



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.*
- *We are no longer using videos.*
- *The main skills covered should be inference, meaning of words and retrieval.*
- *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'. These children can also be targeted to reread short segments of the class novel to the teacher, as they will be au fait with potential stumbling blocks like character and place names.*

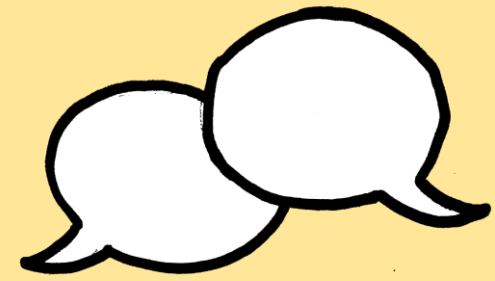


Three themed days: Lesson Structure:

- The lessons should begin with the reading.*
- Texts should not take more than 15 minutes of the reading lesson to read.*
- Teachers might read some of the text for modelling purposes, but children should do the majority of the reading aloud. The text should always be read aloud.*
- Any unfamiliar or potentially limiting vocabulary should be explored and read around for a few minutes. This should be accompanied with pictures/visuals where possible for a deeper understanding.*
- After this, children should then do a very short retrieval quiz (quick start) that shouldn't require much, if any, looking back over the text*
- Vocabulary and quick start could be switched - teacher discretion.*
- Deeper questions or activities should then be presented one at a time.*
- These should take three forms: individual thinking, partnered talk and solo work. Children should get into the routine of knowing what each of the three forms requires of them.*



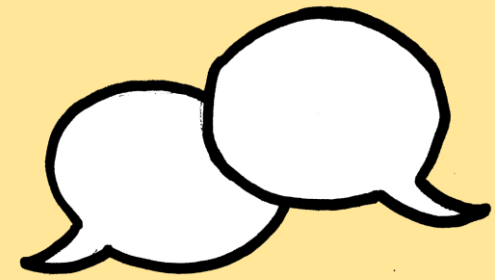
Three themed days: Partner Talk:



- *These are questions that the children discuss in pairs, like the 'A/B partners' in maths.*
- *They focus on one of the 'DERIC' skills and allow the children time to talk through their thoughts and form an answer together on whiteboards, ready to feed back to the class.*
- *Should be structured by the teacher in a way that demands both children to have been given the opportunity to speak.*
- *Questions won't necessarily have a 'right' answer - discussion points.*
- *Can involve scripting answers together.*



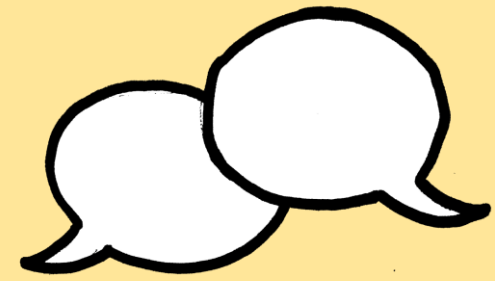
Three themed days: Partner Talk:



- *Can be 'gamified' - for example - find evidence that this is a horror story - partners with the most after three minutes win.*
- *Expectation should be on children to be able to give their answer and recall any different thoughts their partners had.*
- *Teacher should circulate, listen and interject or stretch where necessary.*
- *Children do not necessarily always need to write anything down during this part, but can be invited to if it helps them structure their thoughts and response.*



Partner Talk: How to scaffold...



- *Thought out partnerships.*
- *Answer stems.*
- *Non-negotiable vocabulary.*
- *Structured so both speak.*
- *Scripting answers together.*
- *Direction to parts of the texts and showing partners how to do this for each other.*
- *Modelling speaking to a partner - agreeing/building on/challenging.*
- *Modelling scanning.*
- *Probing questions.*
- *Asking for evidence.*



Three themed days: Individual Thinking:



- One or two part questions that the children answer on their whiteboards as soon as either the teacher or another pupil has read the question aloud. One question at a time. Questions will usually have a 'right' answer.
- Answered in silence.
- A couple of minutes answering time per question max.
- Teacher circulates, checks answers over shoulders and addresses misconceptions - challenges children - why do you think that? How do you know?
- Children should need to make reference to the text to support answers - not necessarily direct quotes.
- At the end, answers given orally and children agree/build on/challenge - time to correct and reflect. Modelling of how answer was found - sometimes teacher, sometimes peer.



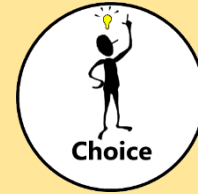
Individual Thinking: How to scaffold...



- *Expanding on what the question is asking.*
- *Modelling with a similar question.*
- *Direction to part of the text.*
- *Modelling of scanning.*
- *Adding in multiple choice.*
- *Asking for proof.*
- *Offering a different answer (sometimes right, sometimes wrong to check how well children can tackle a misconception).*
- *Asking what wrong answer someone might come up with.*



Three themed days: Solo Work (comprehension):



- This is the end of the lesson and is a longer task.
- Questions should link to the *DERIC* reading skills, like they have done previously.
- Tasks should be completed independently **in books**.
- Teacher could circulate the room and address misconceptions and live mark.
- Teacher/TA could also pull in a group based on what they've seen so far - the baby doesn't have to go out with the bathwater in terms of 'guided reading'.
- Lots of discussion at the end - agree/build on/challenge.



Individual Thinking: How to scaffold...



