

# Albert Pritchard Infant and Wood Green Juniors Federated Schools

## Guided Reading Policy

### Overview

At Albert Pritchard Infant and Wood Green Junior School, we believe guided reading is a time for children to apply the reading skills they already know so that they can become fluent, independent readers. Whole Class Reading Skills offer children off the RWi programme an opportunity to apply word recognition and comprehension skills as well as talking and reasoning about a range of texts at the appropriate reading level. This provides a deeper understanding of **character, plot, setting, style, mood, genre, text structure, language features and information** as well as a chance to offer their **personal responses and opinions** of what they have read.

### Intention

Our intention is for all pupils to become confident, fluent, life-long readers who are prepared citizens for the future and foster a lifelong love of reading. To achieve this, our Reading Skill sessions explicitly teach both word reading and comprehension strategies to develop their phonemic awareness and knowledge, reading fluency and vocabulary comprehension. Our Reading curriculum aims to deepen pupils understanding of fiction, non-fiction and poetry through engaging in high-quality texts across a range of text types and genres (see Reading Handbook).

### Implementation

#### How we teach it:

- Once pupils have finished the RWI programme they need to hone their reading skills/comprehension to become effective readers.
- 45 minutes – 5 Days a week (Infants) & 4 Days a week (Juniors)
- Flexible lesson models to suit learners.
- A combination of skills-based activities, supported by quality cross-curricular texts.

#### What does it look like across the Federation:

- A combination of domain specific questioning, vocabulary and a variety of skills-based activities, supported by quality English and cross-curricular texts.
- Skills-based activities include in KS1: decoding, retrieval, sequencing, inference, and prediction.
- Skills-based activities include in KS2: decoding, retrieval, summarising, inference, prediction, commentating, comparing and author intent.

Genre and Domain Overview: **JUNIORS**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Notes:					
<b>Monday</b> Vocabulary Focus <small>(Prediction in Week 1)</small>	Focus English Text	Focus English Text	Poetry	Focus English Text	Focus English Text	Non-fiction extract	Explanation = of authorial intent or impact on reader or comparisons. Feed into general retrieval practice. <b>Books &amp; Marking:</b> Self/peer marking where appropriate, like RWi. Outcomes journaled in Reading Skill pupil books everyday apart from Tuesday.					
<b>Tuesday</b> Shared Reading Focus								The Main Domain Focus this week is:	The Main Domain Focus this week is:	The Main Domain Focus this week is:	The Main Domain Focus this week is:	The Main Domain Focus this week is:
<b>Wednesday</b> Shared Discuss Focus								Retrieval (and explanation)	Inference	Retrieval (and explanation)	Inference	Retrieval (and explanation)
<b>Thursday</b> Application <small>(Summary at end of week 2 &amp; 5)</small>												

### Impact

During all reading sessions, evidence should be gathered from pupils' reading skills books. Teachers are to record pupil's achievements directly onto Sonar as part of formative assessments. When making a summative assessment, pupils must be secure with all the formative objectives within the standard (see table below). E.g., If a pupil's summative level is EXS, then that means that they can evidence ALL of the reading objectives shown within the standard and prior standards.

Interpreting Reading Assessment into <b>SUMMATIVE</b> OTrack Levels:				
<b>GDS</b> If all <b>EXS &amp; GDS</b> objectives are met.	<b>EXS</b> If all <b>EXS</b> objectives are met.	<b>DEV</b> If all the <b>WTS</b> objectives are met and some <b>EXS</b> objectives are evident.	<b>EME</b> If all the <b>WTS</b> objectives are met.	<b>Below POS</b> If the pupil is not accessing any of the <b>WTS</b> objectives, move to the previous year objectives.

### Any other information

Reading Skills sessions take place once children are fluent word readers. i.e. have completed the RWi programme. This occurs as soon as their ability, not age reflect this.