Primary - Guided Reading Plan

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| National Curriculum Programme of Study/ EYFS Development Matters |  | |
| Knowledge from prior learning including anticipated misconceptions |  | |
| Learning objectives (learning intentions; learning focus; learning question; WALT) |  | |
| Learning outcomes  (success criteria; steps to success; learning checklist; WILF) |  | |
| Title/author/genre |  | |
| Challenges presented by this text (e.g. vocabulary; word recognition; sentence structure; structure of the text; context of the text; knowledge of genre)  Note here vocabulary to be clarified. |  | |
| Introduction – pre reading (opportunity to enthuse children about the book; teach essential challenging words; strategy check; set purpose for reading etc) |  | |
| Prediction  If this is the first chapter of a book or the first meeting of a short book, think about how you could encourage prediction. |  | |
| Questions for children to think about while reading  These should link to the Learning Objective. | |  |
| Independent Reading Monitor children’s reading – both accuracy – should be 90% accurate - and understanding.  Here children should be:  Thinking about the answers to the set questions;  Noting questions they have;  Noting any words they do not understand. | |  |
| Return to text  Clarifying  Discussion focus questions and own questions | |  |
| Summarising | |  |
| Independent follow-up activity | |  |

| Names | | Read with 90% accuracy | Read fluently with expression | Predicted and gave viable reasons | Showed understanding through answers to questions | Questioned text and identified words to be clarified | Summarised | Contributed to discussion | Notes on Individuals – brief examples of successes/miscues |
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|  | Next steps for group: | | | | | | | | |