



Heighington Church of England School

Guided Reading Policy

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Statement of intent

At Heighington Church of England Primary School, reading is at the heart of our curriculum. We value reading as a key life skill and are committed to enabling our children to be lifelong readers. We believe reading is key for academic success but also want our children to leave us with a genuine love of reading, encouraging them to read for purpose and for pleasure.

Heighington Church of England Primary School has implemented this Guided Reading Policy in order to ensure a thorough and consistent approach to teaching and learning through guided reading, as a means of informing both staff and parents of our methods of teaching guided reading, and to enable parents to support their child's reading at home.

This policy works in conjunction with other key elements of literacy such as speaking, listening, writing, shared reading and home reading.

1. Definition

- 1.1. Heighington Church of England Primary School defines guided reading as an approach to teaching reading with a small group of children at the same approximate reading level, which provides the opportunity for the children to discuss reading with, enthuse and learn from one another.
- 1.2. Teachers delineate a clear focus on the specific learning outcomes the pupils need to develop, practice and apply during their independent reading.

2. Guided reading procedures

- 2.1. At Heighington Church of England Primary School, guided reading sessions take place as part of a carousel of reading activities each week.

In reception and KS1, the carousel takes place in addition to daily phonics sessions, during which paired, shared and class reading activities routinely take place.

In reception, the carousel happens daily for 20 minutes following phonics sessions.

In year 1, guided reading happens during two one-hour sessions each week.

In year 2, guided reading takes place outside the classroom each week on a rotation basis. Each week, this is supplemented by a focussed class session of 40 minutes which supports the half-termly key learning skill: literal, deduction, inference, study. Reading Explorers is the primary vehicle used for this, supplemented by other materials where appropriate. The session consolidates previous skills whilst practising the current skill.

In KS2, a carousel of reading activities happens four times a week, each session lasts for 40 minutes.

- 2.2. The class teacher and/or teaching assistant should work with each reading group at least once a week.
- 2.3. The class teacher should plan focussed sessions for each group.
- 2.4. Books used for guided reading sessions are of a more challenging level than the books pupils take home.
- 2.5. Sets of texts are used so that each pupil has a copy where possible.
- 2.6. All classes are to keep:
 - A reading record for pupils used in partnership with parents.
 - A reading record detailing session outcomes alongside session notes completed by the leading adult where appropriate.
 - From year 2 onwards, a reading project book to record work/activities carried out each session depending on age and stage.

2.7. Reception and year 1 children should take part in:

1 teacher led guided reading session, in addition to daily paired reading during phonics sessions.

3 independent reading activities, which may be unrelated. Choices include: comics, magazines, poetry, newspapers, ICT programmes, etc.

Year 2 children should take part in:

1 teacher/teaching assistant guided reading session, in addition to daily paired reading/Get Spelling activities during phonics sessions.

1 focussed class session of 40 minutes which supports the half-termly key learning skill: literal, deduction, inference, study. It will consolidate previous skills and practise the current skill.

2 independent reading activities, which may be unrelated.

2.8. Lower Key stage 2 (LKS2) children should take part in:

1 teacher assistant led text orientation session.

1 teacher led guided session.

1 Get Spelling session.

1 'real book' activity, exploring a group book sharing and interrogating the text together.

Upper Key Stage 2 (UKS2) children should take part in:

1 text orientation session.

1 teaching assistant led follow-up session focussing upon vocabulary, word-play and author techniques used.

1 teacher led guided session.

1 independent reading activity, which may be unrelated, with the focus planned and shared with pupils, choices include: poetry, newspapers, play scripts, ICT programs etc.

3. Aims

3.1. With guided reading, Heighington Church of England Primary School aims to:

Provide a rich and stimulating reading environment.

Cultivate pupils' ability to read with confidence, accuracy, fluency, understanding and enjoyment.

Foster a lifelong enthusiasm for reading in pupils.

Identify accurate reading levels of attainment for each pupil.

Ensure pupils are taught at the appropriate reading level and that guided reading provides more than an opportunity to practise.

Ensure that every pupil makes accelerated progress.

Develop pupils' comprehension of inference and deduction.

4. Objectives

- 4.1. Our objectives are to enable all pupils to:

Learn to read following the Early Learning Goals.

Read regularly at school and at home for interest, information and enjoyment.

Enjoy a variety of texts of different types and genres.

Develop confidence when discussing their reading.

Develop confidence when independently selecting reading material.

Coordinate a full range of reading cues, including phonic, graphic, syntactic, and contextual, and correct their own mistakes.

