



Guided Reading at Easington Church of England Primary School



What does Guided Reading look like at Easington C of E?

At Easington we believe in giving children **the roots to grow in reading**, by providing them with a strong phonic foundation through the means of the Sounds Write phonics program. The phonics program is directly linked to the home reading books in EYFS and KS1, which then follow on to the KS2 Oxford Owl Reading Tree texts in KS2. We believe that we give children **the wings to fly in reading** by utilising guided reading lessons to not only develop comprehension but also reading aloud.

In EYFS, children read individually with the class teacher and/or the teaching assistant. An adult hears a child read once a week. This begins in the latter half of the Autumn term for the majority, based on AfL of phonic development. In the Summer term, children move towards working in pairs and/or small groups to prepare them for Year 1.

In KS1 and KS2, children work as a whole class with a teaching assistant to complete a comprehension activity. This allows all children to read age-appropriate texts with the support of their peers and adults modelling. Whilst the class works on this, a small group of children (max. 6) leave the classroom environment to read with their class teacher.

These examples show the journey one child may take in a week as a reader:

EYFS:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Child reads 1:1 with class teacher or teaching assistant.				

KS1:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Child reads in a small group with the class teacher.	Child completes the follow up tasks based on VIPERS.	Child completes Basic Skills session.	Child completes Basic Skills session.	Child completes Basic Skills session.

Lowest 20% in Year 2:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Child reads in a small group with the class teacher.	Child completes the follow up tasks based on VIPERS.	Child completes Basic Skills session.	Child completes Basic Skills session.	Child reads in a small group with the class teacher.

KS2:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Child reads in a small group with the class teacher.	Child completes the follow up tasks based on VIPERS.	Child completes comprehension session with teaching assistant.	Child completes comprehension session with teaching assistant.	Child completes comprehension session with teaching assistant.

When does Guided Reading take place?

EYFS:

- ◆ Guided Reading takes place during the first session of the morning. This is flexible to the emerging needs of the children. In the Autumn term, this occurs in the afternoon session based on 'play matters' however as always the play occurs in a book and vocabulary rich environment. Shared book-reading is a powerful way of having extended conversations with children. It helps children engage in extended conversations about stories, learning new vocabulary.

KS1:

- ◆ Year 1: 13:00-13:30 whilst children are completing Basic Skills in class, the class teacher will take a group into the hall to hear them read.
- ◆ Year 2: 09:00-09:30 whilst children are completing Basic Skills in class, the class teacher will take a group of Year 2s into the library to hear them read.
- ◆ Year 3 guided reading will be 12:00-12:25 in the library with the class teacher whilst the teaching assistant will stay in the classroom with the remaining children working on a comprehension.

KS2:

- ◆ Year 4 and 5: 12:00-12:25 in the ICT room with the class teacher whilst the teaching assistant will stay in the classroom with the remaining children working on a comprehension.
- ◆ Year 6: 11:00-11:30 in the breakout space outside of the classroom with the class teacher whilst the teaching assistant will stay in the classroom with the remaining children working on a comprehension. One day a week the whole class will work on a comprehension task together, based on the AfL of the teacher in order to prepare them for the SATs.

Where does Guided Reading take place?

EYFS:

- ◆ Reception: in the classroom during free-flow play.

KS1:

- ◆ Year 1 and 2: the school hall.
- ◆ Year 2 and 3: the library.

KS2:

- ◆ Year 4 and 5: the ICT room.
- ◆ Year 6: the breakout space outside of the classroom.

How often do class teachers hear children read?

We believe that teachers hearing children read is a vital part of their education. Not only does this allow teachers to accurately assess and support children, but it also gives children the confidence to read aloud. Class teachers listen to individual children read for 5 minutes every week. In EYFS this involves individual children reading with the class teacher or teaching assistant. A form is filled in, a circle denotes reading on sight, lines means segmented and t means told, sc notes a self-correction.

In KS1 and KS2 this involves the teacher listening to groups of no more than 6 reading during a 30-minute period. This allows each child 5 minutes of reading time.

