



Royal Cross Primary School

Lancashire's school for deaf children

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Author and Role:	Linzi Harding, English Subject Leader with reference to School Bus.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	
Details:	This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of guided reading. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.
Cross reference:	Assessment, Recording and Reporting Policy English Policy Language & Communication Policy Teaching and Learning Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010.

An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Royal Cross Guided Reading Policy

This Guided Reading Policy has been produced to inform all teaching staff and parents about how we teach guided reading.

Through this policy we aim to ensure consistency in the teaching and learning of reading throughout the school and to allow each child to have an equal opportunity to access high quality provision through the use of Guided Reading sessions.

Quick View- Agreed Procedures

- Where appropriate, Guided Reading sessions should take place weekly.
- Where appropriate, the books used for Guided Reading sessions should be more challenging than the level that the children have for their reading book which they take home.
- The class teacher should work with each group/pupil at least once a week.
- Where appropriate, Independent activities (those activities carried out when the group/pupil is not working with the teacher/teaching assistant in a focus group) should be of high quality and have a clear objective to move the children's learning on.
- The subject leader will be responsible for supporting all staff in a consistent approach to Guided Reading across school.

Rationale

This policy for Guided Reading forms a key element in the teaching of literacy at Royal Cross 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.

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 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.

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, or individual children where appropriate, 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
7. Follow Up activities

Guided Reading Sections

Before the Guided Reading session begins the Teacher/TA will need –

- Banded guided reading books at appropriate level for each group (these should not be chosen by the children) and with a copy for each member of the group: -
- Reading record book for Teacher/TA to record notes/accuracy/areas to develop
- A copy of the pupils' targets
- A copy of the Guided Reading Policy for consistency of delivery
- A quiet place for the group, preferably where all the children can sit on the floor or at a table

During the Guided Reading session -

1. Text Introduction

Make sure all the children have a book

- Identify the text type and learning objectives for the session
- Relate the story to the children's own experience (fiction) or tap into the children's prior knowledge of the subject (non-fiction)
- Look at illustrations
- Look at front cover and encourage prediction – Who? Where? What?
- Look at back cover and blurb
- Very brief overview from illustrations, without revealing too much
- Note any text features and layout devices

2. Walk Through

Look at the cover, blurb (synopsis) and pictures before starting to read.

- 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
- Don't read it to or for them
- Model language patterns that may be unfamiliar
- Pick up any important words
- Encourage prediction and reasoning

3. Reading Strategy Check

Focus on objectives from 'Knowing how texts work' and 'Use of context' on Guided Reading Planning Sheet, e.g.

- *for Band 1 (Pink) group focus may be pointing accurately to words,*
- *Band 6 (Orange) group focus may be reading with expression,*
- *Band 10 (White) focus may be discussing how the author's word selection creates the mood of the story,*
- *Band 12 (Brown) focus may be looking how non-fiction texts are organised to compare animals in the text.*

4. Independent Reading

- Read through the book aloud (if below Band 6) or silently (if Band 6 or above).
- If reading silently ask the children to read to page 4 and then 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.
- If reading Band 1 – 11 books, read the whole book.

- If above Band 11, specify how much the group is reading and what to do when they have finished.

PROMPTS:

- 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?
- Decoding words
- What letter/letters does it start with?
- Can you use the picture to help you read the word?
- 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?

5. Returning 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 case to 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?

6. 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?

After the Guided Reading session

- Write a brief comment related to the learning objective for the group/individual in the Guided Reading Books. (Have they met the learning objective? Who needs more support?)
- Note how children did any children who were /struggling (use initials) and say with what
- Have the children met any of their Reading Targets? Report to teacher to inform planning.
- NB children do not take group guided reading books home... but they do change home readers on a regular basis.
- Keep the Guided Reading books together in readiness for the follow up activities and ensure that they are put away at the end of the week.

7. Ideas for activities/follow up activities for children working independently during Guided Reading

- Find letters that match a particular sound in text

- Find keywords in text
- Re-read book to a partner
- Act out the story in the role play area
- Re-tell the story with finger puppets
- Paint a picture of a favourite character, setting, part of the story, etc
- Play a game using pictures/text from the book
- Write your own story based on the book and illustrate it
- Work as group to perform part of text for others
- Use illustrations from book as starting point for poetry
- Use mind maps to make story maps
- Find words with particular long vowel patterns
- Find meaning of tricky words using dictionaries
- Find tricky words in text and then practise spelling them
- Find punctuation in text and notice usage
- Follow instructions from text to make things
- Find time words in text
- Find connectives used
- Find and steal 'wow' words from text
- Research unanswered questions from text on Internet
- Find alternative words that could replace some of the words in text
- Find verbs in text
- Find adjectives in text
- Highlight speech in text
- Write a book review
- Use story characters to create a cartoon
- Find similes in text
- Use questions and answers to present facts from text before the next Guided Reading session
- Check the banded books have been returned

Before the next Guided Reading session

- Check the bag has a complete set of group guided reading books and return to shelves / cupboard
- Collect the books, etc. ready for a new session

Frequency of Guided Reading Sessions

Guided Reading sessions take place at least once a week. Explicit reading skills are taught in lessons by the teacher using Phonics and Whole Word Reading Schemes and individual reading also takes place on a weekly basis.

Monitoring and Evaluation

The monitoring of this policy and its implementation will be the responsibility of the Headteacher and English Subject Leader.

