

Year 1 Guided Reading Guidance

Monday: Decoding, Prediction

- **Resources: In house reading books and blank cards (post it notes) for children to record any new vocabulary.**
- Based on the front cover, children to predict what they think the text is about and why. Adults to dip into conversations.
- Turn to the inside cover, children to go through the graphemes highlighted in bold. Do this several times - independently, with a partner, in random order. Adults to address any errors straight away.
- If there are any tricky words, children have a go reading independently then adult to share what they are.
- Children to independently read their book, focusing on decoding as their main tool for reading.
- **Challenge:** How many words can you read with fluency (not sounding out or sounding out quickly in your head?)
- Children to write down any new words, they do not know the meaning of, on their blank cards/post it notes.
- Adults to go round listening to children read a line or two. Address and note any errors straight away. Share these with the class at the end of the lesson.

Tuesday/Wednesday: Fluency, Vocabulary, Prosody

- **Resources: In house reading books, fluency, and vocab cards.**
- Children to share their predictions from yesterday.
- **Fluency cards** – Find the di/trigraphs/blends first. Children to read with fluency.
- **Vocab cards:** Do the same with new vocabulary then discuss the meaning of the words and synonyms. Use visual cues if need be.
- Turn to the inside cover, children to go through the graphemes highlighted in bold. Do this several times - independently, with a partner, in random order. Adults to address any errors straight away.
- If there are any tricky words, children have a go reading independently then adult to share what they are.
- **Fluency:** Children to independently read their book, focusing on fluency. Adults to listen to each child read, addressing errors straight away.
- **Prosody:** Turn to page... model reading in a boring way. Discuss how you could change the way the sentence is read and why – tone, speed, volume etc. What impact did it have?
- Do this for several sentences – plenty of modelling and copying. As they progress, provide children the opportunity to make own choices on how they will read and give reasons.

Thursday/Friday: Comprehension, Retrieve, Inference, Explain

- **Resources: In house reading books, fluency and vocab cards.**
- **Fluency and Vocab** – Word cards used in previous lesson for fluency. Recap meanings and synonyms.
- Turn to the inside cover, children to go through the graphemes highlighted in bold. Do this several times - independently, with a partner, in random order. Adults to address any errors straight away.
- If there are any tricky words, children have a go reading independently then adult to share what they are.
- **Fluency/Prosody:** Remind how you read yesterday adding expression to aid meaning and making the book sound fun and engaging.
- Children to read independently and adult to dip in listening to children reading with fluency and prosody.
- **Comprehension focusing on the three VIPERS skills:** Before answering, think about what the question is asking. Example: **Where** does the boy live? -This question is looking for a place. **Who** did the dragon capture? – This question is looking for a character. **Why** did the girl slam the door? – this question is looking for a reason etc.
- Children to explain how they know the answer. It is fine for children to sound out if required but this should be minimal at this stage.