



Guided Reading Policy

Updated November 2016
Review November 2018



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.

- Guided Reading should take place daily for around 30minutes.
- The class teacher should work with each group at least once a week.
- Independent activities when not working with a teacher or teacher assistant should be of high quality and have clear objectives.
- Key stage one children should have a daily guided reading session.
- Key stage two children should have a guided reading session and a follow up session. They should also have a reading journal to record any independent notes, pre reading or follow up work.
- Planning sheets should be completed for each group.

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.

What is Guided Reading?

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

Aims.

As a school we aim to:

- Provide a rich and stimulating environment
- Enable children to read with accuracy, confidence, fluency understanding and enjoyment.
- Foster an enthusiasm for the love of reading
- 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 ensure all children make accelerated progress.
- To develop comprehension skills of inference and deduction.

Time Allocation.

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

In Key Stage One and two all children will have a daily-allocated Guided Reading slot in the timetable.

Structure of a Guided Reading Session.

Book Introduction.

This provides the context for the reading. The teacher will activate the children's prior knowledge and/or discuss the main themes of the text, including some prediction of content.

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.

An element of the text is used to teach a specific point related to word or sentence level work.

Assessment and Recording.**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 daily Guided Reading sessions.

Role of Subject Leader.

- To assist with planning and selecting resources where necessary.
- To keep up to date with and inform staff of new developments of reading through staff meetings and informal discussions.
- Track children's progress of reading through scrutiny of year and class trackers and assessment data.
- To monitor the teaching of Guided Reading.