vote.

I think this
argument might
help give women
votes

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

Also Dogs
frightened of
him.

I like this!

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??!!

Als ihr Dog

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.

Squawwaaaaaawwbbble! 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 Fame

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

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 flailing 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 *Screamssssssss!* 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 footsteps retreated, the TV blared out again.

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

I have
sandust.
for my
hamster

— I'm thinking
will back,
wake up.

He has you
that happened to
me!

so uncle won
come down!

I got mixed up here at first
anima, paws/pause, but I
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 – some differences

	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 alouds!)
- Using rich and challenging 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>I use punctuation to help me to read with expression and to keep track of information in longer sentences.</i></p> <p><i>I am developing my skills to read silently or quietly to myself with increasing speed and independence.</i></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	<p>I predict what might happen on the basis of what I have read so far</p>
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	<p><i>I recall specific information from my reading or look back at the text to find information</i></p>
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	<p>I answer and ask questions about what I read</p>
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>

Year 5	Step 16	Step 17	Step 18	End of year expectations
Themes and Conventions			- I can compare, contrast and evaluate different books.	- Retrieve, record and present information from non-fiction. - Making comparisons within and across books. - Distinguish between statements of fact and opinion.
	- I can use the way in which a text is organised to help me understand. - I can talk about books, discuss the main points and build on my reasoning.	- I can comment on the structural choices an author has used to organise a text. - I can take part in discussions, listening to others' ideas and building on them.	- I can recognise language that is a feature of a particular genre and how this contributes to meaning. - I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas.	- Identifying and discussing themes and conventions in and across a wide range of writing. - Identifying how language, structure and presentation contribute to meaning. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Language for Effect	- I can comment on how an author has used language and its effect upon the reader.	- I can identify and articulate my response to the effect of figurative and descriptive language.	- I can discuss the difference between literal and figurative language and the effects of imagery.
Making Inference	- I can recognise which characters the author wants the reader to like/dislike. - I can make simple predictions about a story.	- I can explain what I think the character's personality is like by referring to their behaviours. - I can state my predictions for the story, using evidence from the book.	- I understand the thoughts and feelings of characters by referring to their actions. - I can justify my opinion. - I can explore texts to support and justify my predictions and opinions.	- Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied. - Provide reasoned justifications for their views.

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

Figure 3: Tiered model of vocabulary—adapted from Beck & McKeown (1985)

Tier 3

Less common topic specific words
e.g. *photosynthesis*, *denominator*

Tier 2

Words that appear frequently across
several topics e.g. *emerge*, *peculiar*

Tier 1

Everyday words familiar to most
children e.g. *walk*, *chair*

ay 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

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

No hands up!

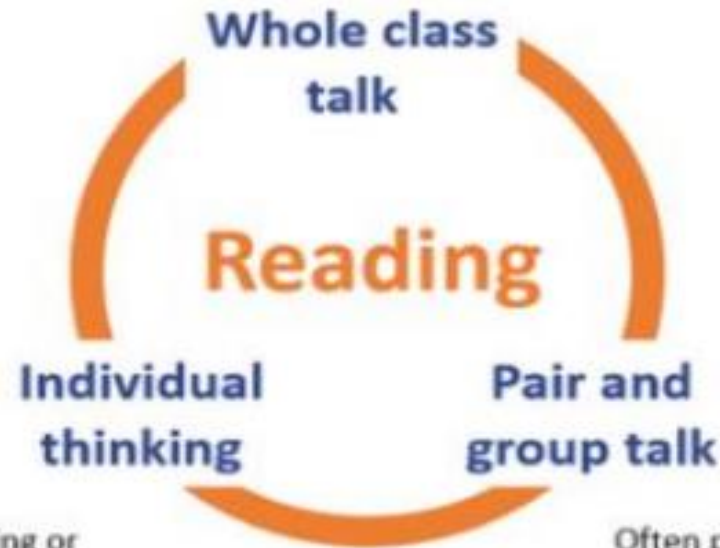


All about developing a shared reading of the text

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



Sometimes while re-reading or scanning for details

Includes wait-time during questioning or before discussion

Often short writing, note-making or annotation tasks, for recording thoughts and responses

Sometimes consolidatory writing

Often precedes or is inserted within whole-class discussion

Can be a few seconds or several minutes

Needs careful structuring & scaffolding

Opportunity for teacher to interact with small groups & pairs

Effectiveness develops over time & with training

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...



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

I predict, ask questions and wonder

Title of text for extracts – Kensuke's Kingdom

Review	<p>Reminder of previously taught strategies – What does a good reader do? (<u>encourage</u> this focus to be on range of comprehension strategies)</p> <p>Remind children with the visual slide of these (although this only includes certain elements of what a good reader does)</p> <p>Slide 1: What do good readers do that helps them to understand what they are reading? what do we know a good reader <u>does?</u></p> <p>Slide 2: show generic slide of Strategies to help us understand text (from Inference Training) – and remind the strategies already done.</p>
Text introduction	<p>(Text to be used should be on the board for all children to see)</p> <p>Briefly introduce the text being used / if it is an extract, where this is from</p> <p>Slide 3: Show extract from KK that they haven't yet reached and remind about the story so far. Look at the text and identify specific vocabulary you think children won't understand.</p> <p>Pre-teach any essential vocabulary understanding.</p>
Teach	<p>Introduce the focus for this session.</p> <p>Slide 4: Introduce the focus for the shared reading: LO Predict, ask questions, wonder about the text, show the single picture of Predict / ask questions / I wonder</p> <p>Introduce LO -predict / ask questions, wonder</p> <p>Model / teach the reading focus</p> <p>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 <u>thinking</u> so children don't feel this is a formal exercise only</p> <p>When I modelled this – how <u>did I</u> start each of my sentences?</p> <p>Introduce question and thinking stems – I wonder whether.... / What would happen if.../Why/ How</p>
Practise	<p>In pairs, children read a subsequent piece of the same story.</p> <p>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 <u>feed back</u>.</p> <p>Do 2 sentences of their text together – children have a copy between <u>them</u> but this is also projected. Read first part of first sentence... what do you think? Talk together?</p> <p>Take some I wonder / questions <u>feed back</u> then children note one of the ideas down on post-it notes</p> <p>Repeat this process so children are clear about what they will be doing independently</p>
Apply	<p>Children work in mixed achievement pairs to try out the strategy with a <u>class based</u> piece of text. (Train children how to support each other in this process.)</p> <p>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</p> <p>Respond to the text: Why would his actions upset Kensuke? What would you do if you were trapped on a desert island?</p>

