

Guided Reading Policy



To ensure consistency in teaching and learning throughout the school this Guided Reading Policy has been produced. It is to inform all teaching staff and parents how we teach guided reading. We hope it will enable you to support your child's reading at home.

WHAT IS GUIDED READING?

Guided Reading is where children put into practise their developing reading skills and understanding in a structured situation. Small groups of children, working at a similar stage of reading acquisition, work with an adult to read an unfamiliar text that has been chosen to reinforce, challenge and further develop their independent reading strategies. The adult scaffolds the session so the children can take the initiative and put into practise what they have learnt in other reading and literacy activities.

Sets of texts are used so each member of the group has a copy. During Guided Reading the whole or a section of the unfamiliar text is read. Texts are chosen so that each member of the group can readily read and understand between 90 - 94%, i.e. at the instructional level.

Each guided reading teaching sequence will have most of these parts -

1. Text introduction and sharing the learning objectives with the children
2. Walk through the text
3. Reading strategy check
4. Independent reading
5. Returning to the text for teaching points
6. Responding to the text and follow up

GUIDED READING SESSIONS

Before the Guided Reading session begins each group will need -

- Banded guided reading books at appropriate level for each group (these should not be chosen by the children) and with a copy for each member of the group
- Appropriate Guided Reading Planning Sheets and APP sheets with Learning Objective, APP focus for each group and parts of teaching sequence to be followed
- Bookmarks for each child in the group
- Reading diaries and book bags for each child in the group
- A quiet place for the group, preferably where all the children can sit on the floor

During the Guided Reading session -

1. Text Introduction

Make sure all the children have a book.

- Identify the text type and learning objectives for the session
- Relate the story to the children's own experience (**fiction**) or tap into the children's prior knowledge of the subject (**non-fiction**)
- Look at illustrations
- Look at front cover and encourage prediction - Who? Where? What?
- Look at back cover and blurb
- Very brief overview from illustrations, without revealing too much
- Note any text features and layout devices

2. Walk Through

Look at the cover, blurb and pictures before starting to read.

- Ask open questions about the book - 'Why do you think...?'
- Note children's questions, predictions and ideas
- Find out what the children already know if it is a non-fiction book
- Don't read it to or for them
- Model language patterns that may be unfamiliar
- Pick up any important words
- Encourage prediction and reasoning

3. Reading Strategy Check

Focus on objectives from 'Knowing how texts work' and 'Use of context' on Guided Reading Planning Sheet, e.g. for Band 1 group focus may be pointing accurately to words, Band 6 group focus may be reading with expression, Band 10 focus may be discussing how the author's word selection creates the mood of the story, Band 12 focus may be looking how non-fiction texts are organised to compare animals in the text.

4. Independent Reading

Read through the book aloud (if below Band 6) or silently (if Band 6 or above). If reading silently ask the children to read to page 4 and then ask questions to make sure they've understood. Make sure they understand the meaning of new words and have not missed out words when reading.

Make sure all children read all pages.

If reading Band 1 - 11 books, read the whole book.

If above Band 11, specify how much the group is reading and what to do when they have finished.

- Read it in your head/with your finger
- Point to the words as you read if you lose your place
- Which words were tricky?
- How can you find out what the word says?
- What word would fit there?
- What word would make sense?
- Check it. Does it look right and sound right to you?
- Was your prediction right?

Word Solving/Attack

- What letter/letters does it start with?
- Can you read the word from the picture
- What would make sense in the sentence there and sound right?
- Can you split the word into smaller words?
- Can you think of a word that looks like it?

5. Returning to the text

- Show me where to start reading
- Show me how you point as you read
- Show me where I go when I finish reading this line
- Show me a word
- Show me a letter
- Put your finger on a word that starts with
- Put your finger under the word
- Find the word
- Can you make this word with your letters?
- Finger frame a sentence on page
- Put your finger under a capital letter on page ...
- Put your finger on a full stop on page ...
- Can you find a lower caseto match the capital letter
- Can you re-read the bold print on page
- Can you find full stops, question marks, speech bubbles, speech marks?
- Can you find a long word on page?
- Can you break it into syllables? How many syllables has it got?
- Can you find a word that rhymes with
- Can you find a word that starts with the sound/blend

6. Responding to the text

After reading check the children's understanding of the text.

Fiction

- What happened in the story?
- Why do you think the book is called
- Where does the story take place?
- Who were the characters?
- What were the characters like?
- Why do you think the characters did this?
- What did you like best?
- Did you find anything funny/sad in the story and why?
- Was there anything you didn't like and why?
- Did the book make you think of anything that had happened to you?
- Did anything surprise you?
- Did you like the pictures? How did they help you?

