

Guided Reading Rationale and Research Base

Coppice Primary School

Comprehension is the process of
simultaneously extracting and
constructing meaning from
written language through
interaction and involvement with
written language,”

(Catherine Snow, Reading for Understanding, 2002)

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

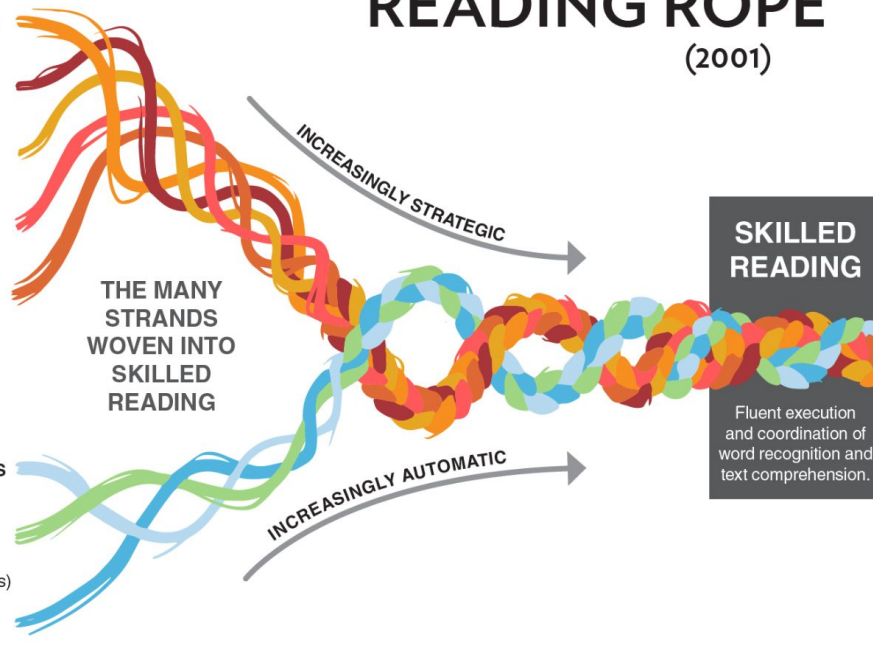
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Language development, practice and life experience help a child to weave language comprehension more strategically. With practice, word recognition becomes more automatic, until it's effortless and unconscious. Skilled readers fluidly coordinate many component skills, each of which has been sharpened through instruction and experience over many years.'

It builds stronger brains.

Integrates multiple regions at once: vision, language, emotion, and imagination.

Reinforces cognitive pathways that help students think more clearly, retain more, and imagine more deeply.

Known as “The Goldilocks Effect”—screens are overstimulating, audio under-stimulating... reading aloud is just right.

It improves attention and focus.

When students are read to, they show stronger focus, persistence, and self-regulation.

These traits correlate with success in other subjects

It accelerates vocabulary.

A child read to regularly hears over 200,000 more words annually than peers.

Books expose students to words they’ll never encounter in everyday conversation.

Vocabulary in early years predicts long-term academic outcomes—not just in English, but across the curriculum.

It’s an emotional regulator.

Reading aloud releases neurochemicals like oxytocin and dopamine.

Calms the nervous system.

Builds empathy and trust—between teacher and student, and among peers.

***Why Reading Aloud Works* by Mary Myatt, based on a summary of *The Enchanted Hour: The miraculous power of reading aloud in the age of distraction* by Meghan Cox Gurdon**

Dimensions of Reading Fluency

Accuracy

Everyone, including capable readers, makes errors. Accurate reading is when errors are rare.

Automaticity

Reading quickly and with relative ease.

Prosody

Mirroring the sounds of spoken language. Intonation. Stress. Rhythm.

Beck & McKeown's tiers of vocabulary

**High-utility words,
found in many content
areas.**

*perform, tranquil,
measure, contrast,
fortunate, process,
construction, harmony,
transfer, positive,
condition, dimension*

2



1

Low-frequency, domain-specific words.

*metaphor, protein, continent
photosynthesis, perpendicular,
cardiovascular, integer, monarchy,
igneous, staccato, debug,
adverbial*

3

Everyday words, familiar to most.

