

Small Group/Guided Reading - Guidance for Early Readers

Session 1 – Phonics and Word Reading Focus

Phonics/Word Reading Key Skills Warm Up

- Show focus graphemes, say and read together.
- Display some words from the text containing focus graphemes.
- Model 'build, blend and smooth word reading technique' to blend words (use sound buttons if appropriate).

Tricky Word Warm Up

- Display key focus 'tricky' words from the text and encourage children to read them. Discuss which parts are tricky and why.
- Orally compose a sentence using one or two tricky words to support comprehension. Consider 'my turn, your turn technique'.

Introduce Key Vocabulary

- Select interesting vocabulary to pre-teach prior to reading and encourage discussion.
- Using the new vocabulary, recap build, blend and smooth read strategy.

Discuss Reading Strategies (Phonic First Approach)

- Remind children to use their phonic knowledge during reading, e.g. *build, blend and smooth word read*.
- Encourage automaticity with tricky words.
- Re-read parts or whole sentence to develop fluency and comprehension.
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Book Introduction

- Introduce the text to the children using one sentence overview (Ensure you are familiar with the text before the session).
- Read the title together.
- Make connections with the character, setting or image on the front cover.
- Encourage brief predictions.
- Give the books out. Prior to reading, allow a 'quick flick' to encourage discussion.

Independent Reading

- If appropriate, consider modelling phonic strategies with the first page/s of the text to develop confidence.
- Children read independently, at their own pace and in a quiet voice. Consider using resources to engage and support tracking of the text, e.g. *pointers, whisper phones, finger lights*.
- Monitor individual children reading, offering praise and encouragement. Focus on any misconceptions, specifically relating to recognition of GPCs and remodel build, blend and smooth word reading, where necessary. Encourage automaticity with tricky words.
- Consider making notes on any misconceptions to address in the following session.

Early Finishers

- Read the text again.
- Spot any tricky words/graphemes identified in the warm-up - consider recording on whiteboards.
- Ask children to find their favourite page/read a page to a partner and discuss.

Quick Response to Text

- Praise children demonstrating use of phonic strategies.
- Address any misconceptions.
- Encourage discussion about the text, e.g. *Were your predictions correct? What happened? Are there any new interesting words?* (This discussion could happen whilst walking through the text).

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Session 2 – Comprehension and Fluency Focus

Recap – Book Introduction

- Briefly walk through the book again.
- Recap and discuss interesting vocabulary.

Warm Up

- Address any misconceptions from previous session (refer to notes from Session 1).
- Quick recap of words containing focus graphemes and tricky words, this time, encouraging automaticity. (Smooth word reading).

Introduce Key Comprehension Focus for the Session

- Select one key focus from either EYFS Reception Reading Learning and Progression Steps (LAPS) or Y1 Reading Learning and Progression Steps (LAPS).
- Using child friendly language, share the key focus to be discussed later in the session.

Independent Reading

- If appropriate, model reading a few pages, using copy-cat or choral reading to develop confidence in fluency.
- Children read independently, at their own pace and in a quiet voice. During the session, continually promote automaticity, fluency and blending on the run.
- Consider using resources to engage and support tracking of the text, e.g. *pointers, whisper phones, finger lights*.

Early Finishers

- Read the text again.
- Paired reading - children read independently, taking turns with each page, at their own pace and in a quiet voice.

Respond to Text to Promote Fluency and Comprehension

- Praise children demonstrating automaticity and fluency. Select children to model fluent reading.
- Address any misconceptions.
- Provide key focus questions linked to selected learning objective, taken from EYFS Reception Reading Learning and Progression Steps (LAPS) or Y1 Reading Learning and Progression Steps (LAPS).
- Use reading domain question keyrings to strengthen quality questioning (EYFS Reception or KS1).
- Use Reading Response Toolkit prompts, such as, Think, Say Feel bubbles, Word Rap, Likes/Dislikes and drama opportunities to enthuse children and to promote comprehension discussion.