

# Grouping your class for effective guided reading

Make guided reading work for every child in every year group

Strong comprehension

- ✓ Strong comprehension
- ✗ Weak word reading

Easy to identify, these children contribute to class discussions and understand what is going on at story-time but their word recognition skills let them down.

### Top tips:

- 1-1 reading is key in developing word recognition and decoding skills
- Guided reading plays a key role – allowing access to stories higher than their word recognition level to keep them motivated
- Focus your efforts on phonics, using an intervention programme for older children if necessary. See [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk) for more advice on closing the gap

- ✓ Strong comprehension
- ✓ Strong word reading

With good comprehension and good word recognition skills, these are your 'good readers'. Challenge, purpose and enjoyment are key to developing these children.

### Top tips:

- Choose challenging, engaging texts
- Create lots of discussion and debate
- Explore different text types, for example graphic texts, to develop inference and deduction to a higher level

**Warning:** This group can lose interest easily if we don't keep feeding their enthusiasm.

Weak word reading

Strong word reading

- ✗ Weak comprehension
- ✗ Weak word reading

These children clearly need support for both areas to become good readers. In this context guided reading should focus on comprehension rather than word recognition skills initially.

### Top tips:

- 1-1 reading is key in developing word recognition and decoding skills
- Guided reading should focus on engaging these children with stories and develop comprehension skills
- For word recognition a reading intervention may be needed. For support visit [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)
- Structured and rigorous synthetic phonics can make all the difference
- Reading to this group works well

- ✗ Weak comprehension
- ✓ Strong word reading

These children are often incorrectly labelled good readers because of their strong word recognition skills. However if they don't understand what is going on they have not achieved the 'real reader' status.

### Top tips:

- Talk, talk, talk, talk, talk!
- As much group and guided reading as possible
- Questions, activities, teacher-led and group-led discussion all develop understanding

**Note:** Guided reading is crucial. Drama is a powerful tool with this group as are role plays and debates.

Weak comprehension