

Clare Community Primary School

Guided Reading Policy

Date agreed: Sept 2023

Review Date: Sept 2024

Curriculum Intent

Reading is at the heart of our curriculum and is fundamental to children's learning in all subjects. Our aim is to encourage a love of reading, from the very start of children's education. We want our entire school community to love and celebrate the power that books contain, as the enrichment that books bring to a child's knowledge, character and cultural awareness cannot be overstated.

By placing a key focus on teaching high-quality guided reading lessons, children are given the chance to discuss and share high-quality texts, whilst building a toolkit of strategies and techniques in order to help them become independent learners with a passion for books.

How we teach guided reading at Clare Community Primary School

This policy for Guided Reading forms a key element in the teaching of literacy at Clare Community Primary School (CCPS).

Guided reading 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.

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 takes place as an adult-led activity throughout the week. Whole Class 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 and support guided reading sessions. A trained TA or the class teacher will lead a guided group whilst other children are engaged in continuous provision activities such as independent reading, handwriting and spelling activities, etc... As a school, we use Oxford Reading Tree inFact books to support our teaching in Key stage 2. In Key Stage 1 pupils are taught using books matched to their phonic ability. (See **Appendix1** for list of guided reading books used by year group.)

VIPERS

At CCPS, we use VIPERS question stems from Literacy Shed Resources - see [link](#). (Appendix 2)

Teachers use the question stems to teach groups of children to become fluent in reading, decoding and comprehension skills, including inference and deduction.

Questions are organised into the following categories:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Summarise

Structure and Content

During the guided reading session, teachers follow the following structure during the session:

1. Introduce the book.
2. Strategy check.
3. Guided reading.
4. Independent reading.
5. Returning and responding to the book.

1. Introduce the book.

Look together at the front cover and read the title. Ask: What do you think this book might be about?

Read the back cover blurb together.

Turn to the contents page and discuss what children expect to find in each section. Are there any sections they're particularly interested in?

Flick through the pages together and identify how the book has been laid out or organized.

2. Strategy check.

Turn to the glossary and observe how it is arranged alphabetically. Explain that these words feature in the book they are about to read, and how it will help the children.

Turn to the index. Does it include some of the topics the children were expecting to find after looking at the contents? Discuss how the index differs from the contents.

If children encounter words they find challenging, encourage them to use their phonic skills to decode them. If necessary, read the word for the child.

3. Guided reading.

Teacher led reading with children reading short sections/sentences. If the children meet words where the meaning is unclear, remind them to read the whole sentence to try to work out the meaning from the context. Or, if the word is in bold, they could check its meaning in the glossary.

Use VIPERS question stems to question children where appropriate.

It is vital that teachers pre read the text used before each session to identify key vocabulary and points of interest to question children.

4. Independent reading.

Ask the children to continue to read the book independently. You may want them to think about the specific question/s while they are reading.

At the end of a section, encourage the children to recount the main points in that section.

Encourage them to reread any sentences which they find difficult to understand.

Ensure that children refer to captions, labels and illustrations as they read.

5. Returning and responding to the book.

Can the children remember key details / information from the text and summarize in one or two sentences?

Check that they understand what they have read, referring to vipers question stems where applicable.

This follows TreeTops Oxford Reading Tree planning templates provided to support the books used during guided reading sessions.

Pre / Post Tasks

Prior to, or on completion of the guided reading activity, teachers may wish to complete pre or post task activities such as:

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:

- Vocabulary extension.
- SATS style comprehension activities.
- Choral reading, paired reading.
- Fluency tasks with a partner.
- A mastery approach of answering and justifying an answer.
- 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.

Grouping

Guided reading sessions will involve pupils working in ability groups. Each group should work on a text that is at 90% 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.

