Ensuring the attainment of more advanced learners of English as an additional language (EAL)

CPDM 7 Reading as a writer: understanding the writer's purpose

Presenter's overview

Aims

- To consider the rationale, purpose and outcomes of guided reading.
- To consider the organisational aspects of guided reading within the classroom.
- To explore guided reading as a means of accessing challenging text.

Key messages

- The rationale for guided reading, including pupil grouping, should be made explicit to pupils.
- Pupils need to understand the purpose of guided reading in the context of whole-class teaching and learning.
- The outcomes of any guided reading session should be clear and linked to whole-class teaching to ensure transfer of knowledge and skills.
- Pupils need to use skills of inference and deduction in order to extract meaning from text.
- Guided reading allows the thinking processes used by an experienced reader to be modelled by the teacher in both whole-class and guided groups.
- The 'hidden meaning' of texts are made explicit through teacher questioning and modelling.
- Guided reading fosters independent learning.

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Overview of training modules

CPDM 1 Senior leader briefing: leading change for more advanced EAL learners	**CPDM 2** Analysing writing: assessing the needs of more advanced learners
CPDM 3 Making sense of literacy targets: learning objectives and activities	**CPDM 4** Talk as a tool for thinking: exploratory talk
CPDM 5 Bridging talk and text: formal talk	**CPDM 6** Reading as a writer: exploring challenging texts
CPDM 7 Reading as a writer: understanding the writer's purpose	**CPDM 8** Thinking and writing as a writer: the sequence for teaching writing
CPDM 9 EMA coordinators: developing a strategic approach	**CPDM 10** Parents and community: supporting pupils' learning

Next steps for colleagues

- Make links with subject areas that have developed guided learning approaches.
- Use coaching pairs or trios to support the development of guided reading or make use of lead practitioners or consultants.
- Identify opportunities in schemes of work to include guided reading.
- Review the texts used in the subject to ensure that they provide a sufficiently high level of challenge.
- Identify time in department meetings to review the impact of approaches used in guided reading.

Notes

- Session notes, including references from other useful publications, are provided to support presenters in ensuring that aims and key messages are covered.
- The activities provided are intended as examples. Presenters should choose and adapt as necessary to fit local priorities.

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Resources and further reading

Search using the reference numbers listed below:

www.standards.dcsf.gov.uk/nationalstrategies

- *English Department Training 2003*, Building a bridge from reading to writing
- *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN)
- *Group reading at Key Stage 3* (Ref: 0674-2002)
- *Literacy and Learning* (Ref: 0651-2004)
- Literacy progress units – for whole-class teaching – Information retrieval (Ref: 0474-2001)
- Literacy progress units – for whole class teaching – Reading between the lines (Ref: 0476-2001)
- *Pedagogy and practice*, Unit 9: Guided learning (Ref: 0432-2004)

http://publications.teachernet.gov.uk

- *English Department Training 2001*, Module 8: Guided reading (Ref: 0234 2001)
- *Improving reading: a department handbook* – Reading for meaning strategies (pp.63–5), (Ref: 1523-2005)
- *Literacy across the curriculum*, Unit 6: Reading for information (delivered to all schools and local authorities in April 2001)

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Overview	**Total time required: 75 minutes**	
Timing	**Activity**	**Resources**
5min	Introduction/aims of the session	**Slide 1:** Title slide **Slide 2:** Aims
5min	Principles of guided learning	**Slide 3:** Principles of guided learning
25min	What is guided reading?	**Slide 4:** What is guided reading? **Slide 5:** Sequence for guided reading **Video clip** **Resource 1**: Guided reading sequence
10min	Organising guided reading	**Slide 6**: Organising guided reading **Slide 7**: Practical tips for independent groups
15min	Advantages of guided reading	**Slide 8:** Advantages of guided reading **Video clip** **Resource 2**: Advantages of guided reading
15min	Plenary • Identify where in their current or next scheme of work a guided reading session could be included	**Slide 9:** Plenary

Equipment required: slide presentation, data projector, screen, laptop, flipchart.

