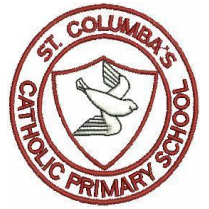


St. Columba's Catholic Primary School Guided Reading Policy and Guidance



To ensure consistency in teaching and learning throughout the school this Guided Reading Policy has been produced. It is to inform all staff and parents how we teach guided reading.
We hope it will enable you to support your child's reading at home.

Quick View- Agreed Procedures

- All classes are to keep a Guided Reading Folder - records to be kept up to date during each reading session.
- Guided Reading sessions should take place daily and should last 30 minutes
- The books used for Guided Reading sessions should be more challenging than the level/band the children have for their reading book which they take home.
- The class teacher should work with each group once a week.
- Independent activities (those activities carried out when the group is not working with the teacher / teaching assistant in a focus group) should be of high quality.

Key Stage 2 should have:

- 1 teacher led guided reading session
- 1 teaching assistant led reading session, especially those on interventions (if TA available)
- 2 literacy box sessions/Stile Comprehension/SPAG
- Fuzz Buzz/ELS/Phonics support (if relevant)
- independent reading activity (book choices - comics, magazines, poetry, newspapers, topic box, listening base(talking tins), ICT programmes etc)

Key Stage 1 children should have:

- 1 teacher led guided reading session
- 1 teaching assistant led reading session, especially those on interventions (if TA available)
- 3 independent reading activities (book choices - comics, magazines, poetry, newspapers, topic box, listening base(talking tins), ICT programmes etc)
- Fuzz Buzz/ELS/Phonics support (if relevant)
- Each child should to record any work carried out (pre reading, guided reading, follow up work, independent work). English exercise book
- Guided reading record sheets should be completed for each group, by the adult leading the group, each day.

WHAT IS GUIDED READING?

Guided Reading is where children put into practise their developing reading skills and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies. The adult scaffolds the session so the children can take the initiative and put into practise what they have learnt in other reading and literacy activities.

Sets of texts are used so each member of the group has a copy. During Guided Reading the whole or a section of the unfamiliar text is read. Texts are chosen so that each member of the group can readily read and understand between 90 - 94%, i.e. at the instructional level.

Each guided reading teaching sequence will have most of these parts:

1. Text introduction and sharing the learning objectives with the children
2. Walk through the text
3. Reading strategy check
4. Independent reading
5. Returning to the text for teaching points
6. Responding to the text and follow up

AIMS

As a school we aim to:

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- 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 identify accurate levels of attainment in reading for each child.
- To ensure that all children have an appropriate and challenging reading target set according to their reading level.
- To ensure that all children make accelerated progress.
- To develop comprehension skills of inference and deduction.

OBJECTIVES

Our objectives are to enable all children to:

- Learn to read following the guidelines of the Early Learning Goals and the National Framework for Literacy.
- Read for interest, information and enjoyment.

- Read a range of texts including fiction, non-fiction, play scripts and poetry appropriate to their ability, both in book format and on screen ICT texts.
- Read regularly at school and at home.
- Talk confidently about their reading.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to read 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.

TIME ALLOCATION

Daily Guided Reading occurs outside of the main literacy session and lasts for 30 minutes.

In the Foundation Stage, the teaching of reading will initially be done on an individual basis with the class teacher and teaching assistant. As children become academically and emotionally ready, they will begin to participate in 'Guided Reading' at least once a week. This may only be for 5 or 10 minutes in the very early stages, in groups of only 3 or 4 children. Our aim is that by the end of the Foundation Stage the majority of children will be participating in guided reading on a weekly basis.

In Key Stage 1 and 2, all classes will have a daily allocated guided reading slot in the timetable.

TIMETABLING & OCCUPATION OF THE REST OF CLASS

Each class will have a daily Guided Reading slot in their timetable. It is the teacher's responsibility to draw up a 'carousel' type timetable that allows for 5 sessions across the week.

Each child must have at least one Guided Reading session a week with the teacher then additional sessions can be carried out by Teaching Assistants, other adults or independently, but the planning and assessment of progress for Guided reading is the responsibility of the class teacher for all children.

