Guided Reading in Geography: What is the point and how has it gone?

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RIVER LEARNING TRUST

The Cherwell School
A Centre of Opportunity

What is guided reading?

HIP stage	Activity	Rationale / notes	Sample Language
1: Pre-teach vocabulary **(8 mins)**	Select up to 5 pieces of tier 2 vocabulary from the article Teach it directly, giving a simple definition and one or two sentences using the word Students say words using 'my turn / your turn' choral response.	Teach briskly - limit the number of questions. Word choice and definitions must be pre-prepared - not possible to make up on the spot and retain clarity	*This word is ….* *Say it back to me (my turn your turn)* *It means ……..* *It might be used like this (example 1)* *Or like this (example 2)*
2: Preview the article **(5 mins)**	Explain to the students what the article will be about, and what content it will cover	Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts	*We are going to learn from an article about….* *Some of the things it will help us to understand are…* *Look out for the section about….* *Basically, this means that …..*
3: pair read **(10 mins for an 800 word article)**	Students read the article in pairs One sentence each When not reading, follow along and help with difficult words	Provides a 'safe' reading experience - they'll know some of the harder words from stage 1, and only read a bit at a time.	*Partner A read one sentence.* *Pass to partner B.* *Remember to stop at the full stop.* *When your partner is reading, follow along and help out with any difficult words.*
4: teacher read **(15 mins)**	Teacher reads from the article with enthusiasm and clarity Can choose to focus on particular sections Teacher uses this stage to inspire the class: invite questions, explain things, check understanding	Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions	*Now's your chance to check that you understand, and ask any questions you may have.*

This is the 'highly intentional reading process' for our trust - The River Learning Trust

Based on the deliberate and guided strategies pioneered by Ruth Miskin (2007) - *Read Write Inc*

Why use it in Geography?

- Very wide range of key terms
- Extremely different units requiring multiple layers of substantive and conceptual knowledge
- Lack of high quality textbooks which fit into desired curriculum
- Very wide range of resources to choose from - but the articles can be difficult to understand for KS3 students
- Try to increase ability of students to deal with ‘cognitive overload’
- Maintain high expectations for all students no matter what their ability
- To try to ensure that there is more of a ‘story’ to the content - the whole explanation is presented as a whole, and students then experience this in a less fragmented way

How have I gone about introducing it into the curriculum?

- KS3 focus - Used across multiple lessons in Years 7-9
- CPD provided for all staff engaging with process - and they are also encouraged to make articles themselves and contribute
- Only introducing articles where we feel they would enhance the curriculum and understanding - not just for the sake of it
- Keeping existing resources and adding to them
- Creating space in the curriculum - reading helps to develop in depth understanding and extended writing but cannot be rushed
- Resources provided initially to staff along with recorded in class model examples
- Review process during department meetings twice a term
- Met with key people across the school to ensure I am enabling all learners to benefit from them: SENCo; Literacy Coordinator; Head of English; Reading Support Specialists

Modifying the guided reading process for Geography

HIP stage	Activity	Rationale / notes	Sample Language
1: Pre-teach vocabulary **(1-5 mins)** **This will be applied in varying ways across subjects and units*	Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word.	Teach briskly - limit the number of questions. Word choice and definitions must be pre-prepared - it is very difficult to make up on the spot and retain clarity	*This word is ....* *Say it back to me (my turn your turn)* *It means .....* *It might be used like this (example 1)* *Or like this (example 2)*
2: Preview the article **(1-5 mins)**	Explain to the students what the article will be about, and what content it will cover	Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts	*We are going to learn from an article about....* *Some of the things it will help us to understand are...* *Look out for the section about....* *Basically, this means that .....*
3: teacher read **(approx 15 mins but will vary)**	Teacher reads from the article with enthusiasm and clarity Can choose to focus on particular sections Teacher uses this stage to inspire the class: invite questions, explain things, check understanding.	Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions **Can also allow students to read out loud to help enhance their skills - ask for volunteers*	*Now's your chance to check that you understand, and ask any questions you may have.*

Modified HIP based on our experiences over term 1

- Curriculum time pressure
- Behaviour management and engagement
- Teacher confidence with delivery

Resource Example - Bespoke Article

Clear title - article has been written by subject specialist to exactly fit the knowledge we want to impart to students

What are the different “layers” of a tropical rainforest?

