Contents

Introduction	
Acknowledgements 1	
Foreword vii	
About the contributors v	

	• ~
The rationale for Which Book and Why	2
How Which Book and Why works	. 4
What's new in this edition?	. 9

PART 1: Guided reading – theory and practice10

Text reading in the first few years of school	11
A theory of learning	13
What is reading?	17
Seeking and interpreting evidence for teaching	19
Measuring progress in a complex theory of reading	20
Errors are important for teaching	20
Reading for pleasure	22
The guided reading lesson structure	24
Part 1: Professional development opportunities	27

PART 2, UNIT 1: Guided reading to develop	
word-reading skills	. 28
Section A: Introduction – the theoretical background	
The place of phonics in guided reading	. 28
Section B: Implementing good practice	. 42
Initial assessment	. 42
Gradient of challenge in teaching phonics	. 50
The demands on oral language	. 50
Supporting materials	. 51
Planning for a guided lesson to develop word-reading skills	. 55
Part 2, Unit 1: Professional development opportunities	. 60

iii

PART 2, UNIT 2: Guided reading to develop reading for meaning	61
Section A: Theory of reading continuous text	61
Making meaning in early reading	62
Guided reading – developing meaning in fiction	65
The research base for guided reading as a structural approach	70
Introduction to a colour-banded gradient of challenge	76
Section B: Implementing good practice	89
Efficient classroom organisation	89
Planning for guided reading	90
Initial assessment	90
PART 2, UNIT 2: Professional development opportunities1	04

PART 2, UNIT 3: Guided reading to develop reading for information 105

Section A: Introduction1	105
What do we mean by non-fiction texts?1	106
What's the difference?1	106
Reading for information1	108
Genre theory1	109
Teaching reading of non-fiction in guided reading1	113
Boys and non-fiction1	115
Reading non-fiction at home1	116
Section B: Implementing good practice1	118
Initial assessment1	118
PART 2, UNIT 3: Professional development opportunities1	134

PART 3: Integrating guided reading in a literacy classroom: independent activities	135
Independent activities during guided reading sessions	.135
Theorising the value of independent work	.136
Planning for guided reading within a rich literacy classroom	.140
Part 3: Professional development opportunities	.143

eferences144

Online resource contents14	49
----------------------------	----