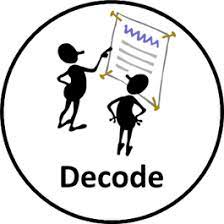
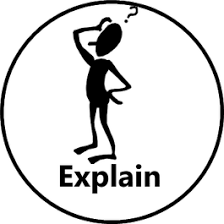
**Bromesberrow St. Mary’s C of E Primary School Guided Reading- DERIC**

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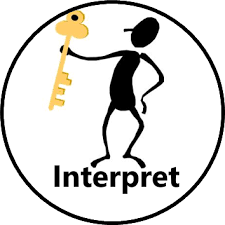
Reading activities to give children an opportunity to apply their phonic knowledge

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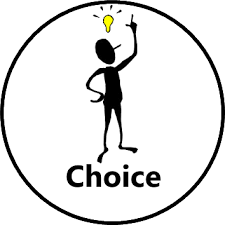
Reading Activities to develop children’s understanding of vocabulary and understanding of whole texts

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Reading Activities to develop children’s ability to retrieve information from the text

****

Reading Activities to develop children’s ability to interpret information from the text

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Reading Activities to develop children’s ability to discuss author choice

**Whole school consistent approach**

**Non negotiables**

Each class will display DERIC symbols

All staff to be confident and conversant in this terminology

DERIC terminology and language to be used with and understood by the children

Guided reading will be planned

One quality guided reading session to happen each week

Guided Reading book for Year 1 upwards

A selection of fiction, non-fiction, poetry and play scripts should be used. If appropriate texts can be chosen to enhance learning in other curriculum areas e.g. geography, science and history through non- fiction choice.

**Early Years**

In the Early Years, preschool and reception, we focus on selecting and sharing quality texts. We have focused daily shared reading sessions, where the children choose from 2 quality texts (having opportunity to vote, expressing choice and developing their preferences). The text is then shared at a whole class level and the story teller focuses on using careful questioning to elicit responses and engage the children in the story. In addition to this, we have quality texts as part of our continuous provision. The children are encouraged to explore these independently, using the props and stimuli on offer. The role of the adult is to challenge children in their reading and comprehension, through quality adult-child interactions.

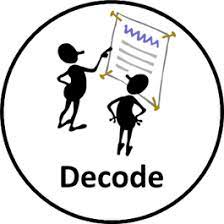
This is how a shared/guided reading session may look using The Little Red Hen:

We initially try to interest the children in the text, providing a purpose for reading- a little hook e.g. “Today we are going to look at a book about a Little Red Hen, who bakes some delicious bread. We are going to find out how she made this from a tiny seed.”

We may then try to relate the story to the children’s own experiences e.g. “who has made bread here? Can you remember what ingredients you needed for this?”

We may then look at the front cover and see if we can predict anything from this e.g. “which characters do you think the Little Red Hen may meet?”

As we read the text we will have thought carefully and planned some questions to ask the children e.g.

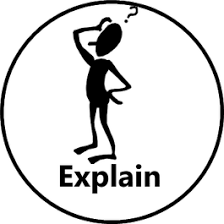
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“Can you hear/read the sound at the beginning of this word?” (hen)

“Are you able to use your sounds to read this word?” (red)

“Can you read this tricky word?” (little)

“Can you hear two words that sound the same (rhyme)?” (cat and rat)

****

“ What do you think the word ripe means?”

“ Why do you think the Little Red Hen was VERY pleased with herself and not just pleased?”

“I have some challenge words (put up at the beginning) can you hear then and give me a signal as I am reading? Can anyone act out this word?”E.g. mumbled, sniffed and snorted.

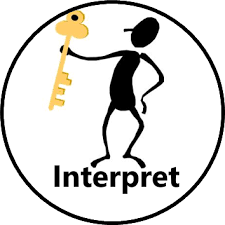
It is useful to have a definition of new words/vocabulary children will encounter at the beginning of the session e.g. windmill, ground, corn,

“ Can you find a word that describes the rat on this page?” e.g. skinny, sleek

“ What was the little red hen doing before she found the ear of corn?”

“What did the little red hen have to do to the corn every day to help it to grow?

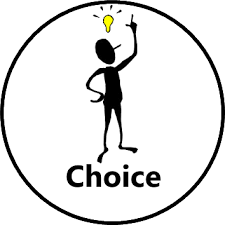
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“What kind of character is the little red hen?” e.g. is she kind, mean, sad, hard working? Give children choices.

“How would you describe the pig?” give two opposite words and the children need to vote.

“How do you think the animals are feeling at the end and why?

****

At this age we focus on the child’s choice, rather than authorial intent. This is developed in year 2

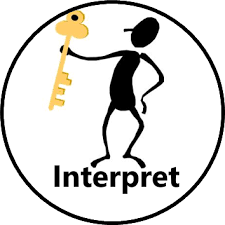
“Do you like this book? Why?”

“What is your favourite part?”

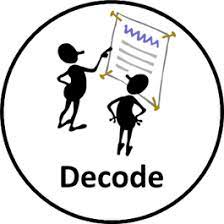
“What would you like to happen next?” Discuss in relation to one of the characters.

In Ks1 (Year One and 2), we build upon this to have a focused guided reading session each week. In year One they will be taught as a class group using one text, with DERIC focused tasks from this. The children will be expected to record their answers in their guided reading books. There must always be a Decode. Teacher to focus on three DERIC’s as a maximum e.g.

Using Titch by Pat Hutchins

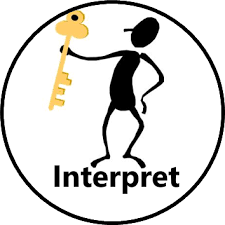
**** Why do you think Titch had a sad face when he was holding his pinwheel?

****What happened to Titch’s Tiny seed?

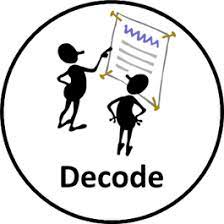
****Can you change the word ‘big’ to ‘bigger’ and ‘big’ to ‘biggest’?

In Year 2, the expectations would be increased through the questions used, although CHOICE and author intent should be introduced as the year progresses. Texts are not chosen as individual readers are. There is no call for 95% accuracy, as teacher often reads the text, with key children selected to read captions, sentences and words, dependent on the child’s ability level e.g.

Using Lazy Lion by Mwenye Hadithi

**** Why do you think Lion didn’t want to live in the tree trunk?

****What materials did the Weaver Birds use to build their nests?

****On page 9: Can you hear the word ‘huge’ as I read. How would I spell this?

In Ks2 (Years 3-6), the format should be similar, however the expectation will be increased. The ***Moving Beyond Comprehension Sheets*** guidance provides some excellent examples on how to achieve this.