To ensure that the lowest 20% of readers are supported, we use a range of intervention techniques such as Lexia and additional phonics sessions. However, we also ensure that an adult listens to these children read twice a week. The first session takes place with the classroom teacher during the guided reading session. The second session takes place during the afternoon with a teaching assistant on a 1:1 basis for 5 minutes at a time. These children are

therefore heard for 10 minutes in total a week, along with additional interventions in place. For Year 2 and Year 6 there will also be an additional session of guided comprehension to ensure that they are KS2 or KS3 ready.

How is Guided Reading evidenced?

To show the progression that children are making when adults are listening to them read, short evidence sheets are completed whilst children are reading. These are based on year group objectives taken from the National Curriculum. By doing so teachers are able to gather evidence of the child's progress.

This evidence is then kept in the reading journey folder, which moves with the cohort through the school. This allows teachers to see clearly the learning journey that the children have made.

In EYFS this involves individual children reading with the class teacher or teaching assistant. A form is filled in, a circle denotes reading on sight, lines means segmented and t means told, sc notes a self-correction.

Children complete a follow up activity in the session after they have read with the teacher in KS1 and KS2. This follows the VIPERS approach and is based on the section of the book that they have been reading that week.

Comprehension activities which take place in KS2 are kept in the guided reading books to show the evidence of children progressing.

What texts are read during Guided Reading?

In EYFS the home readers are used when adults are listening to children read. In KS1 and KS2 the following books are selected and are used over the course of a half term. This allows children the time to be fully immersed into a book and perform a close reading.

EYFS:

- ◆ Children read the home reader that they have which is explicitly linked to the phonic delivery.

KS1:

- ◆ Year 1: children will be using the Picture Book Vipers (<https://www.literacyshedplus.com/en-gb/browse/reading-vipers/picture-book-vipers>)
- ◆ Year 2: children will be using the 5-7 early chapter books range (<https://www.literacyshedplus.com/en-gb/browse/age-5-7/early-chapter-books-for-y2->)

Year 1 example:

Literacy Shed Plus / READING VIPERS / Picture Book Vipers

Filter...

Resources:



Year 2 example:

LITERACY SHED +



About

Resources

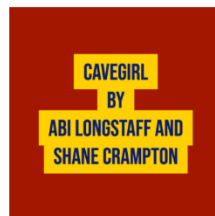
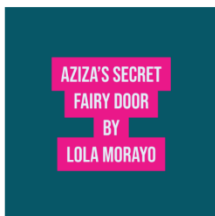
Memberships

Help



We will continue to add texts as we find them.

Resources:



KS2:

- ◆ LKS2 will be using the 7-9 book studies range (<https://www.literacyshedplus.com/en-gb/browse/age-7-9/7---9-book-studies>)
- ◆ UKS2 will be using the 9-11 book studies range (<https://www.literacyshedplus.com/en-gb/browse/age-9-11/book-studies>)

Year 3 and Year 4 example:

LITERACY SHED +



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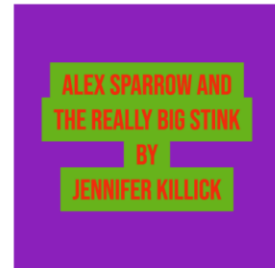
Memberships

Help



Find the writing units in the book studies below by clicking on the book titles with the red logos.

Resources:



Year 5 and Year 6 example:

LITERACY SHED +



About

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Find the writing units in the book studies below by clicking on the book titles with the red logos.

