

Southfields Primary School



Guided Reading Policy

2018-2020

How do we teach Guided Reading at Southfields Primary School?

This Guided Reading Policy has been produced to inform all teaching staff and parents about how we use guided reading to enable pupils to become effective and enthusiastic readers. We hope it will enable parents to support their child's reading at home.

This policy for Guided Reading forms a key element in the teaching of literacy at Southfields Primary 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, individual and home reading.

What is Guided Reading?

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

Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However other trained adults can also lead guided reading sessions.

Guided Reading is supported by a variety of reading scheme books. This does not however, preclude teachers from planning guided reading sessions around their own choice of text provided the texts chosen are matched to the reading levels of the children. 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. A range of genres such as fact, fiction, poetry, newspapers and leaflets should be used.

We believe that guided reading should be an opportunity to teach and develop reading skills in greater depth; an opportunity for modelling, in depth questioning, ideally to include open questions, rich discussion and justifying and evidencing views and opinions

Structure and Content

At Southfields teachers will identify a focus for a reading study over a period of time. This may be a week, or a few weeks but the idea is that pupils will learn and develop a key skill over this time.

During each week, every group will work on one or more guided reading tasks that prepare them for the adult led guided reading session. There may be links to phonics, especially in EYFS and KS1, vocabulary or even a set 'pre read' activity with a focus question in KS2.

Each adult-led guided session will then focus on a 'big question' linked to the skill being studied. This 'big question approach' encourages teachers to ask fewer but 'bigger' questions. (Appendix 1)

Each group will then complete one or more 'post guided reading' tasks that enable them to practise, use and apply, deepen understanding etc, of the key skill they are learning.

Grouping

Most guided reading sessions will involve pupils working in ability groups. Each group will usually work on a text that is at the 'instructional' level, that is, 90-94% decodability.

On occasion, teachers may decide to use a book with the whole class. In this instance, groupings may be more fluid, depending on the learning objective of the unit.

Notes made from 'Guided' sessions are recorded on a format directly linked to the Year groups teaching objectives. (Appendix 2)

Examples of pre task reading activities include:

- Prediction using the front cover and the blurb of the book
- Making links between similar styles or genres of books.
- Making inferences about the characters.
- Vocabulary activities, identifying unknown words and deducing their meaning.

- Dictionary work

Examples of post task reading activities include:

- Directed role play
- Listening centre
- Vocabulary extension
- SATS style comprehension activities.
- Choral reading, paired reading
- Fluency tasks with a partner.
- A mastery approach of answering and justifying an answer. This could involve the teacher giving an incorrect statement
- SATS style comprehension activities.
- Activities where pupils practise, use and apply the skills used in the 'guided' session

Teachers need to ensure that these additional, independent reading activities are meaningful, have clear learning objectives

Encouraging children to read for pleasure is also a suitable activity for each group once a week.

At Southfields, we use the resource 'Blooms Buttons'. (Appendix 3) Children work in pairs to ask each other questions about the texts that they are reading.

Questions are organised into the following categories:

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

Guided Reading in EYFS

Guided Reading takes place during the afternoon sessions.

A trained TA and the class teacher will lead a guided group whilst other children engage in book related activities or phonics.

Activities could include:

- Phonics application
- The use of phoneme spotters.
- Role play
- Reading for pleasure
- Vocabulary development

There is still an expectation that there will be a pre task and post task which will support the work of the guided group.

Reading within continuous provision.

There are opportunities for reading, writing, speaking and listening across all areas of the curriculum both inside and outside.

The children are provided with prompts or challenge cards to aid them.

Appendix 1

Examples of Big Questions

- How does the author use vocabulary to show the reader how characters are feeling?
(LO To explain how an author uses vocabulary to impact on the reader)
- How does the author organise the text so that the information is easy to understand?
(LO To identify and explain how the author organises and links ideas and information)
- Why does (insert character's name) behave as he/she does? How do you think this will impact on him/her in the story?
(LO To infer characters' feelings from their thoughts/ actions)
- How do you think the author wants us to feel when we read this chapter? How does she make us feel like that?
(LO As per No 1 on this sheet)