



## Strategies for Developing Oracy in Guided Reading

	<b>Purpose and Impact</b>
<b>Defending Conclusions Reached</b>	By defending conclusions, using given sentence stems, students think more critically about the text given and an author's purpose. Students are expected to provide reasoned justifications for their views through evidence and appropriate sentence stems.
<b>Group Discussion</b>	Students are to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
<b>Self-reflection</b>	Through the oracy progression, students are invited to change their mind based on what they have read and heard. In doing so, pupils develop their perspective and judgement of given textual evidence.
<b>Word Reading</b>	In the early stages of reading, students are expected to verbally sound and blend both familiar and unfamiliar words to support reading and segment words for spelling. In doing so, students are to show an understanding of morphology and etymology through the verbal interactions.
<b>Choral, Echo, Repeated and Assisted Reading</b>	At St Stephen, a range of reading styles are used to develop pupil accuracy, fluency, word recognition and comprehension.
<b>Presentation of Understanding</b>	Students are to explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.