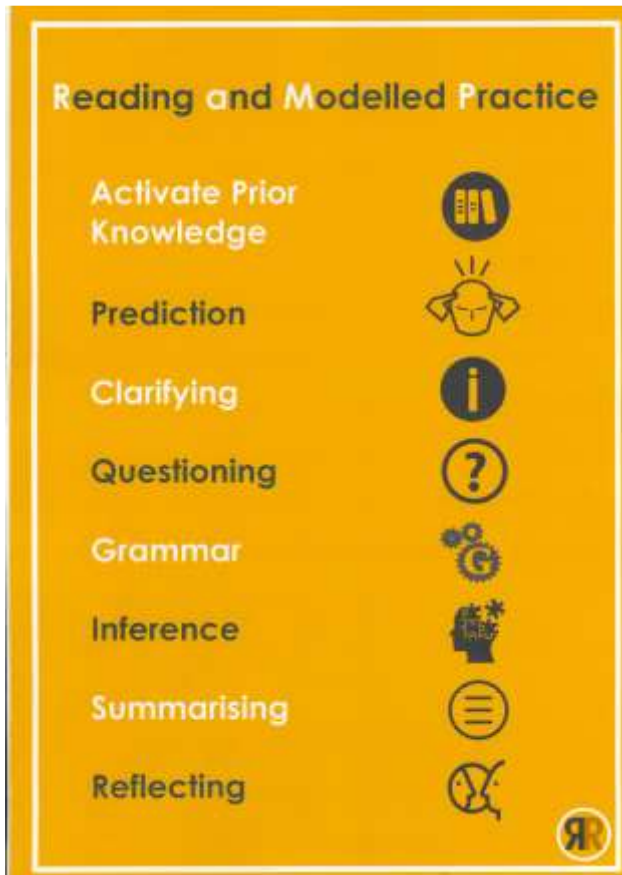




Guided Reading KS2

Guided Reading



When our children are confident readers and have completed the RWI programme in KS1, they will be taught through the RAMP structure. RAMP means Reading and Modelled Practise and Little Heaton uses this approach to the teaching of reading.

Activate Prior Knowledge

Questions and links to prior learning are taught in this first section. What have the children learnt already? Can they think back to the topic taught in Year 2 on...? What do we know already about the character?

The children have the opportunity to look back at what they have read already or link it to their own feelings or lives.

Prediction

Children begin to think about what could happen next in the story. They have thought about what has already happened and are now able to make suggestions to characters emotions, actions or events that could happen next.



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Clarifying

Words or phrases that the children do not understand are clarified in this section. These are usually clarified by the teacher but sometimes children will be asked to look these words up in a dictionary. All children in KS2 have a magpie book that these words that have been clarified are put into for further reference in cross curricular subjects.

Questioning

After reading the extract this is the opportunity for the teacher to ask retrieval questions to the children. This has been a big focus for KS2 over the past year and we encourage the children to find the answers to the questions in the text, referring explicitly to the vocabulary used in the text.

Grammar

The children now focus upon the grammar used in the text. Depending upon the objectives needed to be taught this may focus upon punctuation, words or phrases used, how the author uses language to affect the reader or sentence structure.

Inference

Characters' feelings and actions are explored more carefully in this section of RAMP. The answers to the questions asked in this section will not be found in the text and the children are asked to think around the text and explain their reasoning behind an answer. Questions like Why? When? What do you think will happen next? Why did they do this?

Summarising

The children have read the extract and are now asked to summarise what they have read in a short phrase or sentence.

Reflect

This is the opportunity now for the children to reflect on what they have read so far. Did it meet up with their predictions in the first part of RAMP? Did they guess correctly? Have they enjoyed the text so far, if not what could make the text better?

The children begin to make their own reflections on the book, the characters and the plot.

RAMP is taught through short extracts from the same book every day. The teacher fills in the gaps between the extracts allowing the children to understand the basic plot but giving them opportunities to delve deeper into the extracts and focus upon specific objectives needing to be taught.

RAMP teaches our children all the strategies that we, as adults, use as readers and also provides them with an opportunity to read and discuss a wide range of texts.



Guided Reading KS2

The texts we use have been carefully set out and planned for each year group. We have curriculum links throughout our non-fiction guided reading texts which link into prior learning in previous year groups. Our fiction texts have been selected to ensure there is high level vocabulary and have been recommended by educational specialists. We have ensured that each year group reads a classic novel and that a variety of 'real life' scenarios are read throughout the year. The books we use for guided reading are always available for the children to read after our sessions to increase that love for reading.

Alongside this more in-depth comprehension skills are taught through discrete sessions, such as Cracking Comprehension. The skills taught within these lessons are built on further within our Talk 4 Writing sessions.