

# Year 8 Guided Reading Case Study:

Felicity Smith, Bushloe High School

## 1

## The plan

After the Year 8 Training Day, Felicity went away to work on the Post Course Task that she had identified on the day:

Post-course tasks			
Name	<i>Felicity Smith</i>		
School	<i>Bushloe High</i>		
Task	Personnel (including other colleagues)	Consultant support	Feedback arrangements: in school and across LEA
Speaking and listening task			
Reading task	<i>Plan and teach a series of guided sessions to at least two of your groups:-</i> <i>1) Disaffected      2) More motivated</i> <i>Try one with each group before the end of term.'</i>		
Reading task			
Writing task			

Reading task

*Plan and teach a series of guided sessions to at least two of your groups:-*

*1) Disaffected      2) More motivated*

*Try one with each group before the end of term.'*

“Following the LEA course about guided reading in Year 8, I planned a lesson with a middle set of Year 8 pupils (set 4 of 7) who were beginning to ‘switch off’ from reading.

I planned that the class would read ‘A Martian Sends a Postcard Home’ as a whole class and then split into mixed groups to analyse one verse at a time. Each group had to think about their roles as ‘spokesperson’, ‘reader’, ‘scribe’, ‘listener’, as well as the content of the poem.”

# Year 8 Guided Reading Case Study:

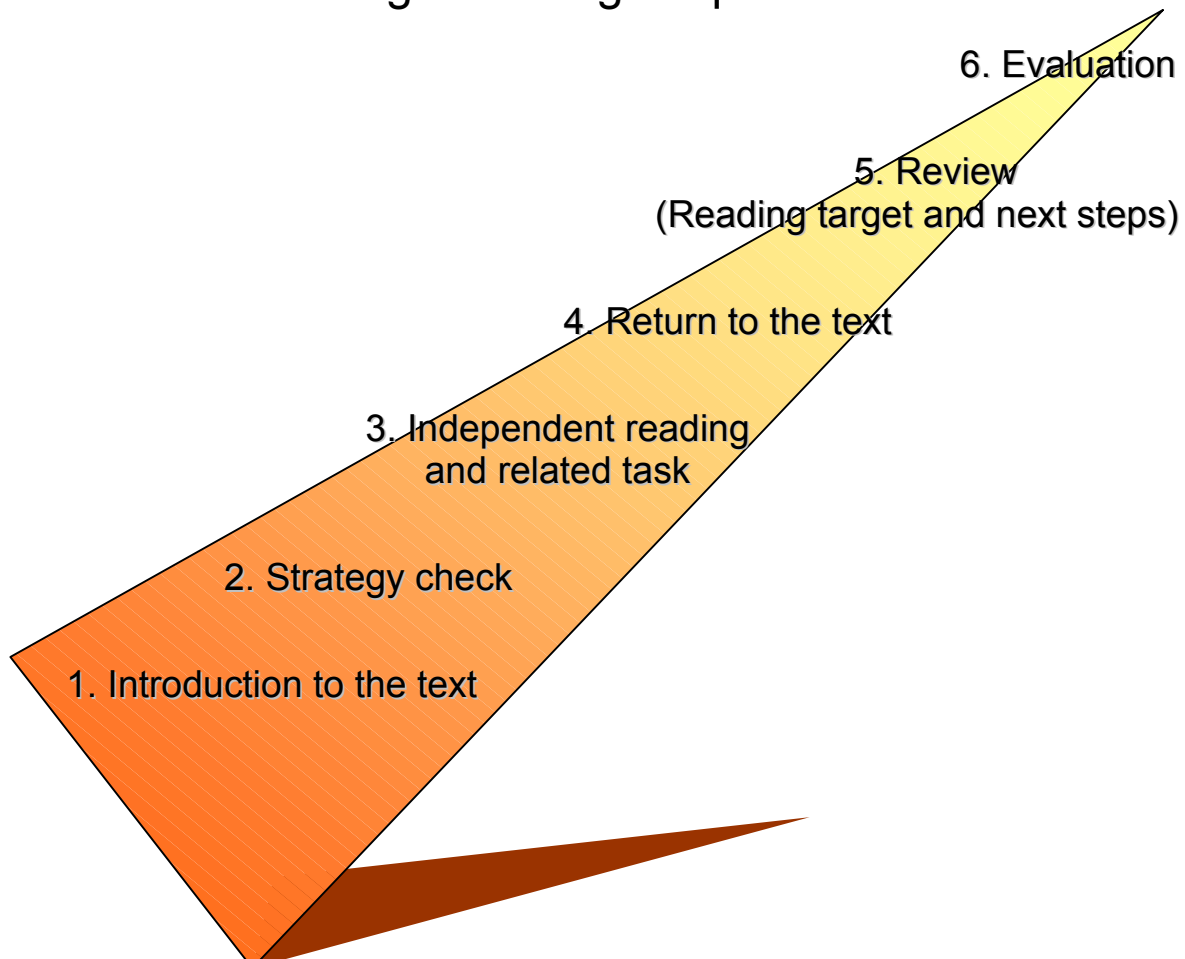
*Felicity Smith, Bushloe High School*

