

Preston West Primary – Guided Reading Parent information session

Thanks for coming!



Guided Reading

- Whole / Part / Whole
- Teaching Group – what happens
- Other Groups
- What will I be doing?...
- Ask your teacher if unsure – everyone does things slightly different (e.g. Toilet , etc.)
- When children ask a learning question ask :
‘What do you think?’ - Give hints!

Confidentiality & Attendance



Expectations and Behaviour

- Our expectation is that you are to help all the children in the group.
- We expect children to work quietly and respectfully of others.
- Your child's behaviour can be different because you are there.
- Encourage children to think by asking more questions **not telling** the answer. Give hints!

WHOLE CLASS SESSION – The BIG BOOK

- Whole group focus/motivation: provides an experience that centres on the topic of the book and draws out the vocabulary that will arise within the story. Encourages thinking about the story.
- Prediction from the title and cover page
- Picture Walk – look and talk about pictures "What is going on here?" "Who is this?" "Why does the character look so excited?" "When is this story taking place?" "Where did the character just come from?" "How do you think the story is going to end?"
- Talk about particular words and features within the book- word endings, rhymes, punctuation etc.
- Discuss understandings about the story (comprehension)

PRE READING of STORY

TALK about story
before you read it.

LOOK at the pictures,
the cover and the title

ASK and **PREDICT**

PICTURE WALK

Things to do...

- **DO ENCOURAGE** children to predict what the story is about and why
- **DO PRAISE** children when an idea or word is used that you know will come up in the story
- **DO** ask questions to encourage the children to talk about the book
- **DO** refer to the pictures
- **DO TALK** about the story. Encourage understanding.
- **DO MENTION** – author, illustrator and title.

cont...

- **ENCOURAGE** independence – ask ‘what do you think?’ before answering
- **DO** read the story first, pointing to the words
- **DO** take turns in reading parts of the story
- **PRAISE** efforts
- **TALK** about the book before, during and after reading it

Reading strategies we will be using

“Look at the picture.” It is good for your child to use the picture when reading.

“Get your mouth ready.” Ask them to say the first sound or sounds in an unknown word and to think about the story at the same time. This can help them to predict an unknown word.

“Does it look right?” By looking at a word children can check their predictions about an unknown word. E.g A child predicts *house* for *home*. When checking through the word the child will notice the m and realise that this cannot be house.

“Does it make sense?” Children may have a go at working out unknown words and can decide if they are correct if they think about whether it makes sense.

“Reread” Encourage children to reread to check their predictions and to regain the meaning if they get mixed up.

“Does it sound right?” Is this how we say it?

“Look for chunks” e.g to/geth/er

If a child gets stuck on a word?

- **DO** ask the child to look for clues in the pictures
- **DO** encourage strategies
- **DO** ask the child to read on or re-read the passage and fit in a word that makes sense

Some strategies

- Have the child re-read the passage out aloud
- Ask the child to look at the first letter to help make attempts at the word
- Tell the child the word after all of the above strategies
- Use the picture

After reading the story