Guided reading in EYFS

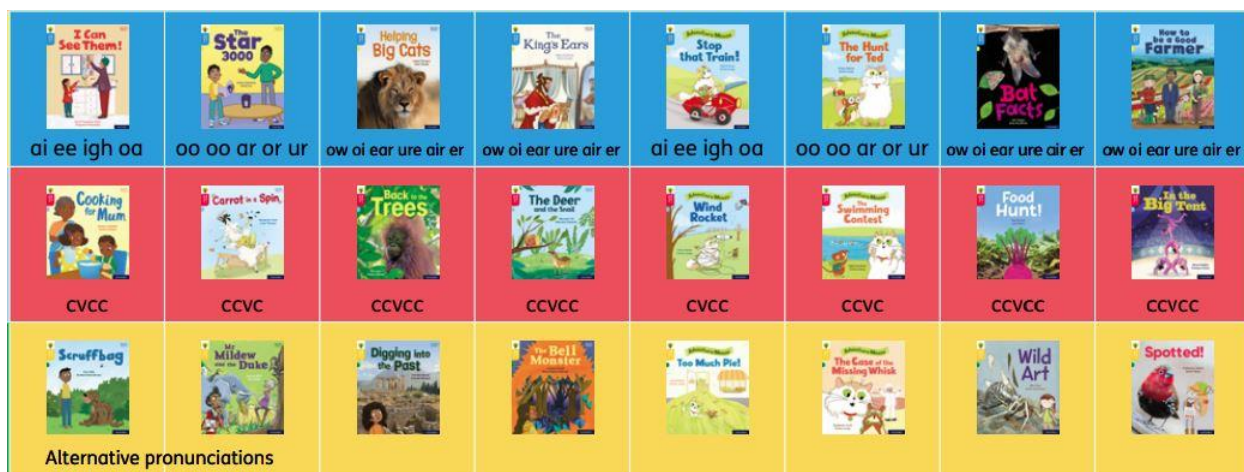
Guided Reading (Book Club) takes place as an adult-led activity throughout the week with a focus on the Prime areas of learning in the EYFS Curriculum, Communication & Language &, Personal Social Emotional Development alongside Literacy Skills.

The class teacher, or a trained TA, will lead a guided group whilst other children are engaged in continuous provision activities.

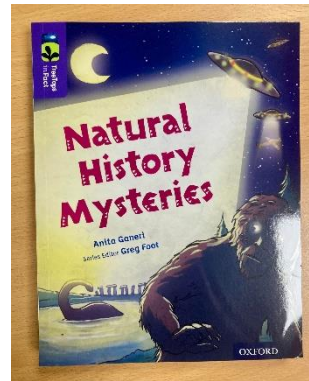
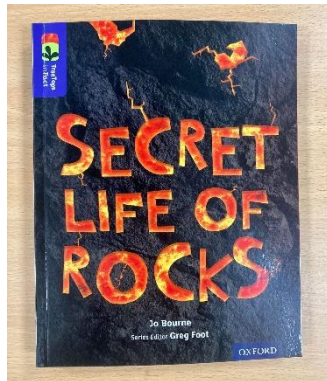
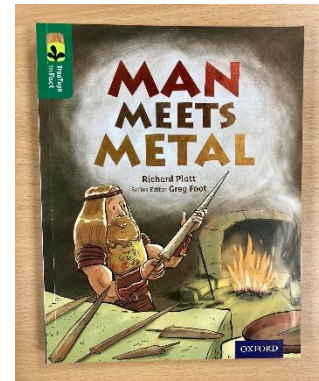
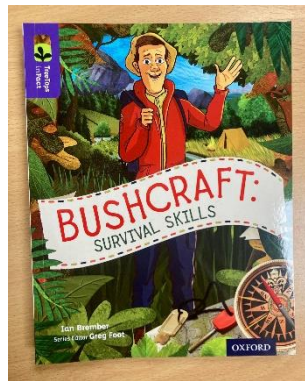
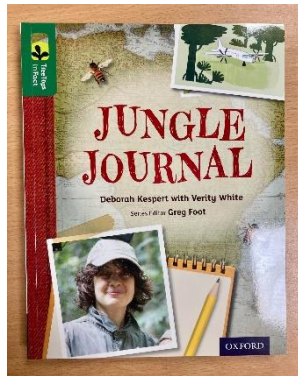
High quality continuous provision is planned and set up to support children's reading skills and application. A few of these activities may include:

- Phonics games or activities.
- Role play and small world
- Reading for pleasure and curiosity / relaxed reading time.
- Reading buddies (pairing older and younger children to read aloud to each other).

