

GUIDED READING : RECIPROCAL TEACHING REFERENCE SHEET

Before the session:	
Assess students and group them according to like needs. (Groups need to be fluid.)	
Allocate time to have two guided reading sessions per day.	
Students who require more assistance need more sessions per week.	
Carefully select a text suitable for the group and purpose.	
Text selection must cater to the instructional level of the students. The text should support students by having sufficient familiar features that they feel successful while being challenged to develop new skills.	
Teacher needs to pre-read text to establish focal point(s) e.g. <ul style="list-style-type: none"> • Reading strategies • Language and literary features of text • Ideas and concepts in the text 	
Other students need to know that guided reading sessions are not to be interrupted.	
Other students should have tasks that they can work on independently at their level.	
When planning the session, attempt to link reading with other learning.	
At the beginning:	
Make sure students understand what they are doing or learning, and why. Some examples could be: <ul style="list-style-type: none"> • Developing cueing systems (reading words accurately / rereading) • Reading silently for a sustained period of time • Identifying sound and letter patterns • Observing and recording progress in reading 	
Key students into the text. Discuss predictions using title, book flip and picture cues. Encourage students to discuss what they know about topic or this genre. Identify any words or features which may confuse and assist students to problem solve.	
You may like to do a word splash where students predict words they might see.	
During: Guided Reading	
Establish structures to assist the independent reading and which supports your focal point e.g. focal point could be reading punctuation. After modelling, ask students to practise this while reading independently.	
The reading of the text is done silently, allowing students to check their predictions. While the students are reading silently, move around the group. (A good strategy to put into place is to ask students to start reading aloud when you move near them as this allows you to assist or observe).	
During: Guided Reading - Reciprocal Teaching:	
Establish an understanding of the four processes i.e. predicting, clarifying, questioning and summarising through practice and modelling. Enable students to internalise these by getting them to practise through the following process: Process: <ul style="list-style-type: none"> • Select a leader • Use cue cards to begin with as this supports the leader • The leader asks the group to predict what will come next in the text. • The students read a section of the text quietly to themselves • The leader moves on to clarifying (unfamiliar vocab., new concepts etc.) • When question-generating, students explore the meaning of the text in depth. Students are encouraged to ask the questions. You could provide question prompts. • Summarising follows with students identifying most important content and expressing it in a way to show understanding, (not just a retelling). 	

After: Guided Reading only	
When all students have had an opportunity to read the text, the group can then explore the text further. Direct attention to specific features to build knowledge or apply strategies.	
Have a whiteboard nearby so that it can be used to establish visual information e.g. if discovering patterns in words.	
Use opportunities to model, modify and prompt.	
Provide explicit attention to comprehension, word and sound strategies and, the specific attributes of the text.	
After: Guided Reading and/or Reciprocal Teaching	
Provide a follow-up activity which allows the students to practise their learning (if relevant).	