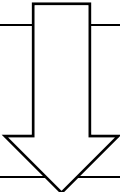
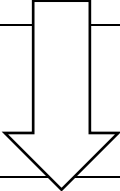


Guided Reading Crib Sheet

Day One

Today is a word reading day where we have the opportunity to **teach** the key skills to enable children to read. Good modelling and teaching focus is key for day one.

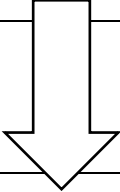
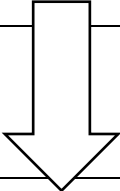
<p>Before Reading the Text ...</p> <ul style="list-style-type: none"> • Explain the Learning Objective (LO) and what we are looking for/learning today. • Discussion about the front cover, and make predictions about the text. • Discussion about how we read words we are unfamiliar. • Emphasis on pointing as the others read. • Encourage 'thinking time' for the reader before we help them read a word. • Discuss our reading strategies e.g. decoding (segmenting and blending), reading for meaning/checking it makes sense. • Discuss re-reading for fluency if robot talk decoding has happened. 	<p>5 mins</p>
	
<p>During Reading (Group Reading) ...</p> <ul style="list-style-type: none"> • Children to read around the group, as a group or listen to some simple modelling from the teacher. • All children follow and listen as others read with their finger. • Group decoding/tricky word reading can be encouraged if someone is struggling with a word. • At the end of a sentence decide if they read fluently (wavy hands) or like a robot (robotic arms). Based on this judgement we decide if they re-read for understanding or can move on as it was already fluent. 	<p>20 mins</p>
	
<p>After Reading ...</p> <ul style="list-style-type: none"> • Look back at any specific words that have caused an issue and discuss. • Play word games such as fastest finger first, with key tricky words or decoded words from the text. • Recap any misconceptions or gaps in phonic knowledge to revisit and remind the children. • Briefly discuss if their predictions were correct. 	<p>5 mins</p>

*Complete notes relating to word reading objective only today.

Day Two

Today continues to be a word reading focus with more **independence**. There is also a focus also on simple **comprehension**.

It is important to read the notes from yesterday's adult to help with any specific misconceptions applicable to children or the entire group.

<p>Before Reading the Text ...</p> <ul style="list-style-type: none"> • Explain comprehension based LO and what this means. • Recap their memory of the book from yesterday and link to any comprehension LO, where relevant. • Discuss our reading strategies e.g. decoding (segmenting and blending), reading for meaning/checking it makes sense. • Discuss re reading for fluency if robot talk decoding has happened. 	<p>5 mins</p>
	
<p>During Reading (Independent) ...</p> <ul style="list-style-type: none"> • Children to reread the text independently using the reading skills learnt and practised. • Children to continuously read for the time given. • Teacher/TA to listen and rotate round the group listening for reading approaches and offer support where necessary for each child. Encourage the key reading skills e.g. decoding, re-reading if not fluent first time. • Children to read and re-read the text until they are asked to stop. 	<p>15 mins</p>
	
<p>After Reading ...</p> <ul style="list-style-type: none"> • Have a good discussion about the comprehension based LO and ask questions to elicit their understanding of the text. • Look back at any specific words that have caused an issue and discuss. • Recap any misconceptions or gaps in phonic knowledge to revisit and remind the children. 	<p>10 mins</p>

* Complete notes relating to comprehension objective today. Feel free to add any general notes about word reading that is relevant too.