

Whole-class guided reading

Monday Vocabulary	Tuesday Teacher modelling & unpacking the text	Wednesday Echo Reading	Thursday Independent reading	Friday Comprehension
<p>Introduce 8-10 new words which feature in the text</p> <p>Give a clear definition – don't ask – we are trying to refine language use. When might we use <i>disappointed</i>, and when might we use <i>sad</i>?</p> <p>Children should write examples of the words being used</p> <p>Children need to hear the word being used around 6 times before it gets embedded</p>	<p>Children are given the text.</p> <p>Teacher reads the text with expression and drama.</p> <p>All children follow the text using a ruler – adults can then gauge if children aren't reading along</p> <p>Point out yesterday's vocabulary words as you cross them</p> <p>Any other new vocab – just touch on it lightly (<i>that means X</i>) so flow isn't interrupted</p> <p>Discuss any pertinent parts of the text – sentence structure, punctuation, themes, word choice etc. This should be a shared discussion and promote a love of language.</p>	<p>Teacher reads a sentence, modelling fluency and expression. All children repeat sentence, copying intonation and flow.</p> <p>Teacher points to words as they read them. Children follow along with their finger.</p>	<p>Can be done in a range of ways:</p> <p>Silent independent reading (<i>meet me at the top of page 6</i>)</p> <p>Paired reading (take it in turns to read out loud)</p> <p>Control the game – 1 child reads out loud at a time whilst everyone follows along – switch readers frequently.</p> <p>Adults should circulate class listening in to children reading.</p>	<p>Children give written responses to the text</p> <p>Use a range of assessment focusses for questioning</p> <p>Work can be differentiated</p>

