

Guided Reading

An information booklet for Parents



Guided Reading - Information for Parents

Dear Parents and carers,

This guide is designed to help you to understand how reading is taught in school and to give you some ideas about how to support your child when reading at home. Reading is not just about decoding words, but about developing a genuine love of books and reading. At Lady Boswell's we believe that a solid foundation in reading is crucial to a child's success as they progress on their learning journey. From the initial teaching of phonics to the higher order thinking involved in complex comprehensions, we are committed to providing outstanding teaching of reading.

Research shows that the critical age at which children learn to be good readers and writers is between three and seven. We ensure that we provide rich opportunities to talk, listen and build as wide a vocabulary as possible to form a solid foundation for reading, writing and spelling.

As always, a strong partnership with parents holds the key to ensuring that your children become fluent readers and articulate members of society.

By the time children become fluent readers they should be able to discuss their favourite authors and to compare books they have read. They should be able to express their personal reading preferences and to predict what may be about to happen in the plot. Children should have developed their comprehension skills and be able to use evidence from the text to justify their answers and opinions. They should also be able to extract information from non-fiction texts and be able to reuse that information in their own words.

At Lady Boswell's, reading is taught using a variety of strategies. Initially, the children learn to segment and blend words by using phonics. We use a system called Letters and Sounds. (Please see **Appendix 1** for an explanation of phonics and the terminology your child will be taught.) They then learn to recognise the letter shapes (graphemes), which match the phonemes. Alongside this method the children use sight recognition for key words (or TRICKY WORDS) that cannot be sounded out. E.g. **the**

The children then progress onto guided reading sessions where they are taught the skills of comprehension, deduction, inference, interpretation and identifying an author's viewpoint, and how to understand, select and retrieve information.

Guided reading.

Throughout the school we use a method of teaching reading called Guided reading. During Guided reading, the children work in groups on various activities. There are four or five groups in a class, each group organised to be at around the same level in their reading.

In Guided reading the teacher works with each group once a week on a rota basis. This is an opportunity for the teacher to give individual help and to assess each child's progress and needs. This assessment affects planning for future teaching. There is a combination of reading aloud and discussing part of the book that has been read previously in preparation for the session. While the teacher is working with one group, the other groups are working independently, or with a teaching assistant.

In KS1, activities include working with words and sounds, listening and reading with an audio book, reading together, playing word games or making sentences and looking at non-fiction books.

In KS2, the children could be reading aloud in the group, completing comprehension activities, summarising a passage, predicting what happens next, completing a character analysis, writing a book review, researching, participating in a non-fiction activity or working on a focused grammar activity. While the children are reading and discussing, they are also analysing the layout of the book and will incorporate the good points in their own writing. The children read and study many children's classics and even parts of Shakespeare's plays. They look at a variety of poems of all types from different periods. Other cultures are represented by such texts as the Greek myths or traditional and modern stories from different countries and cultures.

Although the children will usually be reading in groups of five or six, of similar ability, at other times the teacher might decide to pair children up across groups if the work is the same. Less fluent readers may be paired with more fluent readers to tackle a task together. In this way the less fluent reader gets a helping hand while the more fluent reader is challenged to read in an interesting way, to explain points clearly and to demonstrate a high level of knowledge, understanding and maturity.

SUPPORTING READING - In terms of supporting their reading at home, the children need to be encouraged to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy. They may already be hooked onto a particular writer or type of book or some may be more tuned into magazines or information texts. It is important that children spend time reading to and being read to by both parents and see reading as part of daily life. For boys it is especially important that dads spend time reading with them and that they see male role models enjoying reading.

READING ALOUD - As the children progress through the school, they may begin to feel that they do not need to read aloud. All children, regardless of ability, will benefit from reading to someone. It gives them the chance to read fluently with expression in order to keep the listener's attention. Many really enjoy having an opportunity to share their book with a family member or friend. Check your child really understands the book by asking them to relate the story to you. Your child will also benefit from you reading a story to them, which is at a level above their reading, so they can hear you model good reading skills.

What can I do to help my child at Reception, Year 1 and 2?

- ❖ As well as reading aloud to someone who is listening carefully and giving help where needed, children need to talk about the book and be read to themselves.
- ❖ Try to take a regular time as often as you can to read and enjoy books.

