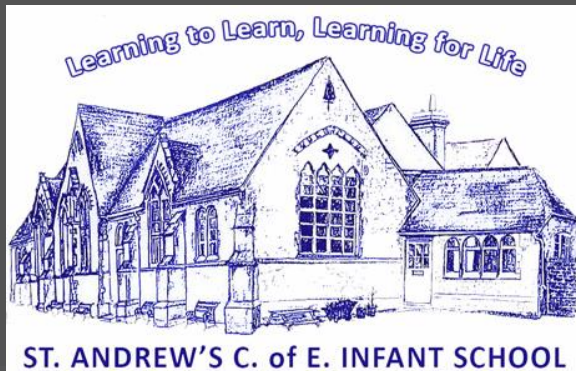


Whole Class Guided Reading



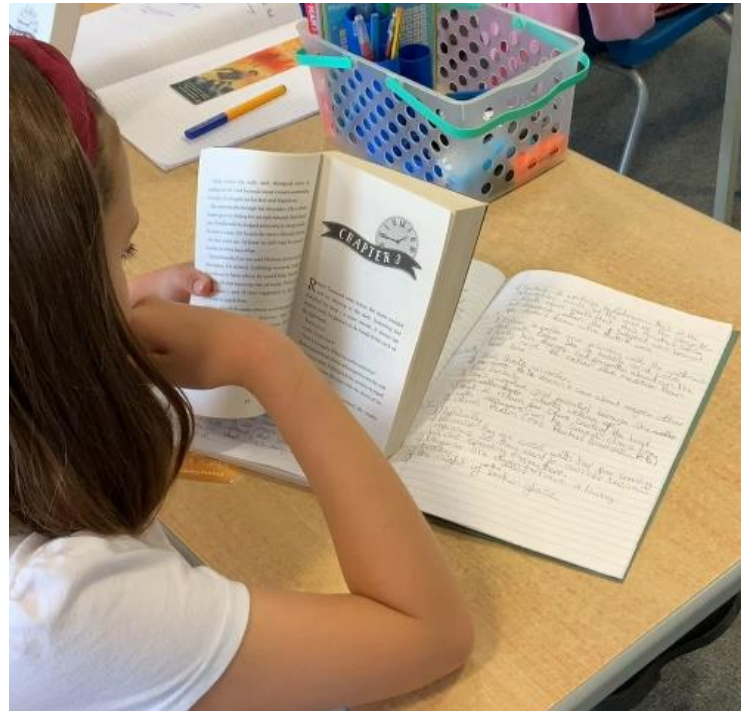
On average, children who are read one book a day will hear about 290,000 more words by age 5 than those who don't regularly read books with an adult.



“Each time we open a book with children it is an opportunity to walk into a new world together, to explore the inner workings of great literary minds and, as their guide, to point out to the children the sights and sounds that could so easily be missed by the untrained eye.”

“You're never alone
when you're reading a
book.”