*book, cat, person, phone, run,
down, sing, slowly, write, horrible*

SEEC model for vocabulary instruction

Select

- How difficult is this reading material to understand?
- What words are most important to understand the text or topic?
- What words are unlikely to be part of a child's prior knowledge?
- What words lack helpful, directive contexts?
- What words appear repeatedly in a text and a topic?
- What words are interrelated and help children know additional words?
- What words are frequently encountered in many subject disciplines[?Tier 2?words]?

Explain

1. Say the word carefully
2. Write the word and sound it out.
3. Give a student friendly definition
4. Give multiple meaningful examples
5. Ask for student examples and clarify multiple meanings or any misconceptions.

Explore

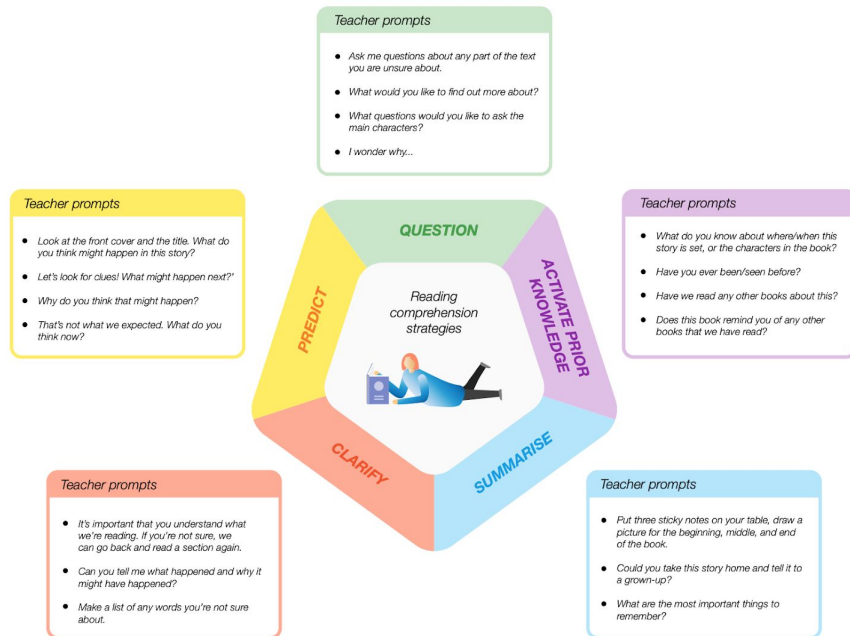
- Explore morphology, derivations and word families
- Explore how the word might be used differently in different subjects
- Explore examples of the word through questioning

Consolidate

- Retrieval practice.
- Using the word in the world and in future lessons and discussions.
- Research and record.

Comprehension Strategies (from EEF's Improving Literacy in Key Stage 2)

Figure 6: Reading comprehension with prompts to support practice



Reading Lesson Structures at Coppice Primary School

Based on Christopher Such's Primary Reading Simplified

Fluency Read

Repeated oral reading of a short extract – not short enough to memorise, but difficult enough so that almost no child can read it fluently first time.

- It should be around 1 to 1.5 minutes of reading time.
- Approx 10% of words should be particularly challenging for ch to decode independently.
- **Most of the time in a fluency session is spent reading.**

1. Teacher models reading fluently.
2. Children in mixed ability pairs. One child reads, other child tracks with a ruler.
3. The session may finish with a child or two reading the extract aloud.

Extended read

Involves prolonged engagement with a longer text or extract and focuses on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to the text.

- Children read silently in short bursts
- Questions can be prepared for early readers
- Extended reading is accompanied by discussion and related questions.
- Teachers identify key areas for children to clarify and summarise.

Close read

Involves sustained, detailed analysis of short texts or extracts.

- Discussion is about particular themes, vocabulary choices, literary devices, plot points or anything else worthy of focus.
- This may involve looking at metaphors or jumping through the text line by line to see how tension is built up.
- It is the reading itself and the related discussion that will most advance children's ability to read.