



Guided Reading: The Three Themed Days



- *These days should have three days worth of text that link together with a theme.*
- *The texts should cover all genres: fiction, non-fiction, poetry, songs and picture books.*
- *The skills covered each week will depend on the cohort that you teach – allowing for secure understanding of a skill before progressing to a range of skills.*
- *All children should have the opportunity to read to the teacher across these sessions.*



Three themed days: Getting the children to read...

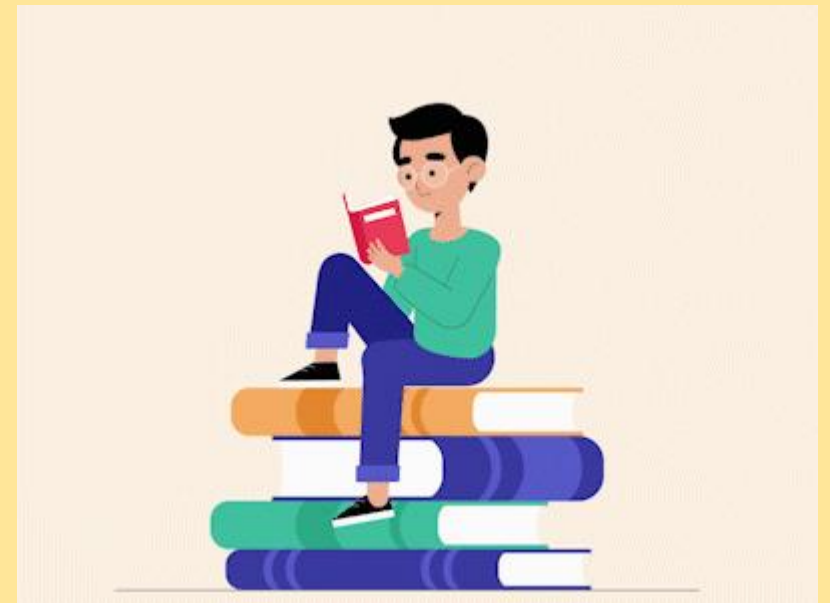
- Basic reading aloud - children take sentences or paragraphs depending on text length/sentence length/proficiency.
- Echo reading - teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate.
- Choral reading - pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the others.
- Drop ins - if a child has not read aloud to the class due to proficiency, the teacher should 'drop in' with them during an activity and hear them reread part of the text. This should not happen during 'partnered talk'.


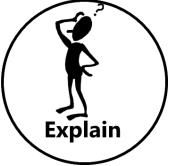






Guided Reading

Throughout the guided reading lesson, we ask children to pull on different reading skills, which we have called DERIC (KS1) and ERIC (KS2). These are referenced on all slides so that children are aware of the comprehensive skill needed to answer questions.

Skills covered by:
DERIC(S) and ERIC(S)



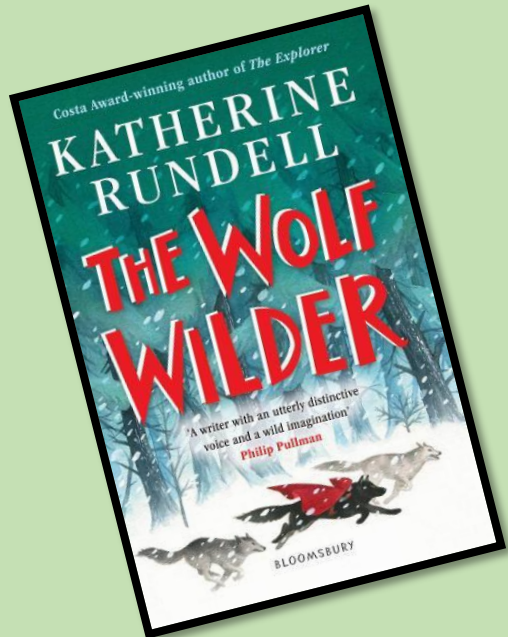
	<p>Word reading</p>
	<p>Explaining the meaning of words in context</p>
	<p>Finding information in the text</p>
	<p>Inference skills with an emphasis on using evidence to justify a point</p>
	<p>Focus on author's choice of words and layout</p>
	<p>Sequencing events or generalising themes.</p>