SUSAN WIGGS



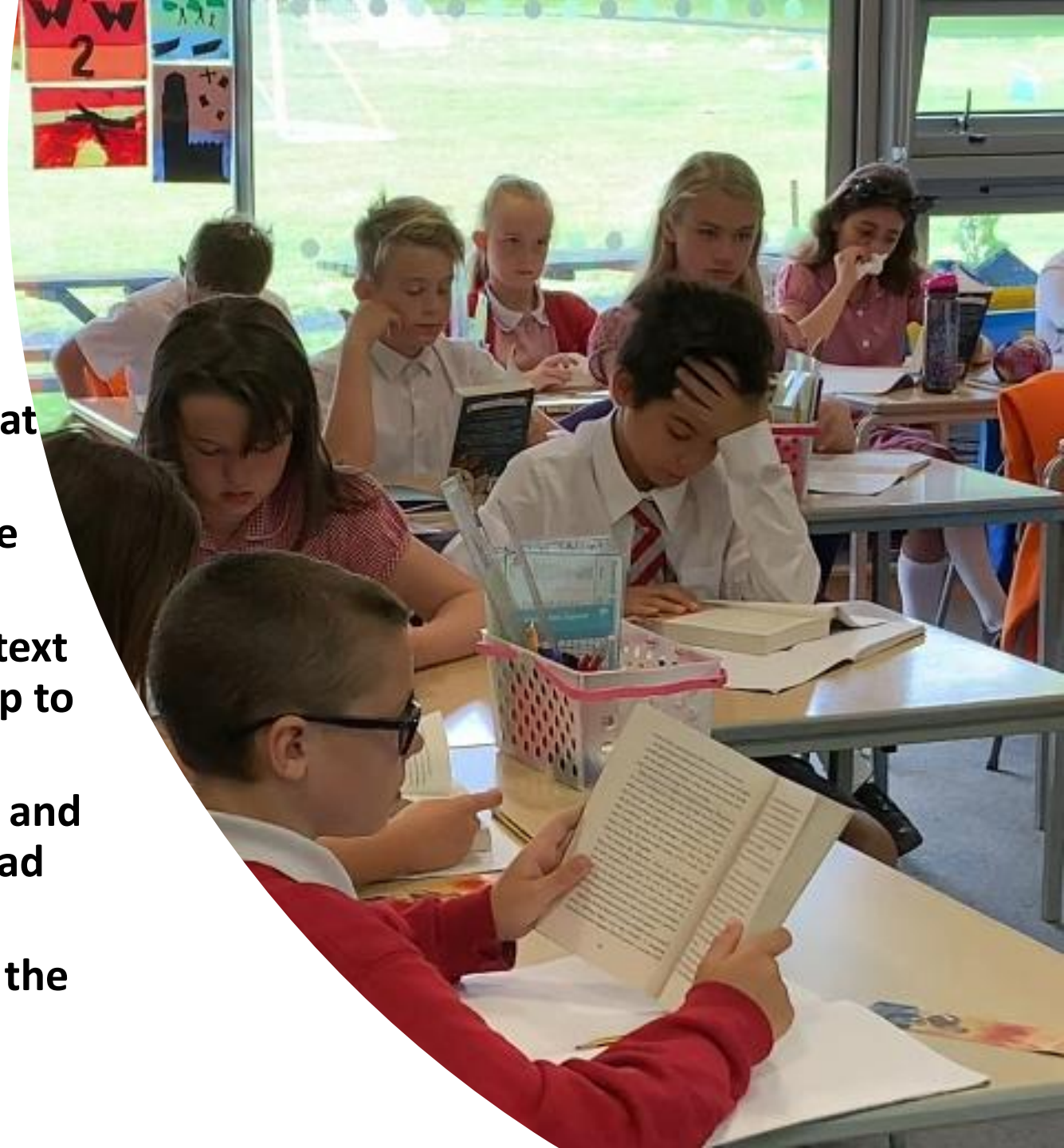
A book is
a dream
that you
hold in
your hands

- Neil Gaiman

MAXIMUS TYPE

What does Guided Reading look like at our schools?

- All children have a copy of the text and are sat at tables.
- Each session focuses on a few pages from the text.
- Children take it in turns to read parts of the text aloud (this could be a sentence, paragraph up to a whole page).
- Teachers will also read within some sessions and children are also given the opportunity to read in their heads.
- There are questions linked to the text which the children answer in their books.
- The answers are discussed as a class.





What are the benefits of whole class guided reading?

