HEAP BRIDGE VILLAGE PRIMARY SCHOOL

Support for

EYs & KS1 – Group/Guided Reading

Content Domain – Sentence Stems

Headteacher

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KS1 GUIDED READING: DOMAINS & SENTENCE STEMS

Activate /review prior learning	**Revisit and review: GPCs, words and tricky words…** ▪ Carry out a quick review of any GPCs, words or tricky words that children need practise with, as identified in the decoding and prosody session. ▪ Tell the children you want them to read the words quickly.	**NOTES:** • Skip this session if children do not need further practice. Children should read these words quickly and commit them to their long-term memory (orthographic store). • If children cannot read a tricky word, identify the 'tricky bit' by pointing to the tricky grapheme and saying its sound. • Look out for children who are not able to say the words with automaticity, and provide additional support outside of the lesson.

PRACTICE AND APPLY   (Comprehension)

	Choose one reading domain as your focus for this lesson. • Ask the children to read the book (or relevant section) through independently. • Introduce the focus reading content domain. • As your prepared question. As the children to read independently to find the answer. • Give children thinking time and then choose a child to answer. • If the answer is correct, ask all the children to point to the answer. If the answer is incorrect, acknowledge the child's effort and then take responses from other children in the group. • Explain how you know the answer is correct. Say: I know this because… Point to where the answer is in the text. • Continue to ask the other prepared questions.	**NOTES:** • Ensure that all the different reading content domains are covered at least once over a term. • Choose one focus for each comprehension session. • Refer to the 'Sentence Stem' section for example questions. • In the early stages, you may want to direct children to a particular page or section of the book to look for the answer. • Once the children have attempted the answer, model and scaffold how the answer was found. • In these comprehension activities, encourage children to integrate their knowledge of pictures and words to answer the questions. • Always ensure the children use decoding strategies to read words, rather than guessing. • As the children to point to words to answer retrieval questions. • Encourage the children to answer in sentences and be precise in their answers, e.g. Which word tells you that?

Vocabulary: *1a - draw on knowledge of vocabulary to understand text.*

Draw on the children's knowledge of vocabulary to understand texts. Discuss word meanings and link new meanings to those already known. Initially, with simple word meanings, build to more complex word meanings and subject-specific technical vocabulary.

Ask:
• Which word closely matches the meaning of the word … ?
• What does the word … tell you about … ? [setting, character, atmosphere, mood]
• How has the author made you feel towards [character]? What words/phrases made you feel like that?
• What words would you use to describe… ? How are these different from the words you would use to describe… ?
• Why is this word written in bold/italics/capital letters?
• How does this word/description make you feel?
• Why do you think the author used the word … to describe … ?
• Can you find an adjective that describes/shows you that … ?
• What other words or phrases could the author have chosen?

Features of Text: *1b - identify/explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information.*

Questions will begin with identifying and discussing key features of the text, leading to explaining and making comparisons.

Ask:
• Who are the characters in this story?
• Where does this story take place?
• Where do the characters live?
• How does [insert name]'s character change in the story? What do you think makes them act this way?
• Which part of the story do you think describes the setting best?
• What happens in the story?
• Discuss what a dilemma is. What dilemma do you think [insert name] faced in the story?
• Which is your favourite part of the story? Why?
• Where in the book would you find… ?
• How does the contents page help you find information?
• Why do you think the author has organised the information like this?
• If I wanted to find out about… , which part of the text should I read?

• In this book, how could you find out what… ?

• Thinking about the fiction books we have read, what do you think the common features are?

• **Say:** Let's think about these three non-fiction books. What features do they have that are similar?

Sequence: *1c - identify and explain the sequence of events in texts*

The challenge should be increased as the texts become longer, as the answers are not as prominent within the text, as the answers are not limited to one page and as the questions are less scaffolded.

Ask:

• Where is the setting for this story?

• Who is the main character in the story?

• What is the first/last thing to happen in the story?

• What are the main events in the story?

• Describe what happens in the beginning, middle and end of this text.

Say: Put these events, paragraphs or chapter headings in the correct order. Explain how you know.

• What did the main character do in the beginning of the story? How did this character act differently at the end?

• Why did [insert name and action]… ? What was the next thing they did?

• How does [insert name] save the day in the story?

• Can you tell me which two facts you found most interesting/you didn't know before?

• How does the weather change in the story?

• What was the problem/dilemma the character(s) faced in this story?

• Which section tells you about… ?

• **Say:** Tell me three facts you learned from the text.

