### Guided Reading

# Parent workshop

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# Guided Reading Structure

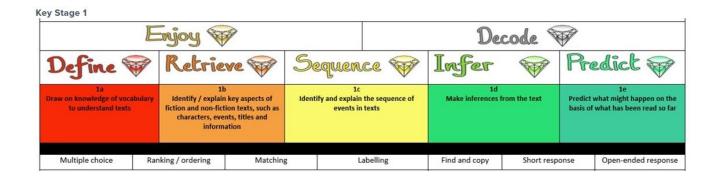
Session	Reading with an adult
1	Focusing on context and new vocabulary in the story.
	Looking at the vocab in and out of context in the book.
	Some work on decoding.
Session	Independent task - this task will have a focus on the
2	vocabulary the children have learnt in the previous
Ø	lesson.
Session	Reading with an adult
3	Focus on independent reading - the teacher will listen to
3	all children read
	Echo reading - with a specific practice on prosody
	Comprehension → the teacher will ask a range of
	questions to the children
Session	Independent task - this task focuses more on the book it
1.	could be answering questions, writing sentences about
+	the story, sequencing events in the story etc

# When should my child be reading each coloured book?

Pink la	Reception au2
Pink lb	Reception sprl
Red la	Reception spr2
Red lb	Reception sul
Yellow	Reception sud
Blue	Reception sud
	Year I aul
Green	Year I au 2 & sprl
Orange	Year   spr   & spr2
Turquoise	Year I sul & su2
	Year 2
Purple	Year 2
Gold	Year 2
White	Year 2

#### Reading Gems

At Pike Fold we use the reading gems to help teach our child to read and answer questions. The Reading Gems is essentially an approach to teaching Reading which includes the strategies and skills needed to become a fluent and resilient reader. We believe that the teaching of Reading should include more than awareness of the skills needed to get children through the test; they need to develop strategies and skills that will last a lifetime. The Reading Gems is an approach which ensures the application of reading strategies and skills are fundamental to the understanding of what is being read. Our approach ensures that reading skills and strategies are referred to in a child-friendly way as illustrated below.



In this booklet you will see a range of questions you can ask your child when reading with them at home.

#### Define - vocabulary



What does this	
sentence tell you	u
about	
2	

What word has the author used to make you feel happy/sad/angry/w orried?

Can you find a word that means

Why did the author use the word

\_\_\_\_\_\_to
describe

Can you think of another way of saying

Can you give me another sentence with the word \_\_\_\_\_ in it?

Can you find any adjectives used to describe

Can you explain

in your own words?

Can you read around this word to work out what it means?

#### Retrieval



Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a dilemma in this story? What is it?

How does the story end?

What do you think is happening here?

What happened when \_\_\_\_\_?

What do you remember about?

What happened to make \_\_\_\_\_?

Is this true or false \_\_\_\_\_?

#### Sequencing



How/where does the story start?

Who do you meet first?

What did you find out first?

Make a table/map/poster to show the order things happen in.

Put these sentences in order they happen ... What happened next/in the middle/at the end

Write a
sentence/draw a
picture to show
what happened at
the
beginning/middle/end

#### Inference



What do you think
\_\_\_\_ is
saying/thinking/fee
ling at this point?
Why?

Why does the author use the word \_\_\_\_\_ here?

Why do you think

Can you explain why

1

Does this tell us anything about

?

How did you feel when

Why do you think he/she

\_\_?

What would

Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?

#### Predict



What do you think will happen next?

Where do you think
\_\_\_\_\_ will
go next?

What do you think will say/do next?

What sentence or phrase do you think will come next?

Can you think of any other stories that start like this? How do they end? Do you think this will end in the same way?

How do you think this will end?

Write a question you would like to find the answer to in the text.

What could happen when \_\_\_\_\_?

What might \_\_\_\_ do if

# Examples of test questions

These are a range of questions your child is expected to answer on different reading tests in KSI. They will be linked to a text the child has never read before.

Tick <b>one</b> .			
a boy his do	ıd		
his gran his mu	um		
Put ticks in the table to show which s which are <b>false</b> .	tatements are	true and	
	True	False	
They found Duck at the beach.			
Lenny missed Duck.			
Duck was the only toy Lenny had.			
Why did Jack go exploring?			
	Tick <b>on</b>	e.	
because Gran was lost			
because he wanted to find Duck			
because Lenny gave him the	idea		
because Gran told him to			

Who gave the toy to Lenny?

Draw **three** lines to match what Jack did to where he did it.

crawled	underneath beds
climbed	inside wardrobes
looked	up to the attic
Have ann van tall Doals hard	haan in the attic for a lang time?
now can you tell Duck had	been in the attic for a long time?
Write <b>two</b> ways.	
1	
2	
Look at the whole story.	
Number the sentences below from happen in the story.	1 to 4 to show the order they
The first one has been done for yo	ou.
Lenny got a new toy.	1
Duck was found in the attic.	
Duck was lost.	
Lenny took Duck to the seaside	e

Look at What are festivals? on page 4.
What do people sometimes wear at festivals?
(page 5) How do people in Italy celebrate their festival?
Tick <b>one</b> .
use tulips to decorate boats
cover the streets with flowers
make giant models of animals
have a firework display
(page 7)
Circle <b>one</b> word that shows William felt sorry for the tree.
William just stood and looked at the poor old tree.
(page 9)
The story finishes with the wordssomeone who loved trees.
Who does this describe?