



PLANNING for guided reading

A “carousel” of 5 learning opportunities is planned across the week each lasting 20 -30 minutes for each of 5 groups. The teacher works with one group once a week. Groups are likely to be ability grouped.

Each learning opportunity and task is to be based on the reading key objectives (using child friendly *I can* version). The reference label for each learning task should be made explicit (the link to the “ I can “ statement) this aids self and other assessment.

Over the week there will be and in this order a

- Teacher taught session, followed by a
- Directed activity related to the text (DIRT) (read on from the teacher taught session yesterday to p. Or chapter X ... answer the following inferential questions
- **A phonics/ spelling/ Reading Eggs/ Eggspress / Accelerated reader session (TBC) appropriate for their level/ band/ need**
- A grammar related reading activity or cross curricular linked reading focus (non-fiction/ wider curriculum link)
- A read for pleasure session

At KGPS we know our children find the following difficult -

- Inference – evaluation, analysis, deduction, synthesis.
- Language – vocabulary, use of language features, analysis of impact and effect
- Making connections between texts read and knowledge of the world
- Knowledge of a range of text features and text types (including non-fiction)

These higher order thinking skills (HOTs) or encouraging children to read with a problem solving / enquiry approach **MUST** be modelled in EACH teacher taught session

Hence each teacher taught session will address key objectives from the set above or those based on ongoing AfL. The following independent reading skills session will re-inforce any one of the aspects above.

Where texts link to Wider Curriculum the focus needs to be a reading (**inference/analysis**) focus rather than simply finding and highlighting facts.

Weekly planning will be completed on a consistent school grid format which tracks the weekly carousel of learning for each ability group, with reference to texts being read.

For the teacher taught session , teachers plan questions on orange cards and these must be replaced in correct box in the guided reading cupboard with books.

At the end of each teacher taught session the teacher will ask the group:

- “How has your reading improved today?”
- “What aspects of reading will you be working on this wee when you are not with me?”
- “How will you know you have been successful when we next meet?”

At the end of each learning opportunity/ activity all children in the class refer back to the their “I can” statements and assess their progress against them, dating when they think this target is met. NB this is an aspect of our practice we will develop together over the summer term 2015.

GUIDED READING TEXT SELECTION

Each term 1/3 of teacher taught guided reading texts will be non-fiction

Texts must be chosen with a view to the opportunities they present for teaching a particular objective. (e.g. inference), and with a view to ensuring the children are exposed to a rich diet of texts across any half term, stimulating their interest in reading more widely.

“READING AT HOME” TEXTS

Children must be supported in choosing their independent home reading texts as part of their teacher taught guided reading session. This will take 5 minutes of the taught session with each group daily.

Teachers will select a range of books at the reading level/ band of the different groups (5 sets/ boxes then are needed)

These texts are to be closely matched by the teacher to children’s reading ability and interests, in order to challenge children and stimulate wider reading. The choice offered to children needs to be refreshed every few weeks.

Children’s choice of text will be logged in their reading records/planners and for longer books the expectation about number of pages/chapters to be read daily should be noted.

Early readers will need to take 2-4 books home per week. Once children are reading early or more advanced novels then one or 2 books are sufficient. Teachers are expected to help children build high reading stamina expectations.

Children may continue to take home school library books as they wish

By end of Y1 children should be writing a very short comment about the text once finished.

PUPIL’S RECORDING

From Y2-6 children are to record their independent learning in orange reading journals. These will be used 2-3 times a week with the same expectation of presentation as in other books.

Existing reading journals will be archived as they are good evidence of progress,

New reading journals will be issued for next week with key objective ‘I can’ statements stuck in the front, with targets highlighted for children.

ASSESSMENT AND MARKING

Teachers are to mark reading comprehension/inference activity once a week, making reference to targets, and encouraging children to re-visit this marking.

Other independent activities in books are to be acknowledge marked

Marking of reading journals will offer an opportunity to revisit individual children’s targets and to assess their ability to meet these independently.

ASSESSMENT THROUGH GUIDED READING

Teachers are to use a revised version of the current assessment sheet for taught sessions, which enables them to track progress and coverage for each group, as well as that of individual children. These will be re-designed to reflect new bands/key objectives and will be issued for the Summer term.