



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.

EYFS:

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.

KS1:

During first and last week of the term in Year 1, individual readers leave the classroom environment to read with their class teacher, then verbally answer comprehension questions. A form is filled in, a circle denotes reading on sight, lines mean segmented and t means told, sc notes a self-correction. The teaching assistant will remain with the class to support them with handwriting. However, the teacher and teaching assistant will reverse roles during the middle of the term so that the teacher is in the best position possible to assess both phonemic knowledge and comprehension in line with the simple view of reading and Scarborough's reading rope.

During the first and last week of the term in Year 2, children work as a whole class with a teaching assistant to complete comprehension activities. During this time a range of strategies are employed to teach the domain specific skills in reading. This allows all children to read age-appropriate texts with the support of their peers and adults modelling. Whilst the class works on this, individual readers leave the classroom environment to read with their class teacher. However, the teacher and teaching assistant will reverse roles during the middle of the term so that the teacher is in the best position possible to assess both phonemic knowledge and comprehension in line with the simple view of reading and Scarborough's reading rope.

KS2:

In Years 3, 4 and 5 children complete 3-4 sessions of guided reading a week (12:00-12:30) based on the timetable and needs of the children. A range of strategies is employed in these sessions. Depending on the needs of the cohort, some teachers in LKS2 will still read with individuals to support their phonemic awareness, whilst the teaching assistant works with the

class on comprehension activities that may include drama, choral reading, and other strategies that the teacher deems necessary based on their professional judgement and the needs of the cohort. Teachers in UKS2 may want to use more explicit comprehension activities that have written outcomes in order to prepare learners for SATs and KS3. In Year 6, children complete comprehension activities related to the reading domains. These can be in the form of short comprehensions or comprehensions based on a book.

These examples show the journey one child may take in a week as a reader. It is important to remember that these are an example of what may happen, but this can change based on the needs of the learners identified by teachers:

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.				

Year 1:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Child reads with the class teacher and verbally answers comprehension questions.				

Year 2:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Child reads with the class teacher.	Child completes comprehension activities.	Child completes comprehension activities.	Child completes comprehension activities.	

Lowest 20% in Year 1 and 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 comprehension activities. (Year 2)	Child completes comprehension activities. (Year 2)	Child completes comprehension activities. (Year 2)	Child reads in a small group with the class teacher/ accesses Lexia intervention/accesses

				domain specific intervention.
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KS2:

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Reading a text and discussing comprehension. Teacher may wish to read with some readers.	Choral reading and discussion of retrieval. Teacher may wish to read with some readers.	Choral reading and drama based on inference. Teacher may wish to read with some readers.	Comprehension activities. Teacher may wish to read with some readers.	

The lowest 20% of readers (those most at risk of not making progress) in KS2 will access a range of interventions that support their reading needs. At this stage it may include interventions to support polysyllabic words, phonemic awareness, comprehension and vocabulary.

When does Guided Reading take place?

EYFS:

- ◆ Guided Reading takes place during 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: Afternoon sessions - the length will depend on the speed of the reader.
- ◆ Year 2: 13:15 -13:45 in class however readers may be heard individually throughout the afternoon.

KS2:

- Year 3 and 4 guided reading will be 12:00-12:25 3-5 times a week.
- ◆ Year 4 and 5 guided reading will be 12:00-12:25 or 11:00-11:30 3-5 times a week.
- ◆ Year 6: 12:00-12:25 or 11:00-11:30 whole class working on a text and comprehension activities relating to that. 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. 3-4 times a week.

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. 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 mean segmented and t means told, sc notes a self-correction.

In KS1 the class teacher or teaching assistant will hear the children read individually once a week. A form is filled in, a circle denotes reading on sight, lines mean segmented and t means told, sc notes a self-correction.

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. 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 mean segmented and t means told, sc notes a self-correction.

Children will record some of their learning in their Guided Reading books, but some reading lessons will not require writing, for example, a drama session for inference.

Comprehension activities which take place in KS2 are kept in the guided reading books to show the evidence of children progressing. Reading Plus records the activities on the website as children complete comprehensions and other reading activities.

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 their home readers.
- ◆ Year 2: children will be using their home readers and TAF books to complete comprehension activities.

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>) These books will be used to then create comprehension activities using a range of different strategies. Or the use the Reading Plus.
- ◆ UKS2 will be using the 9-11 book studies range (<https://www.literacyshedplus.com/en-gb/browse/age-9-11/book-studies>) These books will be used to then create comprehension activities using a range of different strategies. Or the use the Reading Plus.

Year 3 and Year 4 example:

LITERACY SHED +



About

Resources

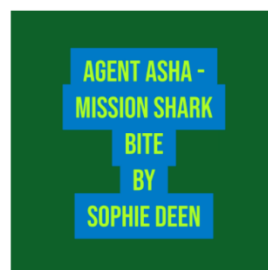
Memberships

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:

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
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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

Book Club:

On the first week of the half term, children will bring in a book from home that they read for pleasure. The children will share this book with their teacher and explain why they enjoy this book, why they enjoy this author and genre. The teacher can then utilise <https://www.booksfortopics.com/> to suggest similar texts that the child may want to read. The children can then discuss, share and recommend the text that they have brought in with their peers throughout the week. When the children are not reading with the teacher, they can read this book for pleasure and discuss their books with their peers.

Summary:

- EYFS - read with an adult individually.
- Year 1 - read with an adult individually and verbally answer comprehension questions.
- Year 2 - read with an adult individually and complete comprehension activities often based on a TAF book when not reading with an individual adult.
- Year 3 and 4 - read with an adult individually if the teacher deems this necessary. Complete comprehension activities sometimes based on the books provided when they are not reading. A range of comprehension strategies will be utilised including short comprehensions, Reading Plus etc.
- Year 4 and 5 - read with an adult individually if the teacher deems this necessary. Complete comprehension activities sometimes based on the books provided when they are not reading. A range of comprehension strategies will be utilised including short comprehensions, Reading Plus etc.
- Year 6 - Complete written comprehension activities sometimes based on the books provided. A range of comprehension strategies will be utilised including short comprehensions, Reading Plus etc.