The carousel of activities should have literacy based tasks and groups should be structured from the following:

- Guided reading with teacher;
- Independent follow up work in reading/reading journals following guided reading session
- Literacy Box /Stile independent activity (KS2)
- Choice activities including book corner, ICT texts, listening centers, games

- Independent research possibly linked to other curriculum areas.
- Phonics work/spelling/FB /WH with class Teaching Assistant or further review & response to reading/writing.
- Other related reading activities or games;
- Reading different genres, including newspapers and annuals/ Group reading plays (independent)
- Book reviews;
- Reading comprehension (Literacy Box/Stile activity)

Specific ground rules should be agreed and understood that enable adults leading guided sessions to do so without interruption.

Quiet, calm and focused class-rooms are most conducive to quality Guided Reading.

All pupils from Year 1 to 6 to record book reviews, comprehension tasks or follow up work to Guided Reading in English books.

ORGANISATION AND PLANNING

Implementation

All teachers should have and maintain a Guided Reading file containing any guidance, assessments, and planning. These should be made available to any member of the Leadership Team who is undertaking moderation activities of Guided Reading.

- All pupils will be grouped for guided reading on the basis of their reading ability.
- Reading observations and assessments will be used to inform these groupings.
- Groups will contain up to a maximum of 6 children.
- The learning needs for each group will be identified and learning objectives (and targets) generated from these.
- 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 (at a level of approximately 90% accuracy - usually one sub-level above recorded level)
- A guided reading lesson will follow a five part structure: book introduction, strategy check, independent reading, returning to the text and response to text.

1. Book / Text 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.

- Make sure all the children have a book.
- Identify the text type and learning objectives for the session
- Ask open questions about the book - 'Why do you think...?'

- Note children's questions, predictions and ideas
- Find out what the children already know if it is a non-fiction book
- Relate the story to the children's own experience (**fiction**) or tap into the children's prior knowledge of the subject (**non-fiction**)
- Very brief overview from illustrations, without revealing too much
- Note any text features and layout devices
- Look at the cover, blurb and pictures before starting to read.
- Don't read it to or for them
- Model language patterns that may be unfamiliar
- Pick up any important words
- Encourage prediction and reasoning

2. Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

- Focus on objectives from the *Guided Reading Planning / Recording Sheet* (APP/Reading continuum)e.g for Band 1 group focus may be pointing accurately to words, Band 6 group focus may be reading with expression, Band 10 focus may be discussing how the author's word selection creates the mood of the story, Band 12 focus may be looking how non-fiction texts are organised to compare animals in the text etc.

3. Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

- Read through the book aloud (if below Band 6 / orange - 1A) or silently (if Band 6 or above).If reading silently ask the children to read to a specific page and ask questions to make sure they've understood. Make sure they understand the meaning of new words and have not missed out words when reading.
- Make sure all children read all pages.
- Specify how much the group is reading and what to do when they have finished.
- Read it in your head/with your finger point to the words as you read if you lose your place.
- Which words were tricky?
- How can you find out what the word says?
- What word would fit there?
- What word would make sense?
- Check it. Does it look right and sound right to you?
- Was your prediction right?

Word Solving/Attack

- What letter/letters does it start with?
- Can you read the word from the picture
- What would make sense in the sentence there and sound right?
- Can you split the word into smaller words?
- Can you think of a word that looks like it?

4. 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.
- Show me where to start reading
- Show me how you point as you read
- Show me where I go when I finish reading this line
- Show me a word
- Show me a letter
- Put your finger on a word that starts with
- Put your finger under the word
- Find the word
- Can you make this word with your letters?
- Finger frame a sentence on page
- Put your finger under a capital letter on page ...
- Put your finger on a full stop on page
- Can you find a lower caseto match the capital letter
- Can you re-read the bold print on page
- Can you find full stops, question marks, speech bubbles, speech marks?
- Can you find a long word on page?
- Can you break it into syllables? How many syllables has it got?
- Can you find a word that rhymes with
- Can you find a word that starts with the sound/blend

5. Responding to the text

- After reading, check the children's understanding of the text.
- **Fiction**
- What happened in the story?
- Why do you think the book is called
- Where does the story take place?
- Who were the characters?
- What were the characters like?
- Why do you think the characters did this?
- What did you like best?
- Did you find anything funny/sad in the story and why?