Inference: *1d - make inferences from the text*

As the children become more proficient with retrieval, they need to be encouraged to thin more deeply and move into making inferences from the text based on what is said and done.

Ask:

• What does this sentence tell you about [insert name]?

• Why did [insert name] do this?

• Why do you think [insert name] was [surprised/happy/sad/angry]?

• What words in the text suggest… ?

• How can you tell… ?

• Provide a sentence, e.g. 'The puppy wagged his tail when he saw his owner'.

Ask: Do you think… [the puppy likes its owner]? How do you know?

• Why does this character look angry? What do you think they might be thinking?

• **Say:** I wonder what [insert name] was thinking at this point in the story…

• Why do you think the author used this word to describe… ?

• How does the author show that this character is sad?

Prediction: *1e - predict what might happen on the basis of what has been read so far*

Developing prediction skills will begin simply with predicting what will happen next. It will then build to children using their knowledge and understanding from what they have read so far to be able to make informed predictions and ask questions about what will happen next.

• **Say:** Let's look at the title.

• **Ask:** Do you think this is going to be a fiction or non-fiction book? Why do you think that?

• **Say:** Let's read the blurb on the back cover.

• **Ask:** What kind of person do you think [insert name] might be?

Ask:

• Where is the story set? Why do you think this setting was chosen? How do you think this will affect what happens next?

• Can you see a theme starting to show in this story? Can you think of another story that you know with this theme? Do you think this story will turn out in the same way?

• What do you think is going to happen to [insert name] next? Why do you think this? What clues are there?

• What lessons do you think [insert name] has learned from what has happened to them? How do you think they are going to behave now?

• If the prediction turns out to be incorrect, ask why it did not turn out as it might have done.

• What do you think [insert name] will do next? Why?

• The children to imagine what an alternative ending might have been.

• What might a sequel to this story be about?

• What might have happened before this story started?

Extension domains for developing a greater depth of understanding (Y2):

<table>
<tr><td rowspan="2">PRACTICE AND APPLY
(Comprehension)</td><td>Deduction: coming to a logical conclusion from the information/evidence available</td></tr>
<tr><td>Inference sills can be built on further by going deeper into deduction and drawing simple, logical conclusions.
Ask:
• Why do you think that?
• How can you tell?
• What evidence suggests that?
• Which word best describes how [insert name] is feeling now? How can you tell?</td></tr>
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Skimming & Scanning: *coming to a logical conclusion from the information/evidence available*

Skimming and scanning: As the children become more proficient with the skills of retrieval, skimming and scanning can be introduced to find information more quickly and efficiently.

Skimming – to obtain the gist or overall sense of a text.

Scanning – to find specific information by looking for key words and phrases.

Greater depth of understanding can be built by developing the skills of connecting ideas, words and phrases to create meaning, *e.g. by identifying the main idea, summarising the main message, numbering events and deciding which statements are true.*

Skimming

Skimming does not involve reading the whole text word for word, but uses clues from the text, including headings and illustrations.

Ask children to:
- Read the title, subtitles and subheadings to reveal what the text is about.
- Look at the illustrations for clues.
- Skim over the text, looking for key words.
- Read the first and last sentence on a page or paragraph.
- Find information in a specific paragraph.

Scanning

When scanning to find important information, it is useful to look for key words or numbers.

Ask:
• How many children did [insert name] have?
• What four main ingredients do you need to make… ?

Say: It was raining when …
• Is this statement true or false?
• Which day of the week was … held on?
• Can you order the following events?
• Which of these statements are true?

REVIEW

KS1 Written Comprehension

It is important that children are given opportunities to practice writing answers to comprehension questions when developmentally able. This should be well scaffolded at first, drawing upon the oral comprension work in the last guided session and progressively building competence in written responses throughout the key stage.

- Can you write answers to written comprehension questions (answered orally in guided reading session).

NOTES:
- Remind the children that they will now get the opportunity to write answers to questions similar to those that have been discussed within the oral comprehension session of their group/guided reading.
- Encourage children to read each question carefully and answer with a single word / phrase or complete sentences as directed.

Each week in school, all children access the following phonics, group or guided reading and comprehension sessions as a minimum:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Little Wandle Letters and Sounds Revised phonics programme - Daily for 30 minutes						
3 x Reading Practice Sessions: 1) Decoding (20 minutes) 2) Prosody (20 minutes) 3) *Comprehension (20 minutes)						
			RAMP Reading in small groups – 30 minutes *Year 2 children move over to RAMP once they are fluent decoders.			
			Written comprehension task – 30 minutes			