5. Time allocation and occupying the rest of the class

- 5.1. In KS1 and KS2, all classes will have a weekly allocated guided reading slot in the timetable, outside of the main literacy session.

- 5.2. Each reading group will have 1 guided reading session a week with the class teacher; additional sessions may be carried out by the teaching assistant or independently.

- 5.3. Planning and assessment of progress for guided reading is the class teacher's responsibility.

- 5.4. It is also the class teacher's responsibility to draw up a timetable that allows for 4-5 sessions throughout the week, which may comprise a 'carousel of activities' structured from the following:

Guided reading with the teacher

Independent follow up work in reading different genres

Reading activities following a guided reading session

Activities including book corner, ICT texts, games

Independent research which may be linked to other curriculum areas

Phonics work/spelling with a teaching assistant or further review and response to reading/writing

Vocabulary investigation with a teaching assistant

Book reviews

Reading comprehension

Other related reading activities or games

- 5.5. The class teacher should set out rules to enable guided reading sessions to take place without interruptions in a quiet, calm and focussed classroom.

6. Organisation and planning

- 6.1. The class teacher should keep records containing relevant guidance, assessments and planning on guided reading. This should be made available to any member of the leadership team, upon request, who observe a guided reading session.

- 6.2. Pupils are grouped on the basis of their reading ability, which is informed by reading observations and assessments.

- 6.3. Groups will be as small as is practical.
- 6.4. A key learning objective will be identified for each group and texts will be selected specifically to help achieve that objective.
- 6.5. Selected texts will be within the appropriate book band for each group, at an approximate 90 percent accuracy level.
- 6.6. A guided reading timetable will be held by the English co-ordinator, detailing the activities completed by the groups not engaged in reading with an adult.
- 6.7. Guided reading sessions in KS1 are structured by the 5 following criteria (expanded in [Appendix 1](#)):

- Book/text introduction
- Strategy check
- Independent reading
- Returning to the text
- Responding to the text

- 6.8. Guided reading sessions in KS2 are structured by the 5 following criteria (expanded in Appendix 1):

- Text orientation/independent reading
- Vocabulary investigation/strategy check
- Returning to the text
- Responding to the text
- Independent strategy practise

7. Reporting and assessment

- 7.1. At the end of each term, teachers at Heighington Church of England Primary School ensure that pupil progress tracking is up-to-date.
- 7.2. On a termly basis, pupils are given a reading level relating to the National Curriculum expected standard for their chronological age. Teachers will consider all available evidence and their own knowledge of the children before making judgements.
- 7.3. Groupings will remain flexible so as not to constrict pupil progress.
- 7.4. Teachers will set skill-related guided reading targets based on National Curriculum reading descriptors and informed by pupils' reading behaviour, and other relevant evidence available.
- 7.5. Teachers will record progress using the Scholarpack tracking program.

- 7.6. In EYFS, the skills record sheet is completed after each reading session. These will provide assessment information for each child in relation to the targets set. The information gained feeds into the assessment and target setting which takes place three times within the year.
- 7.7. In KS1, once the skills record sheet is completed, it will provide assessment information for each child in relation to the target. Once a target has been reached, and the progress recorded, a new target should be set out on a new guided reading record sheet.
- 7.8. In KS2, the skills record sheet is incorporated into a 'beginning of unit' sheet located in the children's 'Reading Project' exercise books. The record will change as the class teaching focus moves on eg. literal, deductive, inference etc. This records the skills and targets from the national curriculum to be covered within the half term/unit. At the end of the term, the children self assess using smiley face icons and write an evaluation of their progress. At this point a summative reading assessment takes place. This data is used alongside teacher assessment, the children's self assessment and evidence from books to complete scholarpack. Targets not met, carry forward for the individual child until they are at least age appropriate.
- 7.9. Phonics tracking will be undertaken with pupils throughout the foundation stage and re-assessments made at the beginning of KS1 to ensure pupils are reading within the appropriate book band.
- 7.10. Pupils will be assessed against the Early Learning Goals for Reading at the end of the Foundation Stage.
- 7.11. Targets and progress in reading will be relayed to parents/guardians/carers at consultation meetings and in a written report in the summer term.

8. Resources

- 8.1. Teachers are responsible for the collection and return of the guided reading resources.
- 8.2. Guided reading texts for KS1 are stored in in the corridor outside class 4, in the library and within classrooms. Guided reading texts for KS2 will predominantly, but not exclusively, be part of the Reading Explorer programme, guided reading book sets are located in the UKS2 corridor. Class reading texts are located in the corridor outside class 4.
- 8.3. Computers, note books and interactive whiteboards are available to all year groups.