- The English subject leader will annually produce an English Subject Action Plan which will form part of the School Improvement Plan.
- The English subject leader will observe the teaching of Guided Reading in line with the school monitoring and support of subject teaching and learning.
- The English subject leader will undertake a planning scrutiny of Guided Reading and give feedback to staff.
- Class pupil 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 English will meet regularly with the English subject leader to keep fully informed of recent developments and may on occasion be invited to make visits to observe the teaching of Guided Reading.

APPENDIX

THE BASIC QUESTIONS

- *Was there anything you liked about this book?*
- *What especially caught your attention?*
- *What would you have liked more of?*
- *Was there anything you disliked about this book?*
- *Were there parts that you found less interesting?*
- *Did you skip parts? Which ones?*
- *If you gave up, where did you stop and what stopped you?*
- *Was there anything that puzzled you?*
- *Was there anything you thought strange?*
- *Was there anything that you'd never found in a book before?*
- *Was there anything that took you completely by surprise?*
- *Did you notice any apparent inconsistencies?*
- *Were there any patterns-any connections- that you noticed?*

THE GENERAL QUESTIONS

- *When you first saw this book, even before you read it, what kind of book did you think it was going to be?*
- *What made you think this?*
- *Now you've read it, is it as you expected?*
- *Have you read other books like it?*
- *How is this one the same?*

- *How is it different?*
- *Have you read this book before? [If so:] Was it different this time?*
- *Did you notice anything this time you didn't notice the first time?*
- *Did you enjoy it more or less?*
- *Because of what happened to you when reading it again, would you recommend other people to read it more than once, or isn't it worth it?*
- *While you were reading, or now when you think about it, were there words or phrases or other things to do with the language that you liked? Or didn't like?*
- *You know how, when people speak, they often use some words or phrases or talk in a way that you recognise as theirs: are some words or phrases used like that in this book? Have you noticed anything special about the way language is used in this book?*
- *If the writer asked you what could be improved in the book, how would you have made it better?*
- *[Alternatively] If you had written this book, how would you have made it better?*
- *Has anything that happens in the book ever happened to you?*
- *In what ways was it the same or different for you? • Which parts in the book seem to you to be most true to life?*
- *Did the book make you think differently about your own similar experience?*
- *When you were reading, did you 'see' the story happening in your imagination?*
- *Which details –which passages- helped you 'see' it best?*
- *Which passages stay in your mind most vividly?*
- *How many different stories [kinds of story] can you find in this story? Was this a book you read quickly, or slowly? In one go, or in separate sessions?*
- *Would you like to read it again?*
- *What will you tell your friends about this book?*
- *What won't you tell them because it might spoil the book for them? Or might mislead them about what it is like?*
- *Do you know people who you think would especially like it?*
- *What would you suggest I tell other people about it that will help them decide whether they want to read it or not? Older than you? Younger?*
- *How should I give it to them? For example, should I read it aloud or tell them about it and let them read it for themselves?*
- *Is it a good thing to talk about it after we've all read it?*
- *We've listened to each other's thoughts and heard all sorts of things that each of us has noticed. Are you surprised by anything?*
- *Has anyone said anything that has changed your mind in any way about this book? Or helped you understand it better?*
- *Tell me about the things people said that struck you the most.*

- *When you think about the book now, after all we've said, what is the most important thing about it for you?*
- *Does anyone know anything about the writer? Or about how the story came to be written? Or where? Or when? Would you like to find out?*

THE SPECIAL QUESTIONS

- *How long did it take the story to happen?*
- *Did we find out about the story in the order in which the events happened?*
- *When you talk about things that happen to you, do you always tell your story in the order in which they happened? Or are there sometimes reasons why you don't? What are the reasons?*
- *Are there parts of the story that took a long time to happen but were told about quickly or in a few words? And are there parts that happened very quickly but took a lot of space to tell about?*
- *Were there parts that took the same time to tell as they would have taken to happen? Where did the story happen?*
- *Did it matter where it was set? Could it just as well been set anywhere? Or could it have been better set somewhere else?*
- *Did you think about the place as you were reading?*
- *Are there passages in the book that are especially about the place that the story is set? What did you like, or dislike, about them?*
- *Was the setting interesting in itself? Would you like to know more about it?*
- *Which character interested you the most?*
- *Is that character the most important in the story/ Or is it really about someone else? Which character(s) didn't you like?*
- *Did any of the characters remind you of people you know? Or remind you of characters in other books?*
- *Was there anyone not mentioned in the story but without whom it couldn't have happened?*
- *Can you think of any reason why s/he doesn't appear or isn't mentioned?*
- *Would the story have been the same if s/he had appeared or been mentioned?*
- *Who was telling – narrating – the story? Do we know? And how do we know?*
- *Is the story told in the first person (and if so, who is this person)? Or the third person? By someone we know about in the story or by someone we know or don't know about outside the story?*
- *What does the person telling the story – the narrator – think or feel about the characters? Does s/he like or dislike them? How do you know?*
- *Does the narrator approve or disapprove of the things that happen and that the characters do? Do you approve or disapprove of them?*

- *Think of yourself as a spectator. With whose eyes did you see the story? Did you only see what one character in the story saw, or did you see things sometimes as one character saw them and sometimes as another and so on?*
- *Were you as it were, inside the head of one of the characters, only knowing what s/he knew, or did the story take you inside a number of characters?*
- *Did we ever get to know what the characters were thinking about? Were we ever told what they were feeling? Or was the story told all the time from outside the characters, watching what they did and hearing what they said, but never knowing what they were thinking and feeling?*
- *When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered? Can you tell me anything in the writing that made you feel like that?*
- *Did you feel as if everything was happening to you, as if you were an observer, watching what was happening but not part of the action?*