

WHY GUIDED READING?

Guided reading provides an opportunity for the teacher to *teach reading* in relation to the differentiated needs of the pupil groups and their level of achievement.

'Guided reading should be a more effective and efficient way of teaching as well as being enjoyable for the pupils.'

WHAT IS GUIDED READING?

The following guidelines will illustrate what is meant.

- Small group - usually between 3 to 7 pupils at a similar level of achievement
- Individual copies of the same text - it is essential that pupils have their own copy of the text to allow for independent reading
- Unfamiliar text - so that pupils are encouraged to apply, reinforce and extend taught strategies during the reading process
- Instructional level - each member of the group should be able to read and readily comprehend the text at or above 90% accuracy
- Lower level of support than in shared reading - teacher structures the task and then encourages individuals to apply strategies already introduced and practised in shared reading
- Pupils reading independently at their own pace (not reading aloud around the group) - pupils read to themselves following an introduction with the teacher facilitating.

THE CHANGING ROLE OF THE TEACHER

In the earlier stages, the teacher:

- prompts the child to use the most effective reading strategies;
- focuses on the use of a range of reading strategies;
- places planned and incidental emphasis on word level work including phonics;
- draws attention to unfamiliar ideas, making links with experience where possible;
- draws attention to key vocabulary including high frequency words and new words or structure;
- probes understanding and encourages reading for meaning;

- monitors and assesses individuals;
- encourages response to the book through discussion or follow up activities;
- supports attempts to read independently and self-correct;
- promotes enjoyment and appreciation;
- observes, prompts and praises the use of the range of reading strategies.

As children develop as readers, the teacher revises and develops the above and:

- teaches strategies to further develop comprehension;
- encourages self-regulated comprehension;
- uses opportunities to teach and reinforce decoding where appropriate;
- encourages reciprocal teaching;
- enables pupils to identify and comment on the structure, features and organisation of texts
- probes understanding and interpretation of texts by promoting the use of deduction, inference and interpretation of ideas or events;
- enables pupils to explain, comment on and respond to a writer's use of language;
- teaches strategies to enable pupils to summarise, generalise and develop an overview of the text.