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
-Reading for Pleasure (RfP)
- During this session the children and adults should take part in a rich variety of RfP activities
- These sessions must be evidenced somehow e.g. reading folders, class displays, learning journeys, class library displays …
- Remember to:
  - o Model engagement by reading & talking
  - o Offer a choice of reading materials
  - o Create a relaxed space – use different places / spaces
  - o Build in time to talk about what you/they are reading
  - o Offer opportunities for reading across the curriculum
  - o Utilise activities like e.g. zipped books, book blankets, book recommendations, self-directed learning based on a book stimulus …

Throughout the year these genres from the NC must be covered in Guided Understanding:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poems	Contemporary and classic poetry	Fiction	Fiction	Fiction	Fiction
Non-fiction texts	Stories and non-fiction	Poetry	Poetry	Poetry	Poetry
Key stories, fairy stories and traditional tales	Fairy stories and traditional tales	Plays	Plays	Plays	Non-fiction
Rhymes and poems	Non-fiction books that are structured in different ways	Non-fiction including reference books or text books	Non-fiction	Non-fiction	Reference or textbooks
		Books that are structured in different ways	Reference books or textbooks	Reference or textbooks	Myths and legends
		Fairy stories	Books that are structured in different ways	Myths and legends	Traditional stories
		Myths and legends	Fairy stories	Traditional stories	Modern fiction
		Play scripts	Myths and legends	Modern fiction	Fiction from our literary heritage
			Retrieve and record information from non-fiction	Fiction from our literary heritage	Books from other cultures and traditions
				Books from other cultures and traditions	

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).

Key Stage 1 Content Domains	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

Key Stage 2 Content Domains:	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

Resources available:

A range of resources are available including:

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)

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

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:

Reading 'In the Moment' - My Thoughts

Visualise (A quick drawing to show important parts of the text)

Predictions / Questions / I wonder…

_____

_____

Reading 'In the Moment' - My Thoughts

Visualise (A quick drawing to show important parts of the text)

Words / phrases I don't know

_____

_____

_____

_____

_____

_____

Predictions / Questions / I wonder...

_____

_____

Reading 'In the Moment' - My Thoughts

Predictions / Questions / I wonder...

Words / phrases I don't know

Visualise (A quick drawing to show important parts of the text)

Background knowledge

Think like a detective

This text is about...

Important words / phrases and ideas that link

Thursday 22nd September 2018

L/O: To

I G S A

I can	I can	I can

Unfamiliar vocabulary:

1. Find and copy a word that means well-known.

2.

3.

Retrieval:

1. Why was Sash going out?

2.

3.

4.

Inference:

1. Why did the teacher smile as she entered the room?

2.

3.

4.

Other skill: Sequencing

1. Put these event in the right order

2.

3.

4.

Extension: