



Guided Reading Policy

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Approved by:	Curriculum, Attainment and Ethos
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Purpose of this policy:

- To establish an entitlement for all pupils;
- To emphasise expectations for teachers with regards to Guided Reading;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote parent's/carers' understanding of Guided Reading in our school.

Aims

We aim for the children to become fluent, confident readers who read for enjoyment. We want children to respond to a wide range of different types of literature and understand the layout and how to use different types of books. We want children to be able to use their phonic skills to decode words with increasing accuracy and be able to read aloud with expression and clarity. We also want children to comprehend what they are reading and make links to other literature and the wider world.

Foundation & Year 1

In the Foundation Stage and Year 1 (until no longer necessary), children should be doing individual reading reinforcing the work taught in phonics sessions as well as explicitly teaching the other methods for reading. These texts could also include some tricky words to aid the development of sight vocabulary. Texts should be varied to incorporate a range of fiction, non-fiction and poetry.

There should be daily opportunities for reading on either an individual or Guided Group basis and children should be heard 2/3 times per week.

KS1 & Lower KS2 SEN

Reading in KS1 should focus on Individual readers with Guided Reading occurring where appropriate. It is vital that the reading that takes place builds upon the work done in phonics and incorporates some of the tricky words so that the children can practice reading them in context. Texts should be varied to incorporate a range of fiction, non-fiction and poetry.

There should be daily opportunities for reading on either an Individual or Guided Group basis and children should be heard 2 times per week. The class teacher should ensure that he/she hears the children once a week in either a Guided Group or Individually and the TA should hear them for a second time, again, either as a Guided Group or Individually.

Upper KS2

All children should receive at least one Guided Reading session per week with the Teacher and opportunities should be taken to hear individual readers where appropriate (perhaps by reading parts from the Power of Reading Text).

Texts should be selected based on the children's reading targets and should cover a wide range including fiction, non-fiction and poetry.

Planning

Planning should be completed on the Guided Reading proforma where there is also space for teacher's comments that should relate to the objectives and APP to aid assessment. This should be updated weekly after/during the Guided Reading session.

Delivery – Minimum Requirements

- One APP reading sheet per group plus representative child. When hearing children 1:1, it may be appropriate to use the adapted APP reading sheet for each child.
- Record outcomes of sessions on planning sheets - this would inform future APP recording/teacher assessment.
- When listening to individual readers, write a comment in the children's individual Reading Records to inform the parent/guardian of the child's progress. Detailed comments for assessment should only be written on APP reading sheets.
- Each child should have a Guided Reading record where the texts read will be noted and passed to new teachers. Comments can be written here, but it isn't necessary.
- Class records should also be kept for individual reading and be completed by school staff/parent helpers when listening to the child read.
- If a class has volunteer readers, it is the class teachers duty to inform them of the methods used in class so that they are consistent.
- If 'gaps' have been plugged- pupils could be taught Guided Reading based on objectives from the National Curriculum(year group specific if at age related expectations - amend by going up or down a year or 2, if higher or lower achieving) Key issue is not to plan guided reading based on reading AFs but on objectives to be taught.
- It would also be acceptable to deliver Guided Reading that links to the current objectives in your POR scheme or link it to any topics where appropriate.

Expectations

It is expected that children are regularly listened to and their reading skills are addressed based on the requirements of the Key stage.

APP for Reading should be completed in line with other APP assessments, every 6 weeks. This information should then inform future planning.

APP assessments will be entered onto the portal every 6 weeks and the progress data will also be shared with parents.

Comments must be written in the child's yellow Reading Record when they are heard individually.

A list of read books should be recorded in each child's Guided Reading Record for future reference.

Resources

Opportunities should be taken to exploit the use of the POR (Power of Reading) text or link in with the topic as appropriate. Any text can be used for Guided Reading, but it is important that children have access to a text, therefore one between two is a minimum requirement.

Big books

Guided Reading books

Library books

Reading scheme books

Cross curricular books

ICT – reading text on the computer

Reading is not restricted to the Literacy lesson. Many opportunities need to be provided for pupils to practice and extend their reading in other subjects and opportunities need to be taken to address a child's target in different areas of the curriculum.