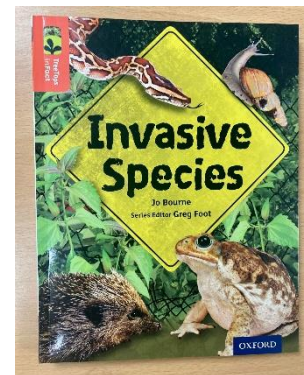
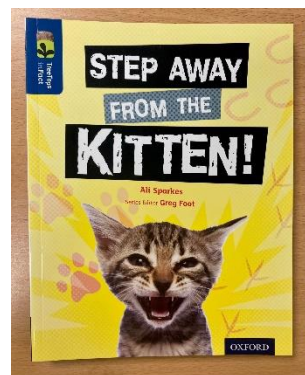
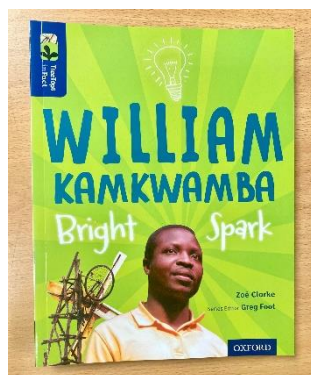
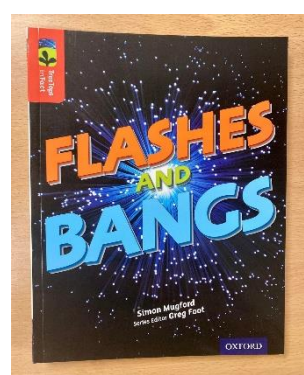
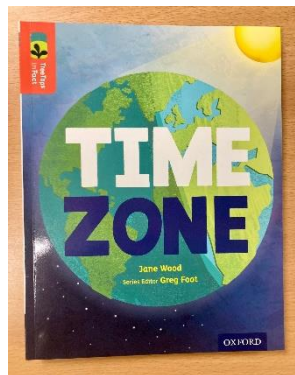
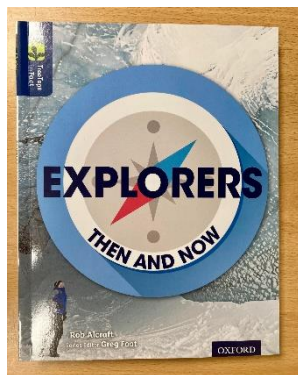
There are daily planned whole class story sessions, phonics teaching and lots of opportunities for children to talk to each other, and/or with an adult, to encourage children to expand their vocabulary, understanding of new words and promote a love of reading.