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CPDM 7 Reading as a writer: understanding the writer's purpose

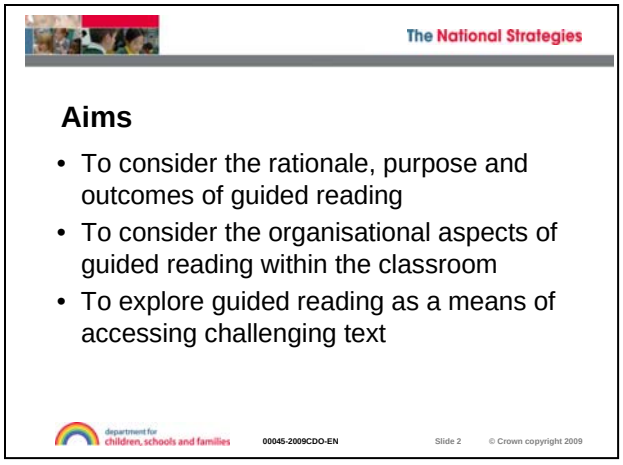
Presenter's notes

Audience: All staff

Introduction (5 minutes)

Use slide 1 (title slide) to welcome colleagues and say that this session is aimed at developing guided reading in their subject.

Show slide 2 and share the aims for the session.



Tell colleagues that guided reading is one type of guided learning. Say that while this session will be focused solely on guided reading, it is based on the principles of guided learning and can therefore be applied to other guided learning contexts like guided talk or guided writing.

Principles of guided learning (5 minutes)

Tell colleagues that the theoretical principles underpinning guided learning and therefore guided reading (as laid down in **Pedagogy and Practice, Unit 9: Guided Learning** – see resource list) are consistent with those informing teaching and learning across the National Strategies. These principles are a useful starting point for a shared understanding of the overarching principles of guided reading.

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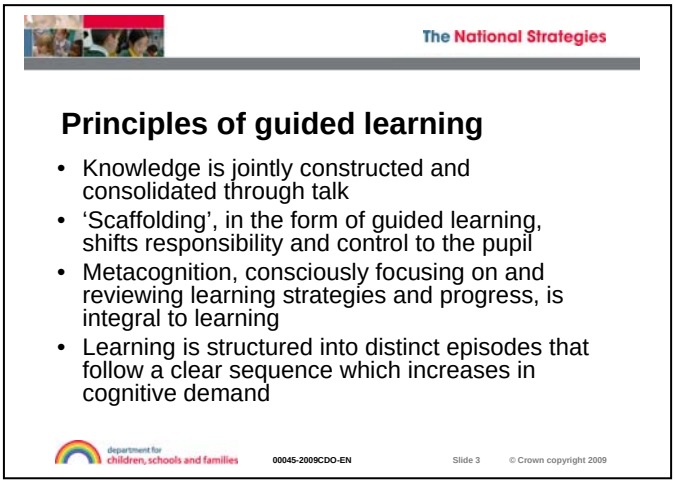
Show slide 3.



Make the following points:

- Guided learning is premised on the idea that a group is capable of better solutions than an individual and that the process of joint thinking and talk used in guided learning can later be applied independently.
- Scaffolding helps the learner to connect prior learning with new learning and involves the teacher guiding pupils' learning through modelling, demonstration and questioning in a small group. This allows pupils to go through the same processes and ask similar questions of themselves when working independently.
- Metacognition, or thinking about thinking and learning, is particularly important where tasks are challenging, making guided learning the ideal context. Pupils are able to take control of their learning through:
  a) integrating prior and new knowledge
  b) solving problems individually and in groups
  c) consciously reviewing progress and strategies to check that the right information is being used, that no incorrect assumptions have been made and that there are not better ways of doing the task.
- As for all lessons, guided learning needs to be carefully planned to ensure that pupils are challenged to maintain and accelerate progress.

Finally, state that while guided learning is highly structured, the ultimate outcome is pupil independence. Say that we will now consider how guided reading will move pupils towards increased independence in comprehending text.

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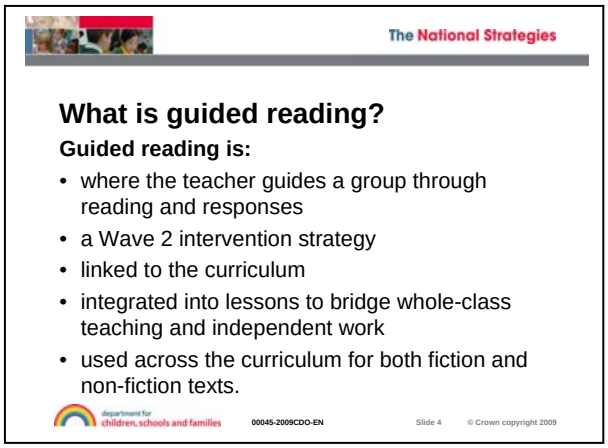
What is guided reading? (25 minutes)

Show slide 4.



