



Hartsbourne Primary School **Guided Reading Policy**

This policy to be read in conjunction with Assessment Policy, English Policy, Equal Opportunities Policy, Teaching and Learning Policy, Racial Equality Policy, SEN Policy

RATIONALE

This policy for Guided Reading forms a key element in the teaching of literacy at Hartsbourne Primary School. It is very much inter-related with other aspects of learning in literacy, such as speaking and listening, writing, shared and home reading.

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading will be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self esteem, confidence and motivation.

AIMS

At Hartsbourne we aim to ensure that all children:

- Are provided with a rich and stimulating reading environment. learn to read with confidence, accuracy, fluency, understanding and enjoyment.
- We have fostered an enthusiasm for and love of reading for life.
- Make at least good progress and some make accelerated progress.
- Read regularly at school and at home for pleasure, interest and enjoyment.

OBJECTIVES

Teachers will ensure that all children:

- Learn to read following EYFS guidelines and the 2014 National Curriculum.
- Have been awarded accurate levels of attainment in reading for each child in accordance with AF sheets, optional SATs tests and other reading tests.
- Have an appropriate and challenging reading target set according to their reading level.
- Develop sound comprehension skills, inference and deduction, self-correct and select their own reading material.
- Read a range of texts including fiction, non-fiction, playscripts and poetry appropriate to their ability, both in book format and on screen ICT texts.
- Can talk confidently about their reading using appropriate language and vocabulary.
- Able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) 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.

Guided Reading

Guided Reading is the method used to teach individual children to become fluent in reading and the skills of comprehension, inference and deduction.

Children are taught according to their individual needs in small groups set according to interests and ability. Guided Reading is the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However other trained adults can also teach guided reading sessions. A best practice model for Guided Reading would be one in which teachers choose to focus upon texts that match the text/genre being studied in the current literacy unit plan.

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. Older children may be given the next section/chapter of the book to read with questions to think of as they read.

ORGANISATION

KS1:	Week 1:	Guided reading sessions
	Week 2:	Individual reading
KS2:	Week 1:	Guided reading sessions Monday – Thursday
	Week 2:	2 groups comprehension activities, 2 groups of handwriting activities Monday – Thursday.
	Fridays:	Marking, responding to marking, self-evaluation, target setting, pairing with younger children, extra one to one reading with less confident children.

All teachers should maintain a Guided Reading file containing AF sheets, assessments, guidance and examples of activities. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

All pupils will be grouped for guided reading on the basis of their reading ability (informed by observations and assessments). Groups will contain up to a maximum of 6 children. The learning needs for each group will be identified and learning objectives generated from AF sheets.

Texts will be selected to help deliver the learning objective which will also be at the appropriate book band for that particular group of children (a level of approximately 90% accuracy).

A guided reading timetable will be displayed in each classroom. Guided reading AF sheets and books should be kept in 'library boxes' for children to access independently. All work will be marked in accordance with our policies.

For fluent readers the focus of a Guided Reading session should be firmly upon cognitively challenging questions generated from the teacher plus opportunities for reflective independent textual study.

ASSESSMENT, RECORDING AND REPORTING

Planning, Targets, Tracking Progress and Levelling Reading Ability

Teachers track pupils' progress in reading at the end of each term to ensure that assessment information is up to date (APP grids).

Every term, each child is given a reading level using APP guidelines, these must be scrutinised and teachers will consider where each child best fits using their knowledge of the children and all available evidence, e.g. guided reading record books/reading journals etc.

Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress.

Setting Reading Targets:

Each half-term teachers will set each child a guided reading target using the sub-level descriptors on the APP grids. Once the target has been set it will be broken down into a relevant number of learning intentions. This will ensure that the target is systematically taught and provide children with a greater chance of making significant process in relation to that target.

Completed Guided Reading Record Sheet

Once completed this record sheet will provide evidence of systematic targeted teaching and assessment information for each child in relation to the target. Once a target has been taught and progress recorded, a new target should be set using a new Guided Reading record Sheet following the above procedure.

Recording Progress against Learning Intentions

Teachers will indicate children's progress using the APP sheets. If a child has not progressed the child must be identified at a Progress Meeting and an intervention implemented. Records should provide evidence of provision and progress towards targets.

Assessment

Assessment of aptitude and 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.

Reading tests and phonic tracking will be undertaken with pupils throughout the Foundation Stage and KS1.

Pupils will undertake a formal termly reading assessment to ensure teaching objectives remain matched to a child's needs and that groupings for reading remain appropriate. It may be necessary for tests to be used more frequently with pupils who appear to be making either rapid progress or in some cases very limited progress.

Each term, a child's National Curriculum level and sub-level will be assessed and recorded on the class and year group trackers for SIMS. This will be discussed at Pupil Progress meetings and analysed by SLT.

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 and targets will be communicated to parents at the parent consultation meetings. A written report will be provided in the summer term which will include comments relating to both progress and attitude towards reading and a literacy target.

RESOURCES

Guided reading texts, including fiction, non-fiction, poetry anthologies and play scripts, in sets of 6 copies are stored centrally in KS1 and in classrooms/corridor for KS2. These are all book banded with an appropriate coloured label and levelled.

- Guided reading resources are only to be used in class and may not be taken home.
- Staff are responsible for collecting and returning sets of books correctly.
- Reading scheme texts may be used to support guided reading sessions.
- Literacy games to teach, consolidate and promote reading skills are stored in classrooms or centrally.
- Computer hardware and software is available in all year groups and networked computers and interactive whiteboards are available in all classes.
- A portable trolley of laptops is available to use, as are computers in classes.

INCLUSION

It is our intention to deliver an appropriately differentiated reading programme in order that all children can achieve success at their level. Targeted support will be provided for identified pupils to enable them to achieve this success. This will include:

- The use of IEP's which may contain specific reading targets.
- Wave 3 strategies (FFT), and other tailored interventions.
- Booster groups in Year 2 and Year 6 in the lead up to End of Key Stage 2 assessments.
- Use of motivational resources for specific groups of pupils e.g. boys, SEN pupils, AGT.

EQUAL OPPORTUNITIES

We aim to ensure that all pupils have equal access to the reading curriculum irrespective of ability, gender, ethnicity and social circumstances. Respect for cultural diversity will be promoted through the use of multi-cultural texts and resources. Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available. Opportunities to discuss issues of race, gender etc will be provided through the discussion of the resources used.

PROFESSIONAL DEVELOPMENT

Training needs will be identified through whole school monitoring and evaluation. The Literacy Co-ordinator will arrange for relevant advice and information, such as feedback from courses to be disseminated. In consultation with the Head Teacher, the Literacy Co-ordinator will organise or lead school based training.

Additional adults who are involved with intervention programmes will receive appropriate training which may be LA or school based.

PARENTAL / COMMUNITY INVOLVEMENT

We value parental involvement and consider it to play an essential part in children's development of and enthusiasm for reading. We aim to promote a home school reading partnership in the following ways:

- Sharing information e.g. Reception new parents meetings, newsletters, reading diaries, parent consultation meetings, curriculum evenings, open classroom .
- All children to take a book home to read each day to practise and consolidate skills (in most cases this will be at a lower book band than that being read in guided reading).
- By encouraging parents to comment positively in the home reading diary.
- Parents and other volunteers are welcomed into the school to hear pupils read.

Date of Policy: January 2014

Date of Review: January 2016