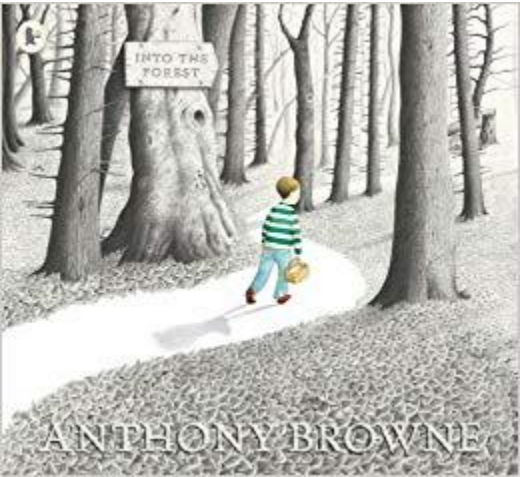
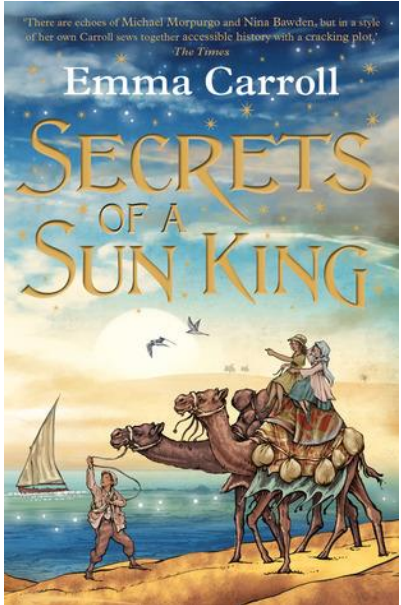
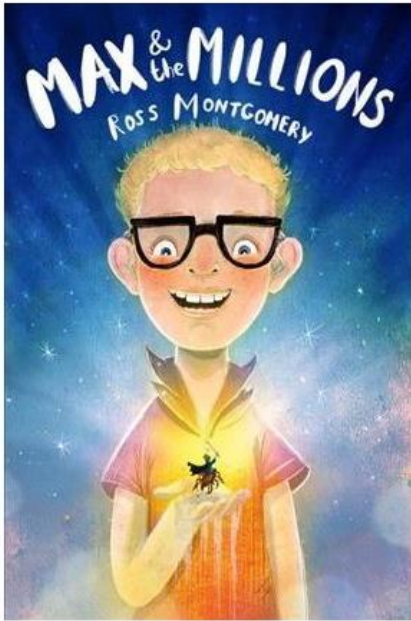
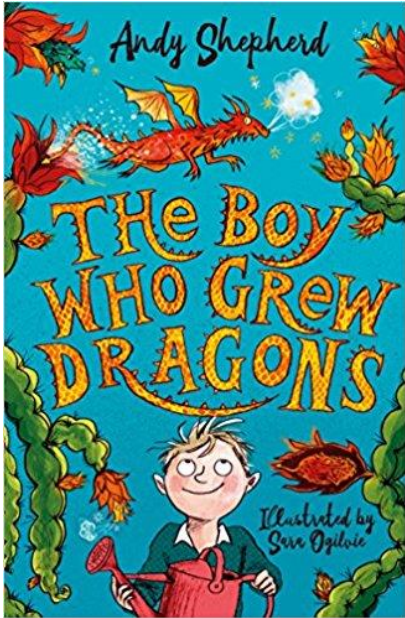
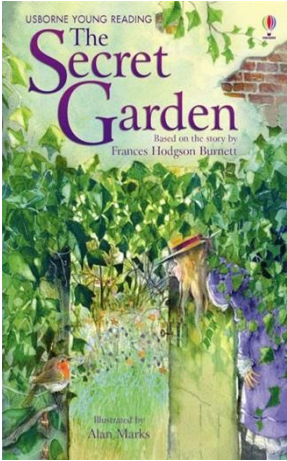
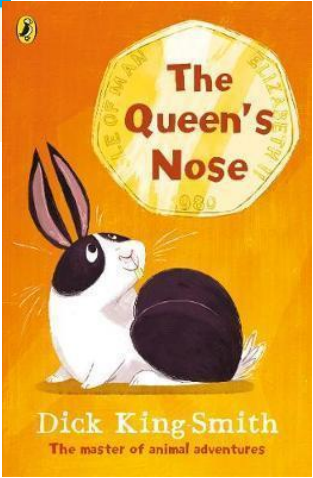
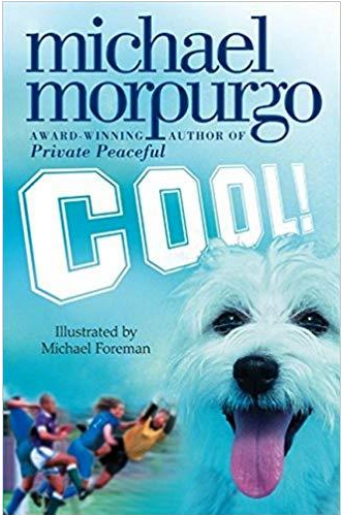
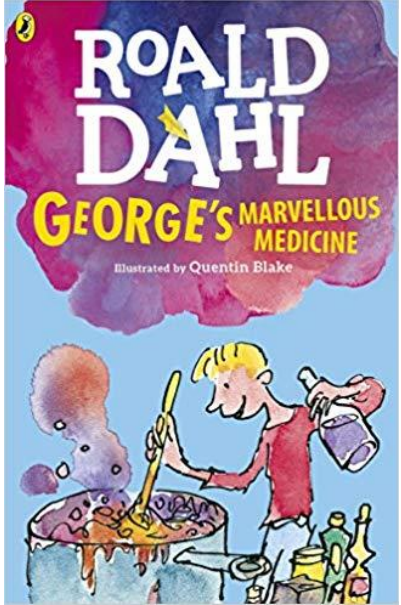
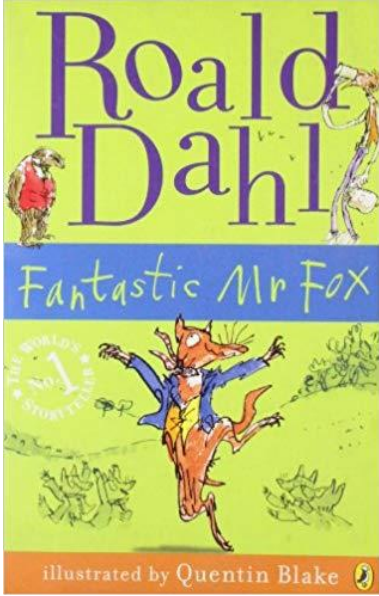
