Guided Understanding at BHPS

When we ask developing readers to make sense of a text, we are asking them to undertake a complex process. They have to understand words and phrases, and make links across a series of sentences. They then have to link this to their background knowledge and fill in any gaps in understanding by inference-making.

This approach to teaching reading:

- develops dialogue
- focuses on developing the readers’ understanding
- teaches strategies to support the development of comprehension (predicting, questioning, clarifying, summarising, thinking aloud, annotating & visualising)
- teaches the strategies through scaffolded learning

When children complete a reading activity, the learning is differentiated 3 ways:
- most children
- the most able
- exception children (those working outside of current year expectations)

Apart from a small number of exception children, all children should access the same text.

Weekly structure:

Day 1
- Teacher to read the text to the children & model completing the ‘Reading in the Moment’ Sheet throughout the lesson. Each aspect should be modelled (with thinking aloud) & the text annotated:
  - Make predictions / asking myself questions / I wonders
  - Pause whilst reading to activate prior knowledge
  - Spot words/phrases/ideas you don’t understand
  - Think like a detective
  - Identify important words and phrases / ideas that link
  - Summarise the text
  - Visualise (draw a quick drawing to show important parts of the text)
- Teacher to share retrieval questions with the class & model how to skim & scan and underline key words in the question & information in the text
- Children to answer a small number of retrieval questions e.g on whiteboards
- The ‘Reading in the Moment’ sheet is not to be marked — it is a record of the child’s thinking as they read

Day 2
- Children re-read the same text from yesterday
- Teacher re-cap unfamiliar vocabulary from yesterday
- Children complete a small number of questions focussing on vocabulary
  - Teacher to go through answers and address misconceptions. Children to use green pens to correct/improve their answers
- Teacher re-cap how to retrieve information
- Children complete a small number of retrieval questions independently
-Teacher to go through answers and address misconceptions. Children to use green pens to correct/improve their answers
-Teacher to re-cap what inference is
-Teacher to share inference questions with the class & model how to answer by thinking aloud (skim & scan and underline key words in the question & information in the text)
-Children to complete inference questions independently
- **Teacher to go through answers and address misconceptions. Children to use green pens to correct/improve their answers**
-Teacher to model another key reading skill:
  - sequence key events etc
  - summarising ideas from more than one paragraph
  - explain / identify how information / narrative content is related and contributes to meaning as a whole
  - explain / identify how meaning is enhanced through choice of words and phrases
  - make comparisons within a text
-Children complete a small number of questions with this focus independently
- **Teacher to go through answers and address misconceptions. Children to use green pens to correct/improve their answers**
-An extension task should always be included

**Day 3**
-Teacher re-cap one of the reading skills from the previous lesson
-Children complete a small number of questions independently
- **Teacher to go through answers and address misconceptions. Children to use green pens to correct/improve their answers**
-Children complete a range of questions based on the text selected
- **This piece of work must be marked by the class-teacher**

**Day 4**
- **The focus of the lesson is on one of the following whole school foci:**
  - Aut 1 – Poetry – compare poems language / effectiveness
    - learn/recite (volume / tone / intonation)
    - create / edit poems
  - Aut 2 – Prediction – reasons / justifications
  - Spr 1/2 – Comparisons between texts – language enhancing meaning
    - exploring effectiveness
    - make recommendations
  - Sum 1 – Non-fiction (fact/opinion)
  - Sum 2 – Book club (presentation / debate)

- **This work can be self/peer assessed by pupils in green pen or evidenced in Learning Journeys**
## Content Domain Coverage:

The content domains set out the relevant elements from the national curriculum programme of study that are assessed in the English reading tests at KS1 and KS2 (the comprehension elements of the NC).

