



## Guided Reading Policy and Procedures

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
Jan 2020	Jan 2022	2		

### Single Equality Statement

This Single Equality Scheme for schools in Mundella Primary School provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Our Access and Single Equality Scheme is available to view and download on our website.

### Governor Statement

The Governing Body of Mundella Primary School works as a 'whole team', meeting 6 times per year; spread evenly across the year, without any separate committees excepting finance. In addition to these meetings, we have termly Governor Monitoring Visits (GMV); usually lasting around four hours and organised to effectively observe, scrutinise, challenge and support a range of school activities and personnel.

An agenda for each meeting and GMV will include all the tasks which the governing body is required to consider, and the governing body will plan assignments or activities; arising from the business of the meeting or that fall into the annual monitoring schedule, which will be recorded in the minutes and then undertaken as directed.

In addition to 'commissioning' activities or actions on their behalf, the governing body may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan. They may also arrange to visit the school, or attend school activities, at any time; at the discretion of the Headteacher, to undertake monitoring activities as and when they are available to do so.

In each case, where a function has been delegated there is a statutory duty to report any action or decision to the governing body at the next meeting.

## **Policy Statements**

### **Introduction.**

At Mundella Primary School we strive to ensure that all children become successful, fluent readers. We believe that children who read well by the age of 11 have the door opened to new discoveries and wider interests, to knowledge, creativity and confidence. Reading is the key to unlocking every child's full potential and opens up a world of possibilities. Our children first 'learn to read' and then 'read to learn'. This policy promotes a consistent, high quality reading provision through daily guided practice.

### **Aims**

- To provide a rich and stimulating reading environment.
- To enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- To 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 develop comprehension skills of inference and deduction.

### **Objectives**

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, play-scripts 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.

## **Procedures and Guidance**

### **Time Allocation and Guidance**

Daily Guided Reading occurs outside of the main English session and lasts for at least 25 minutes. In EYFS, the teaching of reading will initially occur as shared reading with the class teacher and teaching assistant. Children will then begin to participate in 'Guided Reading' sessions by Term 3. This may only be for 10-15 minutes in the very early stages, in groups of up to 6 children. Our aim is that by Term 5 of EYFS the majority of children will be participating in guided reading on a weekly basis.

In Key Stages 1 and 2, all classes will have a daily allocated guided reading slot in the timetable, usually after lunch for 25 minutes. Each reading group will have one guided reading session a week with the class teacher and in most classes a session with the teaching assistant. The planning and assessment of progress for guided reading is the responsibility of the class teacher for all children.

In most classes there will be a carousel of activities in place but during some weeks there may be whole class activities, pairing of different year groups and other combinations that support the learning.

The carousel of activities should have reading based tasks and groups should be structured with the following:

1. Guided reading with teacher;
2. Independent follow up work in reading books following guided reading session with teacher.
3. Pre reading or focussed follow up reading and discussion with the teaching assistant.

Specific ground rules should be agreed and understood that enable adults leading guided sessions to do so without interruption. Quiet, calm and focused classrooms are most conducive to quality guided reading.

Guided reading books are used by all pupils from Year 1 to 6 for recording book reviews, comprehension tasks or follow up work to a guided reading session.

For all readers the focus of a guided reading session should be firmly upon challenging questions generated from the teacher using the content domain prompts. These are in KS1 enjoy, decode, define, retrieve, sequence, infer, predict. In KS2, the content domains are enjoy, decode, define, retrieve, infer, predict, compare, explore, relate, summarise.

## **Record Keeping**

All teachers will have and maintain a guided reading file containing information related to reading such as phonic awareness, high frequency word checklists, benchmarking, groupings, informal assessments and planning. These should be made available to staff members undertaking an observation or moderation of guided reading.

All pupils will be grouped for guided reading on the basis of their reading ability. Reading observations, benchmarking and other formal and informal assessments will be used to inform these groupings. Groups should contain up to a maximum of 6 children.

The learning objectives for each guided group will be identified and observations used to inform ongoing assessment.

Texts will be carefully 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 or more). Generally, genres used will endeavour to support the class text and provide deeper enrichment of the topics being studied in class.

## **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.

## **Organisation and Planning**

A guided reading session with an adult 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.

Guided reading plans will be uploaded to the school system to make clear intended outcomes and the 'carousel' of activities to be undertaken by groups not engaged in reading with an adult.

### **Assessment**

Teachers track pupils' progress in reading continuously and use the assessment information to inform planning for future lessons. Teachers keep track of children's progress using the record sheet attached to the front of their guided reading books. Teachers should also annotate the individual group guided reading record sheet to evidence children's learning to meet the reading objectives and any further incidental learning that occurs.

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 EYFS 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 EYFS, 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 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 through written reports.

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 or their teaching assistant 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.

### **Resources**

Books from the school guided reading selection will mostly be used for guided reading sessions, however there will be times when extracts or booklets are used or other resources such as in Years 2 and 6 when SATS style papers are being used and discussed.

Guided reading texts, including fiction, non-fiction, poetry and playscripts, in sets of 6 copies are stored centrally in the library area. Texts suitable for KS1 are located in the labelled trays under the home reader books in the KS1 area. 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.

## **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.
- 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 Reading Leader. The Reading Leader will observe the teaching of guided reading in line with the School Development Plan. The Reading Leader will undertake planning scrutiny of guided reading and give feedback to staff. Class pupil trackers will be analysed termly by the SLT to identify both progress and further areas for improvement in order to raise standards.

## **Inclusion**

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that guided reading is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.