

Shared and guided reading: how they differ

Shared reading	Guided reading
Will usually involve a large mixed-ability group/class. The teacher and pupils work co-operatively to develop meaning from the text.	Will usually involve a group of pupils with similar ability/needs. Each pupil is helped to read and understand the text independently, though the rest of the group will be involved. The rest of the class work on other tasks.
The teacher models effective reading; reads the lines, between the lines and beyond the lines of the text, extracting meaning and interpreting it in relation to pupils' experiences and knowledge.	Individual pupils read the text to themselves and out loud to the teacher and the group using strategies they know. The teacher reinforces and extends these strategies, helping pupils to understand the text fully.
The main focus is on finding meaning by interrogating the text, paying close attention to the words, the sentence structures, the punctuation and other features of presentation.	The focus is on developing and practising strategies to cope with unfamiliar text. Teaching will be tailored to the specific needs of the group members.
Most of the reading is oral. Predictions about the text that follows may be made; predictions will be confirmed or rejected as reading continues.	Some of the reading is silent as pupils tackle a text for themselves then attempt to read it aloud, supported by the teacher and their peers who give them strategies to cope.
The teacher is prepared to do most of the reading; pupils are encouraged to 'come in and out of the reading' as they can. Some in the group will read the text with the teacher; others will read very little of the text on their own but will be attending to the text and learning.	Pupils will do most of the reading, supported by the teacher as above.
Will focus on both new, unfamiliar texts and familiar texts. Shared reading of a new text will have different purposes from shared reading of familiar texts. Each time a text is revisited; the teacher should have a new, or additional, purpose.	Will generally focus on new, unseen text. Pupils will test their reading strategies on unfamiliar text, make predictions, check them, and either confirm or reject them. Guided reading of familiar texts should have different purposes.

Reference: Adapted from Guidance on the teaching of higher-order reading skills Welsh Assembly Government 2010