

# Unlocking the Potential for Everyone to Flourish in the love of Christ.

*'But I am like an olive tree flourishing in the house of God.'* Psalm 52:8



Whole Class Guided Reading Policy  
2025

### Our Approach

At St Peter's Primary School, 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 fulfil 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 with daily reading sessions for twenty minutes per day. In Key Stage Two, whole class guided reading takes place each day for 30 minutes.

### Structure of Whole Class Guided Reading units in Key Stage Two

#### 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, choral reading and discussion takes place. During this time, teachers will formatively assess their class to enable them to plan appropriate adaptive teaching strategies to meet each pupils' needs.

#### Vocabulary Check.

We discuss and teach new or unknown vocabulary to support children in unlocking the meaning of the text. Pictures, the use of memorial and prior learning links, and other strategies, are used to support vocabulary acquisition.

#### Questioning. Mixture of 'Individual Thinking' and 'Partner Talk'.

These lessons focus on teaching specific reading skills. Questions are presented to the children and are discussed in pairs using **Partner Talk**, where children discuss their answers with a partner, supported by spoken language prompts, to justify their reasoning for each answer. Partner Talk supports children in answering open-ended questions where there may be several different interpretations or responses to a question.

Individual Thinking time allows children to reflect independently about vocabulary, explanation statements, inference and retrieval questions. Children are taught to scribe written responses to questions about the text. A lesson can involve a combination of 'Individual Thinking' and 'Partner Talk' questions. Examples can be found below.

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?

Solo Work.

Children are presented with questions to which there is no right or wrong answer and an opportunities are given to challenge each other's thinking. The children produce a final answer using all the skills taught within the unit. The Individual Thinking and Partner Talk questions will have been purposefully curated and scaffolded to lead to this outcome. This can be in the form of a balanced argument, a summary or a prediction. 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

Three days after Sam's death, Miss Katherine shot the sheriff while he was sitting in his chair drinking a cup of coffee. Then she carefully applied a fresh coat of red lipstick and gave him the kiss he had asked for.

For the next twenty years Kissin' Kate Barlow was one of the most feared outlaws in all the West.

*The sheriff got what he deserved.*

To what extent do you agree with this statement?

### Assessment

Formative assessment in guided reading is a continuous process that informs subsequent planning and enables teachers to respond to individual pupils' needs in real time. Formative assessment takes place during each guided reading session through the following methods:

**Observation and Anecdotal Notes:** The class teacher will make observational notes on a weekly basis. Notes will focus on each pupil's reading behaviours, word reading accuracy, fluency, and comprehension skills, in line with the Lancashire Learning and Progression Steps (LAPS).

**Targeted Questioning:** Teachers use targeted questioning to check and deepen pupils' understanding of the text. This includes questions that encourage inference, prediction, clarification of vocabulary, and discussion of the author's intent, as outlined in the Lancashire LAPS.

**Reading Journal:** Pupils' responses to texts, whether through discussion or written work in a reading journal, will be used as evidence of their comprehension skills. This allows teachers to track and monitor pupils' progress in developing effective reading strategies.

**Pupil Self- and Peer-Assessment:** Opportunities are created for pupils to reflect on their own reading strategies, responses and skills, and to discuss reading with their peers, in line with the collaborative and discussion-based elements of the Lancashire LAPS.

### **Summative Assessment**

Formal summative assessment is conducted termly to review each child's reading progress against age-related expectations.

**KLIPs Framework:** Every term, each child's reading skill will be assessed against their year group's expectations using the Lancashire Key Learning Indicators of Performance (KLIPs).

**Assessment Judgements:** Based on the gathered evidence from guided reading sessions and other reading activities, teachers will make a summative judgement for each pupil. The available judgements are: 'Emerging', 'Developing', 'Secure', or 'Greater Depth', in relation to the age-related expectations.

**Additional Evidence:** Teacher assessments may be supported by additional forms of evidence where appropriate, including:

- Statutory assessments at the end of Key Stage 2.
- Outcomes from any targeted intervention programmes, such as the fluency programme
- Additional standardised reading assessments used by the school.
- **Moderation:** Reading assessment judgements are moderated internally and, where possible, externally to ensure consistency and accuracy across the school.

#### Informing Next Steps

- **Targeted Planning:** The assessment information directly informs planning for future guided reading sessions, ensuring that teaching is precisely matched to the identified needs of each group and individual.
- **Addressing Gaps:** The assessment process is used to identify any pupils who are not making sufficient progress. Where gaps in learning are identified, targeted support will be implemented, either within guided reading sessions or through a specific reading intervention.