






Weekly Reading Sessions Overview

Session 1	Session 2	Session 3	Session 4	Session 5
Guided Reading: Read 	Guided Reading: Book Talk 	Guided Reading: Comprehension 	Reading Theatre 	Unseen Text 
<ul style="list-style-type: none"> Introduce the chapter/section of the Guided Reading text that you will be reading this week. Examine the vocabulary that children will be exposed to in the chapter/section. Find out/discuss/match up their word class and definition. Read the chapter/section of text. This should include a mix of adult modelled reading and child-led reading. The emphasis should be on every child in the class reading and not solely the teacher. 	<ul style="list-style-type: none"> Children discuss questions about the chapter/section of the Guided Reading text that they read in the 'Read' session. Questions can be formulated using the 'lenses' from the Reading Rainbow (this provides the 'reason for reading') and the reading domain skills. This session should include the use of Book Talk slips that have questions and sentence starter prompts. A small section of text may also be included to refer to. Emphasis should be on finding evidence to support answers. Bonus words (appropriate to their year group) can be used as part of their answers. 	<ul style="list-style-type: none"> In this session, children may write down answers that require a point, evidence and an explanation. They may write summaries, predictions, create storyboards or a roll on the wall for a particular character. Children could examine similar questions to the Book Talk session. For example, the questions may use the same lens from the Reading Rainbow or use the same reading domain skill. The chapter/section of the Guided Reading text may lend itself to a particular lens or skill. This should be considered when planning this session. 	<ul style="list-style-type: none"> This session requires a text that suits being read aloud. For example: poetry, song lyrics, chants, rhymes, monologues, letters... It should fit with the theme of the Guided Reading text. Begin with echo reading: teacher models the reading, children echo back. The focus should be on making sure every child in the class reads as much as possible. The text should be read multiple times in pairs/individually/as a whole class until the children can read it fluently. Allow children to 'perform' the text once they are fluent. This provides a purpose to the session. Provide teacher/peer feedback for those children that have performed. 	<ul style="list-style-type: none"> Children should read an unseen text. It must still fit with the theme of their Guided Reading text. To begin the session, the text should be read for fluency in a similar way to the Guided Reading 'Read' session. Comprehension questions can also be asked in this session: 'Fast Fingers' – 5 retrieval questions. Children put their finger on the part of the text that gives the answer. 'Big Ding' –The teacher asks a question that requires inference and evidence to solve it. They begin reading the text. When the children hear evidence that would answer the question, they call out 'Ding!' and the teacher chooses someone to explain their answer.
Example Progression of Sessions Example Text: Harry Potter and the Philosopher's Stone				
<p>Explain to the children that this week we will be reading the chapter called 'The Potions Master'.</p> <p>Vocabulary to explore: dormitory, patrol, complex, ensnare, dunderhead – discuss meanings before reading</p> <p>Teacher models reading page 140 fluently. Whole class read page 141. Chn read in groups/take turns up to page 149. Insist on children actively following the text, for example with their finger.</p>	<p>Reason 1: Checking (hearing) In the first page of the chapter, how are sounds used to show the reader that Harry is a little uncomfortable? The sounds on page 141, such as _____, make us think Harry is feeling uncomfortable because _____ Bonus word: apparent – makes it obvious/seen</p> <p>Reason 2: Yes/No Relationships Where is there evidence already that the relationship between Harry and Snape is not going to be a positive one? It is clear the relationship between _____ and _____ is going to be negative because _____ Extension question: Find evidence that supports this statement: Snape has a positive relationship with Draco Malfoy.</p>	<p>Children complete a 'roll on the wall' for the character of Professor Snape. Children find quotes in the book that describe Snape's appearance and personality. Using the outline of a person: quotes and ideas about his personality should be written inside the outline, quotes and ideas about his appearance should be written outside the outline. Extension question to finish: ask the children whether they would like to have been taught by Professor Snape. They should justify their answers.</p>	<p>Children read the 'Song of the Witches' from Macbeth, written by William Shakespeare. This actually links to our Tudors topic because Shakespeare was a Tudor. More importantly, it links to our Guided Reading book, which is Harry Potter. Teacher models reading the poem fluently. Children take part in 'echo reading' as a whole class and in pairs/groups. Children perform the poem to the class at the end of the session. The class and teacher provide verbal feedback for those children that have performed.</p>	<p>Children read a short biography about J K Rowling, the author of Harry Potter. Teacher models reading parts of the text and there are opportunities for echo reading/reading in pairs and small groups. 'Fast finger' questions: What is J K Rowling's first name? How old was she when Harry Potter and the Philosopher's Stone was published? Which character is most like her? Where did she get the idea for Dumbledore's name? 'Big Ding' question: Find evidence that J K Rowling enjoys writing.</p>