

Guided Reading – Curriculum 2014

Apply knowledge of root words, prefixes and suffixes to read aloud	Assessed in individual reading weekly
Apply knowledge of root words, prefixes and suffixes to understand meaning	<p>What does mean?</p> <p>What clues are there in the parts of the word?</p> <p>Try separating it into the prefix/ suffix and root. Does that give you any information?</p> <p>How does less/ ful/ pre/ un (etc) change the meaning?</p> <p>If I told you that means, what do you think would mean?</p>
Note differences between spelling and sound in unusual words	<p>How would we sound that out?</p> <p>Does the word look like it sounds?</p> <p>How is it different? Mention 'tricky words'.</p>
Develop positive attitudes to reading and understanding	Class novel, quiet reading, reading workshop, displays, discussion, P4C
Listen to and discuss fiction, poetry, plays, non-fiction, reference books, books from other cultures, myths, legends, fairy tales and textbooks Read books with different structures	Variety of books over the year
Read for different purposes	Covered in other curriculum areas
Use dictionaries to check the meanings of words	<p>Have you tried looking it up?</p> <p>Try taking off prefixes/ suffixes if it cannot be found</p>
Retell stories orally	<p>What has happened so far?</p> <p>Tell me about what's happened to?</p> <p>Can you tell me another story like this one?</p> <p>Tell me about this story.</p>
Identify themes and conventions in a range of books	<p>What is the theme of this book?</p> <p>How do we know?</p> <p>Can you think of another book that includes this theme?</p> <p>What happened at the end of that book?</p> <p>What do you think is going to happen in this book?</p> <p>Does good always triumph over evil?</p> <p>Are witches always wicked?</p> <p>Do unhappy children always end up having magical adventures?</p> <p>Can you give me an example?</p>

Prepare and perform poems and plays, using intonation, tone, volume and action	Covered in literacy, chances to perform in guided reading dependant on text type
Discuss words and phrases that capture interest	<p>What words has the author chosen to make us feel.....?</p> <p>What does makes us feel like?</p> <p>What does..... make us think about?</p> <p>Why has the author used</p> <p>Why has the author compared..... to</p> <p>What effect does..... have?</p> <p>Can you pick out that words that make this part sad/ happy/ funny/ exciting?</p>
Recognise different forms of poetry	<p>What type of poem is this?</p> <p>What makes it a</p> <p>How do we know that it is a</p> <p>Which type of poem is your favourite and why?</p> <p>Does this author write a particular type of poem?</p>
Discuss understanding and explain the meaning of words in context	<p>What does mean?</p> <p>What would make sense in the sentence?</p> <p>Can you think of another word to use instead?</p>
Ask questions to improve understanding	
Infer characters' feelings, thoughts and motives from actions	<p>How is feeling?</p> <p>What clues are there to help us work that out?</p> <p>Why did..... do.....?</p> <p>How can you work out what..... is thinking?</p> <p>Why has the author decided not to tell us how is feeling?</p> <p>Why does make us work it out for ourselves?</p> <p>Is Someone you'd want to be friends with? Why/ why not?</p>
Justify inferences with evidence	Answers to questions supported by textual evidence
Predicting from details stated and implied	<p>What do you think is going to happen next?</p> <p>What clues are there to make us think that?</p> <p>What do you think has already happened?</p> <p>Does the author tell us that or make us work it out?</p> <p>Do we all agree?</p> <p>Why/ why not?</p>

<p>Predicting from details stated and implied</p>	<p>What is going to happen to.....? What is going to happen in.....? What is going to happen when.....? Can you find the part of the book that makes you think that?</p>
<p>Identify and summarise main ideas</p>	<p>What has happened so far? Can you sum up what has happened in 3 sentences? What is the author's main point? What is the author trying to tell us? What is this book teaching us? What do we know now that we didn't know before? What would you still like to find out?</p>
<p>Identify how language, structure and presentation contribute to meaning</p>	<p>Can you see any new vocabulary? Can you work out what it means? Do you need to use a dictionary? Can you use it in a sentence of your own? What is the author trying to tell us? Why has the author chosen the word? Which word/ phrase makes us think/ feel/ picture? Why has the author decided to start a new paragraph here? What is the intention of the author? What language makes us? How does the author create a mood? What clues do the pictures give us about this part of the story? Can you picture the scene/ character? Which parts help to draw this picture? What do you think looks like? Why? How is this set out differently to our last book? Why has the author chosen to set it out this way? Tell me about the blurb/ subtitles/ layout/ diagrams.</p>
<p>Retrieve, record and present information from non-fiction</p>	<p>Covered in other curriculum areas / quiz/ reading journals</p>
<p>Discuss books, taking turns and listening to what others say</p>	

Recommend books to peers, giving reasons for their choices	<p>Would you read the book again?</p> <p>Would you read another book by the same author?</p> <p>Would you recommend this book to someone else?</p> <p>Why/ why not?</p> <p>Who would enjoy this book?</p> <p>Who would enjoy this type of book?</p> <p>Who has the book been written for?</p>
Make comparisons within and across books	<p>What genre is this?</p> <p>How can we tell?</p> <p>Are there any clues to tell us which genre this book is?</p> <p>Can you think of another book/ film/ poem that tells a similar story?</p> <p>Can you think of another book that uses similar characters?</p> <p>What is the theme of this book?</p> <p>Are there any other books you can think of with the same theme?</p> <p>What are the differences when the story is told from point of view?</p> <p>What is similar about the two/ three/ settings?</p> <p>Is there another book with the same setting?</p> <p>Which book do you prefer and why?</p>
Learn poetry by heart	1 poem performed every term
Distinguish between fact and opinion	<p>Is this true?</p> <p>How do we know that this is a fact?</p> <p>Is this fact or opinion?</p> <p>What is the difference between facts and opinions?</p>
Explain understanding through presentations and debates	Covered in other curriculum areas, opportunity every term in guided reading

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