Guided Reading explanations for parents and children.

Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning. The teacher guides or 'scaffolds' their students as they read, talk and think their way through a text (Department of Education, 1997).

Improving and developing vocabulary:

Research tells us that a broad and deep vocabulary knowledge is an essential part of successful reading. Most of our vocabulary development is learned incidentally through wider reading.

Try to:

- Learn a few new words each day and use them in conversation.
- Discuss the meaning of unfamiliar words whilst reading.
- Look up definitions on phones, tablets or dictionaries.
- Read a range of different books and books by different authors.

Below are some tasks and activities that the children regularly complete in school and an explanation of what it is and an example of what each one looks like.

Summary- A **summary** is shortened retelling of a longer piece, like a book, movie or essay, in your own words. When writing a **summary**, try to answer the who, what, when, where, why and how of the piece

Example- A summary of The Three Little Pigs might be: -

Three pigs left home and tried to build their own houses. However a wolf kept interfering and demolishing their houses until one of the pigs made a sturdy house out of bricks. Eventually he got fed up and left them alone.

Predictions- this can be as simple as asking the question, 'What do you think is going to happen next?' quickly followed with, 'Why?

KS1: Predict what might happen on the basis of what has happened so far.

KS2: Predict what might happen from details stated and implied.

To be able to predict, you need to be able to read and understand what has happened, and is currently happening. You need to be able to retrieve and infer (‘details stated and implied’), combine this with your knowledge of the world, weigh up probability, and make a sensible prediction of the next outcome.

Example: I think the wolf will go away and work on his huffing and puffing skills as they weren’t strong enough to blow down a brick house. . He might go to the gym to work out to help achieve this. When he is fitter I think he might go back and try again.

Asking questions:

To aid their comprehension, skillful **readers ask themselves questions** before, during, and after they **read**. You **can** help students become more proficient by modeling this process for them and encouraging them to use it when they **read** independently.

Self-questioning is a **strategy** that involves querying yourself before, during, and after you **read** to make meaning of text. It is part of active **reading**. For skilled readers, **questioning** becomes automatic—they might not even realize they are doing it.

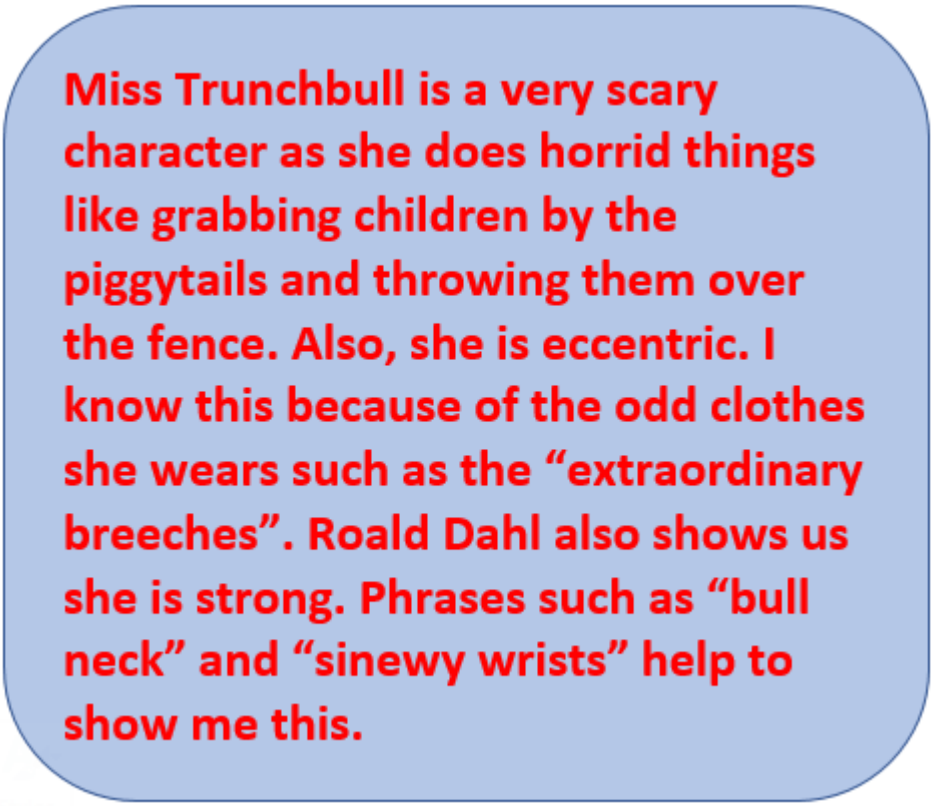
If a child was reading, The Three Little Pigs, they might come up with the following questions:-