Make the following points:

- The starting point for intervention with underperforming pupils is Wave 1, quality first teaching.
- Guided reading, as a Wave 2 teaching intervention, is designed to increase rates of progress and secure learning for groups of pupils, which puts them back on course to meet or exceed national expectations. It usually takes the form of a tight, structured programme of small-group support within the classroom. It is carefully targeted and delivered by teachers or teaching assistants who have the skills to instruct and challenge pupils to achieve and exceed their learning objectives. This could be targeted at challenging high attainers, tackling misconceptions, or accelerating progress for specific groups.
- Emphasise the fact that guided reading is not a discrete or separate programme, but is part of a rich, challenging and coherent curriculum. Linking the learning outcome of the guided reading session to whole-class learning outcomes is essential. This allows pupils to make the necessary links between learning and ensures the transfer, consolidation and refining of skills and understanding.
- Planned with a particular focus around text in mind, the guided reading session should always be part of a broad learning sequence for the lesson or number of lessons. It should act as a link between initial whole-class work and subsequent independent work.
- Guided reading creates a social context for reading, understanding and responding to texts. In order for the guided reading session to challenge pupils, the teacher will need to give detailed consideration to the pupils' engagement and stage of progress so that the texts used can be carefully chosen. It is about pupils taking control of their learning through a managed process.
- Guided reading can be used across the curriculum, using both fiction and non-fiction texts. It can be used to develop investigation and research skills in a range of subjects with texts such as newspaper reports, encyclopaedias, textbooks and websites.

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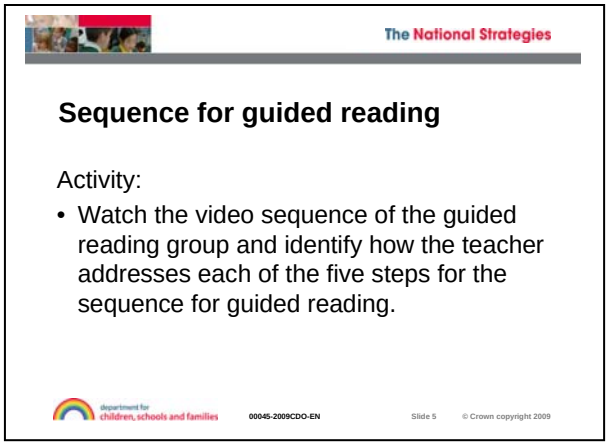
Tell colleagues that they will now watch a DVD clip (**CPDM 7 Guided reading**) of a science teacher who uses guided reading to accelerate the progress of a group of more advanced bilingual learners.

Show slide 5.

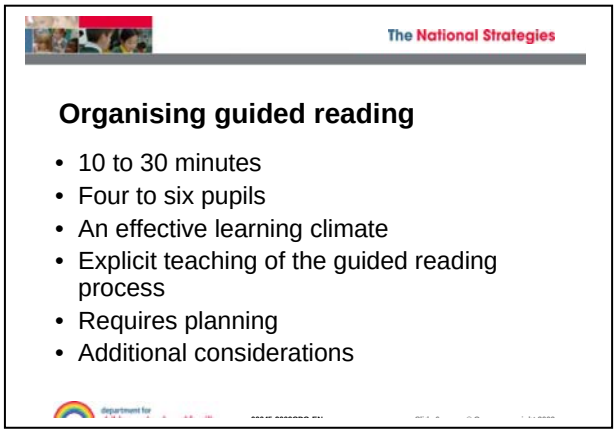


Ask colleagues to locate **resource 1** and briefly explain that this resource outlines the teaching intention for each of the five stages of the guided reading sequence. Assign particular stages of the guided reading sequence to individuals or pairs in the group. Ask colleagues to briefly familiarise themselves with the teaching intentions for their particular stage and explain that you would like them to identify the teaching and learning strategies such as questioning, prompting and modelling, during the stage that they have been assigned.