Non-fiction

- What sort of book is this?
- What did you find out that you didn't know before?
- Does this book have a contents page/index? How do you use them?
- Where in the book would you find
- Do the pictures/layout help you understand the book better? How?
- Why is some of the text in bold? How can you find out what these words mean?
- What did you like best?

Also see questions from **TELL ME Power of Reading Question Sheet - Appendix 2**

After the Guided Reading session

- Write a brief comment on the Guided Reading Planning Sheet related to the Learning Objective for the group
- Write brief comments for focus child for group on APP sheet with evidence
- Note any children who were brilliant/struggling (use initials) and say with what
- Highlight any objectives the group could do and put the child's initials by this
- Note any the sheet anyone who is absent or who has not brought their Reading Diary or Book Bag to school
- Note any children who are ready to move on and add their names to new group
- Write comments in each child's Reading Diary related to the Learning Objective
Put a copy of the book and their book mark in their book bag for reading at home
- Keep the Guided Reading Planning Sheet and any spare books together so you know who has taken books home

7. Ideas for activities/follow up activities for children working independently during Guided Reading

- Find letters that match a particular sound in text
- Find keywords in text
- Re-read book to a partner
- Act out the story in the role play area
- Re-tell the story with finger puppets
- Paint a picture of a favourite character, setting, part of the story, etc
- Play a game using pictures/text from the book
- Write your own story based on the book and illustrate it
- Work as group to perform part of text for others
- Use illustrations from book as starting point for poetry
- Use mind maps to make story maps
- Find words with particular long vowel patterns
- Find meaning of tricky words using dictionaries
- Find tricky words in text and then practise spelling them
- Find punctuation in text and notice usage
- Follow instructions from text to make things
- Find time words in text
- Find connectives used
- Find and steal 'wow' words from text
- Research unanswered questions from text on Internet
- Find alternative words that could replace some of the words in text
- Find verbs in text
- Find adjectives in text
- Highlight speech in text
- Write a book review
- Use story characters to create a cartoon
- Find similes in text
- Use questions and answers to present facts from text

Before the next Guided Reading session

- Check the banded books have been returned and chase up anyone who hasn't
- Once the bag has a complete set return to the Literacy room
- If a child has not returned a previous guided reading book or does not have their book bag in school they may not take a book home
- Collect the books, etc ready for a new session

FREQUENCY OF GUIDED READING SESSIONS

Ideally Guided Reading sessions should take place at least twice a week for each group. This ensures that for most children progress proceeds at a fast pace. However, less able readers may need more practise and, timetable permitting, 3 times a week will help them move on.

APPENDIX 1 - POWER OF READING PROJECT TELL ME QUESTIONS

TELL ME, Children, Reading And Talk, Aidan Chambers, Thimble Press

- Was there anything you liked about this book?
- Was there anything you disliked about this book?
- Was there anything that puzzled you?
- Were there any patterns-any connections- that you noticed?

THE BASIC QUESTIONS

- Was there anything you liked about this book?
- What especially caught your attention?
- What would you have liked more of?
- Was there anything you disliked about this book?
- Were there parts that bored you?
- Did you skip parts? Which ones?
- If you gave up, where did you stop and what stopped you?
- Was there anything that puzzled you?
- Was there anything you thought strange?
- Was there anything that you'd never found in a book before?
- Was there anything that took you completely by surprise?
- Did you notice any apparent inconsistencies?
- Were there any patterns-any connections- that you noticed?

THE GENERAL QUESTIONS

- When you first saw this book, even before you read it, what kind of book did you think it was going to be?
- What made you think this?
- Now you've read it, is it as you expected?
- Have you read other books like it?
- How is this one the same?
- How is it different?
- Have you read this book before? [If so:] Was it different this time?
- Did you notice anything this time you didn't notice the first time?
- Did you enjoy it more or less?
- Because of what happened to you when reading it again, would you recommend other people to read it more than once, or isn't it worth it?
- While you were reading, or now when you think about it, were there words or phrases or other things to do with the language that you liked? Or didn't like?
- You know how, when people speak, they often use some words or phrases or talk in away that you recognise as theirs: are some words or phrases used like that in this book?
- Have you noticed anything special about the way language is used in this book?
- If the writer asked you what could be improved in the book, how would you have made it better?
- [Alternatively] If you had written this book, how would you have made it better?
- Has anything that happens in the book ever happened to you?
- In what ways was it the same or different for you?
- Which parts in the book seem to you to be most true to life?
- Did the book make you think differently about your own similar experience?
- When you were reading, did you 'see' the story happening in your imagination?
- Which details –which passages- helped you 'see' it best?
- Which passages stay in your mind most vividly?
- How many different stories [kinds of story] can you find in this story? Was this a book you read quickly, or slowly? In one go, or in separate sessions?
- Would you like to read it again?
- What will you tell your friends about this book?
- What won't you tell them because it might spoil the book for them? Or might mislead them about what it is like?
- Do you know people who you think would especially like it?
- What would you suggest I tell other people about it that will help them decide whether they want to read it or not? Older than you? Younger?

