

# Guided Reading Policy



**Normand Croft** Community School

**An International Family of Learners**

**Agreed and adopted by:** Curriculum and Achievement

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**Policy revisions :**

**1. Key principles:**

- a. The aim of every guided reading session is to encourage and extend independent reading skills
- b. Children are grouped on the basis of their reading ability
- c. Each child has his or her own copy of the text, chosen to match the group's reading level
- d. Texts need to be at 'instructional level' (90-94% accuracy) i.e. children should only mis-read one in every ten words
- e. Before each session, the teacher will have selected specific reading strategies and key vocabulary on which to focus, based on the needs of the children and evidence from previous sessions
- f. The teacher leads the session, preparing children for reading, reinforcing reading strategies and giving focused attention to individuals as they read independently.
- g. Guided reading sessions will generally take place outside the English session as part of additional English teaching. Children will have at least 1 guided reading session a week. Early readers and children reading below age related expectations should benefit from at least 3 weekly sessions.
- h. Guided reading should be planned, before each session, in order for effective learning to take place, however it is not realistic to produce detailed written plans on a regular basis.
- i. Observations and running records will inform teacher assessment alongside observations of children during shared and independent reading both in English sessions and across the curriculum.
- j. Developing children's understanding of key vocabulary and ability to answer questions relating to specific reading targets needs careful thought and planning. Whole school, group and individual curricular targets will be set based on data analysis and reviewed in termly progress review meetings.
- k. Guided reading sets are kept in class store room/cupboards and the central guided reading room. All staff and children need to take responsibility for ensuring resources are kept in good condition.

## 2. Guided Reading – the *Teaching Sequence*

- a. **Book introduction:** prepare the children, providing support through:
  - i. Reading the title
  - ii. Talking about the type of the book and looking at the pictures
  - iii. Locating difficult new words and unfamiliar concepts or new names
  
- b. **Strategy check:** review specific reading strategies that the children have been taught and remind them to use them. Key reading strategies for early readers include:
  - i. Locating known words
  - ii. Blending sounds together
  - iii. Developing fluency and expression
  - iv. Self-correcting
  - v. Monitoring – expecting their own reading to make sense
  - vi. Using knowledge of context
  - vii. Cross-checking one reading strategy against another to avoid or correct errors
  
- c. **Independent reading:** children read the book at their own pace. Monitor individuals and use appropriate prompts to encourage problem-solving. Praise correct use of reading strategies
  
- d. **Returning to the text:** briefly talk about what has been read to check children’s understanding. Praise problem solving and use of reading strategies.
  
- e. **Response to text:** encourage children to respond to the book either through a short discussion where they express opinions, or through providing follow up activities.
  
- f. **Re-reading guided texts:** children can re-read texts to themselves or with a partner as an independent activity to give them opportunities to develop fluency and expression and to build up reading stamina.

As children become confident and fluent readers, the focus of guided reading sessions should be on developing their understanding of, and response to texts, through higher level questioning and effective dialogic teaching strategies.

## 3. Assessment & Guided Reading

- a. Teachers will use information from ongoing teacher assessment, pira tests and PM benchmarking running records to ensure children are grouped appropriately according to their reading level.

- b. During a guided reading session, teachers will observe, listen and note (where appropriate) children’s significant achievements/next steps to contribute to ongoing assessment.
- c. Movement of children between groups will be decided by the teacher, based on this continual assessment.
- d. Guided reading book sets are stored centrally and are levelled using book bands for guided reading.
- e. Each set contains a minimum of six copies of the text.
- f. The colour bands relate to benchmark levels and year group expectations as follows:

<b>Band/RR level</b>	<b>Colour</b>	<b>Year group</b>
1) 1- 2	Pink	Rec
2) 3-5	Red	Rec
3) 6-8	Yellow	Rec/Y1
4) 9-11	Blue	Y1
5) 12-14	Green	Y1
6) 15-16	Orange	Y1
7) 17-18	Turquoise	Y1
8) 19-20	Purple	Y1/Y2
9) 21-22	Gold	Y2
10) 23-24	White	Y2
11) 25 - 30	Lime	Y3
	Ruby	Y4
	Grey	Y5 & Y6

- g. The English subject lead will be responsible for:
  - i.* raising standards of attainment and achievement in reading
  - ii.* Auditing and ordering resources
  - iii.* giving guidance on planning and teaching guided reading
  - iv.* modelling guided reading sessions
  - v.* monitoring the impact of guided reading on teaching and learning