Show video clip CPDM 7 Guided reading (6 minutes) then allow approximately 5 minutes for feedback.

Organising guided reading (10 minutes)

Show slide 6.



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Say that **slide 6** attempts to explain both the prerequisites and the organisational aspects of guided reading, but that each teacher prefers to engage with guided reading in a slightly different way; this can be tested and amended to suit both the teacher and the pupils, depending on the context of the subject, as guided reading is used in the classroom.

Make the following points:

- Guided reading sessions are flexible and can last from 10 to 30 minutes depending on the nature of the task and the learning objectives. They usually take place during the development stage of the lesson, following the starter and introduction. During the development stage, the teacher works with the guided group while the rest of the class work independently (in pairs or small groups) or with the support of a teaching assistant, where practicable. Both the guided group and the independent groups work towards meeting the same learning objectives and outcomes which are addressed in the plenary when the whole class reflects on and feeds back what they have learned.
- Groups should be formed on the basis of the stage of progress or point of learning need of the pupils. Four to six pupils is usually the most effective group size. The teacher remains seated with the guided group for the duration of the guided session.
- For guided reading to take place, an effective learning climate needs to be established with the whole class. Both pupils working in the guided group and those working independently need to be taught explicitly how guided group work is structured and may need a few sessions to familiarise themselves with the process. Once pupils are familiar with the routines of guided reading, they are motivated to stay on task in the knowledge that they too will have the opportunity for a one-to-one guided session with the teacher in the future.
- While teaching assistants can support the establishment of the guided reading routine initially, it is not necessary subsequently to have an additional adult in the classroom.
- Once the rationale is established, the routines are in place and pupils accept that the teacher will at times spend more sustained time with specific groups, both independent and guided work become more productive as the outcome for both is a reduced dependency on the teacher.
- For guided reading sessions to be effective, teachers should ensure that tasks and resources for independent groups are well organised, reducing the necessity for teacher intervention. Say that in the early stages of using guided reading the teacher may feel that a lot of planning is required. This becomes easier and less onerous as familiarity with the process is established (for teachers and pupils). Ultimately, guided reading will save teaching time as misconceptions are resolved and pupils are able to interact with text more independently.
- Acknowledge that some subjects may have additional considerations, for example, science or design and technology. Where health and safety concerns exist, guided reading should only be used in non-practical lessons or when there is another adult in the room, in which case it could be treated as a team-teaching opportunity.

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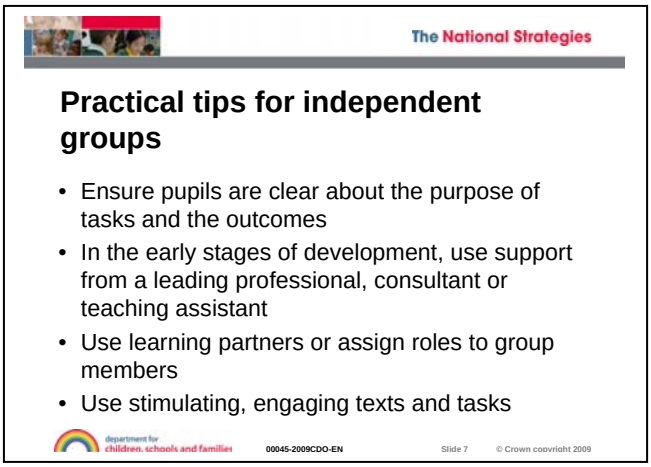
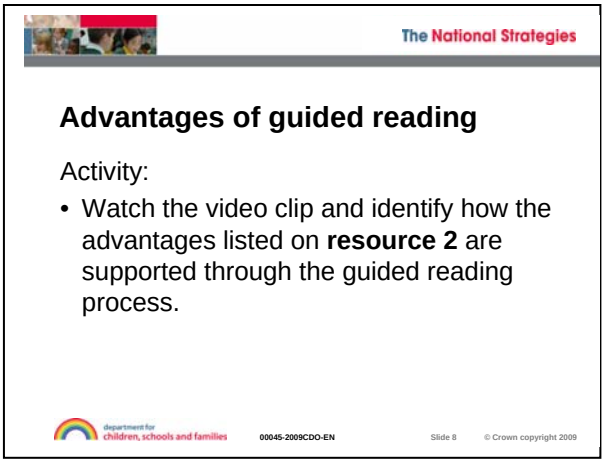
Now use **slide 7** to remind colleagues that they may want to use preparatory lessons to establish the ground rules for those pupils not in the guided group.