- ❖ You could read a book to your child and get him/ her to join in when he/she can. Children can do this best with rhymes and repeating patterns of words and at the end of sentences.
- ❖ Re-read books that are familiar to your child: they enjoy and get satisfaction from re-reading good books; this helps to turn them on to reading and gives them confidence.
- ❖ When they know most of the words, they can then turn their attention to reading fluently and with expression
- ❖ Children can read on their own without having to wait for someone to help them. This means they can do more reading which helps them to become better readers.
- ❖ When children know most of the words, they can learn about common letter strings, about forming new words from the ones they already know and about similarities and differences between words.
- ❖ Recorded books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own.
- ❖ Check your child really understands the book by asking them to relate the story to you.
- ❖ When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult' word by understanding the rest of the sentence and missing the word out. You can also help your child to break down 'difficult' words into parts that they recognise.

What can I do to help my child at Years 3 and 4?

- ❖ Children need to widen their reading and to use and browse through non-fiction.
- ❖ They need to be encouraged to read stories, poetry, plays and all kinds of information texts. They also need to be able to choose the kinds of books that they enjoy. It is at around this age that children can get hooked on to a particular writer or type of book.
- ❖ There is evidence that by the time they are in Year 4, some boys may be losing interest in reading and not doing as well as girls. Some boys are more tuned into magazines, information texts of all kinds and comics. They need opportunities for this kind of reading at home.
- ❖ Libraries do an excellent job, but there is nothing like owning your own books. Having books of your own that you can go back to, talk about and swap with a friend, collect and treasure is really important. It can make a big difference to reading progress.
- ❖ Your child will be bringing books home from school regularly. He/she may not need to read aloud so that your job in helping him/her will change. Even as adults, we like being read to, so don't give up on this.
- ❖ Audio books are excellent, as they can let your child experience books that he/she couldn't manage on his/her own.
- ❖ Your child might benefit from reading to younger children. This gives him/her the chance to read fluently with expression in order to keep the listener's attention. Grandparents are good listeners and readers too.
- ❖ Check your child really understands the book by asking them to relate the story to you. Allow your child to reread favourite stories. This will encourage them to recognise patterns in the story and new words.
- ❖ When your child reads and gets a word wrong, allow them to complete the sentence before correcting them. Children can often work out the 'difficult word by understanding the rest

of the sentence. You can also help your child to break down 'difficult' words into parts that they recognise.

What can I do to help my child at Years 5 and 6?

- ❖ Through Years 5 and 6, children will still benefit from your help and interest.
- ❖ Carry on helping with learning rules and patterns in spelling, making sure that your child uses the strategy of LOOK, SAY, COVER, THINK, WRITE and CHECK.
- ❖ Word games, crosswords, word searches, Scrabble and other word puzzles are good at this stage. For reading, you might think about an encyclopaedia, book of records etc. Many children of this age like collecting facts and they are improving their reading at the same time. Joke books, verses and poetry books may also be appreciated - they can be dipped into at odd moments.
- ❖ A good dictionary and thesaurus are useful to have to hand for doing homework or for browsing through.
- ❖ You might give your child a subscription to a magazine that reflects his/her interests. There are also junior supplements in many newspapers.
- ❖ The other side of reading is getting into and enjoying a good children's novel. Children's libraries, book shops and the school can help you with selection, but at this stage it is mainly your child who will choose.
- ❖ Try to guarantee a quiet time and space for regular reading and homework. Take an interest in whatever your child has been set to do and have an agreed time slot for doing it in. The best place to read at this age may be in bed!
- ❖ Keep up with buying books (and books on CD).
- ❖ This stage is important for your child as a life-long reader. If he/she is interested now, it is likely that he/she will continue to enjoy reading, with all the benefits that it brings.

Reading Strategies

When I am reading something I can use the following things to help me:

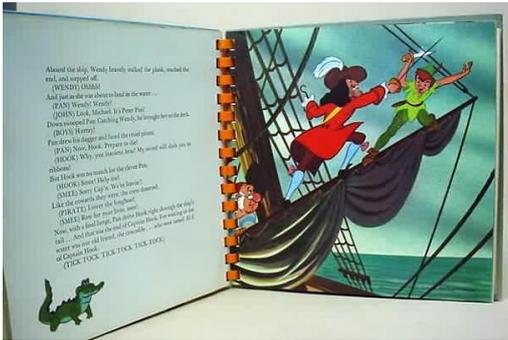


"C-A-R-P-E-T"

"CAR - PET"

"CARPET"

I sound out/blend words I don't know.

