



St Aidan's

Church of England Primary Academy
A member of **CDARI**



I came that they may have life and live it to the full!
John 10.10

Whole Class Guided Reading Policy

What do we do here?

At St Aidan's we follow a **whole class guided reading approach** in line with **National Curriculum** aims and expectations. We do this to ensure all children receive **quality first teaching** and an **adaptive approach** for all children to **fulfill their potential** to become **fluent readers** and **global citizens**.

When does it take place?

In Key Stage One, all children follow the 'Little Wandle' scheme. In Key Stage Two, whole class guided reading takes place each day for 30 minutes.

Fiction

Every **Monday** and **Thursday**, the pupils in Key Stage Two engage in our high quality carefully selected literature. Each class reads their own class novel each day for 15 minutes and this feeds into our fiction sessions. The fiction lessons run seamlessly alongside

Year 3

Year 4

Year 5

Year 6



the exploration
of each novel.

Structure

- 1) **Reread/Recap.** Every session begins with a reread and recap for fluency which lasts around 5 minutes. This allows for each teacher to **formatively assess** their class whilst checking for understanding to provide adaptive teaching strategies for each pupils' needs.



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2) **Quick Quiz.** Then all pupils complete a 'Quick Quiz' for 5 minutes. This section of the lessons asks pupils easy retrieval questions from the class novel that children can answer rapidly. We then mark our questions. Each child uses their purple pen to tick or improve their answers. At the end of this we always **celebrate the scores of the pupil's**

Quick Quiz

1. What is the name of the main character?
2. Where has he been sent?
3. Which state is it in?
4. What is Camp Green Lake?
5. What is strange about Camp Green Lake?
6. What does Stanley have to do every day?
7. What was Stanley's apparent crime?
8. Which creature is very dangerous?
9. Who is Stanley's councillor?
10. Name two other boys at Camp Green Lake.

building confidence, self-belief and enjoyment for reading. All children experience success. It is important to note that the 'Quick Quiz' is not displayed on the board but the teacher reads out each individual question to encourage active listening.

3) **Questioning.** Mixture of '**Individual Thinking**' and '**Partner Talk**'. These questions are posed to the children (see examples) and are discussed in pairs or recorded in books not in full sentences.

Partner Talk is where children discuss their answers with their shoulder partner using the **Oracy strands** to justify their reasonings for each answer. Children are chosen using a '**no hands up**' rule to stand, feedback and share the carefully curated ideas of their peers alongside their own with the rest of the class. Partner Talk promotes open ended questions and they're not always being one interpretation.

Individual Thinking is where the children are given a vocabulary, explain, statement, inference, retrieval question to reflect upon alone and then scribe down in their guided reading book. Children are then chosen at random to share their recorded thought using their Oracy skills.

A lesson can involve a combination of 'Individual Thinking' and 'Partner Talk' questions to submerge the children into their class novels.

Partnered Talk

Stanley hesitated. "Uh, yes, Mr. Sir," he said, though he couldn't imagine that was really the man's name.
"You're not in the Girl Scouts anymore," Mr. Sir said.

What does the second sentence tell us about Mr. Sir's attitude?

Partnered Talk

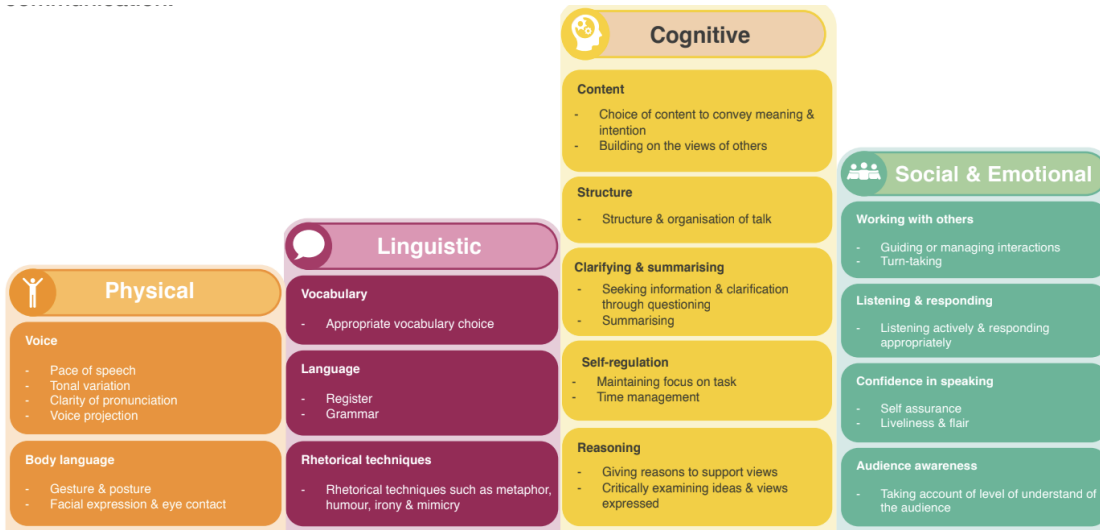
"Uh, neither," Stanley answered. "They belonged to Clyde Livingston."
Nobody believed him.
"Sweet Feet?" said X-Ray. "Yeah, *right!*"
"No way," said Squid.