- How should I give it to them? For example, should I read it aloud or tell them about it and let them read it for themselves?
- Is it a good thing to talk about it after we've all read it?
- **We've listened to each other's thoughts and heard all sorts of things that each of us has noticed. Are you surprised by anything?**
- Has anyone said anything that has changed your mind in any way about this book? Or helped you understand it better?
- Tell me about the things people said that struck you the most.
- **When you think about the book now, after all we've said, what is the most important thing about it for you?**
- **Does anyone know anything about the writer? Or about how the story came to be written? Or where? Or when? Would you like to find out?**

THE SPECIAL QUESTIONS

- **How long did it take the story to happen?**
- Did we find out about the story in the order in which the events happened?
- When you talk about things that happen to you, do you always tell your story in the order in which they happened? Or are there sometimes reasons why you don't? What are the reasons?
- **Are there parts of the story that took a long time to happen but were told about quickly or in a few words? And are there parts that happened very quickly but took a lot of space to tell about?**
- Were there parts that took the same time to tell as they would have taken to happen?
- **Where did the story happen?**
- Did it matter where it was set? Could it just as well been set anywhere? Or could it have been better set somewhere else?
- Did you think about the place as you were reading?
- Are there passages in the book that are especially about the place that the story is set? What did you like, or dislike, about them?
- Was the setting interesting in itself? Would you like to know more about it?
- **Which character interested you the most?**
- Is that character the most important in the story/ Or is it really about someone else?
- Which character(s) didn't you like?
- Did any of the characters remind you of people you know?
- Or remind you of characters in other books?
- **Was there anyone not mentioned in the story but without whom it couldn't have happened?**
- Can you think of any reason why s/he doesn't appear or isn't mentioned?
- Would the story have been the same if s/he had appeared or been mentioned?
- **Who was telling – narrating – the story? Do we know? And how do we know?**
- **Is the story told in the first person (and if so, who is this person)? Or the third person? By someone we know about in the story or by someone we know or don't know about outside the story?**
- What does the person telling the story – the narrator – think or feel about the characters? Does s/he like or dislike them? How do you know?
- Does the narrator approve or disapprove of the things that happen and that the characters do? Do you approve or disapprove of them?
- **Think of yourself as a spectator. With whose eyes did you see the story? Did you only see what one character in the story saw, or did you see things sometimes as one character saw them, and sometimes as another and so on?**
- Were you as it were, inside the head of one of the characters, only knowing what s/he knew, or did the story take you inside a number of characters?
- **Did we ever get to know what the characters were thinking about? Were we ever told what they were feeling? Or was the story told all the time from outside the characters, watching what they did and hearing what they said, but never knowing what they were thinking and feeling?**
- When you were reading the story, did you feel it was happening now? Or did you feel it was happening in the past and being remembered? Can you tell me anything in the writing that made you feel like that?
- Did you feel as if everything was happening to you, as if you were an observer, watching what was happening but not part of the action?
- If you were an observer, where were you watching from? Did you seem to watch from different places-sometimes, perhaps from besides the characters, sometimes from above them as if you were in a helicopter? Can you tell me places in the book where you felt like that?

APPENDIX 2 - FURTHER RESOURCES/INFORMATION ON GUIDED READING

Books

Book Bands for Guided Reading by Bickler, Baker & Hobsbaum, Institute of Education, 2003

Bridging Bands for Guided Reading by Bickler, Baker & Hobsbaum, Institute of Education, 2003

Guided Reading for KS2 by Bickler, Baker & Hobsbaum, Institute of Education, 2003

All books give exemplar lessons for Bands to 11 for guided reading and rationale for it, as well as lists of texts.

These can be found on shelves behind Ori's desk, in her office.

On Server

Guided Reading Planning Sheets