

# Guided Reading Curriculum Design

Coppice Primary School

‘Simply reading challenging novels aloud, and at a fast pace in each lesson, repositioned ‘poorer’ readers as ‘good’ readers, giving them a more engaged, uninterrupted reading experience over a sustained period.’

‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms  
(University of Sussex, 2018)

# Mapping Text Potential

Taken from '*Guiding Readers – A handbook for teaching reading comprehension to 7-11 year olds*'

by Wayne Tennent, David Reedy,  
Angela Hobsbaum and Nikki Gamble  
(2016)

Subject – what is the text about?

Text-type, purpose and intended readership

Theme – the deeper meaning

Narrative features – from whose perspective is it written? Where is it set?

Literary features – particular stylistic devices

Language features – e.g. imagery, metaphor

Grammar, syntax and sentence structure

Vocabulary

Historical, social and cultural context – where is it set and who is represented?

Coherence

Visual features – design of material

Making links to background knowledge and experiences

## The Five Plagues of the Developing Reader

Challenge	Examples from Coppice Reading Curriculum
Archaic Language	Charlotte's Web (Year 3), The Lion, the Witch and the Wardrobe (Year 4), Street Child (Year 5)
Non-linear Time Sequences	Stitch Head (Year 2) The Firework Maker's Daughter (Year 3), Riddle of the Runes (Year 4), Cosmic (Year 5), The Boy in the Tower (Year 5), Holes (Year 6)
Complexity of the narrator	Planet Omar (Year 2), Varjak Paw (Year 4), Who Let the Gods Out (Year 5), Ghost (Year 6)
Figurative / symbolic text	The Iron Man (Year 3), The Miraculous Journey of Edward Tulane (Year 4), A Kind of Spark (Year 5), Skellig (Year 6)
Resistant texts	<i>Skelling (Year 6), The Final Year (Year 6) Mostly taught through linked poetry and picture books</i>