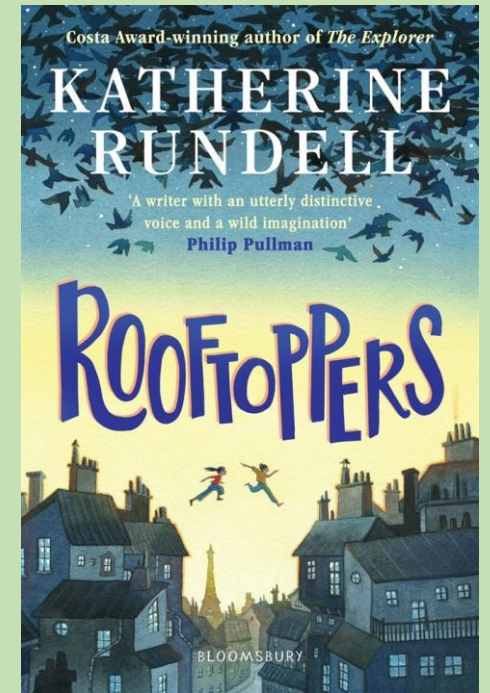
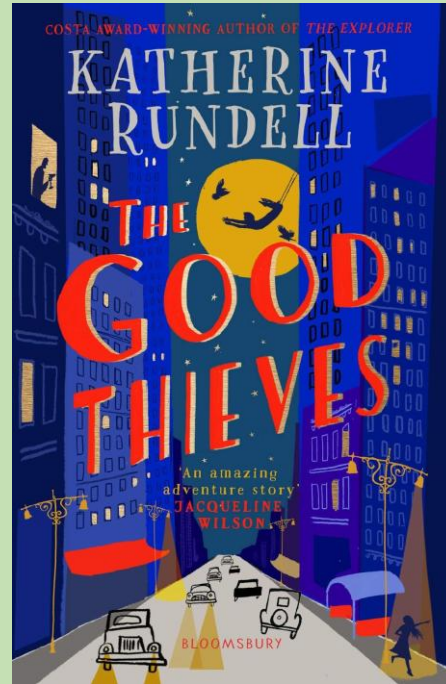
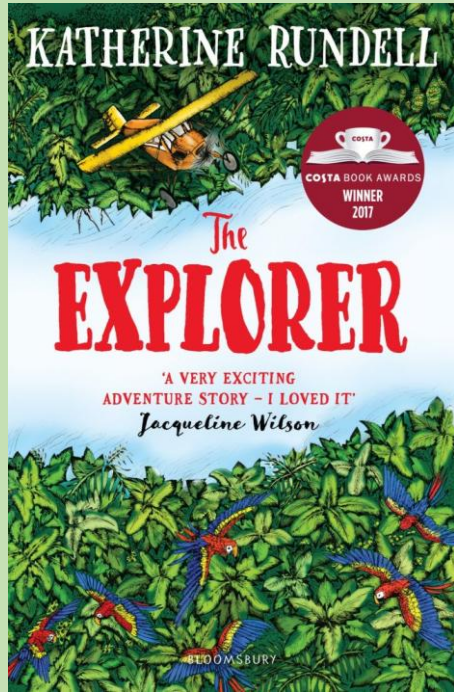
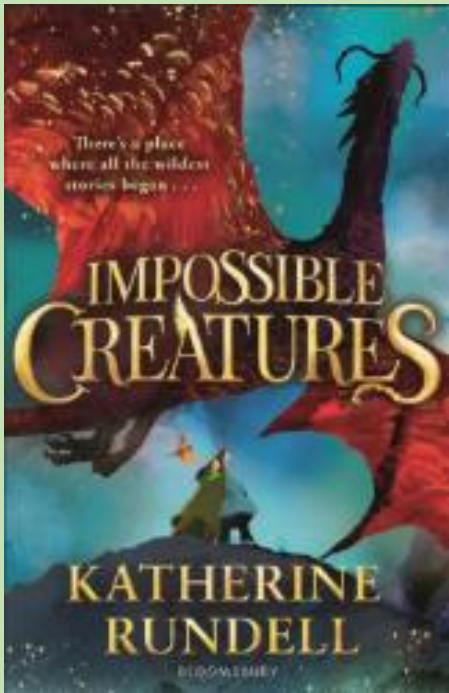
Example Theme Lesson:

Theme:



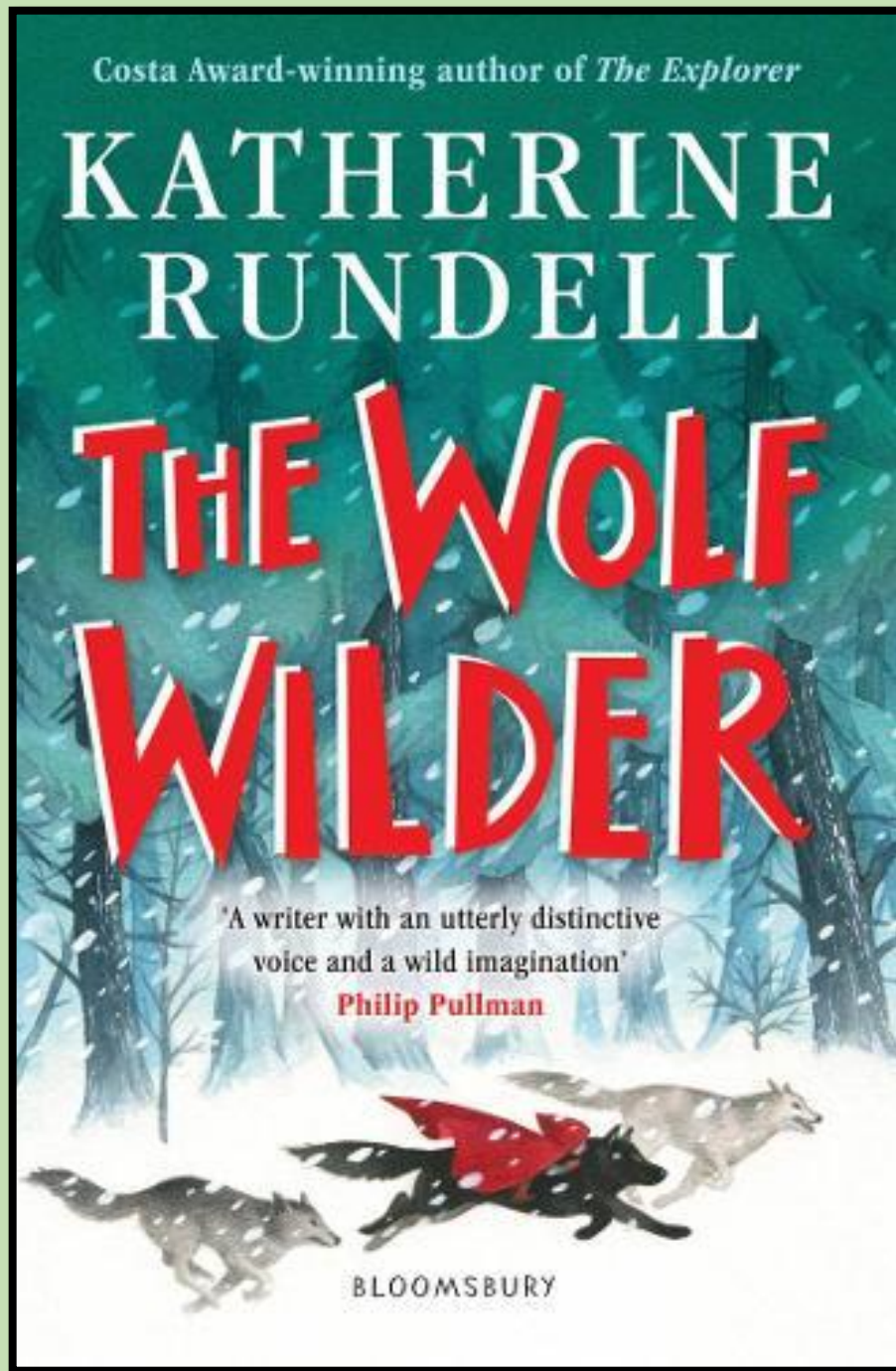
Katherine Rundell

Theme:



Look at her title covers... Fiction or Non-Fiction?

Katherine Rundell



The Wolf Wilder

Katherine Rundell



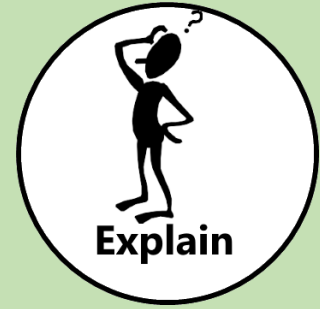
Up to p.14 'Then Rakov grunted and threw the lamp at the ceiling.'

<https://www.lovereading4kids.co.uk/extract/13333/The-Wolf-Wilder-by-Katherine-Rundell.html>





Vocabulary Check



- was lit with hurricane lamps
- which helped dissuade unwelcome visitors
- the body of a young elk
- hats of the Tsar's Imperial Army
- with a stare as insolent as yours



Quick Start



- Where is Feodora from?
- Who did Feodora live with?
- What was on the door that discouraged unwanted visitors?
- Who was knocking at Feodora's door?
- Why did the visitors come to Feodora's house?