Introduction Tropical rainforests have the highest **biodiversity** of any **biome**. Direct sunlight in the tropics causes high temperatures consistently across the year, while rising air currents encourage very high precipitation through convectional rainfall. This provides the perfect conditions for life to flourish, including producers such as trees and ferns. In fact, the conditions are so beneficial that the main challenge for any species in the tropical rainforest is from competition with others. Plants must compete with each other for light, space to grow, and nutrients.

Paragraphs are broken down into manageable sections and each given very clear sub title to support access for vulnerable learners

emergent trees Some trees have evolved to grow taller than others. These **emergent** trees grow above the main forest canopy to reach the bright areas above. Some species - such as the kapok - can grow up to 70 metres tall.

Emergent trees must be able to withstand strong gusts of wind at the top of the rainforest, so many have wide bases (known as buttress roots). Wind also threatens emergent trees as it

Selected vocabulary is bolded - and then included on a glossary on the board or under the article so students can refer to this if needed

NB - Recent change is to pre teach this key vocabulary BEFORE we start the unit to try and ensure a basic understanding of the key terms so students can then fully engage with the article and use it to develop their explanation

Further use in a lesson - extended writing

Explain why plants have adapted for the conditions in tropical rainforests

P	Condition in tropical rainforest
Ev	Specific example(s) of adaptation
Ex	Why these adaptations are needed

Plants in tropical rainforests have to compete with others because there is limited space available. **For example**, trees in the canopy layer spread their branches wide to stop others growing alongside them. **Also**, many trees have wide buttress roots to stop others growing nearby. **In addition**, many trees have smooth bark to stop lianas or epiphytes from using them.

This is because there are good conditions for growth in tropical rainforests. **This means that** there is very dense vegetation. **As a result**, plants have to compete for space to grow into and they must adapt to be more successful.

Why are tropical rainforests such diverse habitats?

P	Layer of rainforest	The (name) layer has different conditions.	
		In addition...	In contrast...
		Furthermore...	On the other hand...
Ev	Specific example(s)	For example...	This can be seen in...
		In the (name) layer...	For instance...
Ex	Why is this a different habitat?	As a result...	This leads to...
		This means that...	Therefore...
		This is because...	However...
		This is caused by...	On the other hand...

Example of a model paragraph - instead of just giving this to students we live model this using a visualiser - the key us enabling students to be able to use the article and their knowledge to construct a piece of extended writing (EEF Metacognition Report - 2018). This way they understand not just what the topic is about, but how to use resources and their knowledge to explain concepts clearly

Sentence stems often help more vulnerable learners to access - these will be used in the lesson and students will then work silently on their writing, with the teacher supporting students individually - vulnerable learners first

Resource Example - Adapted Article

Article divided up into numbered and sub titled sections

Comprehension questions designed to review reading after and demonstrate understanding - labelled so students know where to look for answers

guided READING

1 How many layers of the ocean are there? **(Whole article)**

2 Why is the Epipelagic Zone called the sunlight zone? What variation in temperature does it have? **(1)**

3 What does the wind do to this layer and why does it matter? **(1)**

4 What adaptations do fish have in the twilight zone, and why do they have them? **(2)**

5 How deep is the Midnight Zone? Where is the only source of light at this depth? **(3)**

Layers of the Ocean

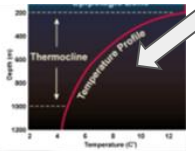
(1) Epipelagic Zone is the surface layer is also called the **sunlight zone** and extends from the surface to 200 meters (660 feet). It is in this zone that most of the visible light exists. With the light comes heating from sun. This heating is responsible for wide change in temperature that occurs in this zone, both in the latitude and each season. The sea surface temperatures range from as high as 97°F (36°C) in the Persian Gulf to 28°F (-2°C) near the North Pole. Interaction with the wind keeps this layer mixed and thus allows the heating from the sun to be distributed vertically. At the base of this mixing layer is the beginning of the thermocline, where water temperature decreases rapidly with increasing depth and transition layer between the mixed layer at the surface and deeper water.