Resources:



The books from the reading list would be purchased so that each child in a group would be able to read a copy, as well as the teacher. (8 copies of each book)

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	Home readers on the level that they are reading on.	After the fall: how humpty dumpty got back up again -Dan Santat	Cereal Superfan - Julia Donaldson and Garry Parson	A Midsummer Night's Dream - Shakespeare (Andrew Matthews)	Matilda - Roald Dahl	1918: Coming Home - Jim Eldridge	Armstice Runner - Tom Palmer
Autumn 2	Home readers on the level that they are reading on.	Supertato -Alexis Deacon	The Dinosaurs Packed Lunch - Jaqueline Wilson and Nick Sharrat	Alice in Wonderland - Lewis Carroll	Stuart Little - E.B White	A Series of Unfortunate Events - Lemony Snicket	Cloudbusting - Malorie Blackman
Spring 1	Home readers on the level that they are reading on.	Meerkat Mail -Emily Gravett	The Frankenstein Teacher - Tony Bradman and Peter Kavanagh	A Bear Called Paddington - Michael Bond	The Firework Maker's Daughter - Phillip Pulman	Beowulf - Michael Morpurgo	Friend or Foe - Michael Morpurgo
Spring 2	Home readers on the level that they are reading on.	The Day the Crayons Quit - Drew Daywalt	TAF *Specification books.	Fantastic Mr Fox - Roald Dahl	Bill's New Frock - Anne Fine	Charlotte's Web - E.B White	No Ballet Shoes in Syria - Catherine Bruton
Summer 1	Home readers on the level that they are reading on.	Badgers Parting Gift - Susan Varley	TAF *Specification books.	Llama out loud - Annabelle Sami	My Name is Not Refugee - Kate Milner	Clockwork - Phillip Pulman	Room 13 - Robert Swindells
Summer 2	Home readers on the level that they are reading on.	The Tin Forest - Helen Ward	TAF *Specification books.	Malala's Magic Pencil - Malala Yousafzai	Stig of the Dump - Clive King	Coraline - Neil Gaiman	Storm Breaker - Anthony Horowitz

Year 2 TAF Specification Books

WT: 'The Dog from Outer Space' by Nick Abadzis

WA: 'The Smartest Giant in Town' by Julia Donaldson

WA: 'Winter's Child' by Angela McAllister

WA: 'Come Down, Golden' by Diana Noonan

WA: 'The Shopping Basket' by John Burningham

GD: 'George's Marvellous Medicine' by Roald Dahl

GD: 'The Beginning of the Armadillos' from 'Just So Stories' by Rudyard Kipling

GD: 'Harry Potter and the Goblet of Fire' by JK Rowling

What are the follow up tasks to Guided Reading?

In guided reading, we follow the VIPERS approach when questioning the children and completing written activities. During the first session, children will read with their teacher, and then the following session they will answer questions based on what they have read. In the subsequent sessions of that week, they will be completing the comprehension activity with the teaching assistant or the Basic Skills activities.

Literacy Shed + has the questions available for teachers to make into child friendly format. The skills are taught individually during the reading sessions within the 2-week English block and are therefore consolidated within guided reading. Children would therefore answer 6 follow up questions based on the book that they have been reading with their teacher during the guided reading session.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Pages 1 to 4

Vocabulary	Which words and phrases tell you that Humpty Dumpty liked sitting up on the wall? Find and copy a word on page 4 which means the same as 'made better'.
Infer	How is Humpty Dumpty feeling on page 4? How do you know? Why do you think Humpty Dumpty is sleeping on the floor? What do you notice about the walls in Humpty Dumpty's room? What does this tell you?
Predict	Read up to 'But it sort of changed my life'. How might the fall have changed Humpty Dumpty's life?
Explain	What parts of Humpty Dumpty couldn't be healed? Why? How has the fall affected Humpty Dumpty? Have you ever climbed a tree or wall and fallen? How did you feel? What happened?
Retrieve	Who is telling the story? Why does Humpty Dumpty like sitting up on the wall? What is Humpty Dumpty famous for? Where does Humpty Dumpty go to be healed? Who puts him back together again?
Sequence/ Summarise	Summarise how Humpty Dumpty is feeling in three words.

EYFS:

- ◆ No follow up tasks in school however phonics homework is distributed every Friday linked to the phonics and therefore also the reading books which are used for Guided Reading.

KS1:

- ◆ Follow up tasks that will be completed during the subsequent Basic Skills session.

KS2:

- ◆ Follow up tasks that will be completed in the subsequent Guided Reading session.