Fluency and Expression



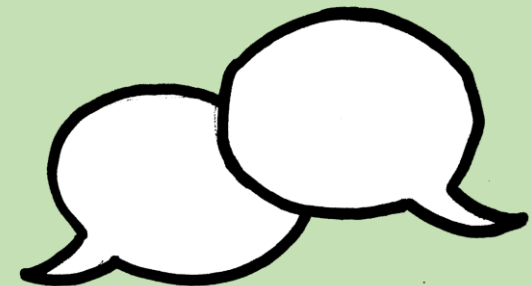
- accuracy, automaticity and prosody.

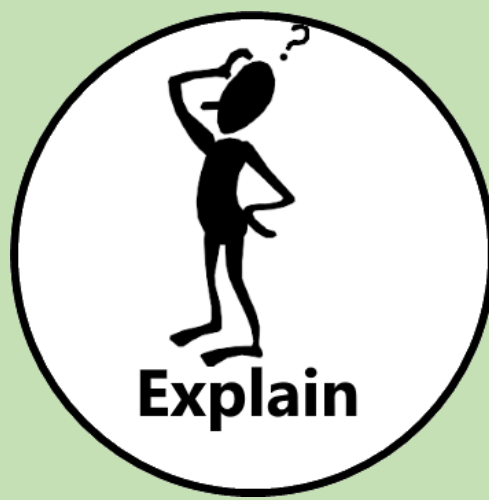
*It all began – all of it – with someone
knocking on the snow-blue door.*

Listen to your teacher reading the sentences, paying close attention to their fluency and expression. Notice the words that they emphasise.



Echo-reading: Now, it's your turn!

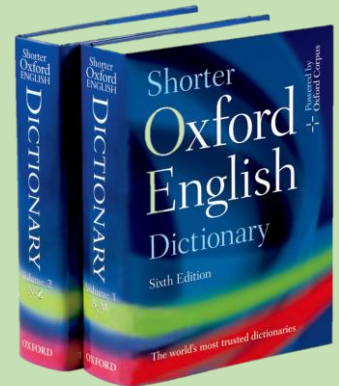




These types of questions require us to think about the vocabulary within the text.

Remember: if you don't know what a word means you can:

- Read the word (use your **phonics** to help you sound it out).
- Read the word in context for clues.
- What other words could make sense in this sentence to replace the word?





These types of questions require us to think logically and give our opinion as well as adding evidence from the text. We must be super detectives and find the hidden clues!

Remember: it is not enough to just state your opinion without evidence.



Individual Thinking



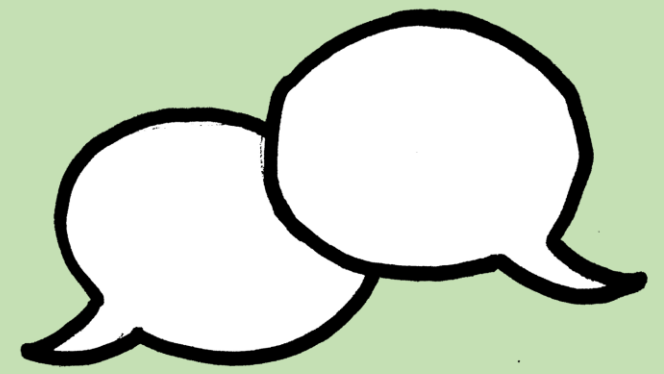
'Feo's stomach bunched up under her throat'

What does bunched up mean in this sentence?

Can her stomach do this? What does it suggest?



Partnered Talk



'But any knocking at all was unusual. Nobody knocked: it was just her and her mother and the wolves.'

What does this tell us about Feodora and her mother?



Comprehension Questions



Katherine Rundell Week
The Good Thieves by Katherine Rundell
Fiction



1. Look at paragraph one on page 3. Is Vita's mum wealthy? How do you know?
2. Look at the first sentence. How do you think Vita was feeling when she first saw New York?



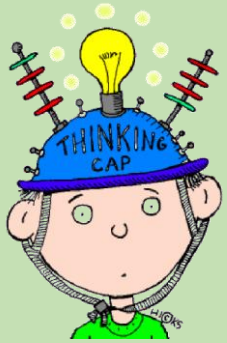
3. Find and copy the phrase that describes the noise the gull made when he was hit on the back of his head by a marble. (P.2)
4. Find and copy the word that describes the wind in New York. (P.3). What does this tell you about the wind's strength?
5. On page 5, find and copy three phrases that describes Grandpa when Vita sees him in New York.



6. '*The apartment block appeared to purse its lips at the world.*' (P.4) What does the phrase 'purse its lips' mean?
7. Do you think rapsallion is a good nickname for Vita? Explain your answer with evidence from the text.



Plenary



“...with a stare as insolent as yours...”

Are there any synonyms that could be used to replace insolent?