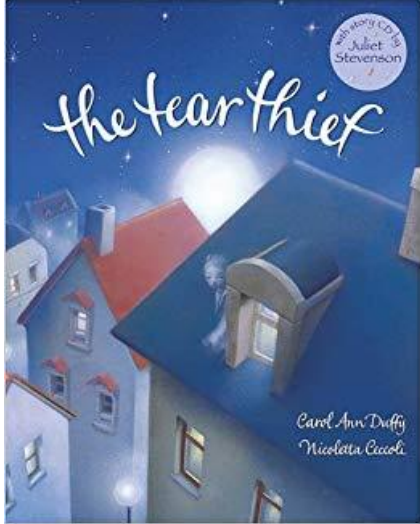
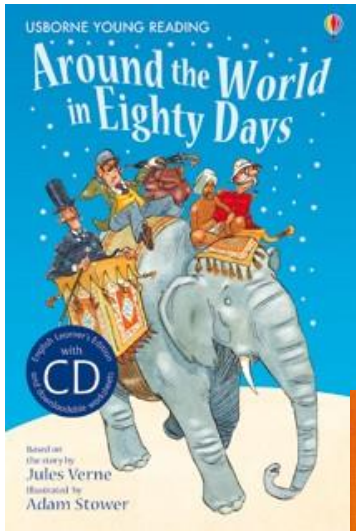
- an opportunity for all children to access the same high-quality text
- a chance to explore and discuss vocabulary
- it ensures that every child gets at least one opportunity to read aloud during the week
- It allows for mature, in-depth and thought-provoking discussions

