Guided Reading Charter  
Tarpeena Primary School  

**Purpose:** Guided reading is an instructional teaching strategy which allows teachers to “guide” students through a reading process. Teachers lead students through the process, modelling various reading strategies aimed at improving student comprehension and reading. The goal of guided reading is for students to effectively use these reading strategies independently on their way to becoming fluent, skilled readers.

**Duration of lessons:** Guided reading should take between 15 – 30mins depending on the year level and the focus of the text.

**Class Structure:** Guided reading is usually done in small groups or one on one; however it can be done as a whole (depending on the class size). Whilst implementing guided reading all other students learning must continue as normal. As guided reading is a literacy activity, it is a good idea to have literacy tasks running in the class at the same time. To limit disruptions, attempt to set learning tasks which consolidate students learning, preferably in the zone of proximal development.

**Set a purpose & a focus for reading.** As the teacher, ask yourself, “why is it important for a student read a particular selection?” When a student understands the purpose of an activity, it becomes more valuable to him or her.

*Luke & Freebody’s 4 Resources Model supports a purpose / focus:*

<table>
<thead>
<tr>
<th>Code breaker</th>
<th>Text user</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding the codes and conventions of written, spoken and visual texts, eg:</td>
<td>Understanding the purposes of different written, spoken and visual texts for different cultural and social functions, eg:</td>
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<tr>
<td>• uses a range of strategies to support identification of words, eg sounds in words, letter patterns, and word meaning</td>
<td>• explores the features of different text types to determine how an author’s purpose shapes the way the text is formed</td>
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<tr>
<td>• develops knowledge of various literary devices, eg similes and metaphors</td>
<td>• makes predictions about the text type based on features such as text structure, headings, the author’s writing style and use of vocabulary</td>
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<tr>
<td>• attends to the function and use of various categories of words, eg parts of speech, synonyms, prefixes</td>
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<tr>
<td>• becomes familiar with the structures and conventions of different genre</td>
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<table>
<thead>
<tr>
<th>Text participant</th>
<th>Text analyst</th>
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</thead>
<tbody>
<tr>
<td>Comprehending written, spoken and visual texts, eg:</td>
<td>Understanding how texts position readers, viewers and listeners, eg:</td>
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<tr>
<td>• uses background knowledge to make meaning of the text</td>
<td>• examines the writer’s point of view and develops their own position on the text</td>
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<tr>
<td>• understands the literal and inferential meaning of the language used in the text</td>
<td>• develops a critical response to the text</td>
</tr>
<tr>
<td>• uses picture and meaning clues to predict the storyline or text features</td>
<td>• identifies bias and stereotypes in texts</td>
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<td></td>
<td>• constructs an alternative position to the one taken in the text</td>
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Introduce the text – (Activate prior knowledge) Determine what background knowledge the students possess on the topic and where gaps exist. Then, through classroom discussion or activity, help the students fill in those gaps.

Allow the students to have a quick look at the text. Discuss the title and any predictions the students can make about the genre and possible content of the text. Encourage the students to discuss what they already know about this topic or genre. Identify any words or features you feel may cause problems for the students and assist them to problem solve.

Examples of Questions (you can add your own)

- Why do you think the author chose this title? (Text analyst)
- Can you predict what genre this text is written in and what it might be about? (Text user)
- What text features would you expect to find in this genre? (Code breaker)
- How can you find information in this text? (Text user)
- What words can you see in the text that have prefixes/suffixes? (Code breaker)
- What word can you see in this word that will help you work it out? (Code breaker)
- What does the title/cover suggest that this text is about? (Text participant)

Reading the text The reading of the text can be done silently or out aloud as a small group. This allows the students to check their predictions. If you are choosing for the children to read silently, move around the group assisting where necessary. Encourage the students to use known strategies to problem solve on the text.

It may be helpful to provide students with a scaffold to support their reading and understanding of the text.

For Example:

- Visualise – Create a picture in your mind
- Predict – What do you think will happen
- Connect – To yourself, movies, experiences, other texts.
- Respond – What does the story say to you? What is the mood, tone, theme of the story.

For those students who have some difficulty with reading ensure that they are armed with phonetics strategies to support their reading.

Other effective strategies used in guided reading include:

- context clues
- letter and sound knowledge and
- syntax (word structure)
- Also, students can learn strategies to identify story elements, such as characters, setting, plot and text structure.

Revisiting the text If you are reading aloud as a group, take the opportunity to capitalise on key teaching moments which arise in the sentence, paragraph or chapter. If the students have been reading silently, re-convene the class / group to explore the language, discuss the features, mood, style, etc. and reread to make sense of the text or to find evidence to support their opinion. Direct the students’ attention to specific features of the text to build their knowledge or to allow them to apply strategies they already have. During this time the teacher is facilitating a discussion with open-ended questions.

Examples of Questions (you can add your own)

- What letter pattern is familiar in this word? (Code breaker)
- Have your predictions of the type of text been confirmed or rejected? Why? (Text user)
- What are the main ideas? (Text participant)
- Were any of your questions answered by the text? (Text participant)
- What clues are in the text to help you work out what this word means? (Code breaker)
- How are the photographs used? What do they make you think? (Text participant)
• How is this word used in this context? (Code breaker)
• What do you notice about the way the author started this story? How did it suit its purpose? (Text user)
• How is the language in this text similar to or different from other examples of this genre you have read? (Text user)
• How would the story be different from another point of view? (Text analyst)