Hanley St Luke's Key Stage 2 Guided Reading Structure

Day 1	Day 2	Day 3	Day 4	Day 5
Reading Comprehension Short texts with comprehension questions My Turn: Teacher models how to answer comprehension questions Our Turn: Answering questions in pairs and groups Your Turn: Independent practice answering questions	Pre Teaching Vocabulary Tier 2 words (up to 3 words) Background Knowledge – image Teacher Modelled Reading: Read words which could be a barrier to fluency (Passage displayed on IWB) Teacher modelled Reading: Read the chosen passage Echo Reading: Children read the same passage Teacher Modelled Reading: Read whole extract which has been chosen for the week Define words as reading and explain phrases (Base this on what can be fluently read in up to 10 minutes)	Pre Reading Vocabulary (3 – 5 words) Discuss, define or match Teacher Modelled Reading: Read first part of the extract, modelling thinking as a reader Choral Reading: Read a page or paragraph as a class – with a 'Reader's Theatre' focus Paired/Partner Reading: Read the extract, alternating pages, with the 'Reader's Theatre' focus Paired and Class discussion: 3 questions based on the extract and own questions	Pre Reading Vocabulary (3 – 5 words) Discuss, define or match Teacher Modelled Reading: Read part of the chosen extract with a 'Reader's Theatre' focus. Children discuss techniques used Paired/Partner Reading: Take it in turns to read the same part with the same 'Reader's Theatre' focus. Teacher circulates and provides feedback. Skills Task: The focus could be: Retrieval, Inference, Summarising, Authorial Intent, Prediction. Tasks could include: *Fact/Opinion, True/False* *Ordering events, Sequencing* *Role on the Wall, Summarising* *Impression and evidence* *Agree/Disagree, 3 focused questions, I can infer*	Pre Reading Vocabulary Choose 5 words from the week to put into sentences with the words missing Teacher Modelled Reading: Read first 2 pages of the extract with appropriate speed, intonation and taking note of punctuation Independent Silent Reading: Children read the whole extract in silence at their pace. Circulate the class and ask children to read aloud to check fluency. Use the assessing silent reading fluency strategies.
Reasonable adjustments and scaffolds				
Echo and choral read of text and questions Peer support	Pre Read – text and vocab Picture/word prompts	Pre Read Echo read and choral read with TA – rather than paired	Pre Read Consider Pairings More guided practice	Pre Read Consider Pairings Target pairs