## 2. The theory

### What is Guided Reading?

Guided reading is when the teacher structures and supports pupils' reading and response through a carefully planned instructional sequence, working directly with a group of about six pupils, for a period of about twenty minutes, while the rest of the class are working on a related activity. The group have been identified by the teacher as having a similar need or focus, for example a group made up of reluctant readers, or a group of the more able, or a group working towards the next level.

### Guided Reading Teaching Sequence:



# Year 8 Guided Reading Case Study:

Felicity Smith, Bushloe High School

## 3. The text

### A Martian Sends a Postcard Home

*Craig Raine*

Caxtons are mechanical birds with many wings  
and some are treasured for their markings –

they cause the eyes to melt  
or the body to shriek without pain.

I have never seen one fly, but  
sometimes they perch on the hand.

Mist is when the sky is tired of flight  
and rests its soft machine on the ground:

then the world is dim and bookish  
like engravings under tissue paper.

Rain is when the earth is television.  
It has the property of making colours darker.

Model T is a room with the lock inside –  
a key is turned to free the world

for movement, so quick there is a film  
to watch for anything missed.

But time is tied to the wrist  
or kept in a box, ticking with impatience.

In homes, a haunted apparatus sleeps,  
that snores when you pick it up.

If the ghost cries, they carry it  
to their lips and soothe it to sleep

with sounds. And yet they wake it up  
deliberately, by tickling with a finger.

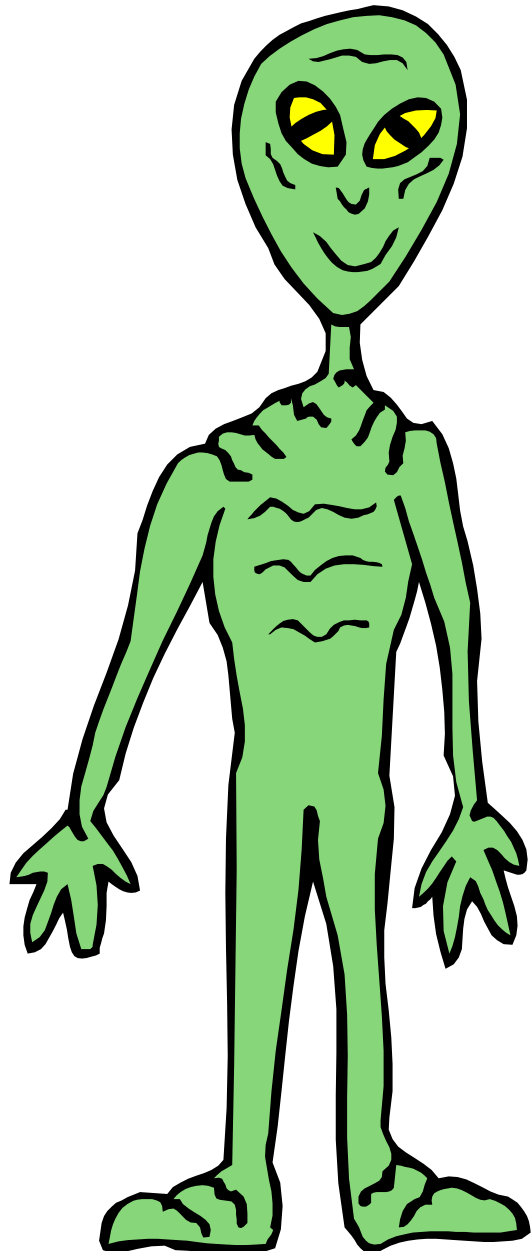
Only the young are allowed to suffer  
openly. Adults go to a punishment room

