

## Module Five: Part 5

### i) Reading: Guided or group reading; home reading; tricky and/or common words; informing parents

To consider:

- rationale and scope for guided or group reading
- guidance for parents about home reading
- explaining the notion of tricky and/or common words
- fully informing parents about the alphabetic code and the Simple View of Reading

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## Guided or group reading

- Audit quality and purpose of books
- Use books freely with **all** the children for their **intellectual** development (read **to** the group if necessary)
- Clear learning intentions **matched** to the children – **value the 'literature' aspect for all**

## Guided or group reading

- Children's school books invariably listed and organised based on '**Book Bands**' which has *Reading Recovery* whole language origins
- This is not a suitable way of organising reading books for beginners' early **independent** reading
- Distinguish between books to 'share' with children and books that they might be expected to attempt reading **independently**

## Guided or group reading

### High-Low reading books:

- This style of reading books is based on almost identical books with fewer words in the lower-level reading books.
- Fewer words, however, **does not equate** to easier reading if the alphabetic code content of the words is still too challenging for the reader.

## Home reading books

Give **explicit guidance** to parents in how to support their children at home **as appropriate**:

Either '**read aloud**' to the child, '**share**' the reading with the child, and/or '**support**' children when they are doing the reading ...

### For example:

- 1) **Supply** the learner with the correct sound:

"In **this** word, **these** letters **straight** are code for /ai/."



- 2) Alternatively, **model** the sounding out and blending of the word for the learner... (revision and incidental teaching)