Advantages of guided reading – 15 minutes

Make the point that the advantages and benefits of guided reading outweigh the concerns around classroom management that teachers may have initially. Feedback from pupils demonstrates their appreciation of focused attention from the teacher in a small group.

Show slide 8.



Ask colleagues to locate **resource 2**. Tell them that they will now watch the guided reading lesson again, but that, this time, they should identify how guided reading facilitates each of the advantages listed.

Take brief feedback, ensuring that the following points are made:

- Guided reading allows teachers to support and challenge pupils by intervening in a sustained and proactive way at the point of learning, in this case, particularly through text.

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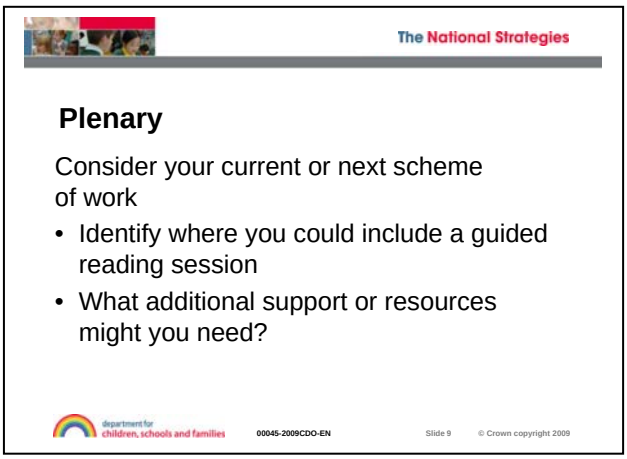
- Guided reading also supports the development of personalised learning since it is a means of tailoring teaching and learning to the needs of individual pupils by grouping pupils to provide structured support and challenge to address aspects of progress and specific needs.
- Guided reading builds pupils' independence through focused intervention, interaction and collaboration.
- As the teacher is much closer to the pupils, it is possible to monitor their responses, and adjust actions, and what pupils are asked to do or say, accordingly. It is therefore Assessment for Learning in action.
- Pupils engage at the highest level due to the focused, small-group nature of guided reading.

Plenary (15 minutes)



Allow colleagues 15 minutes to identify where in their current or next scheme of work they could include a guided reading session. Ask subject leaders to lead this session, possibly organising coaching pairs or trios to plan and develop guided reading. Briefly take feedback. Also remind colleagues of *Ensuring the attainment of more advanced EAL learners – a guided resource* (Ref: 00045-2009DVD-EN) for additional materials, case studies and video footage.

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The guided reading sequence

Resource 1

Learning sequence	Teaching intention	Teaching and learning strategies
Introduction	• To introduce the text • To support recall and recap on prior learning • To encourage prediction and speculation • To make explicit the learning objectives and outcomes	
Strategy check	• To make explicit a range of reading strategies and cues, for example, skimming, scanning or close reading *Note: the strategy check can be used at this stage or as part of the review*	
Independent reading	• To monitor as pupils read, checking for accuracy, fluency and comprehension • To give pupils focused attention (teacher-on-the-shoulder) • To give pupils opportunity to develop reading stamina and range	
Returning to the text	• To go back to the text encouraging pupils to identify details and points which require clarification, exemplification or discussion • To support pupils in developing critical and deeper responses to the text • To use the text to review the application of a key reading strategy (such as rereading, skimming, scanning) • To tackle misconceptions • To establish critical dialogue around text, exploring personal preferences and probing and extending responses • To assess comprehension and use of appropriate reading strategies	
Review	• To return to and reinforce the learning objectives • To reflect on progress made and strategies used • To prepare for further learning • To transfer the skills and knowledge to other contexts • To evaluate strategies and texts	

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The advantages of guided reading Resource 2

Advantage	Evidence
Teacher support and challenge to pupils	• • •
Development of personalised learning	• • •
Pupil independence	• • •
Assessment for Learning (AfL)	• • •
Increased levels of engagement	• • •

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