Whole Class Guided Reading – what are the benefits?

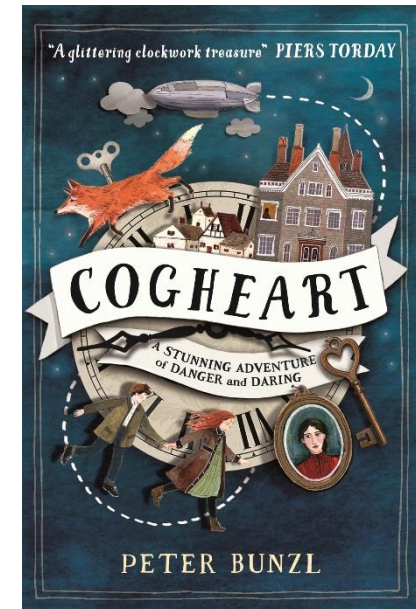
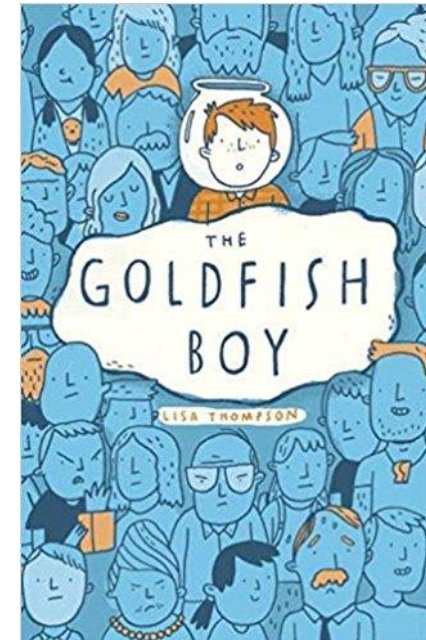
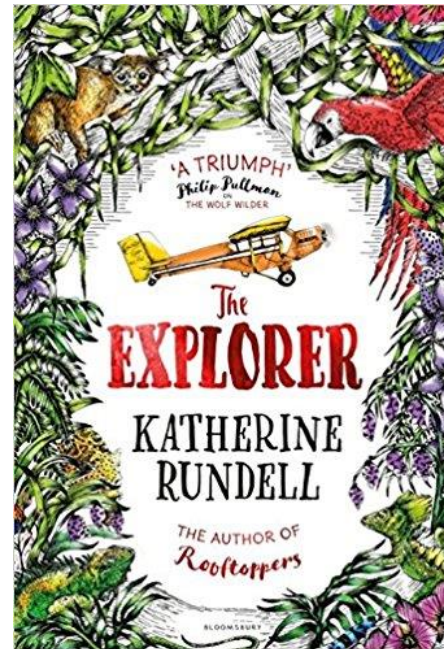
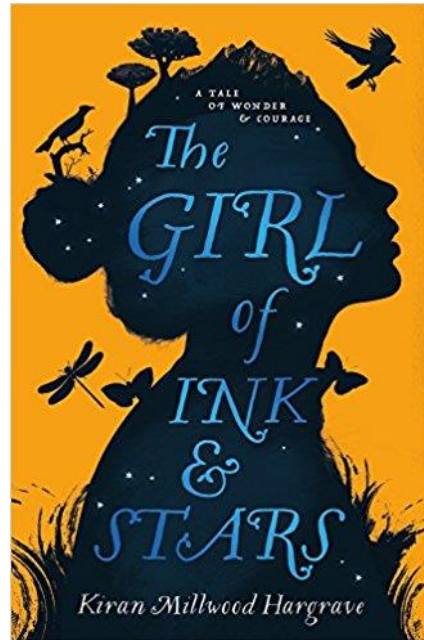
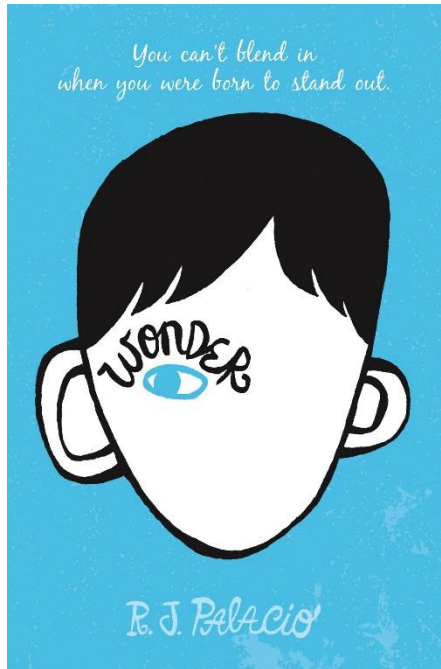
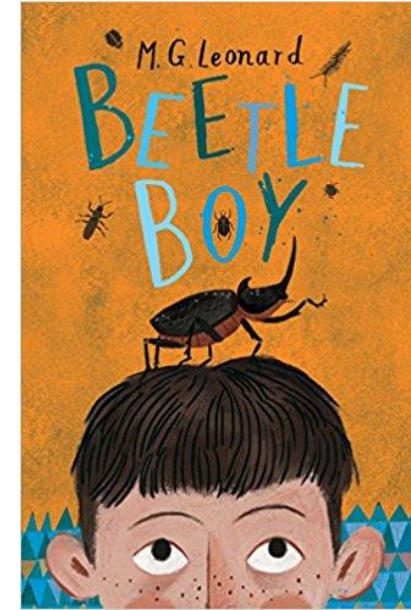
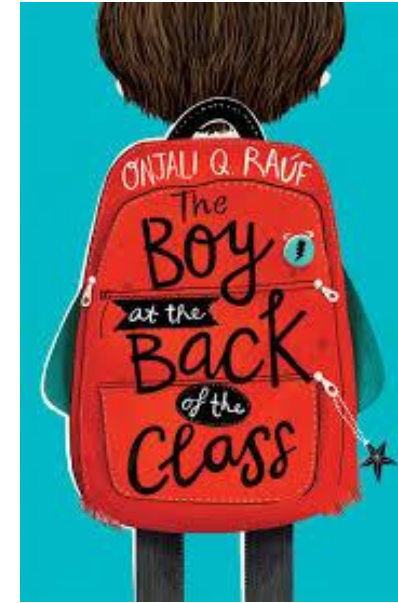
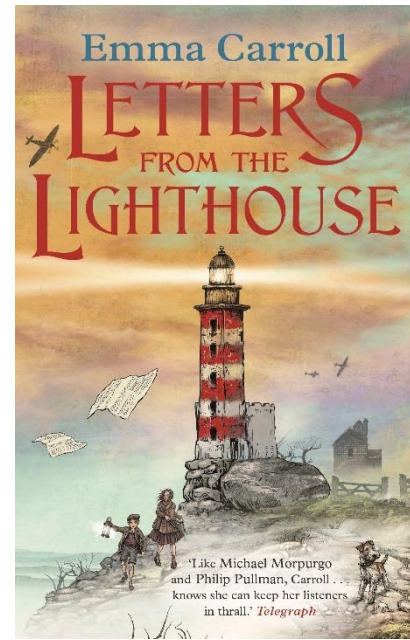
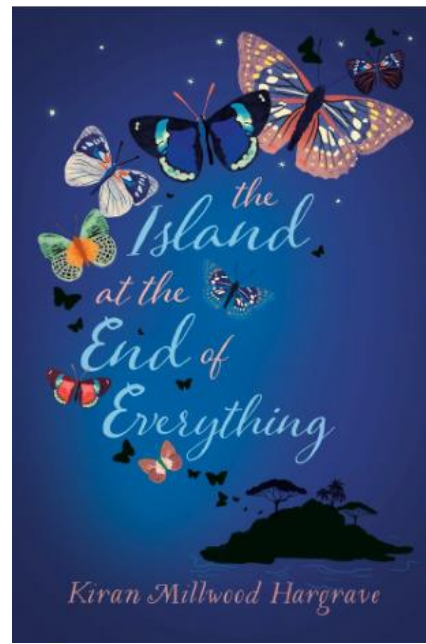
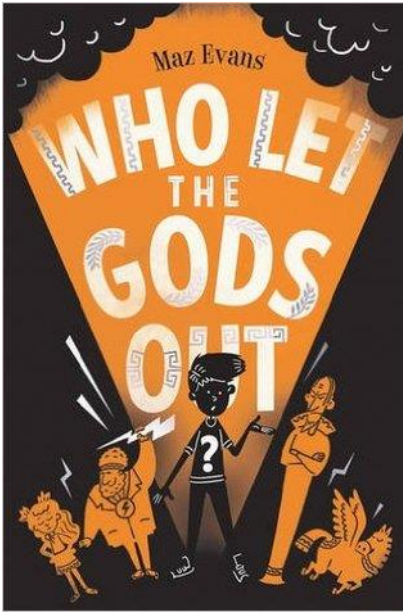
- Children have the experience of reading a whole book, of high quality, which will develop a love of reading for pleasure
- All children take part in frequent, paired discussion - *It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions*
- Chance for teachers to model good use of intonation, volume and expression and also a chance for teachers to hear everyone in the class read during the week
- Children are completing comprehension questions daily which results in noticeable and rapid progress
- Increase children's ability to follow a text and listen to peers