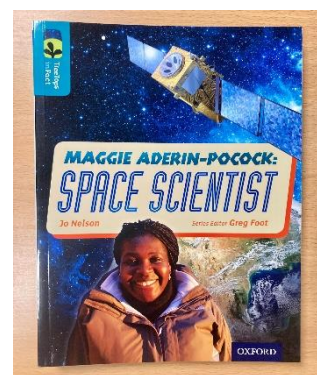
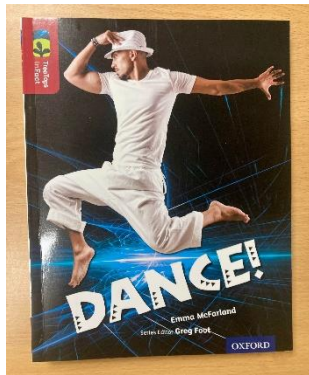
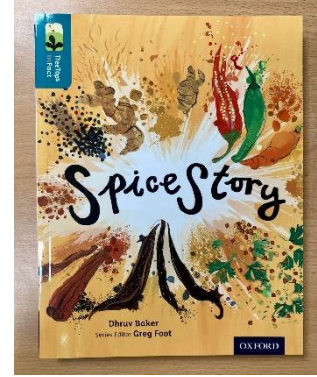
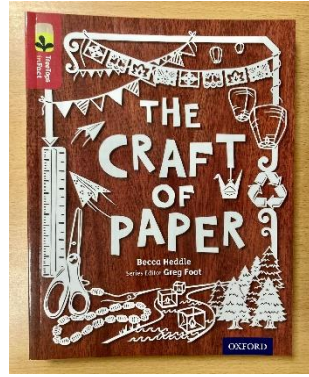
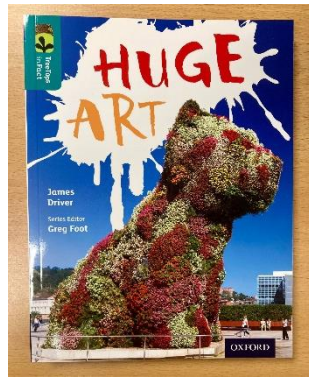
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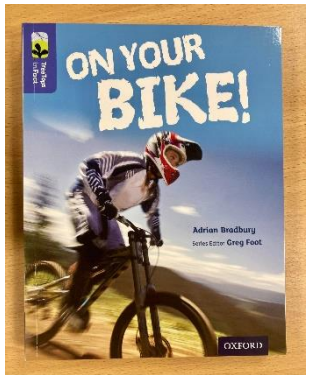
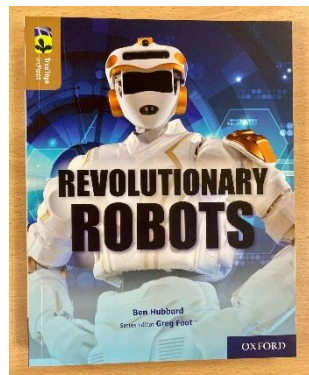
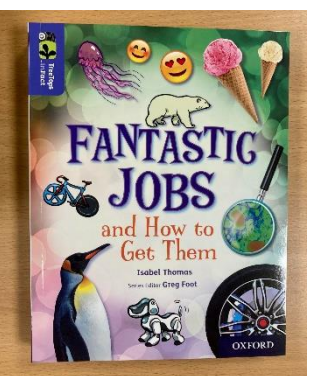
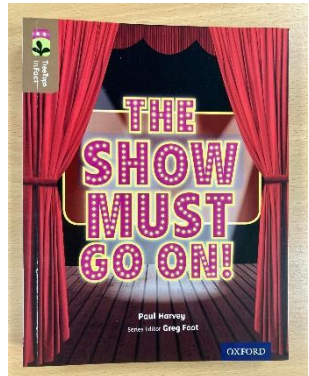
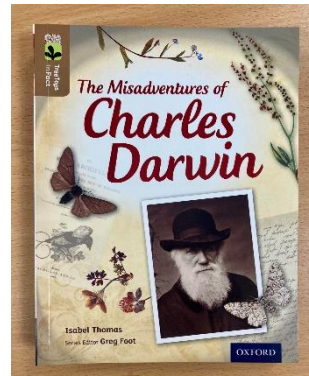
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KS2 READING VIPERS

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Inference

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Prediction

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

Explain how content is related and contributes to the meaning as a whole.

Explain how meaning is enhanced through choice of language.

Explain the themes and patterns that develop across the text.

Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieval

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph.

Example questions

Can you number these events 1-5 in the order that they happened?

- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?