



## **Policy for Guided Reading**

### **Petersfield Church of England (Aided) Primary School**

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This Guided Reading Policy has been produced to inform all teaching staff and parents about how we teach guided reading. We hope it will enable parents to support their child's reading at home.

#### **Quick View- Agreed Procedures**

- Guided Reading sessions should take place daily and should last about 20-30 minutes.
- The books used for Guided Reading sessions should be more challenging than the level that the children have for their reading book which they take home.
- The class teacher should work with each group at least once a week.
- Independent activities (those activities carried out when the group is not working with the teacher/teaching assistant in a focus group) should be of high quality and have a clear objective to move the children's learning on.
- Key Stage 2 should have a guided reading session and a follow up session, these should be consecutive, then three independent (may be unrelated) activities, with the focus planned and shared with children.
- Key Stage 1 children should have, a guided reading session and then a follow-up session and three independent activities (which may be unrelated).
- In Key Stage 1 and 2 each child should have a Guided Reading Journal/folder to record any work carried out (pre reading, guided reading, follow up work, independent work).
- Planning sheets should be completed for each group.
- Any children who move groups should have their names updated on the class Guided Reading Group list.

#### **RATIONALE**

This policy for Guided Reading forms a key element in the teaching of literacy at Petersfield Primary School. It is very much inter-related with other aspects of learning in literacy, such as speaking and listening, writing and other areas of reading such as shared reading and home reading.

#### **What is Guided Reading?**

Guided Reading is the method used to teach individual children to become fluent in reading and comprehension skills of inference and deduction. Children are taught in small groups set according to ability. Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However other trained adults can also teach guided reading sessions.

Guided Reading is supported by a variety of reading scheme books. This does not however, preclude teachers from planning guided reading sessions around their own choice of text provided the texts chosen are matched to the reading levels of the children. A best practice model for Guided Reading would be one in which teachers choose to focus upon texts that match the text/genre being studied in the current literacy unit plan.

## **AIMS**

As a school we aim to:

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- To ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- To identify accurate levels of attainment in reading for each child.
- To ensure that all children make accelerated progress.
- To develop comprehension skills of inference and deduction.

## **OBJECTIVES**

Our objectives are to enable all children to:

- Learn to read following the guidelines of the Early Learning Goals and the National Curriculum for English.
- Read for interest, information and enjoyment.
- Read a range of texts including fiction, non-fiction, playscripts and poetry appropriate to their ability, both in book format and on screen ICT texts.
- Read regularly at school and at home.
- Talk confidently about their reading.
- Be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to read and be able to correct their own mistakes. Our teaching will however reflect that phonics should be the prime approach children use in learning to read.
- Develop confidence in their ability to select reading material independently.

## **TIME ALLOCATION**

Daily Guided Reading occurs outside of the main English session and lasts for 20-30 minutes.

In the Foundation Stage, the teaching of reading will initially be done as shared reading with the class teacher and teaching assistant. Children then begin to participate in 'Guided Reading' sessions. This may only be for 5 or 10 minutes in the very early stages, in small groups. Our aim is that by the end of the Foundation Stage the majority of children will be participating in guided reading on a weekly basis. Teaching assistants and/or parent volunteers hear individual children read every day.

In Key Stage 1 and 2, all classes will have a daily allocated guided reading slot in the timetable, usually first thing in the morning. Each reading group will have one Guided Reading session a week with the class teacher.

## **Timetabling & Occupation of Rest of Class**

Each class will have a daily Guided Reading slot in their timetable. It is the teacher's responsibility to draw up a 'carousel' type timetable that allows for 5 sessions across the week.

Each child must have at least one Guided Reading session a week with the teacher, and additional sessions can be carried out by Teaching Assistants or independently, but the planning and assessment of progress for Guided reading is the responsibility of the class teacher for all children.

The carousel of activities should have English based tasks and groups should be structured from the following:

- Guided reading with teacher;
- Independent follow up work in reading/reading journals following guided reading session;
- Choice activities including book corner, ICT texts, games
- Independent research, possibly linked to other curriculum areas.
- Phonics work/spelling with class Teaching Assistant or further review & response to reading/writing.
- Other related reading activities or games;
- Reading different genres, including newspapers and annuals/ Group reading plays (independent);
- Book reviews;
- Reading comprehension.

Specific ground rules should be agreed and understood that enable adults leading guided sessions to do so without interruption. Quiet, calm and focused class-rooms are most conducive to quality Guided Reading. Guided Reading Journals or Guided Reading Folders are to be used by all pupils from Year 1 to 6 in recording book reviews, comprehension tasks or follow up work to a guided reading session.