(2) The Mesopelagic Zone, extending from 200 meters (660 feet) to 1,000 meters (3,300 feet) and is sometimes referred to as the **twilight zone** or the midwater zone as sunlight this deep is very faint. Temperature changes the greatest in this zone as this is the zone with contains the thermocline. Because of the lack of light, it is within this zone that bioluminescence begins to appear on life. The eyes on the fishes are larger and generally upward directed, most likely to see silhouettes of other animals (for food) against the dim light.

(3) Bathypelagic Zone is from 1,000-4,000 meters (3,300 - 13,100 feet) comprise the bathypelagic zone. Due to its constant darkness, this zone is also called the **midnight zone**. The only light at this depth (and lower) comes from the bioluminescence of the animals themselves. The temperature is constant and never fluctuates far from a chilling 39°F (4°C). The pressure is extreme and at depths of 13,100 feet (4,000 meters), reaches over 5850 pounds per square inch! Yet, sperm whales can dive down to this level in search of food.

(4) Abyssopelagic Zone (or abyssal zone) extends from 13,100 feet (4,000 meters) to 19,700 feet (6,000 meters). It is the pitch-black bottom layer of the ocean. The name (abyss) comes from a Greek word meaning "no bottom" because they thought the ocean was bottomless. Three-quarters of the area of the deep-ocean floor lies in this zone. The water temperature is constantly near freezing and only a few creatures can be found at these crushing depths.

(5) Hadalpelagic Zone is the deepest zone of the ocean, and extends from 19,700 feet (6,000 meters) to the very bottom at 36,070 feet (10,994 meters) in the Mariana Trench off the coast of Japan. The temperature is constant at just above freezing. The weight of all the water over head in the Mariana Trench is over 8 tons per square inch. Even at the very bottom life exists. In 2005, tiny single-celled organisms, called foraminifera, a type of plankton, were discovered in the Challenger Deep trench southwest of Guam in the Pacific Ocean. The deepest a fish have ever been found, *Abyssobrotula galatheae*, was in the Puerto Rico Trench at 8,372 meters (27,460 feet).



6 What is the water temperature like in the Abyssopelagic Zone? **(4)**

7 What does the Greek word Abys mean and why? **(4)**

8 What zone is the Mariana Trench in? **(5)**

9 What is the deepest point on the earth's oceans called? **(5)**

10 Summarise what this article is about.

Only include limited pictures - these can distract the students - unless they are explicitly referred to

Question 10 designed to get students to practice 'summarising' and demonstrate understanding

NB - article adapted from one found online to ensure knowledge is correct and save time - doesn't always save time though!

Future development

- Expanding to every topic across the key stage - doing it as we go this year
- Providing a wide range of recorded examples so that new staff and non specialist staff can also feel confident and comfortable about doing this in class and deliver a consistent experience for the students
- Applying the same principle at Key Stage 4 and 5 where appropriate
- Working with other schools and departments to improve our practice and share good practice

Context and Getting Involved

- As well as being a trust-wide, school and department priority this is also forming part of a Masters Project
- Would welcome any other schools who would like to trial some guided reading over the next few weeks to get involved and contribute to this - can provide many different examples of resources - many of which could be used straight away - as well as advice and support with introducing this - only caveat would be a willingness to do a quick questionnaire at the start and after you have tried it, and being willing to chat to me for a few minutes about your thoughts and experiences
- Please drop me an email asap if you would be interested - rlittlewood@cherwellschool.org