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Guided Reading using Short Texts at KS2

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Introduction

Many of us enjoy reading for our own satisfaction - when we can get time, but it's also true that many teachers just don't enjoy Guided Reading. There may be problems about the crowded curriculum, finding time to plan properly, or the worry of how to organise the rest of the class so that Guided Reading sessions can be enjoyable and fruitful. There can also be issues of scarcity of resources or lack of knowledge of what books will work best with which groups. Sometimes, these resourcing problems can be answered by taking a wider view of the kinds of reading materials which can support reading development, including picturebooks, leaflets, illustrated information books and websites as well as the usual novels, short stories or poems. This CDROM has been put together to help answer these concerns about reading at Key Stage 2. The children envisaged here would be working at Level 2a and above.

With examples all developed by teachers, the materials offer advice on:

- How to select texts which can be used to improve children's reading skills while genuinely engaging a group of young readers over an extended period of time.
- How to develop close and critical reading of the multimodal texts which children are familiar with.

The suggestions and examples use short texts because many teachers have found that it is difficult to sustain interest in a longer text over a period of time. Using a shorter text means that you can get to higher level discussion quickly, helping children to respond critically. Complex picturebooks, in particular, can help this process, sometimes presenting different points of view which in a novel would take longer to identify, sometimes showing emotions rather than telling the reader about them, and often allowing for differing interpretations, so stimulating discussion. Picturebooks can also make it easier to discuss the work of one author. With texts which have a visual element - picturebooks, web pages and leaflets - comparisons can be made more easily. But there are examples from other kinds of texts, too.

There is general guidance but for the Case Studies and Teaching Sequences we have chosen texts which are easily available, some of them are well known favourites but we hope others will offer new reading experiences. All of them have been tried out with groups of children who have responded enthusiastically to them.

The CD materials contain:

- Guidance for managing Guided Reading in the classroom.
- A generic Guided Reading Teaching Sequence covering several sessions.
- Case Studies and Teaching Sequences for Guided Reading sessions with Years 3,4,5 and 6 using:
 - short stories and short novels
 - complex picturebooks
 - information texts
 - poetry and song.

Case Studies describe working with particular groups, for example, bilingual readers, reluctant readers or highly achieving readers, and give examples of children's responses and assessment opportunities linked to the specific Assessment Focuses (AFs) for the sessions. Teaching Sequences are 'how-to-do-it' guides, also designed to exemplify specific AFs and indicate assessment opportunities. There are matched Case Studies and Teaching Sequences for some texts in each section. Although both the Case Studies and Teaching Sequences are linked to specific books or poems, they can be adapted for other texts. There is also general guidance for running Guided Reading sessions for each specific text type.

- Group and Guided Reading independent activities.
- Recording and Assessing progress with suggestions for asking questions linked to specific Assessment Focuses.
- PowerPoint presentations for running sessions with parents and Teaching Assistants about Guided Reading.

The table at the end of this section gives details of Year groups, text types and Assessment Focuses.

A word about multimodality

We are now very familiar with reading material where pictures and design features accompany - and sometimes outweigh - print. All forms of public texts are more image-based. Children take the highly visual and designed environment for granted. From their earliest years they are surrounded by texts which combine images, words and sound, on screen and on paper, in the home, in the street and in school. This means that they bring a wide experience of texts to their school work, expecting to read images as well as print. Many of these texts are *multimodal*, combining the modes of word with image*. Such pictures might illustrate the written text or add new information and ideas to what is written. The design of the page may well include different kinds of typeface, shape and size of font to create atmosphere or emphasise meaning. Colour and style of drawing can also add to the narrative or information

and the posture and facial expressions of any characters help to identify emotions and theme. In Guided Reading it is important to include reading the pictures and layout as well as the words.

In improving children's reading and extending their experience as readers it is essential to include both print only texts and multimodal texts. There are different satisfactions to be gained from settling down to read a short story or novel from the pleasures of tackling a complex picturebook, searching for information in designed information books or enjoying the intricacies and word play of poetry and song. All of these are important reading experiences which deserve to be part of the Guided Reading repertoire.

In addition, expertise in reading multimodal texts flows into understanding how authors of print texts create effects, describe setting evoke atmosphere and develop character.

** Multimodality can also include movement and sound as seen, for example, in videos or computer screen texts but in these materials we concentrate mainly on books and print texts.*

Guided Reading using Short Texts at KS2

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Guided Reading using Short Texts at KS2

Year	Text Type	Assessment Focuses
3	Poem (Case Study)	1, 3 & 6
3	Poem (Teaching Sequence)	1, 3 & 6
3	Complex picturebook (Teaching Sequence)	3 & 4
3	Information book (Teaching Sequence)	5 & 6
3 & 4	Narrative Song (Case Study)	3 & 5
3 & 4	Complex picturebook (Teaching Sequence)	3 & 4
3 & 4	Short Story (Case Study)	3 & 6
3 & 4	Short Story (Teaching Sequence)	3 & 6
3 & 4	Disposable texts - Leaflets (Teaching Sequence)	4, 5, 6 & 7
4	Complex picturebook (Case Study)	5 & 6
4	Poem (Case Study)	3, 5 & 6
4	Poem (Teaching Sequence)	3 & 6
4	Illustrated information book (Case Study)	5 & 7
4	Illustrated information book (Teaching Sequence)	5 & 7
5	Complex picturebook (Teaching Sequence)	3 & 4
5	Short Novel (Teaching Sequence)	3 & 6
5 & 6	Complex picturebook (Teaching Sequence)	3 & 6
5 & 6	Information Texts - leaflets (Teaching Sequence)	4, 5, 6 & 7

Guided Reading using Short Texts at KS2

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Guided Reading using Short Texts at KS2

Year	Text Type	Assessment Focuses
6	Illustrated Narrative Poem (Case Study)	5 & 6
6	Illustrated Narrative Poem (Teaching Sequence)	5 & 6
6	Short Story (Teaching Sequence)	3 & 6
All years	Complex picturebook (Teaching Sequence)	5 & 6
All years	Narrative Song (Teaching Sequence)	3 & 5
All years	Information Texts - web pages (Teaching Sequence)	4, 5, 6 & 7

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