Videos

Year 3 – shared reading

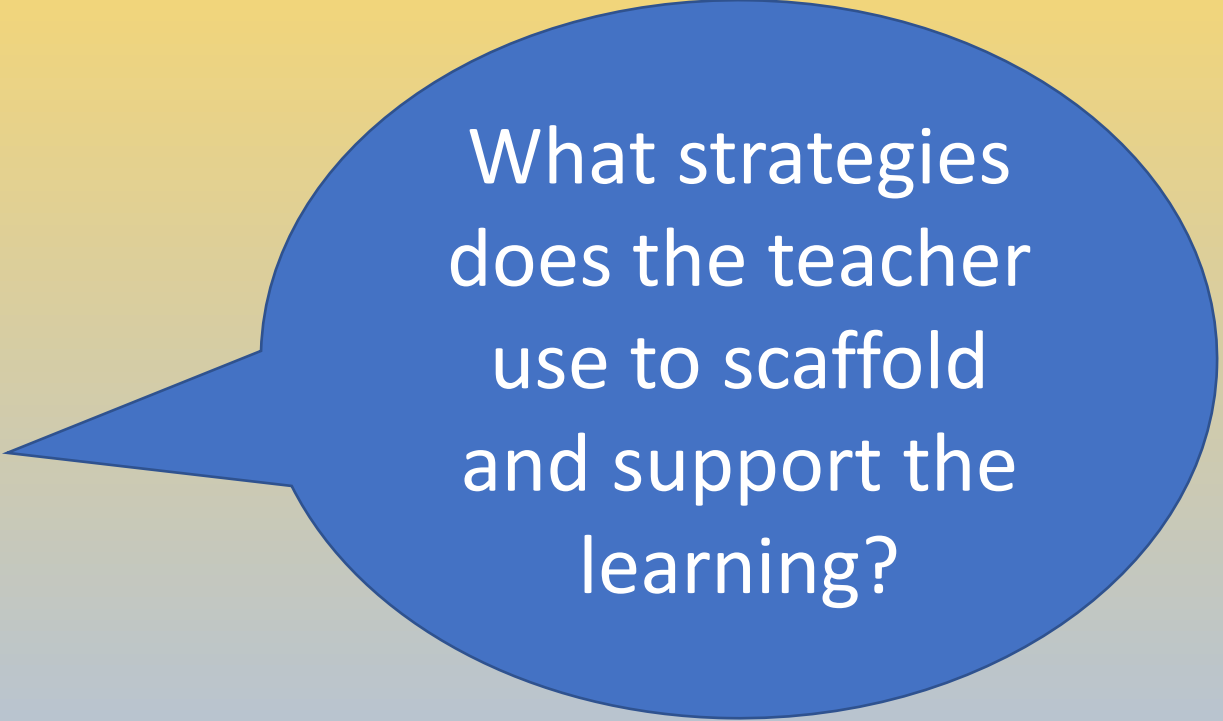
- Inference
- Extract

Year 3 – shared reading

- Context - High EAL/SEN
- Extract

Year 5/6 – shared reading

- Inference
- Class reader



What strategies
does the teacher
use to scaffold
and support the
learning?

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 Reading Progression Statements, National Curriculum)

To predict, 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

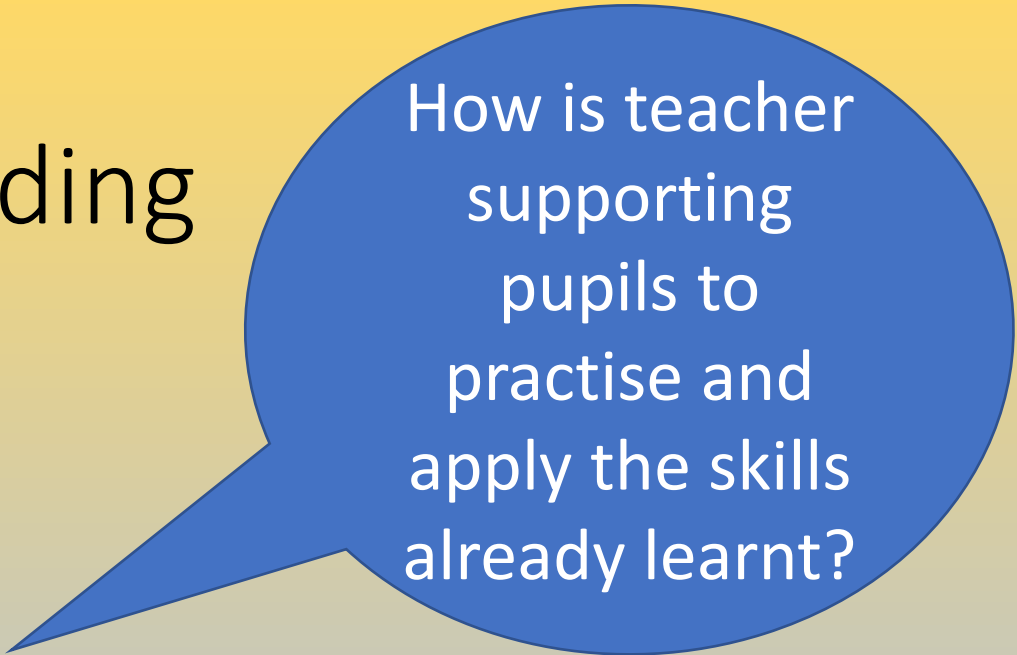
The big question for this session: what sort of character is the king and how do you know?
Children read independently up to p....
Teacher reads first sentence /couple of sentences and reinforces the strategy – what questions / wonderings? (children talk in pairs and T. listens in)
T. explains that readers 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