with water but nothing to eat.  
They lock the door and suffer the noises

alone. No one is exempt  
and everyone's pain has a different smell.

At night, when all the colours die,  
they hide in pairs

and read about themselves –  
in colour with their eyelids shut.














## Year 8 Guided Reading Case Study:

*Felicity Smith, Bushloe High School*

# 4. The benefits

Guided reading sessions can support able pupils because:

-  the pressures are intellectual rather than social
-  risk-taking is the norm in terms of ideas
-  individual contributions can be valued
-  the level of discourse incorporates high expectations
-  the focus can be on untypically demanding objectives
-  texts and tasks can be more challenging
-  sessions can start with pupil speculation or demonstration
-  older pupils or additional adults can join or lead sessions
-  preparatory reading can be drawn upon with confidence
-  group or individual targets can be set for follow-up work
-  the excitement of excellence can be shared

# Year 8 Guided Reading Case Study:

Felicity Smith, Bushloe High School

## 5. Guided reading

### Felicity's teaching sequence

Other possible objectives could be: R4 – To review their developing skills as active critical readers who search for meaning using a range of reading strategies. Or R7 – To identify the ways implied and explicit meanings are conveyed in different texts.

What will the rest of the group be doing? This needs to be planned for.

Group identified by need. More able pupils on the verge of "switching off" reading.

Guided Reading Plan	
Teaching Group:	Year 8 (set 4 of 7)
Guided Group:	Higher ability: Francesca/Fiona/Byron/Kristina/ Anisha
Teaching Objective(s):	Year 8 Reading 5 - Trace the development of themes, values and ideas in texts, selecting relevant quotations and evidence and commenting.
Text:	"A Martian Sends a Postcard Home"
<b>Teaching Sequence:</b>	
Introduce the text:	Recap work done on imagery for last unit of work, especially metaphor/introduce the poem/think about what the Martian has seen.
Strategy check:	Use of highlighter pens for unknown vocabulary/punctuation as a guide for reading/inference.
Independent reading & related task:	Group to prepare a verse each/read aloud first/pick-out phrases and words and make a list/visualise/text-marking.
Return to the text:	Discuss key features; content, structure, own viewpoint and response. Difficulties?
Review (reading target & next steps):	Pupils summarise their list - link to writing own poems next lesson (as if alien visiting earth).

- Draw attention to the objective.
- Draw on prior reading experience – ask whether pupils find it easier to read poems or novels; can they remember any poems they've enjoyed; what are their expectations of poems; discuss whether poems should be seen or heard.

- Teacher gives each pupil focused attention to monitor as they read checking for fluency and interpretation.
- Teacher asks the pupils about the strategies that they are using to make meanings from a text that will seem initially puzzling.

- Review the strategies that help make meaning when reading poetry; vocabulary/grammar/making connections/text inference/sharing responses/evaluation and critical judgement.
- Voicing the strategies that are being used helps pupils to internalise how they read.

