

## **Guided reading**

While the Get Reading Right books are designed to be used as home readers, there is no reason why they can't be used in early guided reading sessions. It is important to begin training children early to work in groups and to follow a guided reading routine. One way of doing this is to set up differentiated groups to work independently on synthetic phonics activities while you work with the guided reading group. (See the guided reading lesson plan for ideas.)

## **Grouping children**

During your synthetic phonic word level work you will have noticed some children learn faster than others. Use your assessment information to place children into ability groups.

## **Before you start**

Some things to think about:

- If possible, have a parent helper to assist each group.
- Ask your Teaching Assistant to work with the lowest achieving group, except when they are working with you.
- If possible, ask parent helpers to attend a training afternoon with you, so that you do not have to explain what to do everyday.
- Once children learn how to do each of the activities, it will become easier when real guided reading activities start.

## **Description of each of the independent activities**

### **Flip Books**

Each pair has an overhead transparency sheet on their whiteboards. Children flip the pages and sections of the flip book to make a word. They sound out and read the word and decide if it's a real word or a "Martian" word. Then they replace the cover of the book over the word and try to write it in the correct column.

### **Spinners**

In pairs, children make words by spinning each of the wheels. Then they read the word in the viewer and try to spell it on their whiteboards.

### **Handwriting workbooks**

Use the Get Reading Right copy master handwriting workbooks. Give each child a magnetic whiteboard and magnetic letters. Children make words and then handwrite them in their workbooks.

### **'Make and Break' work cards**

Download copies of the 'Make and Break' word lists from the Get Reading Right site and laminate. Ask the supervising adult to pronounce each word on the chosen card and ask children to count the phonemes. Then ask children to make the words using letter tiles or magnetic letters. The idea is for children to identify which phoneme changes in each new word.

See: [www.getreadingright.com](http://www.getreadingright.com) for more ideas