



# Vane Road Primary School

## Guided Reading Policy

Adopted July 2018  
Review July 2021

Signed by Chair of Governors:

Key contact: Mrs Johnson



**Amendment tracker**

<b>Date</b>	<b>Change and comments</b>	<b>Location</b>

**Related Policies:**

- English Policy
- Curriculum Policy

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

**Article 13 (freedom of expression)** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**Article 17 (access to information from the media)** Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**Article 28 (right to education)** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 29 (goals of education)** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights

## **This Policy:**

### **1. Introduction**

1.1 The Guided Reading policy has been developed to inform staff and parents how we teach Guided Reading. We hope it will enable parents to support their child's learning at home.

1.2 Guided Reading should take around 30minutes.

1.3 The class teacher should work with each group within the class.

1.4 Independent activities when not working with a teacher or teacher assistant should be of high quality and have clear objectives. These may be linked to SPAG or other literacy areas such as handwriting.

1.5 Planning sheets should be completed for each group and specify the key areas, objectives or content domains the group are focusing on.

### **2. Rationale.**

The Guided Reading policy forms the key elements of teaching in Literacy at Vane Road 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.

### **3. What is Guided Reading?**

3.1 Guided Reading is the method to teach individual children to become fluent in reading and comprehension skills of inference and deduction, summarising etc Children are taught in small groups set according to ability.

3.2 Guided Reading is principally the class teacher's responsibility and must be planned and evaluated for all children.

### **4. Aims.**

As a school we aim to:

- 4.1 Provide a rich and stimulating environment
- 4.2 Enable children to read with accuracy, confidence, fluency understanding and enjoyment.
- 4.3 Foster an enthusiasm for the love of reading
- 4.4 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.
- 4.5 To ensure all children make accelerated progress.
- 4.6 To develop comprehension skills which are closely linked to the content domains.

### **5. Time Allocation.**

5.1 Guided Reading occurs outside of the Literacy lesson and lasts for around 30 minutes.

5.2 In the Early Years children will take part in shared sessions. Children will then begin to participate in Guided Reading session when they are ready.

5.3 In Key Stage One and Two all children will have an allocated Guided Reading slot in the timetable.

### **6. Assessment and Recording.**

#### **6.1 Tracking Progress and Levelling Reading Ability.**

Teachers track children's reading progress at the end of each half term to against the yearly objectives. Teachers use their own

professional judgement alongside evidence collected from Guided Reading sessions to inform their assessments and plan next steps accordingly.

**7. Role of Subject Leader.**

7.1 To assist with planning and selecting resources where necessary.

7.2 To keep up to date with and inform staff of new developments of reading through staff meetings and informal discussions.

7.3 To share good practice and ideas with staff to further enhance the delivery of sessions.

7.4 Track children's progress of reading through scrutiny of year and class trackers and assessment data.

7.5 To monitor the teaching of Guided Reading.