



Buckton Vale  
Primary School

# **GUIDED READING POLICY**

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 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 which are 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 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 Buckton Vale 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.

In EYFS and KS1 the teaching of Guided Reading is supported by the Rigby Star Guided Reading scheme and KS2 the Rigby Navigator Guided Reading scheme. 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 have an appropriate and challenging reading target set according to their reading level.
- 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 Framework for Literacy.
- 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 literacy session and lasts for 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 groups of 5 children. 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. Parent helpers 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 after lunch for 30 minutes. Each reading group will have 1 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 literacy 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 more some teachers may choose to hold a discreet reading session 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 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: book introduction, strategy check, independent reading, returning to the text and response to text.
- A common planning proforma will be used which will also identify relevant follow up activities to take place to reinforce and consolidate understanding.

- A guided reading timetable should be displayed in each classroom identifying the 'carousel' of activities to be undertaken by groups not engaged in reading with an adult.

### Structure of a Guided Reading Session

All Guided reading sessions follow the structure set out below:

#### **Book 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 Levelling Reading Ability**

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date (APP grids/ School Pupil Tracker). Every term, each child is given a reading level using APP guidelines, 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 etc.

Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress.

#### **Planning and Assessing Progress**

##### Setting Reading Targets:

Each half-term teachers will set each child a guided reading target. To do this they will analyse the Reading sub-level descriptors on the APP grids which are informed by observations of reading behaviours, any tests carried out, Guided Reading Record Sheets and completed work in Reading journals and identify an area within the level the child is working at which needs improvement. This target will be recorded on the Guided Reading Record Sheets.

##### Recording Progress:

Teachers will indicate children's progress using the record sheet. If children have grasped a concept a tick will suffice. If a child has not progressed or makes a notable contribution, a comment must be made. Records should not be overly time consuming but

provide evidence of provision and progress towards targets.

If necessary, teachers should annotate the Guided Reading Record Sheet to show that the plan has been altered; e.g. a learning objective may be repeated because the majority of the children have struggled.

Completed Guided Reading Record Sheet:

Once completed this record sheet will provide evidence of systematic targeted teaching and assessment information for each child in relation to the target.

Once a target has been taught and progress recorded, a new target should be set using a new Guided Reading record Sheet following the above procedure.

- Assessment of progress is crucial to effective learning and progress in reading and it must be the basis for guided reading groups within each class which will be based upon ability.
- Phonic 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.
- Brief assessment notes will be made for each pupil for each guided reading session on a common record sheet. This will help inform the teaching focus for subsequent sessions.
- At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for Reading.
- Each term, a child's National Curriculum level and sub-level will be assessed and recorded on the class and year group trackers (SPTO). This will be discussed at Pupil Progress meetings and analysed by SLT.
- Pupils undertake End of Key Stage 1 and end of Key stage 2 tests and teacher assessments at the end of Year 2 and 6.
- Progress in reading will be communicated to parents at the parent consultation meetings, as will a child's reading target. 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 (Rigby Star and Rigby Navigators), including fiction, non-fiction, poetry anthologies and playscripts, in sets of 6 copies are stored centrally in the KS2 corridor and the KS1 Infant Bay.
- These are book banded and levelled.
- Guided reading resources from KS1 are only to be used in class and may not be taken home
- Staff are responsible for collecting and returning sets of books correctly.
- There are also sets of 'real' books in the KS2 Guided Reading Resources.
- Reading scheme texts may also be used to support Guided reading sessions. These are stored in the Infant reading resource area.
- Computer hardware and software is available in all year groups, and net books or computers and Interactive whiteboards are available in all classes.

## ROLE OF SUBJECT LEADER

- 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.
- To liaise with the Headteacher and Literacy Governor on a regular basis, reporting any developments to the Curriculum Committee.
- 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 Headteacher and Literacy Leader.

- The Literacy Leader will annually produce a literacy action plan which will form part of the School Development Plan.
- The Literacy Leader will observe the teaching of Guided Reading in line with the School Development Plan.
- The Literacy Leader will undertake a planning scrutiny of Guided Reading and give feedback to staff.
- Class pupil trackers and year group profile trackers will be analysed termly by the SLT to identify both progress and further areas for improvement in order to raise standards.
- The named Governor responsible for Literacy will meet regularly with the Literacy Leader to keep fully informed of recent developments and may on occasion be invited to make visits to observe the teaching of Guided Reading.

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 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.

#### **Appendix**

##### THE BASIC QUESTIONS

- Was there anything you liked about this book?
- What especially caught your attention?
- What would you have liked more of?
- Was there anything you disliked about this book?
- Were there parts that you found less interesting?

- Did you skip parts? Which ones?
- If you gave up, where did you stop and what stopped you?
- Was there anything that puzzled you?
- Was there anything you thought strange?
- Was there anything that you'd never found in a book before?
- Was there anything that took you completely by surprise?
- Did you notice any apparent inconsistencies?
- Were there any patterns-any connections- that you noticed?