Year 2, 3
and 4
whole
class
guided
reading
books



Year
5+6
whole
class
guided
reading
books



Vocab challenge



Jolt –

Flailed –

Seeking –

Opera –

Skittered –





Vocab challenge



Jolt – push or shake someone or a violent movement

Flailed – wave or swing something wildly

Seeking – attempt to find something

Opera – a genre of singing

Skittered – to move lightly or quickly



The Explorer- Chapter 7 – The Raft

- 1. How does the reader get the impression that Fred is quite an intellectual character at the start of this chapter?**
- 2. “Her voice was thick with disbelief” What is meant by this?**
- 3. What phrase on page 70 tells us that the wood that Lila was carrying was heavy?**
- 4. Using the chapter, find evidence to complete the table below:**

Character and behaviour	Evidence from text in chapter 7
Fred is determined to build the raft.	
Con has little hope that the plan will work.	
Max is upset.	



The Goldfish Boy - Chapter 3

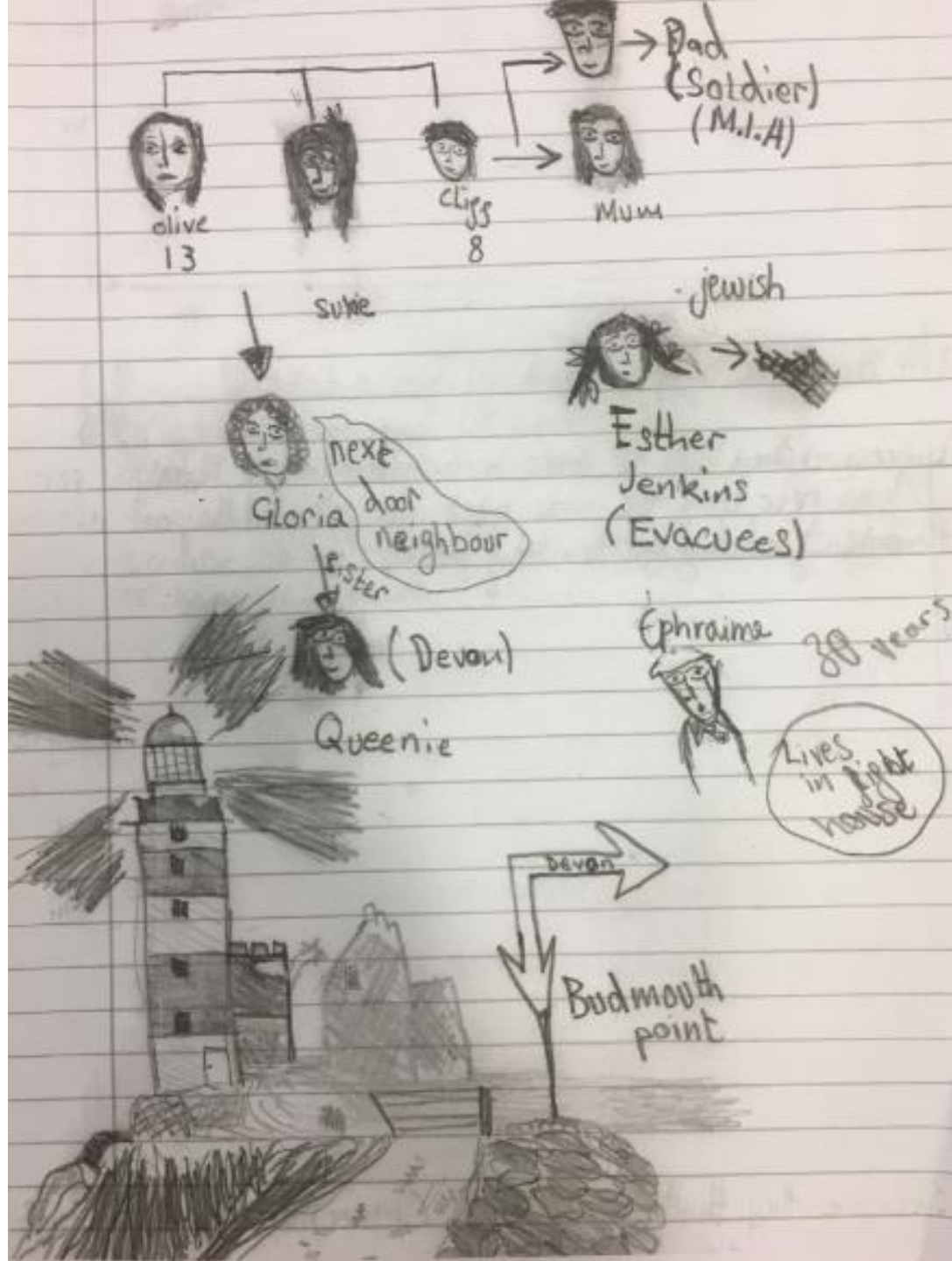
1. ***"The once tidy lawn was littered with a freak rainfall of toys".***
Why has the verb *littered* been used rather than *covered*?

	True	False
2. Casey looks after her little brother.		
Matthew felt really sad for the dead bird.		
The sister's toy sunk in the pond.		

3. Look at the second half of page 29. **How** is Penny's reaction to Teddy falling in the pond different to the grandfather's? Use two quotations to support your answer. (3 marks)

4. **Find and copy a sentence** on page 31 that tells us that Matthew has lived on the street longer than Teddy.





Character map drawn and added to whilst reading Letters from the Lighthouse

This is particularly useful for your less able readers who might find it trickier to keep up with the plot and characters.

Eagle House literature festival

DEVELOPING
A LOVE FOR
READING



Author visits and workshops we have had at Potters Gate linked to our Guided Reading and English topics