- Establish dialogue around the text exploring personal preferences probing and extending comprehension and critical appreciation.
- Discuss initial impressions and what they did when faced with words they did not recognise. Did they skim through the whole poem quickly or try to tease out the meaning line by line.
- Ask whether there is any point behind the poem other than humour.
- Draw attention to the structure of the sentence that made it possible to read words the pupils did not recognise.
- Point out that hearing the 'voices' of a poem, even when reading silently, is a vital skill when reading poetry.
- Suggest that most poems repay rereading.
- Cite remembered comments from the session to illustrate pupils' developing skills as readers.

- Reinforce the learning objectives.
- Review progress in relation to the learning objective.
- Prepare for the next session.

## Year 8 Guided Reading Case Study:

*Felicity Smith, Bushloe High School*

# 6. The lesson

Felicity reports back on the lesson she taught and what happened next:

I worked with a higher ability group using some of the strategies from our course notes. I was surprised at the level of understanding shown by the group as our verse was particularly obscure.

We then had a class session reporting back on each verse.

Each pair was then asked to describe one of the items from a Martian's viewpoint.

Having thoroughly unpicked the content, the class was then asked to work in pairs to make a list of everyday things a Martian might see e.g. a TV, a computer game, a microwave, a tree, etc.

In the plenary, we had time to hear three pairs' work.

Next lesson, we looked again at the structure of the original poem and planned a whole poem to be word-processed.

The lesson is to be written into the science fiction scheme when it is revised.

The resulting poems were very imaginative and although the preparation lesson seemed slow at times, the guided reading session obviously created work of a higher quality from that group.

## Year 8 Guided Reading Case Study:

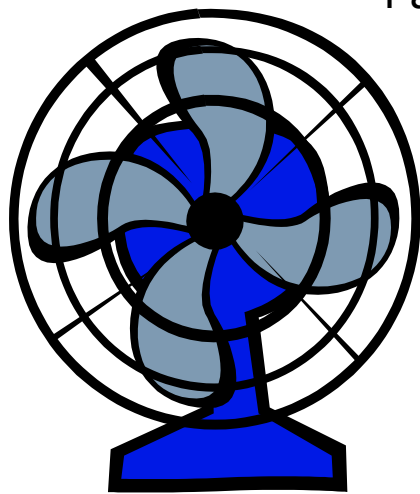
*Felicity Smith, Bushloe High School*

# 7. Students' work

Descriptions of everyday items from an alien's viewpoint:

*Fiona Morrison*

Silver, shiny and deadly,  
Of this I am terrified,  
When someone holds this up,  
People freeze like ice blocks.  
When it is used,  
The noise is deafening,  
Surprised you will be,  
If it is you it hits.



Fast, cool and white,  
They make your face cool,  
Razor sharp teeth,  
They are kept behind bars,  
In case they eat children's  
fingers,  
Tall and thin they can be  
Short and stumpy too,  
It makes me dizzy looking at it,  
Nice it feels,  
When it is too hot to bear.

*By Anisha*

You go into what seems a harmless room, but it isn't. They make you sit on a machine that rotates. Then they get a pair of horrifying, silver teeth and worse a mouthful of jagged, plastic a mouthful of teeth. They drag the mouthful of spikes through the top of your head, with force. Then they get the silvery pair and slice through it. There are different sizes and shapes, of which they can do. Humans don't seem to mind, as they would go there often.



This thing is a very powerful beast; it can suck up things. You hit it in a certain place and it gets very angry and then without warning it starts sucking up everything in its path. The humans find it very tiring and scary to use and so it is normally the brave female species that use it. They can come in different shapes e.g. some are tall and some have long noses. Some are different colours too.



This magical creature is long and scaly. Sometimes you can put on different heads on the end of it. It also gives out water. From time to time it lets out eruptions of water. Sometimes if it hits someone they would have to go and change their skin.