### Year 1

<table>
<thead>
<tr>
<th>Poems</th>
<th>Contemporary and classic poetry</th>
<th>Fiction</th>
<th>Fiction</th>
<th>Fiction</th>
<th>Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-fiction texts</td>
<td>Stories and non-fiction</td>
<td>Poetry</td>
<td>Poetry</td>
<td>Poetry</td>
<td>Poetry</td>
</tr>
<tr>
<td>Key stories, fairy stories and traditional tales</td>
<td>Fairy stories and traditional tales</td>
<td>Plays</td>
<td>Plays</td>
<td>Plays</td>
<td>Non-fiction</td>
</tr>
<tr>
<td>Rhymes and poems</td>
<td>Non-fiction books that are structured in different ways</td>
<td>Non-fiction including reference books or text books</td>
<td>Non-fiction</td>
<td>Non-fiction</td>
<td>Reference or textbooks</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Books that are structured in different ways</th>
<th>Reference books or textbooks</th>
<th>Reference or textbooks</th>
<th>Myths and legends</th>
<th>Traditional stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairy stories</td>
<td>Books that are structured in different ways</td>
<td>Myths and legends</td>
<td>Traditional stories</td>
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<td>Myths and legends</td>
<td>Fairy stories</td>
<td>Traditional stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play scripts</td>
<td>Myths and legends</td>
<td>Modern fiction</td>
<td>Fiction from our literary heritage</td>
<td></td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Retrieve and record information from non-fiction</th>
<th>Fiction from our literary heritage</th>
<th>Books from other cultures and traditions</th>
</tr>
</thead>
<tbody>
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<td>Books from other cultures and traditions</td>
<td>Books from other cultures and traditions</td>
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</tr>
</tbody>
</table>

### Year 4

### Year 5

### Year 6

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### Key Stage 1 Content Domains

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

### Key Stage 2 Content Domains:

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

Schofield & Sims Comprehension Books  
Cracking Comprehension Resources  
Love Reading 4 Kids website (downloadable extracts)  
Bug Club  
A range of texts (including archaic, non-linear time sequence, complexity of narrator / story, poetry)

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**Reading in the moment ‘think aloud’ sentence starters and discussion helpers:**

**Predict, ask questions, I wonder**

- I predicted...
- I wondered...
- A question that came into my mind was...
- At first I predicted ............................ but I changed my mind when...
- I was wrong with my prediction...
- I was right with my prediction...

**Activate background knowledge**

- The text made me think about...
- It reminded me about another text/film...
- I remembered...
- A text to self-connection was ...
- A text to world knowledge connection was...
- A text to text connection was...

**Spot words / phrases / ideas you don’t understand**

- I was confused here...
- I tried a breakdown strategy here, it was...
- My breakdown strategy worked...
- My breakdown strategy didn’t work...
- Can anyone explain.......?
Think like a detective

- The evidence in the text suggests...
- When I read.......................... I realised ...
- I didn’t understand........................ at first but then I thought...
- I remembered my background knowledge...
- With this word.....I used these clues to work out what it meant...

Identify important words / phrases or ideas that link

- I think the key words and phrases are...
- I put these things together .............................
  so I know...
- These things are all connected...
- What words and phrases do we think are most important?

Visualise

- I’ve got a picture in my mind when I read...
- What pictures did you get in your mind?

Examples of learning activities:

<table>
<thead>
<tr>
<th>Reading 'In the Moment' - My Thoughts</th>
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<tbody>
<tr>
<td>Visualise (Quick drawing to show important parts of the text)</td>
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<tr>
<td>Predictions / Questions / I wonder...</td>
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### Reading 'In the Moment' - My Thoughts

- **Visualize (A quick drawing to show important parts of the text):**
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- **Words / phrases I don’t know:**
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- **Predictions / Questions / I wonder...**
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### Reading 'In the Moment' - My Thoughts

- **Predictions / Questions / I wonder...**
  - 

- **Words / phrases I don’t know:**
  - 

- **Visualize (A quick drawing to show important parts of the text):**
  - 

- **Background Knowledge:**
  - 

- **Think like a detective:**
  - 

- **What text is about...**
  - 

- **Important words / phrases and ideas that link:**
  - 

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