

GUIDED READING GUIDELINES

Overview

Guided Reading is a classroom activity in which pupils are taught in groups according to reading ability. In Key Stage 1, all children will have a daily phonics session (using the Read Write Inc. materials). Once children have completed the phonics scheme, they will begin Guided Reading sessions (usually at the start of Year 3). There will be some children who will need to continue with phonics sessions to consolidate their learning into Year 3.

Meeting the needs of the children

At the start of each term, the Miscue tests from the Assertive Mentoring Program will be used to assess the children's reading ability and set targets for the coming term. If this process has only generated one or two targets or they have come out at a level much higher than expected this suggests that the text was too easy for them. Re-test using a book from the next level.

Analyse the assessment data and put the children into groups according to either their reading level or Assessment Focus need (based on their targets and the simple view of reading). There should be a maximum of six children per group.

Children who are reading at a level below the majority in the class may not be able to be placed in a Guided Reading group. These children will need to have one to one reading sessions.

Organising Guided Reading

Book Storage / Choosing the Text

- 1) All the Guided Reading materials are stored in the Literacy cupboard (in Blue Base). The books are organised in coloured bags:
Yellow – Books for miscue assessments
Green – Books with pre-made guided reading questions (Assertive Mentoring)
Blue – Project X books (teachers need to formulate their own questions using the teacher handbooks)
- 2) Books must stay in their sets of 7. When you take a set from the cupboard, put your name tag in the space in the book box so people know who has got each set of books.
- 3) Select a text at either the level the group is currently working at or from the level above.

Organisation

- 1) Each group should have a Guided Reading session at least once a week. Target readers will have more.
- 2) In Key Stage 2, all classes will have a daily allocated guided reading slot in the timetable for 30 minutes.
- 3) When children are not working with an adult in a guided session, they will engage in other reading/Literacy related activities differentiated according to ability. Set up a timetable for the week that will set out the reading activities the groups will do on each day.
- 4) Possible group activities across the week may include: pre-reading (the day before the guided reading session), a follow up task (the day after the guided reading session), reading comprehension from the First News newspapers, practising their spelling list and independent reading/book changing.

Structure of a Guided Reading Session

Before you begin, make sure that you and the children know their reading targets. Set the objectives for the session.

1) Book Introduction – hook them in!

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. Some of the 'Hook them in' strategies (in the English folder on Hoogle) may be used.

Strategy Check

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

3) Independent Reading

Tell the children how many pages you would like them to read. All children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. Two children will be heard read aloud per session. Keep note of who you need to hear next. Children **should not** be asked to sit and listen to another child read.

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. If using the Assertive Mentoring questions (green book bags), discuss answers as a group before deciding on the best answer to write down. If the children do not come up with a good answer themselves, tell them (ensuring they know how you arrived at the answer)! If you are working with the Project X books (blue book bags) use the AF Keys to help you formulate questions to ask to children. Year 6 may choose to use SATs reading papers as a basis for their guided sessions. Ensure there are questions specifically relating to the children's reading targets in each session. Tick the child's target sheet if they have met a particular target during the session to keep a log of progress.

5) Feedback

In LKS2, a signed and dated comment should be written in every child's Reading Record (either at the end of the session or during). The purpose of this is to guide parents about what kind of things they might focus on when they hear their child read at home. As far as possible, write comments that relate to the child's reading target(s). A comment should also be made in Homework Diaries for any children in UKS2 who is not reading at age-related expectations.

6) Follow Up

Teachers may set a follow up activity for the session following the Guided Reading session. Some of the 'Responding to Reading' activities (in the English folder on Hoogle) may be used. The aim of these activities is to provide further engagement with the text and develop understanding.