9. Role of the literacy subject leader

- 9.1. It is the duty of the subject leader to:
- Support colleagues with any aspect of the Guided Reading Policy.
Where needed, assist with planning and the selection of resources.
Inform staff of any new developments in reading through staff meetings or informal discussions.

Accept responsibility for guided reading resources and keep colleagues informed of available resources.

Liaise with the headteacher, literacy governor and report any developments to the Academy Council.

Scrutinise class and year group trackers and assessment data in order to track pupil progress.

Monitor the guided reading planning and observe the teaching of guided reading.

10. Home-school reading

- 10.1. Heighington Church of England Primary School believes that parental involvement is a crucial element of pupils' reading development and we promote a home-school reading partnership by:

Communicating with parents/guardians/carers and sharing information with them through parent meetings, newsletters, reading diaries, homework diaries and curriculum evenings.

Giving pupils a book/books to read at home each week to further cultivate the skills learned during guided reading.

Encouraging parents to make notes in the reading record about reading progress made at home.

Welcoming parents to hear pupils read at school.

11. Policy review

- 11.1. This policy is reviewed every two years by the literacy subject leader and the headteacher.
- 11.2. The scheduled review date for this policy is July 2023.

Appendix 1: Structure of a guided reading session

KS1

1. Book introduction

- Make sure that each pupil has a copy of the book.
- Identify the learning objectives, targets and text type for the session.
- Look at the front cover and encourage the pupils to make predictions about who the story might be about, where it might take place, and what might happen.
- Look at the back cover and blurb.
- Relate the story to pupils' own experiences or begin to encourage them to use their prior knowledge of the subject where possible.
- Note any text features and layout devices.

2. Strategy check

- Focus on the objective from the guided reading record sheet and approach the session accordingly.

3. Independent reading

- If below band 6 – read the book aloud.
- If above band 6 – read the book silently.
- If reading band 1-11 – read the whole book.
- If reading above band 11 – specify how much pupils should read.
- If reading silently, ask pupils to reach page 5 then ask questions to make sure they have read and understood the pages, i.e. did you have trouble with any words? How would you figure out what the word says/means? Are there any other words that could make sense in that place? Was your prediction of the story correct?

4. Returning to the text

- Ask questions about the text to promote discussion and encourage the pupils to develop extended thinking and responses to the text (Appendix 2).
- Use sentence stems to encourage informed answers

5. Responding to the text

- Once pupils have finished reading, ask questions that challenge pupils' understanding of the text (Appendix 2).

Structure of a guided reading session: KS2

1. Book introduction

- Make sure that each pupil has a copy of the book/text.
- Identify the learning objectives, targets and text type for the session.
- Discuss vocabulary session findings.
- Summarise questions generated/answered during vocabulary session.
- Relate the story to pupils' own experiences or begin to encourage them to use their prior knowledge of the subject where possible.
- Note any text features and layout devices.

2. Strategy check

- Focus on the objective from the guided reading record sheet and approach the session accordingly.

3. Shared reading

- Children read a suitable portion of the text while the remainder of the group track the reading using a ruler.
- Children to focus on developing prosody.

4. Returning to the text

- Ask questions about the text to promote discussion and encourage the pupils to develop extended thinking and responses to the text (Appendix 2).
- Locate and underline key words in the question.
- Skim the text to locate and underline key words in the text.
- Scan the area containing the key words to locate the information to answer the question.
- Answer questions using the: Answer, Prove, Explain process (A.P.E.) and sentence stems where appropriate

5. Responding to the text

- Once pupils have finished reading, ask questions that challenge pupils' understanding of the text (Appendix 2).

Appendix 2: Example prompting questions

Returning to the text

- Show me where you would start reading.
- Show me how you point as you read.
- Show me where you would go next after finishing reading this line.
- Can you show me a word?
- Can you show me a letter?
- Point to a word that starts with...
- Point at the word...
- Can you find the word...?
- Show me a sentence on this page.
- Point to a capital letter on this page.
- Point to a full stop on this page.
- Can you find a lower case...to match the capital letter...?
- Can you re-read the bold print on this page?
- Point to the question marks, speech bubbles, speech marks on this page?
- Can you find a long word on this page?
- Can you break it up into syllables? How many syllables does it have?
- Find a word that rhymes with...
- Find a word that starts with the sound...

