



Bledlow Ridge School Guided Reading Expectations

Introduction

At Bledlow Ridge School we teach Guided Reading in order to help pupils use reading strategies independently to become fluent and skilled readers. We also promote a love of reading; this is through our timetabled 'Stop and Read' sessions across all year groups.

To teach Guided Reading we use 'Reading Explorers.' This is a skills-based approach to the teaching and learning of key aspects of Literacy within the classroom, it provides teachers with a wide variety of genres, both fiction and non-fiction, which allows children to access, interpret and understand what they are reading.

Aims

- To establish high expectations and consistency in Guided Reading provision at Bledlow Ridge School.
- To create a clear and consistent set of guidelines for the teaching of Guided Reading.
- To foster a passion and ethos of reading for pleasure in our pupils.

Expectations

- All Guided Reading texts and lesson plans are taken from each year group's specific Reading Explorers planning and guidance.

Guided Reading in Reception

- Teachers listen to the children read 1:1 on a weekly basis.
- Shared stories and poems linked to the children's interest, thus promoting reading for pleasure and supporting child-initiated learning in the environment both inside and outside.
- Teachers model reading aloud and build children's confidence reading aloud by praising use of punctuation, expression and fluency.
- 'Little Wandle' additional 1:1/small group decoding and blending sessions with decodable texts for children who need additional support.

Guided Reading in Year 1 and Year 2 pupils who didn't pass PSC in Year 1

- Reading sessions take place with decodable books.
 - o Children work in groups of 8-9 with everyone reading at a similar ability.
 - o Three sessions during the week to include: decoding, prosody: teaching children to read with understanding, expression, and comprehension: teaching children to understand the text.
- Daily 'Stop and Read' sessions to support reading for pleasure.
- Shared stories and poems linked to class topic and English lessons to enhance vocabulary and become familiar with high quality texts, thus supporting storytelling and writing skills.
- Teachers model reading aloud and build children's confidence reading aloud by praising use of punctuation, expression and fluency.
- 'Little Wandle' additional 1:1/small group decoding and blending sessions with decodable texts for children who need additional support.



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Guided Reading in Years 2 - 6

- Three times weekly 30-minute teacher-led whole class Guided Reading sessions.
- Teaching within Guided Reading sessions should cover the five thinking and reasoning skills contained in the Reading Explorers planning and guidance. Literal thinking, deductive reasoning, inferential skills, evaluative assessment of texts and study skills which promote wider independent study. These are covered during each half term.
- Each lesson is split into four sections:
 - o *Warm up Questions*, which are carried out first.
 - o *Main Questions*, which are the body of the lesson and relate directly to the skill being taught.
 - o *Essential Vocabulary*, these questions or activity support the main question section and increase children's knowledge and understanding of words chosen by the author.
 - o *Evaluative Questions*, this allows children to speculate on the tone and purpose of the text as well as consider the audience.
- Some evidence of tasks should be in books to show progression, allow for assessment and allow children to practise writing their ideas down.
- Tasks are differentiated where needed to support all children, differentiated text are provided within the Reading Explorers planning and guidance.
- Where appropriate, some children will receive targeted intervention during this lesson and may not follow the same texts or activities.
- Timetabled 'Stop and Read' sessions to support reading for pleasure.
- Teachers model reading aloud and build children's confidence reading aloud by praising use of punctuation, expression and fluency.
- In Year 2 some children take part in rapid catch up sessions outside the class Guided Reading session. This follows the 'Little Wandle' phonics programme.