- *Why did the wolf want to eat the pigs so badly?*
- *How hungry was he?*
- *If he didn’t eat, might he die?*
- *How did the pigs out run the wolf from one house to the next?*
- *What will the wolf do next?*

P.E. (Make the **point** and supply different pieces of **evidence** to back up your answer.

"In the book Matilda, what sort of character is Miss Trunchbull?

Use evidence to support your viewpoint."



Inference questions- (reading between the lines)

E.G. The boy put his hat and scarf on. When he stepped outside it was very slippery.

What was the weather like?

The extract does not tell us directly that it was cold and icy but the boy's actions tell us this.

This is reading between the lines or inference.

Learning to apply inference is not easy. For this reason it is extremely important to make the process as explicit as possible for our children to gain a firm grasp on it. One effective means of teaching inference is to perform a kind of a reverse engineering process. Begin by ensuring the students understand that:

- Our answers must be supported by clues
- These clues must be added to what we already know
- More than one correct answer is possible.

Ask questions about:

- how a character feels
- why a character feels a particular way
- why a character acts/behaves in a certain way (motives)
- why a character says certain things (motives)
- why a character says things in a certain way (motives)
- why a character does things in a certain way (motives)
- what a character thinks
- why a character thinks/believes/expects (etc) certain things

Locating the answer to comprehension questions

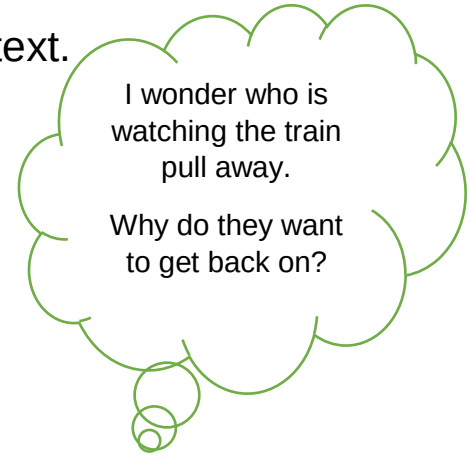
The guard blows his whistle and the train hoots back. I watch it pull away and my heart squeezes a bit. I want to get back on. I don't know why.

Q- What hooted back?

To answer this style of question we ask the children to find the key words in the question that they are going to look in the text for. So for this question the children might pick hooted back. When the children find these words in the text they will then read around the words to locate the evidence.

So if the find the word hoot and back in the text they will soon read on that it was a train that hooted back. It is like being a detective and using clues from the question to find the answer in the text.

L.O. To share thoughts and feelings about a text.



Why does their heart squeeze a bit? Are they ill? Does it mean anything else?

The guard blows his whistle and the train hoots back. I watch it pull away and my heart squeezes a bit. I want to get back on. I don't know why.

This is where the children are given a chance to think about and question the text. They record what is going through their heads as they read. It is really important that adults model this process first.

And finally:

Find ways to make reading fun:

- Make reading time cosy.
- Take turns in reading.
- Use silly voices.
- Throw a dice and whatever number is rolled that's how many sentences they have to read until it's your go.
- Be encouraging and enthusiastic.
- Make it a good habit.
- Know when to call it a day before they get bored.
- Have a hot chocolate and a biscuit.
- Use different voices for each character.