Guided Reading

**‘If an answer does not give rise to a new question from itself, it falls out of the dialogue’ (Mikhail Bakhtin, Speech Genres and other Late Essays, University of Texas Press).**

At Riverside Junior School we design a learning journey in reading which is delivered in parallel with independent reading activities, including Reciprocal Reading. The teaching of reading is founded on the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension. We understand that a student’s construction of meaning is best supported when a repertoire of reading comprehension strategies including predicting, self-questioning, visualising, monitoring, summarising and evaluating are used. An enduring characteristic of English primary education is the emphasis on individual participation. In outstanding reading sessions you will not see: brief factual answers to ‘recall’ questions, or spot the answer which the child thinks the teacher wants to hear. Our children have opportunities to discuss: author intent, language structure, word choice and impact, character and themes.

**Key elements for progression in reading comprehension:**

* The learning challenge supported by a relevant high quality text
* A key question/inquiry or purpose for reading
* Modelling of strategies; Graphic organiser, mind map, post it notes, Carroll diagrams
* Reading time, all children reading at their own pace actively engaged in reading for a purpose
* Evaluating
* Follow on learning (independent learning)

**What do good and outstanding reading sessions look like?**

* Interactions which encourage students to think in different ways
* Questions which invite much more than simple recall
* Answers which are justified, followed up and built upon
* Feedback which informs and leads thinking forward as well as encourages contributions which are extended
* Exchanges which chain together into coherent and deepening lines of enquiry
* Discussion which probes and challenges rather than unquestioningly accept

**Independent, paired and group reading tasks should give opportunities to:**

* Reconstruct the text
* Summarise
* Paraphrase
* Explain
* Predict
* Evaluate
* Sequence
* Justify
* Question/discuss
* Skimming and scanning