

# Guidelines for the Teaching of Reading at Great Wishford Primary School

## Aims:

- To inform teachers and support staff in the school with regard to school guidelines, procedures and suggested teaching strategies to ensure that all children in our school make good progression in reading.
- To raise and sustain high standards in reading throughout each key stage (EYFS, KS1, LKS2 and UKS2).
- To ensure consistency of practice and continuity of learning between classes.

## Key principles:

- Reading should be enjoyable. Children should be comfortable when reading, they should be given opportunities to choose what they want to read and should be provided with plenty of material at an appropriate reading level.
- Texts are deemed to be of an appropriate level to develop a child's reading skill when they can read the majority of the text fluently and need support/ help on no more than a few words per page.
- Children need regular opportunities to discuss what they have read and teaching should focus on reading for meaning. Higher order skills, such as inference and deduction, comparing authors' uses of language, identifying viewpoints and commenting on the structure and organization of texts will need to be explicitly taught and practised.
- Children should be taught and encouraged to use a range of strategies to decode text, including phonics ("sounding out"), whole word recognition, picture and context cues.
- Children need to be taught to read aloud clearly and fluently. As they get older and more competent in this, children also need to develop skills of silent reading and skimming and scanning for research. These skills need to be taught and practiced in the classroom.
- Reading is a fundamental part of the curriculum and should be given appropriate emphasis in the school timetable. Children should be encouraged to practice and develop the skills taught in other subjects, with opportunities for read across the curriculum.
- Children should have access to a wide range of high quality reading materials in the classroom, including stories, poetry, non-fiction texts (especially those relating to current class work), newspapers, magazines and journals, comics, posters etc. Children should be encouraged to read displays.
- Teachers should help to facilitate transition from one class to the next by engaging in meeting and transfer of assessment tools, data, work etc. (including previous records of books read with Success for Reading grids.)
- Children should be encouraged and enabled to pursue their own interests through reading.

## Planning

- Reading skills are taught in class Literacy lessons, through the use of shared texts, and also in Guided group and individual work. In EYFS and Key Stage 1, children read reading scheme books and are also encouraged to take home picture books to share with their families. In Guided Reading sessions, children will share a text with others of a similar reading ability. Children are grouped according to their reading level (assessed using Reading for Success), their Reading age (assessed using the Salford and NFER reading tests) and their recent rate of progress, taking into account end of year and key stage targets, reading preferences, relationships within the class and learning styles. Guided reading sessions will focus on developing a particular skill or strategy. Key Stage 2 and more able Year 2 pupils will be given Guided Reading homework which involves reading a set portion of a text and completing follow-up homework in a reading journal.
- Teachers will keep planning for Guided Reading in a Guided reading folder and will use a plan/record sheet for each group to note the texts read and the current skills foci. These should be kept with the relevant page/s of Success for Reading, which are used to record progress and to formulate next objectives. See **appendix 1** for example of Guided Reading planning sheet.
- The school has invested in a wide range of reading books for both individual and group reading. When planning texts, teachers should take into account the age and ability of the children, their interests and reading preferences and the objectives which need to be taught to move the children's learning on. The Head teacher or Literacy Subject Leader may be consulted regarding suitable reading texts available in the school for particular ability levels and teachers may need to seek assistance from teachers of other classes to share and select appropriate materials.

- During Guided Reading sessions, when not in a guided group, children will have opportunities to read a range of other texts (eg. poetry, newspapers, plays, non-fiction) and may be set independent tasks to help them improve skills such as: their ability to answer comprehension questions in clear, accurate sentences; their ability to use advanced skills for research (eg. use of contents, index and alphabetical order); their understanding and use of varied and exciting vocabulary (using dictionaries and thesauruses).

### Resources:

In planning for Guided Reading, teachers will make use of:

Success for Reading (Wiltshire Council)  
 The National Literacy Strategy  
 The Renewed Framework for Literacy  
 Letters and Sounds  
 Questioning booklet (Wiltshire Council, 2008)  
 Understanding Reading Comprehension (DfES ref 1310-2005)

The strands of the Renewed Literacy Framework which relate most closely to the teaching of Reading are:

### **Strand 5: Word Recognition**

Word recognition is a key skill in reading and spelling and is taught in both Guided Reading and Shared reading sessions and also in daily “Superspellers” lessons (see below, strand 6).

**Assessment criteria and tools:** Reading for Success, NFER and Salford reading tests, Letters and Sounds phases.

### **Strands 7 & 8: Understanding and interpreting texts, Engaging with and responding to texts**

These strands will be taught in differentiated Guided Reading sessions (followed up by Reading Journal homework in Key Stage 2 and able Key Stage 1) and also in Class Literacy lessons. Teachers should, wherever possible, use opportunities across the curriculum to embed and practise these skills.

**Assessment criteria:** Success for Reading

### **SEN/ Vulnerable/ EAL/ AGT**

In addition to Wave 2 differentiation in Guided Reading groups, some children may need additional support or challenge. Children may be supported within the classroom for activities involving reading or withdrawn for specific teaching of targeted skills by experienced teaching assistants or the SENCO. This could involve additional reading sessions (1v1 or in a small group) with a teaching assistant or further differentiation of reading materials.

### **Home/ School partnership and communication**

- Reading at home is of great importance in enabling children to make progress with their reading. Throughout the school, children are encouraged to establish/continue a habit of daily reading and are given books to take home and read.
- A meeting is held with new parents in Reception Year in which procedures for reading are explained to parents and guidance on reading with their child is given. In EYFS and Key Stage 1, children are given a home-school reading record book, in which both teachers and parents can record their comments about their child’s reading. This should be carried in the child’s book bag with their current reading book and brought to school every day. In Year 2, the most able readers will begin to use a Reading Journal to practise answering comprehension questions based on their reading homework.
- In Key Stage 2, children are encouraged to keep a Reading Journal, recording the books they read and their thoughts and reactions to the texts. By setting weekly tasks to be completed in the reading journal, class teachers help to demonstrate and introduce the range of strategies the child can use to develop and record their thinking about the book, its characters, settings, themes and ideas. A note to parents at the front of the reading journal explains how the reading journal should be used. Parents who wish to communicate with the teacher about their child’s reading are encouraged to write comments at the back of the reading journal. However, the emphasis at this stage is on children developing their independent reading habits.

Appendix 1: Example Guided Reading Plans

Great Wishford Primary School

**Guided Reading Plan/ Record**

Class:

Teacher:

Skills focus	Texts
<p><i>Use the Wiltshire 'Reading for Success' document to help identify targets for the group.</i></p>	<p><i>List the books/ resources that will provide the context for the targeted objective to be taught.</i></p>

Name	Comments and targets			
Date	<i>Date and sign/ initial</i>			
<p><i>Include pupil name, reading age, target level and chronological age.</i></p>	<p><i>Individual or group comments to support tracking and formulation of new objectives/ targets.</i></p>			<p><i>Review at least every fourth week to check that resources/ targets and attitudes are appropriate.</i></p>

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Teacher:

Skills focus	Texts
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