



Northbrook Primary Academy

Guided Reading Guidelines

September 2023

Implementation

- Guided Reading sessions should take place daily and should last approximately 20mins
- The books used for Guided Reading sessions may be more challenging than the level that the children have for their reading book which they take home, when developing word recognition and reading strategies. When the focus is on comprehension it may be appropriate to use a book of the same level to those they take home.
- The class teacher should read with each group at least once a week.
- Independent activities (those activities carried out when the group is not working with the teacher/teaching assistant in a focus group) should be of high quality and have a clear objective to move the children's learning on.
- Key Stage 1 and 2 should have a guided reading session and a follow up session, then three other independent (may be unrelated) activities, with the focus planned and shared with children. This will be different in EYFS and Autumn Term Year 1
- In Key Stage 1 and 2 each child should have a Guided Reading Journal to record any work carried out (pre reading, guided reading, follow up work, independent work).
- Children will be shown the Reading Content Domain they are developing through the use of the picture icons. (see Key) This will support independent work.
- All pupils will be grouped for guided reading on the basis of their reading ability.
- Reading observations and assessments will be used to inform these groupings
- Groups should contain a maximum of 6 children.
- The learning objectives for each group will be identified using the LAPS documents
- All guided reading activities must be planned by the class teacher
- The LAPS assessment documents will be completed during every Guided Session with an adult.
- A guided reading lesson will follow a five-part structure: book introduction, strategy check, independent reading, returning to the text and response to text.

Guided Reading Sessions

All Guided reading sessions follow the structure set out below: (Key Stage 1 and 2)

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up (maybe developed as a separate session)

An element of the text is used to teach a specific point related to current word or sentence level work. Older children may be given the next section/chapter of the book to read with questions to think of as they read

This may only be for 5 or 10 minutes for children in the very early stages of reading development , we aim that by the end of EYFS the majority of children will be participating in guided reading on a weekly basis. The purpose of this early guided group work is to discuss and talk about pictures and objects, make inferences and predictions, develop vocabulary and identify key words and phrases, develop phonic knowledge and retrieve key information. Adult led activities that question and allow children to talk and explain their thoughts and ideas and ask and answer questions about the picture, text or object they are

sharing with the adult and peers in a small group are vital.

The carousel of activities (Lancashire Workshop Model) should have reading based tasks and groups should be structured from the following:

- Guided reading with teacher / and other adult as an additional session
- Independent follow up work in reading/reading journals following guided reading session (ideas shared with staff at staff meeting and on share point documents – Domain Question prompts , Creative ideas for Reading etc.)
- Choice activities including book corner, online texts, games
- Independent research, possibly linked to other curriculum areas.
- Phonics work/spelling with class Teaching Assistant or further review & response to reading/writing.
- Other related reading activities or games;
- Reading different genres, including newspapers and annuals/ Group reading plays (independent);
- Book reviews;
- Reading comprehension. (related and unrelated to the guided session)

Reading Domains

Reading Domains should be displayed in the front of children’s books and clearly visible within the class reading area.



Any variations to these guidelines should be discussed with, and agreed by, the English Subject Leader, prior to any changes being made.