



Thomas Muir Primary School

Active Literacy: Teaching Guided Reading



Work attack (decoding words)

We teach word attack strategies explicitly during guided reading, phonics and spelling.

Teachers introduce and model skills as follows:

- Sound out all the letters and blend them together
- Look at the first letter
- Break the word into phonemes
- Break the word into syllables
- Look at the last letter
- Read the sentence again
- Look at the pictures
- Look at the shape of the word

Word attack strategies are displayed in all classrooms in child friendly language as follows:

- Look closely
- Sound it out
- Blend it together
- Read the word
- Check – does it sound correct?

Decoding and Encoding Words

Decoding is processing written words into spoken words, including meaning, while encoding is the opposite. Decoding does not need to happen out loud; it can happen in someone's head.

Fluency

Fluency refers to accurate, speedy word recognition as well as reading with expression. The key teaching strategies to develop fluency include teacher modelling, reciprocal reading and adult-child reading. Research indicated that children need to read and re-read a text about four times before fluency is achieved.

Comprehension and Analysis Strategies

Comprehension helps children understand what they read, remember what they read and communicate with others about what they read. Teaching comprehension is an active process. In order to teach comprehension effectively, teachers need to ask good questions about fiction and non-fiction texts. There are 6 recognised comprehension and analysis strategies to be taught. These are as follows:

- Monitoring understanding
- Summarising
- Recognising story structure
- Using pictures and word plans
- Answering questions
- Other strategies

Comprehension skills should be modelled and taught through core texts, not comprehension textbooks or boxes. Of course there is a place for using these, but teachers should not be reliant on them.

Weekly reading programme

Day One – Before/During Reading **Modelling/Think Aloud**

Focus on making links to prior knowledge, improving fluency, simple understanding and reading strategies.

Make predictions about the text.

Talk about title, author and pictures

Use skimming strategy

Answer purposeful questions

Read through twice using the walk through/talk through approach

At the end of day one teachers should provide children with a **talk focused task**, usually a partner discussion about one of the following aspects of the text:

- Retelling main events in their own words
- Identifying characters and talking about their actions and feelings
- Identifying how the story began and ended
- Talking about the most exciting part of the story
- Begin to identify key words in the text
- Asking – did they get stuck while reading and what strategy did they use to help?
- Commenting on on another on technical aspects such as fluency, expression, reading punctuation and pace of reading.

Days Two and Three – **Comprehension and Analysis**

Focus on re-reading the text while stopping and checking for understanding, improving comprehension, skills of analysis and reading strategies.

During this session children should also be encouraged to summarise the main ideas in their own words, answer comprehension questions and complete a follow up task in their daily writing jotter. Children should:

- Re-read text with a partner **twice**
- Talk about main ideas and messages
- Develop comprehension strategies, eg, stop and check for understanding, highlighting and underlining key words and ideas, summarising and scanning.
- Use note taking skills
- Answer literal and inferential questions
- Analyse author's craft, devices and features of text (big question approach is very useful)
- Create their own questions to ask
- Use key strategy of **Find it, Prove it, Talk about it**

Children who require additional support or targeted intervention in reading follow a 5 day reading programme, led by the teacher. Activities with SLAs are in addition to this.

Instructional level

If children are reading texts at the correct level (instructional level) there should only be 5% - 9% challenge in the text. That is to say that children should find approximately one in ten words in the text tricky.

Non Fiction Block

All classes participate in a 4 week non fiction block each term.

Resources

The school has a wide variety of high quality texts and resources to support learning and teaching in Reading. These include:

Active Literacy packs – boards and magnetic letters;

A wide range of banded texts;

Bug Club ebooks and printed texts;

Skinny novels;

Integrated novel studies;

Big Books;

Wide variety of non fiction texts;

Audio books;

Specialised texts to support learners with barriers to reading.