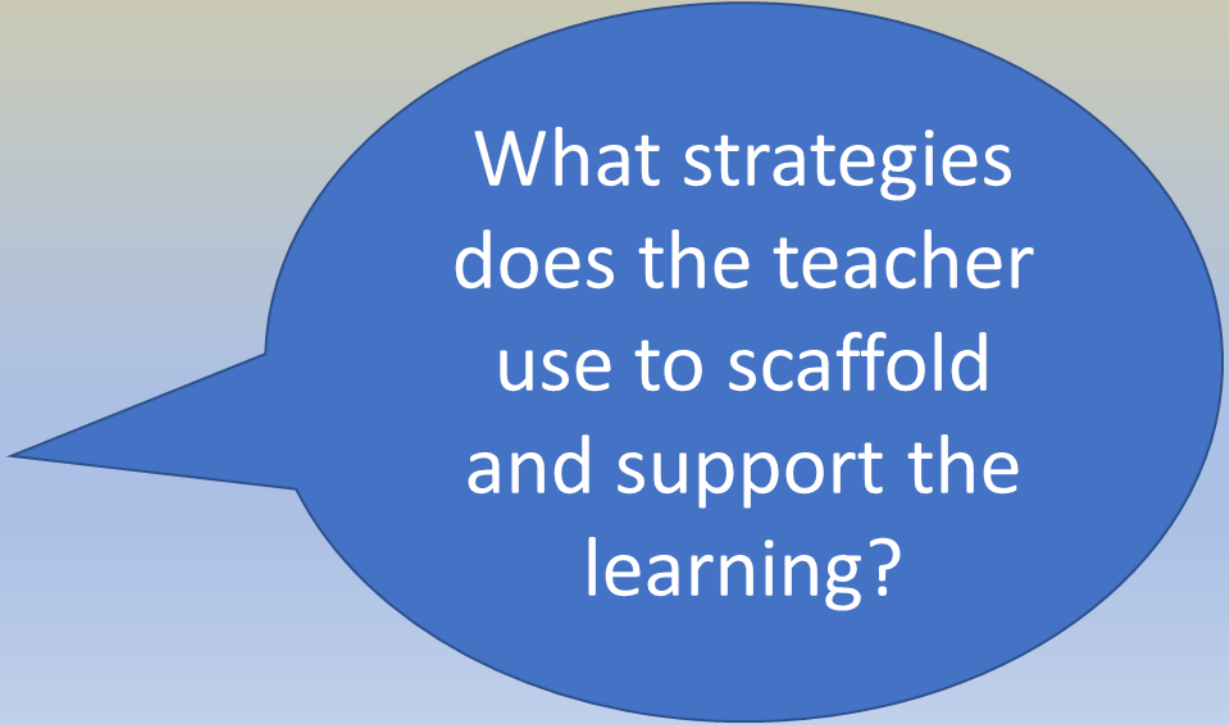
Respond to ‘the big question’: what sort of character is the king and how do you know?
Return to learning objective, have we been successful?

