

Guided Reading Policy



DANE ROYD SCHOOL

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Lead Personnel: Literacy

Co-ordinators

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Guided Reading Policy

A Policy for the teaching and implementation of Guided Reading at Dane Royd Junior and Infants School.

Introduction

This policy for Guided Reading forms a key element in the teaching of Literacy at Dane Royd. It is very much interrelated 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.

Purpose:

The purpose of this policy is to describe our teaching of Guided Reading and the principles upon which this is based.

Aim(s):

At Dane Royd 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 practice
- To identify accurate levels of attainment in reading for each child
- To develop comprehension skills of inference and deduction

Objectives

- Our objectives are to enable all children to:
- Learn to read following the guidelines within the National Curriculum for English
- Read for interest, information and enjoyment
- Read a range of texts including fiction, non fiction, playscripts and poetry

- Read regularly at school and at home
- Talk confidently about their reading
- Develop confidence in their ability to select reading material independently

Wider school aims/ethos:

Dane Royd's teaching of Guided Reading is influenced by the School's wider aims and seeks to create children who achieve their full potential in reading and so are prepared for the challenges of the next stage of their education.

Consultation:

This policy was written by Jamie-Leigh Loudon and Beth Greenwood, Literacy coordinators.

Sources and references:

The National Curriculum

Procedures and practice

What is Guided Reading?

Guided Reading is the method used to teach individual children to become fluent in reading and comprehension skills. Children are taught in small groups according to ability. Guided reading is the class teacher's responsibility and must be planned for and evaluated by the class teacher. However, other trained adults can also teach guided reading sessions.

Across the school the teaching of Guided Reading is supported by the Project X Guided Reading Scheme. This does not however preclude teachers from planning Guided Reading sessions around their own choice of text, such as poetry, class novels or texts which match the genre being studied in class.

1. Steps

Time Allocation

Daily Guided Reading occurs outside of the main Literacy session and lasts for approximately twenty minutes, usually after lunch.

Children will begin to participate in Guided Reading sessions in Foundation Stage; this may be for 5 or 10 minutes in the very early stages. Our aim is that by the end of Foundation Stage all children will be participating in Guided Reading.

Organisation of Guided Reading

Each class will have a daily Guided Reading slot in their timetable. Each child must have at least one Guided Reading session a week with the teacher, and additional sessions may be carried out by teaching assistants. All pupils will be grouped for Guided Reading on the basis of their reading ability.

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

A Guided Reading timetable should be displayed in each classroom identifying the carousel of activities to be undertaken by groups not engaged in reading with an adult. This should allow for 5 sessions across the week. The carousel of activities should be Literacy based and will include:

- Independent reading prior to a Guided Reading session (pre reading of a text)
- Guided Reading with teacher/teaching assistant
- Independent work following a Guided Reading session

- Other Literacy based activities as deemed appropriate by the teacher including use of class book corner, independent research, other reading activities eg games, book reviews, phonics work/spelling

Guided reading journals or Guided Reading folders are to be used by all pupils from Year 1-6 to record books reviews, comprehension tasks and any other follow up work from a Guided Reading session.

Structure of a Guided Reading session

Guided reading sessions will follow the structure set out below:

Book introduction

This provides the context for the reading which will allow the teacher to assess the children's prior knowledge and discuss the main themes of the text, including some prediction of the contents. The learning objective for the group will be identified and shared with pupils.

Strategy check

The teacher will guide the children to focus on and apply key strategies.

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

Children will undertake follow up work based on the text as part of the carousel of activities.

2. Roles and responsibilities

The Literacy co-ordinators are responsible for:

Delivering staff CPD

Supporting colleagues in the teaching of Guided Reading

Monitoring reading across school

Analysing reading data across school

Liaising with the school library service to update the list of year group recommended titles

Purchasing class texts

Year group teams are responsible for:

Choosing appropriate texts for Guided Reading based on the group's ability.

Providing daily Guided Reading sessions.

Using assessment to form future planning of Guided Reading sessions.

Resources:

Guided Reading is based around Project X and includes fiction and non-fiction texts. Sets of six copies are stored in the library and are clearly levelled. Staff are responsible for collecting and returning sets of books correctly. A teacher's handbook for all year groups to accompany the scheme can be found in the Library and includes record keeping and comprehension sheets. To aid staff in the delivery of Guided Reading laminated comprehension sheets are available for each book set.

Assessment:

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

Teachers will monitor children's progress using Guided Reading record sheets which will in turn be used to inform target tracker reading statements. Assessment notes can be made for individual pupils on the Guided Reading Record sheets. This will help inform the teaching focus for subsequent sessions. Each term a child's reading attainment will be assessed and discussed at pupil progress meetings and analysed by SLT. Progress in reading will be communicated to

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

Monitoring and evaluation:

Guided Reading will be monitored throughout school through:

- Learning walks
- Book scrutiny
- Observations
- Pupil voice

Concluding notes

Monitoring and review:

The governor with responsibility for Literacy is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leaders and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.

Other documents and appendices:

The Guided Reading Policy should be read in conjunction with our policy for Reading.