Responding to the text

Fiction:

- What happened in the beginning/middle/end of the story?
- Where does the story take place?
- Can you name the characters?
- How would you describe the characters' personalities?
- Why do you think the book is called...?
- What was your favourite part of the story?
- Did anything in the story make you laugh or feel sad? Why?
- What did you dislike about the story?
- Did the book remind you of anything that has happened to you?
- Did the book make you think differently about your own similar experience?
- Were you surprised by anything in the book?
- What do you think of the pictures? Did they help you? How?

Non-fiction:

What type of book is this?

Did you find anything out that you didn't know before?

Does this book have a contents page/index? How do you use them?
Can you find _____ in the book?
What do you think of the pictures? Did they help you understand the book better?
How?
Some of the text is in bold, why do you think this has been done? How can you find out what these words mean?
What was your favourite part of the book?

Basic questions

Was there anything you'd have liked more of?
Did any parts of the book bore you?
Did you skip through any parts of the book? Which ones?
Did you give up in any parts? Where did you stop? Why?
Did anything puzzle you?
Did you think anything was strange?
Did you find anything that you have never found in a book before?
Did you notice any patterns?
Did you notice anything you thought was wrong in the book?

General questions

What kind of book did you think it was going to be before you started reading?
Why?
After reading, is the book like you thought it would be?
Have you ever read other books like it? What makes this one similar? What makes it different?
Have you ever read this book before? Did you find it different this time? Did you notice anything new/different this time? Did you enjoy it more or less?
Would you recommend that other people read it more than once or not?
Were there any particular words or phrases that you liked/disliked?
Are there any words or phrases in this book that you think sound like a way that a particular person would speak?
Did you think this book used language in a special way at all? Where?
How do you think the writer could have made the book better?
Which parts of the book do you think were the most realistic?
Could you imagine the story happening while you were reading?
Which parts of the book could you 'see' best? Which parts stay in your mind most vividly?
How many different stories/kinds of story can you find in this book?
Was this a book you read quickly or slowly?
Did you read the book in one go, or in separate sessions?
Would you like to read the book again?
What will you tell your friends/family about this book?
Is there anything you won't tell them because it might spoil the book for them?
What do you think I should tell people older than you/younger than you about the book to help them decide whether to read it or not?
Should I read it aloud to other people or just tell them about it and let them read it themselves?

Are you surprised by anything that anyone else noticed about the book?
Has anything anyone has said in this discussion changed your mind about the book or helped you understand it better?
What parts of this discussion struck you the most?
Considering everything we have discussed, what is the most important thing about the book for you?
Do you know anything about the writer? Or about how the story came to be written? Would you like to find out more? How would you find out?

Further questions

How much time passed in the story?
Did we read things in the book in the order that they happened in the story?
When you tell a story, do you always tell it in the order in which things happened?
Do you ever tell it in a different order? Why?
Did you notice any parts of the story where things would have taken a long time to happen but were explained quickly in a few words?
Did you notice any parts where the action would have happened very quickly but the writer used a lot of space to tell it?
Were there any parts that took the same time to read as they would have taken to happen in real life?
Could this story have been set anywhere or was the setting where the story took place an important part of the story? Do you think it would have been better set somewhere else? Where?
As you were reading, did you think about or imagine the place?
Are there any 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?
Would you like to know more about it? How would you find out more about it?
Who was your favourite character? What did you like about them? Is the story mainly about that character or is it mostly about someone else?
Were there any characters you disliked? Why?
Did any of the characters remind you of anyone you know or characters from other books?
Were there any characters that weren't mentioned in the book, but without whom, the story couldn't have happened?
Why do you think s/he doesn't appear or isn't mentioned? Would the story have been the same if that character had been mentioned or appeared in the book?
Who was narrating the story? How do we know?
Is the story told in the first person or the third person? Who is the first person?
What do you think the narrator thinks and feels about the characters? How do you know?
Do they approve/disapprove of any of the characters' actions? Do you agree with them?
When you imagined the story, whose eyes were you seeing the story through? Did you only see what one character in the story saw, or did you see things sometimes as another character saw them?
Did the story take you inside any of the characters' heads? Did it take you inside more than one of the characters' heads?

Were we told what the characters were thinking/feeling, or was the story always told from outside the characters by a narrator who was not part of the story, watching what they did and hearing what they said, but never knowing what they were thinking and feeling?

Did you feel like the story was happening at the same time as you were reading or in the past? What was it that made you feel like this?

Did you feel as if everything in the story was happening to you, or like you were an observer watching the action?

If you were an observer, where did you imagine you were watching from? Did you ever watch from different places i.e. beside the character, away from the character? Which parts of the book made you feel like that?