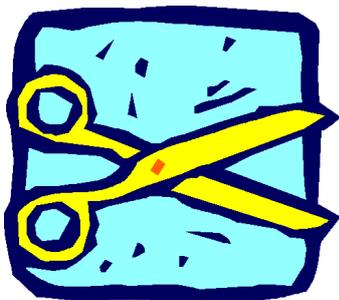


I use the picture to help me.



I look for smaller words inside words.

"tEACHer"

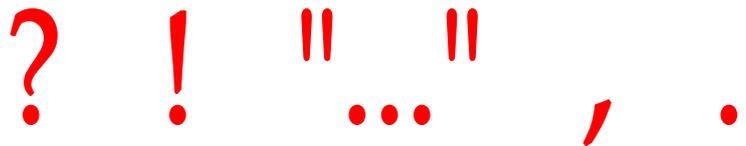


"en - joy - able"

"Enjoyable"

I can break words down into syllables.

I use punctuation to help me make sense of what I am reading.





I go back and read a word or sentence again if I don't understand it.

I read on to see if I can work out the meaning of a word I don't know



I listen to what I am reading to see if it makes sense.

I check that I am right by going back to look at words carefully.





I can tell when I've made a mistake and go back to try and put it right.

I ask questions to help me with my reading if I don't understand.



I talk through my ideas, thoughts and feelings about what I'm reading.

I think about what might happen in the book and I can say why.





When I read I imagine what is happening and create a picture in my mind.

I use words I can see around me or that I have read before.



Role Play Reading:

- Read familiar books
- Make sure your child sees you reading
- Use CDs of favourite stories and songs
- Tell stories to each other
- Place labels around the house, e.g. James' sock drawer etc.
- Talk about your plans

Experimental Reading:

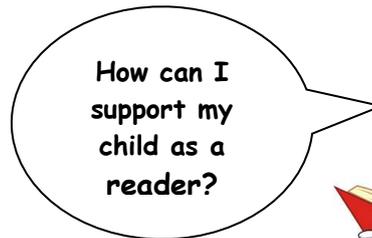
- Talk about the characters, plots and settings of stories
- Draw attention to the print on jars, packages etc.
- Write a shopping list together
- Write messages on a message board
- Retell stories from the pictures in books

Early Reading:

- Read to your child every day
- Talk about what might happen next
- Find books in libraries and bookshops
- Look at a T.V. guide together
- Encourage your child to retell stories

Transitional Reading:

- Read humorous books and books that have been made into films



- Help your child to think of a word which would make sense when he/she becomes stuck
- Plan a cookery session using a simple recipe from a cookery book
- Find an interesting article/photo in a newspaper and encourage your child to tell you about it
- Look at weather forecasts together

Conventional Reading:

- Ensure your child is exposed to a wide range of reading
- Encourage your child to read for different purposes
- Take an interest in books written by favourite authors
- Support your child's school research
- Collect newspaper articles and identify key words

...And, above all else, give lots of praise and encouragement to your children for the things they do right.

Happy Reading!

Appendix 1.

Subject Knowledge - Phonics

Glossary

Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words. Use the **phoneme checker** on the following website to listen to the correct pronunciation of each.
<http://www.kenttrustweb.org.uk/kentict/content/games/phonemeChecker.html>

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

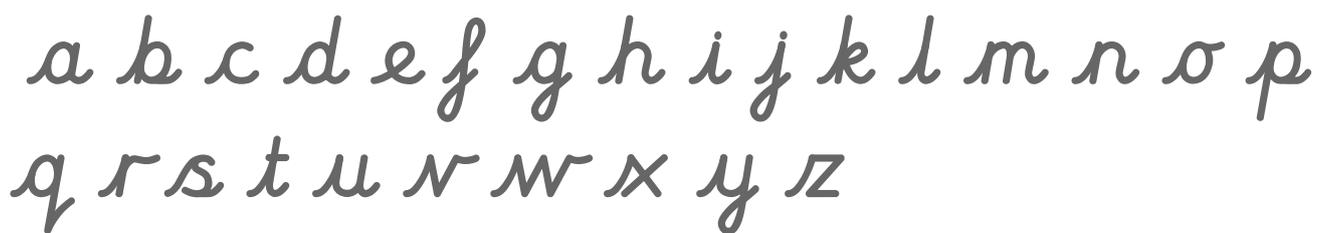
Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the process of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

At Lady Boswell's we teach letter formation using a cursive script, formed as follows:



Please help your child by following this script when supporting their writing!