Why didn't they believe Stanley?



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These are the Voice 21 Oracy strands that are embedded throughout our curriculum at St Aidan's. In Guided Reading children adhere to these to improve their skills.



4) **Solo Work.** The final part of the lesson is the 'Solo Work' sections whereby the children produce a final answer or paragraph that summarises all the skills taught in that lesson. The Individual Thinking and Partner Talk questions will have **been purposefully curated and scaffolded to lead to this outcome.** A question is provided for the children that they can reflect on and provide detailed responses to. This can be in the form of a balanced argument, a summary, a prediction or an Oracy outcome (see example). The 'Solo Work' question is discussed as a class; **modelled sentence stems** can be shared by the teacher and the children complete their work independently in their books in full sentences using their best presentation.

Solo Work

"If you take a bad boy and make him dig a hole every day in the hot sun it will turn him into a good boy"

To what extent do you agree with this statement?

Solo Work

Nina should not have made the video about Addie.

To what extent do you agree with this statement?



Non-Fiction

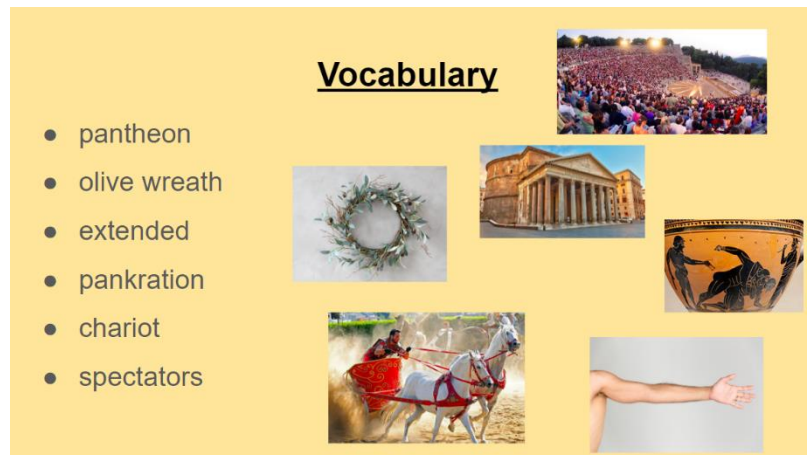
Every **Tuesday, Wednesday** and **Friday** the children in **Key Stage Two** complete a **30-minute non-fiction reading session**. Texts and reading materials are specifically chosen for the benefits they bring to our children. We read texts that **link to our foundation subjects purposefully to make cross-curricular links** for **memory retrieval** and to **pre-teach key concepts and vocabulary**. Each lesson's text links to the foundation subject taught that day to **enrich learning experiences**.

Structure

- 1. Exploration of the text.** Every session begins with exploration of the text. The teacher will model read and then a mixture of shared reading, partner reading and choral reading takes place. It is important to note that during this time each child will be heard reading by their teacher. This allows for each teacher to **formatively assess** their class whilst checking for understanding to provide adaptive teaching strategies for each pupils' needs.
- 2. Vocabulary Check.** As a class we recap any new or unknown vocabulary to break it down so all children know the key words from the text. Pictures can be used in the process to make memorial links.
- 3. Quick Quiz.** Then all pupils complete a **'Quick Quiz'** for 5 minutes. This section of the lessons asks pupils easy retrieval questions from the class novel that children can answers rapidly. The questions are quick retrieval but in this case are in bullet point form. We then mark our questions. Each child uses their purple pen to tick or improve their answers. At the end of this we always **celebrate the scores of the pupil's building confidence, self-belief and enjoyment for reading**. All children experience success. It is important to note that the 'Quick Quiz' is not displayed on the board but the teacher reads out each individual question to encourage active listening.

Vocabulary

- pantheon
- olive wreath
- extended
- pankration
- chariot
- spectators





Quick Quiz

- Which five capital cities is the text about?
- What is the capital of Mexico?
- Which river is Washington DC on the banks of?
- What is the official language of Mexico City?
- The historic Old Havana district is a _____ World Heritage site.
- What is the largest city in Central America?

5) **Questioning.** Mixture of '**Individual Thinking**' and '**Partner Talk**'. These questions are posed to the children (see examples) and are discussed in pairs or recorded in books not in full sentences.

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Individual Thinking

True or false:

You can find an egg-laying mammal in the United Kingdom.

Marsupial moles are really small.

Baby monotremes live independently from birth.

Individual Thinking

Name two things you might go and see in Washington DC.

Partnered Talk

What is the purpose of this text?

Who might this text be written for?

Where might you find this text?

Partnered Talk

Scientists believe that the ancestors of these egg-laying mammals may have lived in different conditions, and laying eggs was a better way to protect their offspring in those environments.

How might the conditions have been different?



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Solo Work

Do you think it is more important for capital cities, such as Washington, D.C., to preserve their historical landmarks and architectural heritage, or should they prioritize modern urban development for economic growth and efficiency? Explain your stance.

Solo Work

Why do you think scientists are interested in egg-laying mammals?