In order to hear less fluent children read, some teachers or TAs may hold discreet reading sessions for 5-10 minutes during the day in which they hear children read and give developmental feedback and support to children on such skills as segmenting and blending and expression and intonation. This is purely an opportunity to hear children read and as such does not form part of the Guided Reading session. For fluent readers the focus of a Guided Reading session should be firmly upon challenging questions generated from the teacher plus opportunities for reflective independent study of a text.

## **ORGANISATION AND PLANNING**

### **Implementation**

All teachers should have and maintain a Guided Reading file containing any guidance, assessments, and planning using the Guided Reading Record sheets. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

- All pupils will be grouped for guided reading on the basis of their reading ability.
- Reading observations and assessments will be used to inform these groupings.
- Groups should ideally contain up to a maximum of 6 children.
- The learning objectives for each group will be identified.
- Texts will be selected to help deliver the learning objective which will also be at the appropriate book band for that particular group of children (at a level of approximately 90% accuracy).
- A guided reading lesson will follow a five part structure: text introduction, strategy check, independent reading, returning to the text and response to text.

### **Structure of a Guided Reading Session**

All Guided reading sessions follow the structure set out below:

#### **Text Introduction**

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

#### **Strategy Check**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

#### **Independent Reading**

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

#### **Returning to the Text**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

#### **Follow Up** (developed as a separate session)

An element of the text is used to teach a specific point related to current word or sentence level work. Older children may be given the next section/chapter of the book to read with questions to think of as they read.

## **ASSESSMENT, RECORDING**

### **Tracking Progress and Assessing Reading Ability**

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date and this data is entered onto Target Tracker. Termly assessments take place using Rising Stars assessment material. Assessment notes should be made on planning and record sheets during guided reading sessions. These must be scrutinised and teachers will consider where each child best fits using their knowledge of the children and all available evidence, e.g. guided reading record books/reading journals/English writing books etc. Children are grouped according to this assessment information, but groupings should remain flexible according to individual need and progress. Phonics tracking will be undertaken with pupils throughout the Foundation Stage and reading assessments made at the beginning of Key Stage 1. The purpose of these will be to ensure children are reading within the appropriate 'book band' and can be grouped with pupils of similar ability. At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for reading. Pupils undertake End of Key Stage 1 and end of Key stage 2 tests, Phonics screening in Year 1 and teacher assessments at the end of Year 2 and 6. Progress in reading will be communicated to parents at the parent consultation meetings and a written report will be provided in

the summer term which will include comments relating to both progress and attitude towards reading and a reading target.

### **RESOURCES**

- Guided reading texts (ORT, Floppy's Phonics, Project X), including fiction, non-fiction, poetry anthologies and play scripts, in sets of 6 copies are stored centrally in 'Cherry' room in the server cupboard (KS1) and in the library (KS2). These are book banded by colour.
- Guided reading resources are only to be used in class and may not be taken home.
- Staff are responsible for collecting and returning sets of books correctly.

### **ROLE OF SUBJECT LEADERS**

- To support and work with colleagues on any aspect of this policy.
- To assist with planning and selection of resources where needed.
- To keep up to date with and inform staff of new developments in reading through staff meetings and informal discussion.
- To organise and be responsible for guided reading resources in a central area and keep colleagues informed of the range of materials available.
- Track children's progress in reading through scrutiny of class and year group trackers and assessment data e.g. Foundation Stage Profile scores, termly reviews, End of Key Stage 1 and 2 results.
- To monitor guided reading planning and observe the teaching of guided reading in line with the School Development Plan.

### **MONITORING AND EVALUATION**

The monitoring of this policy and its implementation will be the responsibility of the Head teacher and the Reading Leader.

- The Reading Leader will annually produce an Reading action plan which will form part of the School Development Plan.
- The Reading Leader will observe the teaching of Guided Reading in line with the School Development Plan.
- The Reading Leader will undertake a planning scrutiny of Guided Reading and give feedback to staff.
- The named Governor responsible for English will meet regularly with the English Leader to keep fully informed of recent developments and may on occasion be invited to make visits to observe the teaching of Guided Reading

### **PARENTAL INVOLVEMENT**

We value parental involvement and consider it an essential part in children's development of and enthusiasm for reading. We aim to promote a home school reading partnership in the following ways:

- Sharing information e.g. Reception new parents meetings, newsletters, reading diaries, parent consultation meetings, curriculum evenings,
- All children to take a reading book home to read each day to practise and consolidate the skills taught in guided reading (this will in most cases be at a lower book band than that being read in guided reading)
- By encouraging parents to monitor home reading by commenting in the home reading diary
- Parents are welcomed into the school to hear pupils read.