- *Explicit modelling of task.*
- *Clues.*
- *Minimising the task – change expectations for those who need it.*
- *Showing previous examples completed by children.*



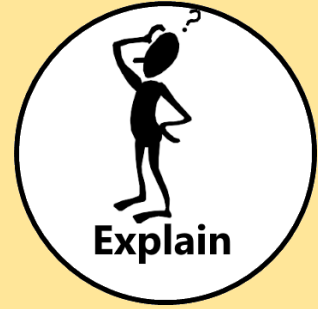
Example themed lesson:

The Gingerbread Star

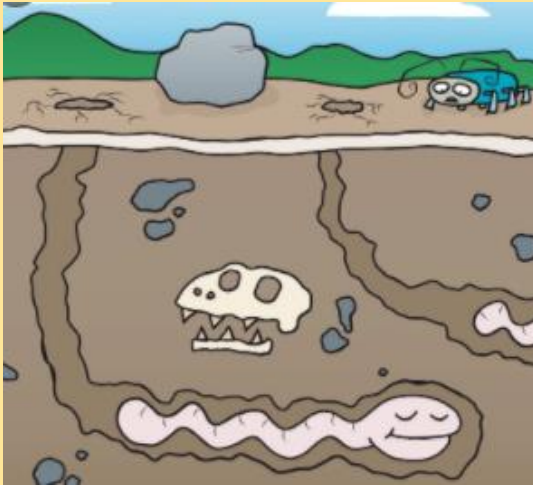
Anne Fine

<https://www.lovereadng4kids.co.uk/book/11629/The-Gingerbread-Star-by-Anne-Fine.html>

Vocabulary Check



a burrow



glow-worms at night



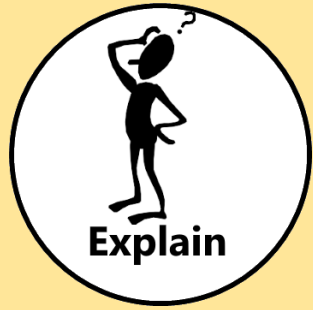
a glow-worm



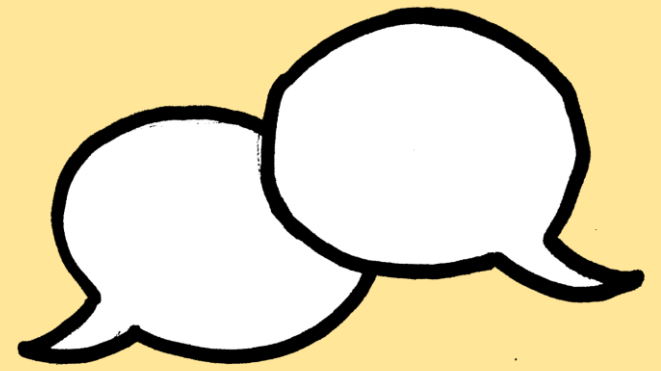
Quick Start



1. What colour was Hetty?
2. Where did Hetty live?
3. What were the dancing lights?
4. Why did Hetty not have a glow light inside her body?
5. What happened to the little light between the trees?

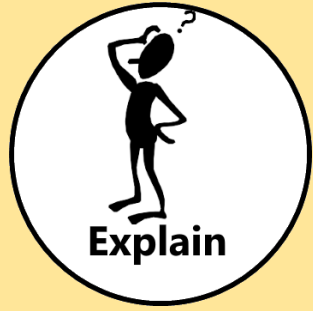


Partnered Talk



*'In an earthy burrow at the end of a very long lane
lived a plain little grey worm.'*

How do the descriptions show that Hetty might be considered boring?

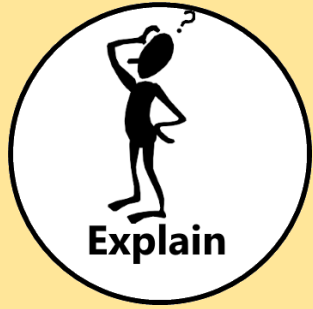


Individual Thinking



'Hetty saw a small light dancing in the dark wood.'

What does the word 'dancing' suggest about the glow-worms? Think about what you have to do when you dance.



Individual Thinking

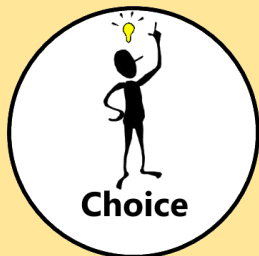
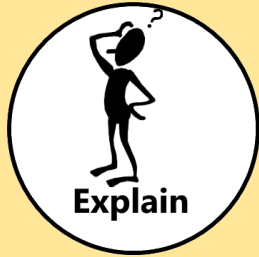


'Hetty saw a small light dancing in the dark wood.'

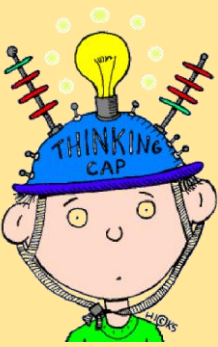
What does the word 'dancing' suggest about the glow-worms?

The word 'dancing' suggests that the glow-worms were moving.

Comprehension Questions



Plenary



'Hetty said nothing. But she kept watching the lovely little lights between the trees until it danced away.'

What do you think Hetty was thinking of while watching the little lights?

Plenary



'Hetty said nothing. But she kept watching the lovely little lights between the trees until it danced away.'

What do you think Hetty was thinking of while watching the little lights?

I think that Hetty was thinking about the lights inside the glow-worms and how she could have a light inside her too. She might have also been thinking about where they go when they fly away.