Video – year 4 guided reading

- Ask questions and predict
- Context – High EAL
- What does she do well?
- Progress through the lesson



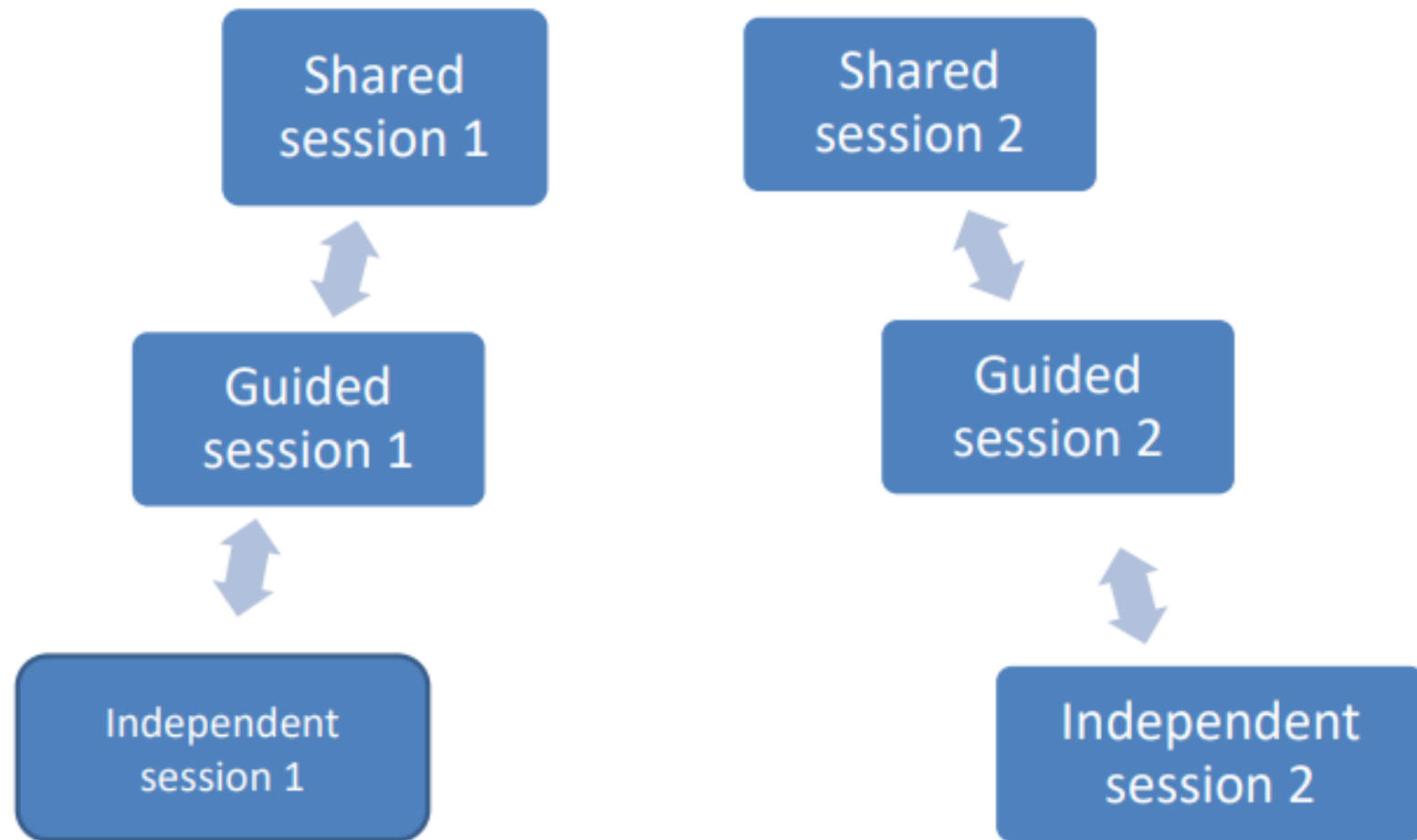
How is teacher supporting pupils to practise and apply the skills already learnt?



What strategies does the teacher use to scaffold and support the learning?

Independent reading Follow up activity

- Link to guided session – an opportunity to apply the skill taught
- What could the activity be?
- Application of reading focus with independence
- Peer support (sometimes) to ensure this remains a focus
- Children mainly reading text at their independent reading level (95%)
- Developing motivation, engagement, pace and
- stamina in reading and understanding
- Sometimes written recording of learning.....Reading journals



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

Any Questions...



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