

# What happens in a whole class guided reading lesson at Christ Church?

At Christ Church, we practise key reading skills alongside Ashley Booth's resources to guide our pedagogy. The bullet points below set out how these principles look in our classrooms.

Guided Reading teaching avoids the temptation to limit the texts that children who are regarded as weaker readers are exposed to because they will not be able to understand them.

- Through positive teacher modelling and sharing of texts children will be able to gain access to a variety of rich and culturally diverse material.
- Pre reading of texts can give children early exposure to texts and therefore enable children to access and appreciate material they might not otherwise be exposed to.
- Interventions are in place for those children who are at risk or in danger of falling behind their peers in terms of their reading fluency.

Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time

- Children are active learners, participating in a variety of activities within a lesson
- Children who decode texts quickly are able to deepen their understanding, through open ended tasks and questioning
- Children are supported to participate in high-quality talk through the use of sentence stems and starters
- Children are encouraged to track a text with their eyes and fingers to ensure that they engage fully.

Vocabulary

- New vocabulary is addressed throughout and definitions explored in a range of contexts in order to build subject and contexts specific lexicons
- Attention is paid to the identification of tier 2 and 3 language in a text, recognising when these words are significant and how or why an author might use them
- Children are encouraged to adopt the new vocabulary learnt in lessons and practise in order to embed and move new language from the working to longer term memory

Inference and deeper contextual understanding

- The VIPERS structure enables the children to engage in a variety of surface and deeper readings through a combination of retrieval questions and inference based understanding.
- Children are encouraged to further deepen their knowledge, by formulating their own questions and 'interrogating' the text
- The diverse nature of the texts encourages an understanding of the world around them which might be outside of their immediate cultural and socio-economic situation.

Discussion/partnered and individual talk

- The structure of the lesson encourages shared/partner talk in which children can rehearse ideas and theories about a text.
- At times, children might be expected to formulate their own ideas about a text – at these times a teacher will be aware of the children to choose for a response and target accordingly.
- All children are encouraged to answer questions, equally. A teacher will have the same expectations of answers from all children and will avoid 'simpler' questions to different pupils – high expectations and no limitations.

Books and evidence

- The nature of each lesson is highly dialogic and, therefore, the 'back and forth' of discussion and debate forms the backbone of these lessons.
- Through discussion and verbal rehearsal children are encouraged to build up the vocabulary and sentence constructions needed to formulate longer, written answers into their books.
- Evidence in books will represent the variety and breadth of texts used and a clear learning intention based on the discussion initiated in class.