LETTERS AND SOUNDS (The system of teaching phonics used at Lady Boswell's School)

Phase 1 - Subject Knowledge

Phase 1 is absolutely vital. It is the one phase that shouldn't come to an end. These skills should continue to be developed throughout KS1 and KS2. Phase 1 develops children's abilities to listen to, make, explore and talk about sounds. This phase is split into 7 aspects that are explored and developed through games.

Phase 2 - Subject Knowledge

GPCs need to be introduced in systematic way.

Set 1 - s a t p

Set 2 - i n m d

Set 3 - g o c k

Set 4 - ck e u r

Set 5 - h b f ff l l s ss

It is very important that you pronounce these phonemes clearly and correctly using a pure sound. If you don't, children will find it very difficult to blend them together. (See website above)

When introducing GPCs, ensure you introduce them with the sounds, pictures, actions and lots of practise for forming the letter. You can form the letter with a finger in the air, on the palm of the hand, on the back of another child, on a rough surface like the floor. All these experiences will need to come before trying to write the letter on a whiteboard or piece of paper.

Phase 3 - Subject Knowledge

Phase 3 continues in the same way as Phase 2 and introduces more GPCs. By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes.

Set 6 - j v w x

Set 7 - y z zz qu

Consonant digraphs - ch sh th ng

Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur ow oi ear air ure er

Make sure that you are very confident about what the term CVC means. It refers to words with a **consonant phoneme, a vowel phoneme and then a consonant phoneme - it is not referring to letters**. Therefore **hot, bed, boat** and **ship** are all CVC words but **cow** and **toy** are not.

Phase 4 - Subject Knowledge

The main challenge in this phase is to help children to blend and segment words with adjacent consonants e.g. **truck, help**. These **adjacent consonant phonemes can both be heard when you say the word which makes them different from a digraph where there are two letters that make just one sound**. Be careful, lots of people get these confused, including some published materials.

Phase 5a (Weeks 1-4) - Subject Knowledge

These 4 weeks introduce some new GPCs in the same way as in previous phases. Five of these GPCs are known as **split digraphs**. They are **a_e, e_e, i_e, o_e, u_e**. These used to be taught as magic e but now it is recommended that children learn to recognise these in the same way as other graphemes by simply explaining that in these particular graphemes the two letters work as a team but they aren't directly next to each other.

Phase 5b (Weeks 4-7) - Subject Knowledge

These 3 weeks introduce the idea that **some graphemes can be pronounced in more than one way**. E.g. the 'ch' grapheme can be pronounced in each of these ways 'check', 'chef' and 'school'. This is a vital lesson for children to learn and they need to learn to apply it in their reading. Make sure you model trying to read a word by sounding out the most obvious phonemes then blending it together. If it doesn't make sense model looking at each grapheme and seeing whether there are alternative pronunciations. Try sounding

out the word with the alternative pronunciation and blending it together. Does it make sense now?

Phase 5c (Weeks 8-30)

This part of Phase 5 is all about learning that some phonemes have more than one spelling (See attached appendix)

Phase 6 - Subject Knowledge

Phase 6 reinforces much of the learning from Phase 5, helps children to develop greater automaticity in reading, and begins to explore spelling rules and conventions e.g. adding -ing and -ed.

There are approximately 44 phonemes in English

Vowel Phonemes:

PHONEME	EXAMPLES
a	cat
e	peg bread
i	pig wanted
o	log want
u	plug love
ae	pain day gate station
ee	sweet heat thief these
ie	tried light my shine mind
oe	road blow bone cold
ue	moon blue grew tune
oo	look would put
ar	cart fast (regional)
ur	burn first term heard work
or	torn door warn (regional)
au	haul law call
er	wooden circus sister
ow	down shout
oi	coin boy
air	stairs bear hare
ear	fear beer here

Consonant Phonemes:

PHONEME	EXAMPLES
b	baby
d	dog
f	field photo
g	game

h	hat			
j	judge	giant	barge	
k	cook	quick	mix	Chris
l	lamb			
m	monkey	comb		
n	nut	knife	gnat	
p	paper			
r	rabbit	wrong		
s	sun	mouse	city	science
t	tap			
v	van			
w	was			
wh	where (regional)			
y	yes			
z	zebra	please	is	
th	then			
th	thin			
ch	chip	watch		
sh	ship	mission	chef	
zh	treasure			
ng	ring	sink		

