



## What do teachers use to plan for guided reading?

- **We use assessment to understand the gaps in knowledge/reading skills.** The reading content domains for KS1 and 2 are used by test creators to devise the National Tests in Year 2 and Year 6.
- **To ensure we are planning for progression, we cross-reference our planning against the LAT Reading Pathway planning** to ensure that content is taught in the relevant term – thus ensuring that sequencing is balanced and supporting pupils in the run up to assessments. *\*\*Children in Set 3 may not be working at the age-related term – this will be discussed with leaders at pupil progress meetings and a plan of action agreed.*
- **Learning Intention (LIs) and Success Criteria (SCs) are built and planned around the content domains.** These should be written into child-friendly language and shared with children so that they can articulate what they are learning.
- **It is anticipated that teachers spend one week on developing the content domain.** This will be converted into a suitable learning intention with success criteria that progresses throughout the week; as pupils' develop their knowledge/understanding. *\*\*Some domains will not need 1 week coverage.*

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

St. Mary's Guided Reading  
My sentence-stem bookmark

### PREDICTING

- I wonder if...
- I predict...
- I think that...
- I imagine...
- I think \* will happen...
- I think I will learn...
- I think it will be set out...
- The next part will be about...

### INFERRING

- The word \* tells me...
- The part \* tells me...
- This makes me think that...
- I think this character \* because...
- I think the setting is...
- I think the mood is...
- I think the writer's viewpoint is...
- I think the character's viewpoint is...

### ASKING QUESTIONS

- Who...
- Where...
- What...
- When...
- Why.../how...
- How...
- Why do you think.../How do you think.../How do you know...

### EVALUATING

**Language:**

- The word/phrases \* tell us that because \*...
- I like the way the author uses \* it makes me think...
- I think it would have read better if \*...
- It's clever the way the author uses \* because \*...
- The sentence \* has high impact because...

**Organisation:**

- The text is organised well because...
- The presentation helps the reader because...
- The structure could be improved by...

### CLARIFYING

- I think that means...
- I don't understand...
- What does \* mean?
- I need to reread \* part because...
- \* is a tricky word so I...
- I didn't understand \* so I...
- Let's reread because it doesn't make sense...

### MAKING CONNECTIONS

**Text to self:**

- I know about this because I...
- I've been to / seen...
- I saw a programme on/about this...
- I can identify with the character \* because...

**Text to text:**

- I think this book is (\* genre) because...
- This reminds of \* because...
- The character is similar to \*...
- This is similar to \* because...

**Text to world:**

- This links to...
- I know about this \* idea because...
- I know other authors like \*...
- I know about this issue because \*...
- I heard about this through my learning in \*...

## What do pupils use in lessons to support their learning?

- **The sentence-stem bookmark is designed to support children answering questions and to develop their 'reasoning and justification' in reading.** It is to be used with all text types.
- **Lessons will be planned using the MIRO software so that there is a familiar I DO/WE DO/YOU DO practise in every lesson.** There are exemplar boards, built for each of the reading stem areas - with suggested links to the content domains.
- **Learning Intention (LIs) and Success Criteria (SCs) are provided for every lesson.** Pupils should be able to talk about what they are learning and how they are practising the skill.
- **A washing line, with modelled answers using the sentence stems** should provide pupils with visual reference aid for the week of learning. This will enable pupils to retain and recall knowledge from previous lessons as well as acting as an aide-memoire for those in lower-ability groups.
- **Technology should be used to enhance the learning offer.** Examples include: 'readtheory' to accelerate pupils, online books etc.

## How do pupils demonstrate independent practise of the skill taught?

- **Over the course of the week pupils will practise the skill in and out of context.** This means that you will introduce the reading domain/skill through the class reader (a familiar text) and then build towards application using a poem or non-fiction text.
- **Each Friday, pupils will sit an 'unseen text' (a short text extract and questions) to enable assessment of the content domain.** This ensures that there is independent application of the skill.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Prose (class reader)	Prose (class reader)	Prose or Poem	Non-fiction text type	UNSEEN TEXT
• Skill is practised through the familiar class text.	• Skill is practised through the familiar class text.	• Skill is practised through a poem or other piece of prose chosen.	• Skill is practised using a non-fiction text. E.g., news, website, leaflet.	• Independent application of the skill using an unfamiliar text extract.
<b>Suggested timetable for Guided Reading.</b>				• All unseen texts are marked to enable data to feed into planning.

## Additional information for teachers:

- **Set 3 teachers are reminded that reasonable adjustments – in assessment situations – should be exercised to support pupil development.** You may read extracts and questions to children as they develop their fluency/reading ability.
- Learning should be planned for the individual set – not across sets. At St. Mary's we teach to need - we do not provide blanket coverage.