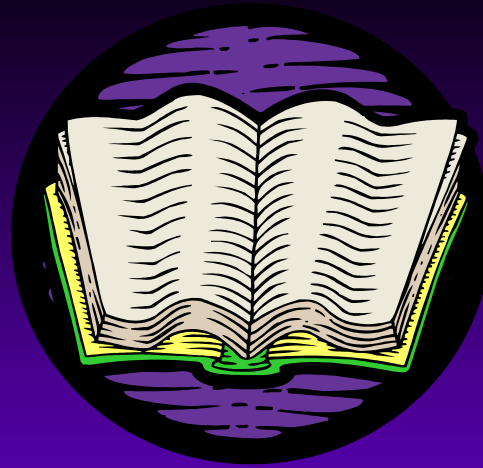
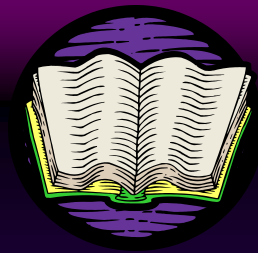


Milldene Reading Information



The Reading Diet



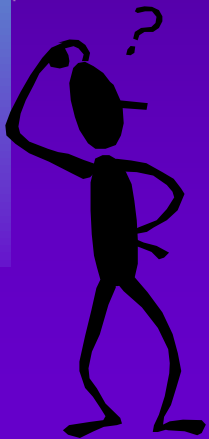
Shared Reading	Guided Reading	Personal Reading	Focused Reading Tasks
Children working with challenging text	Children working in small groups with text selected by teacher at the instructional level	Children working with self-selected material including familiar text	Children working individually, in groups or as a whole class to use and apply their reading skills to complete a range of tasks

Guided Reading - a definition

- 'The goal for Guided Reading is for children to learn how to read to themselves accurately and with enjoyment, putting into practice appropriate reading strategies while thinking about the meaning of the text'

What is guided reading?

- The teacher works with a small group of children who are at the same developmental stage of reading
- The teacher selects an unknown text that provides just the right balance of supports and challenges
- The teacher reminds the children to use a range of reading strategies
- The teacher uses questioning and other strategies to develop comprehension



When hearing children read individually...



- The teacher's response is generally repetitive
- the teacher makes references to general rules/strategies
- children spend time practising and rehearsing, but little time being *taught*
- the teacher is able to make useful assessments

Why Guided Reading?

- Guided Reading is believed to be the most effective and efficient way of teaching reading to children
- Guided Reading enables children to develop a wide range of comprehension strategies
- Guided Reading enables learners to become independent able readers

In guided reading sessions...

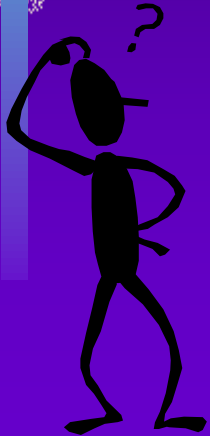
- The teacher has an explicit *teaching* role
- The teacher can meet the needs of a group of children, rather than dealing with one at a time
- Children can learn from one another



What is the teacher's role?

The teacher's role is to...

- group the children
- prepare and structure the lessons
- choose appropriate materials
- prepare the teaching points
- observe the children's reading behaviours
- develop each child's insight and independent judgement



A guided reading model

Book introduction or recap



Strategy check



Independent Reading



Returning to the text




Response



Next Steps




- 
- Competent readers develop knowledge, a repertoire of strategies, and awareness that enable them to:
 - Decode
 - Construct meaning effectively
 - Think critically as readers

The gribbles sorged normingly down the rand.

- Who sorged?
- How did they sorg?
- Where did they sorg?



- 
- Whichever way we teach reading we want the same end product ...children to be fluent and confident, to become lifelong readers and above all enjoy reading.
 - Guided Reading is just 1 of the approaches we adopt

Phonics in Key Stage One

- Why learn to read words on sight?
- Researcher shows that learning just 13 of the most frequently used words will enable children to read 25% of any text.
- Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text, whether a children's book or a newspaper report.
- When you couple sight recognition of common and tricky words with knowledge of phonics, that's when a child's reading can really take off...

Phase 2

Decodable words		Tricky words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
on	mum	
can	but	
dad	put	

Phase 3

Decodable words

Tricky words

will

see

you

he

that

for

they

she

this

now

all

we

then

down

are

me

them

look

my

be

with

too

her

was

Phase 4

Decodable words

went

it's

from

children

just

help

Tricky words

said

have

like

so

do

some

come

were

there

little

one

when

out

what

Phase 5

Note that some of the words that were tricky in earlier phases become fully decodable in Phase 5

Decodable words		Tricky Words
don't	day	oh
old	made	their
I'm	came	people
by	make	Mr
time	here	Mrs
house	saw	looked
about	very	called
your		asked
		could

How to help your child

- Read regularly
- Discuss the book with your child
- Give your child a chance to consolidate their reading
- Make reading time a fun time
- Read a variety of books
- Use the library



...and why?

‘The books transported her into new worlds and introduced her to amazing people who lived exciting lives. She went on olden day sailing ships with Joseph Conrad. She went to Africa with Earnest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.’

Roald Dahl *Matilda*



Ruby – examples of our reading resources and Bug Club

Sapphire – shared reading and phonics

Topaz – Guided reading

Amethyst – ICT suite how to choose appropriate books

Opal – Guided reading

Emerald - Shared reading

Diamond – Guided reading

Teachers will be available to answer general questions about reading