- Was there anything you didn't like and why?
- Did the book make you think of anything that had happened to you?
- Did anything surprise you?
- Did you like the pictures? How did they help you?

Non-fiction

- What sort of book is this?
- What did you find out that you didn't know before?
- Does this book have a contents page/index? How do you use them?
- Where in the book would you find?
- Do the pictures/layout help you understand the book better? How?
- Why is some of the text in bold? How can you find out what these words mean?
- What did you like best?

Key Stage 2 can also use the reciprocal reading prompts - Clarifier, questioner, visualiser, summariser, predictor to stimulate discussion. (See Appendix 2 for more details)

A guided reading timetable will be displayed in each classroom identifying activities to be undertaken by groups not engaged in reading with an adult.

	Guided Group (Teacher)	Guided Group (TA)	Activity 1 Literacy Box/Stile	Activity 2	Activity 3	Activity 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

ASSESSMENT, RECORDING AND REPORTING

Tracking Progress and assessing Reading Ability

Teachers can track pupils' progress in reading as an ongoing process by highlighting and dating the APP/reading continuum at the top of the guided reading record sheets as and when they have seen evidence. At the end of each half term the tracking grids are used to inform attainment.

Every term, each child is given an age related reading stage using APP/Reading continuum guidelines, these must be scrutinized 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/stages, but groupings should remain flexible according to individual need and progress.

Planning and Assessing Progress

Setting Reading Targets:

Each half-term teachers will set each child a guided reading target.

To do this they will analyse the NC reading descriptors on the APP grids (on top of the Guided Reading Records) which are informed by observations of reading behaviours, any tests carried out, Guided Reading Record Sheets and completed work in Reading Journals and identify an area within the level the child is working at which needs improvement.

This target will be recorded on the Guided Reading Record Sheet (circle and annotate the APP target). This is also shared with the children.

Using the Target As the Basis for Teaching Guided Reading

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 progress in relation to that target.

Recording Progress against Learning Intentions

Teachers will indicate children's progress using the boxes on the record sheet. If children have grasped a concept a tick will suffice. If a child has not progressed or makes a notable contribution, a comment must be made. Records should not be overly time consuming but provide evidence of provision and progress towards targets.

Teachers should annotate the Guided Reading Record Sheet to show that the plan has been altered; e.g. a learning intention may be repeated because the majority of the children have struggled or a learning intention may be rephrased or re-written because of children's understanding as time progresses.

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.

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 Key Stage 1.
- Pupils will undertake a formal reading assessment three times a year to ensure teaching objectives remain matched to a child's needs and that groupings for reading remain appropriate.
- Brief assessment notes will be made for each pupil for each guided reading session on a common record sheet. This will help inform the teaching focus for subsequent sessions.
- At the end of the Foundation Stage, pupils will be assessed against the Foundation Stage Profile scores for Communication, Language and Literacy and will be awarded a score of between 1 - 9 for reading.
- Each half term, a child's National Curriculum stage will be assessed and recorded on the class tracking grids. These will be discussed at Pupil Progress meetings and analysed by SLT.
- Pupils undertake End of Key Stage 1 and end of Key stage 2 assessments and teacher assessments at the end of Year 2 and 6.
- Progress in reading will be communicated to parents at the parent consultation meetings, as will a child's reading target. A written report will be provided in the Summer Term which will include comments relating to both progress and attitude towards reading and a reading target.

RESOURCES

Our guided reading books are ORT, Rigby Star and 'real' books, both fiction and non-fiction texts; including, poetry anthologies and play scripts, which are book banded with an appropriate coloured labels.

All books are bagged and labelled in packs of six and are stored in the library areas in Foundation stage, KS1 and KS2. The books need to be taken out, used and

returned. Only one set of books for each group should be taken at any one time and the finished books returned as soon as possible.

All guided reading books are to be kept in school - not to be taken home

As the number of laptops/tablets in the school increases the use of ICT based literacy and reading activities can increase. (one group per session)

In Key Stage One most children are in the emergent and early reading stages.

Books used often have no text in order to encourage lively, creative discussion of what might be happening in the pictures. This is one of the first steps to show that a book conveys meaning. It is also very important to develop skills in reading pictorial texts and this should be developed throughout Key Stage One and into Key Stage Two.

Text is added gradually as children learn the relationship between letters and sounds, but at the same time the teacher is guiding the fledgling readers to appreciate the bigger picture - that books have an individual message. Decoding unlocks the message, but the layers of meaning are shown in many ways: illustrations, variations of print type, capitals and punctuation, layout and in the voice of the reader.

At Key Stage Two children are becoming more fluent but still need support as they develop the full range of strategies needed to become an experienced reader. The role of the teacher, at this stage, is to further develop understanding of structure, genre, character, vocabulary, interpretation and individual preferences. In both key stages the teacher offers signposts in the reading journey. It is important to combine methods and approaches to cover all the strategies which new readers need to know if they are to become successful independent readers.

ROLE OF SUBJECT LEADER

- To support and work with colleagues on any aspect of this policy.
- To assist with planning and selection of resources where needed.
- To keep up to date with and inform staff of new developments in reading through staff meetings and informal discussion.
- To be responsible for guided reading resources in a central area and keep colleagues informed of the range of materials available.
- To liaise with the Headteacher and Literacy Link Governor on a regular basis, reporting any developments.
- Track children's progress in reading through scrutiny of class and year group trackers and assessment data e.g. Foundation Stage Profile scores, termly reviews, End of Key Stage 1 and 2 results.
- To monitor guided reading planning and observe the teaching of guided reading in line with the school's monitoring schedule.

MONITORING AND EVALUATION

- The monitoring of this policy and its implementation will be the responsibility of the Headteacher and Literacy Co-ordinator.
- The Literacy Co-ordinator will annually produce a literacy action plan which will form part of the School Development Plan.
- The Co-ordinator will observe the teaching of Guided Reading in line with the school's monitoring schedule.
- The Co-ordinator will undertake scrutiny of Guided Reading and give feedback to staff.
- Class pupil trackers and year group profile trackers will be analysed termly by the SLT to identify both progress and further areas for improvement in order to raise standards.
- The named Governor responsible for Literacy will meet regularly with the Literacy Coordinator to keep fully informed of recent developments and may on occasion be invited to make visits to observe the teaching of Guided Reading.

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.
 - Intervention strategies such as Fuzz /Buzz, ELS in Year 1, Wolf Hill KS2
 - Targeted specialist TA support to match identified areas of need e.g. decoding skills, reading comprehension, intervention programmes, developing inference skills in the less able/more able readers. These will change from year to year.
- Booster groups in Year 6 in the lead up to End of Key Stage 2 assessments.
- Ensuring use of motivational resources for specific groups of pupils e.g. boys, SEN pupils

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 Headteacher, the Literacy Co-ordinator will organise or lead school based training.
- Additional adults who are involved with intervention programmes such as ELS /Direct phonics 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, Family Learning activities in KS1.
- All children to take a book home to read each day to practise and consolidate the skills taught in guided reading (this will in most cases be at a lower book band than that being read in guided reading)
- By encouraging parents to monitor home reading by commenting in the home reading diary

Parents and other community volunteers are welcomed into the school to hear pupils read.

Appendix 1

The Assessment Focuses for Reading

There are 7 assessment focuses (AFs) for reading that describe the key elements of performance in this attainment target. They are linked to the national curriculum programmes of study and the level descriptions and are designed to give a detailed, analytic view of pupils' attainment across all the key stages and in all types of reading.

What the assessment focuses mean in practice

AF1 Use a range of strategies including accurate decoding of text, to read for

meaning

- AF1 has most prominence in describing early stages of reading
- Evidence comes from listening to pupils read aloud and observing how they decode words to make meaning from texts
- Reading aloud with fluency, understanding and expression also involves taking note of punctuation and other written language conventions

AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

- AF2 applies to all levels of reading and all kinds of text
- Pupils' skills in retrieving information from texts are shown in different ways, from comments to paraphrase or retellings to summary and synthesis
- At the highest levels, work in AF2 demonstrates critical insights based on close reading, merging with AF3

AF3 Deduce, infer or interpret information, events or ideas from texts

- AF3 is vital to making progress in reading and underpins attainment across all the AFs
- Opportunities to develop inferential skills come from engagement with whole texts that challenge thinking and encourage different interpretations
- In APP, classroom discussions about books and open ended questions from pupils as well as teachers provide effective evidence for this assessment focus

AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

- AF4 makes most sense in relation to whole texts so that pupils can explain what is significant about the overall shape and structure of what they are reading
- Work on the grammar of texts encourages pupils to explore how different elements hang together and contribute to their distinctiveness
- This reading assessment focus is the counterpart of AFs 3 and 4 in writing

AF5 Explain and comment on writers' uses of language, including grammatical and literary features at work and sentence level

- AF5 applies to information as well as fiction texts: deliberately crafted language can be found in many different forms of writing
- Pupils may learn to spot specific features in texts but attainment in this AF depends on being able to explain why particular usages are effective and what they mean

- In APP, evidence for this assessment focus sometimes comes from comparative work on a range of texts or different treatments of the same topic

AF6 Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

- AF6 has two strands: understanding that all texts have a point of view and that this can impact on readers' responses
- At the most basic level, pupils detect overt purposes and express personal likes and dislikes
- Progression in AF6 is about developing evaluative skills supported by an analytic vocabulary

AF7 Relate texts to their social, cultural and historical contexts and literary traditions

- AF7 demands engagement with a wide repertoire of reading
- Even young readers can talk about some of the ways that texts are the same or different from one another

Appendix 2

ORT Progression to New Curriculum

APS	NC Level	Old Expect	New PoS	Banding	ORT Stage/Level
1	WC	N			
2					
3	WB			St 1 (WC-WB)	
4					
5	WA	YR	Stage 0	St 0 Emerging	St 1 (WC-WB)
6				St 0 Developing	St 1+ (WB-WA)
7	1C			St 0 Securing	St 2 (WA-1C)
8				St 1 Ready	St 3 (L1C-1B)

9	1B	Y1	Stage 1		
10				St 1 Emerging	St 3 (L1C-1B)
11	1A			St 1 Developing	St 4 (L1B)
12		Y2	Stage 1	St 1 Securing	St 5/6 (L1A)
13	2C			St 2 Ready	St 7 (L2C)
14					
15	2B	Y3	Stage 2	St 2 Emerging	St 8 (L2C-2B)
16				St 2 Developing	St 9 (L2B-2A)
17	2A			St 2 Securing	St 10 (L2A-3C)
18		Y4	Stage 2	St 3 Ready	St 11 (L3C)
19	3C				
20				St 3 Emerging	St 11 (L3C)
21	3B	Y5	Stage 3	St 3 Developing	St 12 (L3C-3B)
22				St 3 Securing	St 13 (L3B-3A)
23	3A			St 4 Ready	St 14 (L3A-4C)
24		Y6	Stage 4		
25	4C			St 4 Emerging	St 14 (L3A-4C)
26				St 4 Developing	St 15 (L4C-4B)
27	4B	Y6	Stage 4	St 4 Securing	St 15 (L4C-4B)
28				St 5 Ready	St 16 (L4B-4A)
29	4A				
30		Y6	Stage 5	St 5 Emerging	St 16 (L4B-4A)
31	5C			St 5 Developing	St 17 (L4A-5C)

32				St 5 Securing	St 17 (L4A-5C)	
33	5B			St 6 Ready	St 18 (L5C-5B)	
34						
35	5A		Stage 6	St 6 Emerging	St 18 (L5C-5B)	
36				St 6 Developing	St 19 (L5B-5A)	
37	6C				St 6 Securing	St 19 (L5B-5A)
38					St 7 Ready	St 20 (L6)
39	6B					
40						
41	6A					
42						
43	7C					

This table is intended for guidance only to help inform initial placement on the AM assessment and progression systems for reading. It shows the approximate correlation between the old and new curriculum, the AM bandings and the text level difficulty of the ORT stages.

The text level difficulty of ORT stages shown are consistent with ORT's own, though the correlation with the AM stages is the opinion of the author.

Appendix 3

See Knowsley Reading continuum sheet

Policy agreed by Governors on	May 2015
Signature of Chair of Governors	<i>Mrs J Sims</i>
Signature of Head Teacher	<i>Miss M Evans</i>
Date to be reviewed	May 2016