#### THE GENERAL QUESTIONS

- When you first saw this book, even before you read it, what kind of book did you think it was going to be?
- What made you think this?
- Now you've read it, is it as you expected?
- Have you read other books like it?
- How is this one the same?
- How is it different?
- Have you read this book before? [If so:] Was it different this time?
- Did you notice anything this time you didn't notice the first time?
- Did you enjoy it more or less?
- Because of what happened to you when reading it again, would you recommend other people to read it more than once, or isn't it worth it?
- While you were reading, or now when you think about it, were there words or phrases or other things to do with the language that you liked? Or didn't like?
- You know how, when people speak, they often use some words or phrases or talk in a way that you recognise as theirs: are some words or phrases used like that in this book?
- Have you noticed anything special about the way language is used in this book?
- If the writer asked you what could be improved in the book, how would you have made it better?
- [Alternatively] If you had written this book, how would you have made it better?
- Has anything that happens in the book ever happened to you?
- In what ways was it the same or different for you?
- Which parts in the book seem to you to be most true to life?
- Did the book make you think differently about your own similar experience?
- When you were reading, did you 'see' the story happening in your imagination?
- Which details –which passages- helped you 'see' it best?
- Which passages stay in your mind most vividly?
- How many different stories [kinds of story] can you find in this story? Was this a book you read quickly, or slowly? In one go, or in separate sessions?
- Would you like to read it again?
- What will you tell your friends about this book?
- What won't you tell them because it might spoil the book for them? Or might mislead them about what it is like?
- Do you know people who you think would especially like it?

- What would you suggest I tell other people about it that will help them decide whether they want to read it or not? Older than you? Younger?
- How should I give it to them? For example, should I read it aloud or tell them about it and let them read it for themselves?
- Is it a good thing to talk about it after we've all read it?
- We've listened to each other's thoughts and heard all sorts of things that each of us has noticed. Are you surprised by anything?
- Has anyone said anything that has changed your mind in any way about this book? Or helped you understand it better?
- Tell me about the things people said that struck you the most.
- When you think about the book now, after all we've said, what is the most important thing about it for you?
- Does anyone know anything about the writer? Or about how the story came to be written? Or where? Or when? Would you like to find out?

#### THE SPECIAL QUESTIONS

- How long did it take the story to happen?
- Did we find out about the story in the order in which the events happened?
- When you talk about things that happen to you, do you always tell your story in the order in which they happened? Or are there sometimes reasons why you don't? What are the reasons?
- Are there parts of the story that took a long time to happen but were told about quickly or in a few words? And are there parts that happened very quickly but took a lot of space to tell about?
- Were there parts that took the same time to tell as they would have taken to happen?
- Where did the story happen?
- Did it matter where it was set? Could it just as well been set anywhere? Or could it have been better set somewhere else?
- Did you think about the place as you were reading?
- Are there passages in the book that are especially about the place that the story is set? What did you like, or dislike, about them?
- Was the setting interesting in itself? Would you like to know more about it?
- Which character interested you the most?
- Is that character the most important in the story/ Or is it really about someone else?
- Which character(s) didn't you like?
- Did any of the characters remind you of people you know? Or remind you of characters in other books?
- Was there anyone not mentioned in the story but without whom it couldn't have happened?
- Can you think of any reason why s/he doesn't appear or isn't mentioned?
- Would the story have been the same if s/he had appeared or been mentioned?
- Who was telling – narrating – the story? Do we know? And how do we know?
- Is the story told in the first person (and if so, who is this person)? Or the third person? By someone we know about in the story or by someone we know or don't know about outside the story?

- What does the person telling the story – the narrator – think or feel about the characters? Does s/he like or dislike them? How do you know?
- Does the narrator approve or disapprove of the things that happen and that the characters do? Do you approve or disapprove of them?
- Think of yourself as a spectator. With whose eyes did you see the story? Did you only see what one character in the story saw, or did you see things sometimes as one character saw them and sometimes as another and so on?
- Were you as it were, inside the head of one of the characters, only knowing what s/he knew, or did the story take you inside a number of characters?
- Did we ever get to know what the characters were thinking about? Were we ever told what they were feeling? Or was the story told all the time from outside the characters, watching what they did and hearing what they said, but never knowing what they were thinking and feeling?
- When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered? Can you tell me anything in the writing that made you feel like that?
- Did you feel as if everything was happening to you, as if you were an observer, watching what was happening but not part of the action?
- If you were an observer, where were you watching from? Did you seem to watch from different places sometimes, perhaps from besides the characters, sometimes from above them as if you were in a helicopter? Can you tell me places in the book where you felt like that?

Signed .....Date ..... (Chair of Governors)

Signed .....Date ..... (Headteacher)