

























Guided Reading Parent workshop

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur al oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent



Guided Reading Structure

Session 1	Reading with an adult 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 2	Independent task - this task will have a focus on the vocabulary the children have learnt in the previous lesson.
Session 3	Reading with an adult Focus on independent reading - the teacher will listen to all children read Echo reading - with a specific practice on prosody Comprehension → the teacher will ask a range of questions to the children
Session 4	Independent task - this task focuses more on the book it 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 1a	Reception au2
Pink 1b	Reception spr1
Red 1a	Reception spr2
Red 1b	Reception su1
Yellow	Reception su2
Blue	Reception su2 Year 1 au1
Green	Year 1 au2 & spr1
Orange	Year 1 spr1 & spr2
Turquoise	Year 1 su1 & 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.

Key Stage 1

Enjoy 			Decode 		
Define 	Retrieve 	Sequence 	Infer 	Predict 	
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	
Multiple choice	Ranking / ordering	Matching	Labelling	Find and copy	Short response Open-ended response

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 about _____?

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

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

_____?

Does this tell us
anything about

_____?

How did you feel
when
_____?

Why do you think
he/she
_____?

What would
_____ say if
_____?

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 KS1. They will be linked to a text the child has never read before.

Who gave the toy to Lenny?

Tick **one**.

a boy

his dad

his gran

his mum

Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
They found Duck at the beach.		
Lenny missed Duck.		
Duck was the only toy Lenny had.		

Why did Jack go exploring?

Tick **one**.

because Gran was lost

because he wanted to find Duck

because Lenny gave him the idea

because Gran told him to

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

crawled

underneath beds

climbed

inside wardrobes

looked

up to the attic

How can you tell Duck had been in the attic for a long time?

Write **two** ways.

1. _____

2. _____

Look at the whole story.

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

Lenny got a new toy.

1

Duck was found in the attic.

Duck was lost.

Lenny took Duck to the seaside.

(page 4)

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 **one**.

use tulips to decorate boats

cover the streets with flowers

make giant models of animals

have a firework display

(page 7)

Circle **one** 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 words ...*someone who loved trees.*

Who does this describe?
