

## INGLE FARM EAST GUIDED READING AGREEMENT



Guided reading is one element of the literacy program in primary classrooms. Effective reading pedagogy includes a systematic use of modelled reading (reading to), shared reading (reading with), guided reading (reading by), independent reading (reading by) and language and literature experiences. Effective reading programs use a balance of modelled, guided and independent strategies to support and extend student learning

*Reading: from beginnings towards proficiency DECD 2014*

In guided reading:

- the teacher usually works with a small group of 4 to 6 children
- the teacher introduces a new text to the group
- each child has a copy of the text
- each child reads the text independently
- the teacher observes, listens to and assists individual children as they read
- the teacher brings the group back together to discuss the book and reinforce the learning.

*A Practical guide for classroom teachers – Department for Education*

### **Teachers will:**

*Ensure that Guided reading is one part of a balanced weekly reading program inclusive of modelled reading and independent reading.*

#### **Before Guided reading :**

- Group students according to similar learning needs – refer Running records, PROBE 2 and RWInc assessment
- Identify students who may need individual guided reading
- Match students to texts according to the teaching points as determined by the running records
- Use a guided reading record to record teaching points for the level on text type
- Select four teaching points per group: three teaching points from the running records and one relevant to the text level
- Select a text at instructional level for the group
- (# ensure that follow up texts are at easy level)
- Read the text to familiarise themselves with the text, concepts, language structures and main ideas
- Ensure multiple copies of the text are available
- Ensure that SSOs are given clear instructions
- Prepare class for effectively working in groups
- Allow for 20 minutes of literacy block

**Orientation to the text**

- Introduce the new text
- Do a book orientation eg – discuss cover, title , author
- Talk about the topic of the text to activate students prior knowledge
- Discuss the learning intention and the purpose of the text
- Focus on tricky words
- Ask students to make predictions

**Reading the text**

- Read the title page together
- Have students read the text
- Use prompts if necessary - refer Revisiting Guided reading in the classroom for practical ideas (attached appendix) eg

| Meaning (Semantic)  | Structure (Syntactic)   | Visual Information (Graphophonic)  |
|---|---|--|
| Use picture clues<br>Re-read and try again<br>Read other words around it<br>What is the writer trying to tell us about? | Read the word again<br>Can you give me a describing word for..?<br>Make it sound like it is happening now (present tense) | Look at sounds in the word<br>Sounds like...<br>Chunk the sounds<br>What does it start/end with? |

- Make notes on each student when he / she reads
- Pause to discuss events, characters, information & illustrations
- Highlight particular reading strategies - refer Revisiting Guided reading in the classroom for practical ideas (attached appendix) eg

| Meaning (Semantic)   | Structure (Syntactic)  | Visual Information (Graphophonic)  |
|--|--|--|
| Asking –“Does it make sense?”<br>Oral cloze<br>Have students retell the text<br>Ask students to supply alternative endings to the text | Asking-“does it sound like real language?”<br>Write a root word from the text onto a piece of card<br>Give students a list of words from the text containing prefixes and suffixes | Focus on a word from the text that students often mistake for a word with similar meaning or appearance<br>Cover initial letters or blends with tape |

**Working with the text**

- With each group focus on specific teaching points identified from Running records , PROBE 2 & RWINC as identified at planning stage
  - sight words
  - concepts of print
  - graphological/phonological knowledge
  - grammatical knowledge
  - vocabulary knowledge
  - understanding the literal, inferential and evaluative meaning of the text

**After the guided reading**

- Engage students in activities to reinforce the particular teaching points of the day eg sequencing
- Encourage students to re-read the text in pairs or independently

|                                |  |
|--------------------------------|--|
| <b>Assessment</b>              | <ul style="list-style-type: none"> <li>• Ongoing assessment of reading using running records, PROBE 2 &amp; RWInc assessment</li> </ul>  |
| <b>Intervention</b>            | <ul style="list-style-type: none"> <li>• Students are grouped according to similar learning needs</li> <li>• Teacher works with group of students identified for additional support based on assessment 2-3 times per week</li> <li>• SSOs are assigned to work with identified group of students</li> </ul>   |
| <b>Parent/carer engagement</b> | <ul style="list-style-type: none"> <li>• Students will take home readers at their Independent level to practise reading with fluency and with comprehension.</li> <li>• Teachers will discuss student achievement and progress as part of parent / teacher interview process</li> <li>• Teachers will provide information to parents at acquaintance evening and in class newsletters</li> </ul> |
| <b>Resources</b>               | <ul style="list-style-type: none"> <li>• A Practical guide for classroom teachers – Department for Education</li> <li>• Revisiting Guided reading in the classroom –(appendix attached)</li> <li>• Read Write Inc</li> <li>• Mini Lit</li> <li>• Fresh Start</li> </ul>  |
| <b>Review date</b>             | <ul style="list-style-type: none"> <li>• December 2020</li> </ul>  |