

From the introduction to new English PoS:

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and a love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Boo!

She didn't like it at all when her father had to go down to London and, for the first time, she had to sleep alone in the old house.

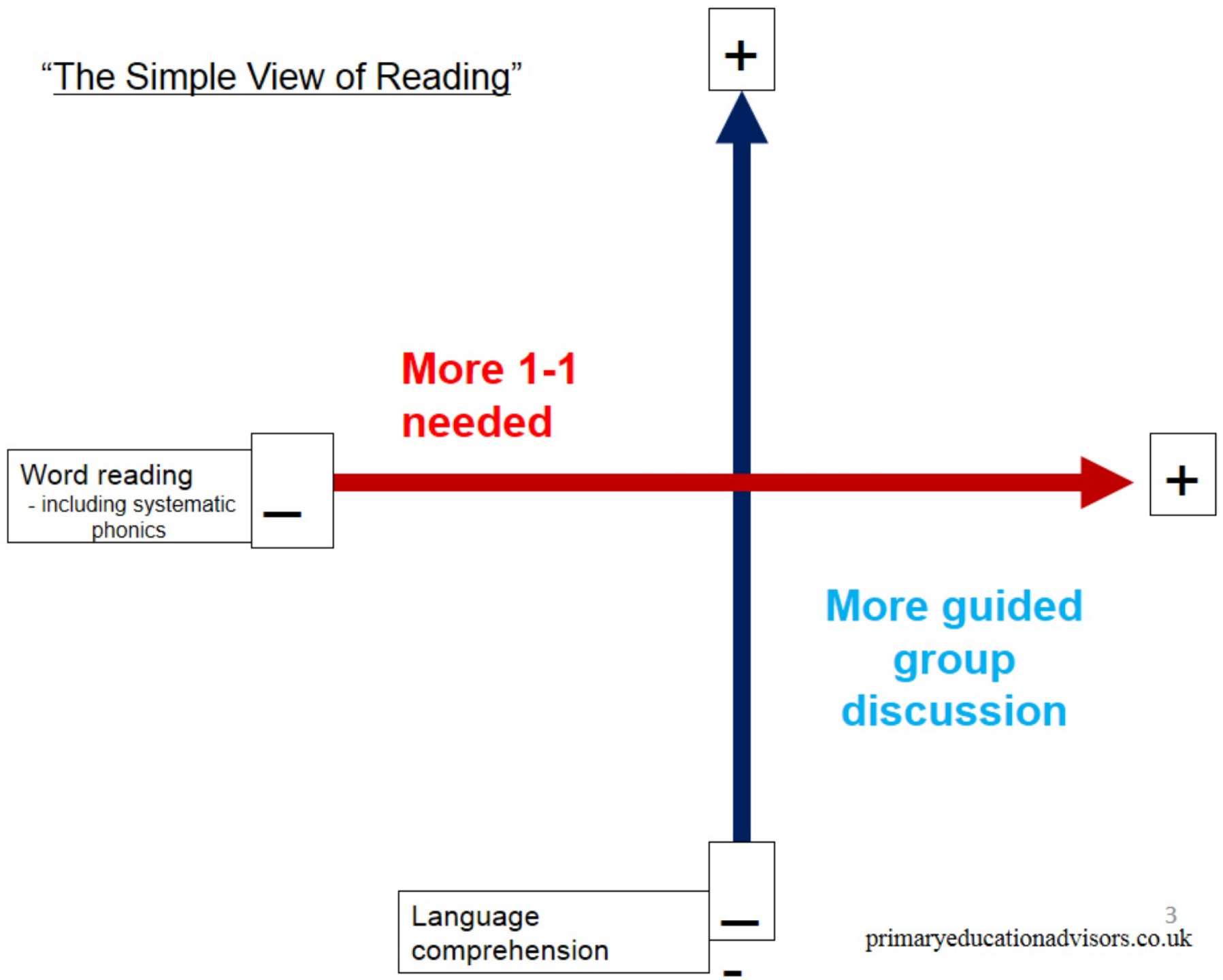
She went up to her bedroom early. She turned the key and locked the door. She latched the windows and drew the curtains. She peered inside her wardrobe, and pulled open the bottom drawer of her chest-of-drawers; she got down on her knees and looked under the bed.

She undressed; put on her nightdress.

She pulled back the heavy linen cover and climbed into bed. Not to read but to try and sleep – she wanted to sleep as soon as she could. She reached out and turned off the lamp.

'That's good,' said a little voice. 'Now we're safely locked in for the night.'

"The Simple View of Reading"



Understanding a Text

What's it about? Really?

What's your reaction? How does it make you feel?

What's the author up to?

...And how do you know?

Guided Reading Basic Format:

Part 1: *Book introduction*

Strategy check

Setting appropriate comprehension focus

Set fast-finisher focus

Part 2: *Independent reading*

Teacher assesses each child briefly

Brief paired discussion on comprehension focus

Part 3: *Comprehension through discussion*

Focus on listening and developing

(rather than how many questions you can get through!)

The greep dawked forily prip the blortican. It snaughted preg the melidock trippicant and shrolled nong the cretidges. Pronutically, the greep caught up with all the other dogs. They had found a fresh murchin burrow and were sprooling and muting round it. The old bradilihund was sletching his paw down the hole and a persistant chinourier had started to dig. None was small enough to plurt inside. The greep was not really interested; after a quick spool he continued his journey home. The others soon abandoned their search and followed him. They were greeted by a very happy old shepherd who was sure that no dogs had been buried in the landslide.

Purposeful Reading

“Read and Teach!”

Reading Priorities

- Word reading
 - Comprehension
 - What's it about?
 - What's your response?
 - What's the author up to?
 - Electing to read
 - Resilience
 - Breadth
 - Reading for purpose
- 
- ✓ *Listening*
 - ✓ *Language to talk about author-craft*
 - ✓ *Written responses*
 - ✓ *Storytelling*

Independence during guided reading

Some suggestions

- Being read to/ audio book/ free reading...plus record sheet
- Response to marking/ redrafting
- Personal spelling mnemonics
- Topic resources, in preparation for presentation
- Paired reading/ independent group reading
- Learning poetry by heart