



Willow Tree Academy



Whole Class Guided Reading Policy

Date Published	February 2023
Version	1
Last Approved Date	
Review Cycle	1-year
Review Date	2024

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Statement of Intent

At Willow Tree Academy we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. Children should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts.

We prioritise the importance of early reading by delivering a robust phonics programme in the Early Years and Key Stage 1, this is paired with a reading scheme which supports the use of letters and sounds. Through thorough tracking, we ensure that no child is left behind; those few pupils who find learning to read a challenge are supported through rigorous interventions to cater for their needs.

We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good-quality texts.

By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The teaching of Reading:

EYFS

The mechanics of reading are taught through a Systemic, Synthetic Phonics Programme (Little Wandle). The journey of Phonics is detailed in the school's Phonics Policy. During the summer term of Reception, pupils engage in Guided Reading using the Little Wandle reading scheme.

Year 1

In Year 1, the mechanics of reading continues to be taught through daily phonics sessions following the SSP Little Wandle scheme. Children also access Guided Reading daily following a programme based on the Little Wandle Scheme.

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 Little Wandle	Day 2 Little Wandle	Day 3 Little Wandle	Immersive Reading Activity	Cracking Comprehension

Planning

- Curricular targets are published at the start of the year and highlighted in weekly planning.
- Weekly planning is completed and annotated then kept in a teacher's file with notes made about each pupil and their progress.
- An immersive reading environment is planned for each week as part of the reading cycle.

Organisation

All KS1 classes take part in reading sessions between 9-9:50 am daily. Phonics begins at 9:00 and is followed by Reading. It is expected that there are two recorded pieces of evidence weekly in books for each child, which can include: written, pictorial, sequencing or video evidence through photographs.

1. Little Wandle Day 1-
2. Little Wandle Day 2-
3. Little Wandle Day 3-
4. **Cracking Comprehension** - This is completed as a class with TA & Teacher guided group using Cracking Comprehension resources, focussing on teaching the Content Domains through comprehension.
5. **Immersive Reading** - Differentiated questions are pre-planned for the term to be used within the IRE in the classroom and using the class-linked text. Evidence of activities in IRE could be through a written task, photographs or film.

Marking and Feedback

Green highlighting is to be used to celebrate the success and achievement of the WALT. Blue highlighting should not be used in Guided Reading books.

Spelling/grammar/punctuation errors: to be underlined in green pen and corrected by an adult.

Year 2-6

At Roughwood, high expectations are an entitlement. We offer to demand rich, complex learning opportunities. We do not 'lower the bar' but provide scaffolding and differentiation to support all children to achieve.

In our school, all children will have access to learning reading fluency and comprehension through high-quality, challenging texts. Daily, Quality First Teaching by the class teacher will enable all children to access these texts successfully.

Where decoding is a barrier, children will receive additional in-class learning opportunities to overcome this while continuing to access the high-level teaching and learning challenges with the whole class.

Day	Focus	Content Domain KS1	Content Domain KS2
Monday	Text/extract Shared read	1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c: Identify and explain the sequence of events in texts 1e: Predict what might happen on the basis of what has been read so far	2a: Give/explain the meaning of words in context 2e: Predict what might happen from details stated and implied. 2g: Identify/explain how meaning is enhanced through the choice of words and phrases
Tuesday	Text/extract Retrieval, summarising, sequencing, understanding	1a: Draw on knowledge of vocabulary to understand texts 1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c: Identify and explain the sequence of events in texts	2b: Retrieve and record information/identify key details from fiction and non-fiction 2c: Summarise main ideas from more than one paragraph 2g: Identify/explain how meaning is enhanced through the choice of words and phrases 2a: Give/explain the meaning of words

			in context
Wednesday	Text/extract Delving deeper	1d: Make inferences from the text 1e: Predict what might happen on the basis of what has been read so far	2d: Make inferences from the text/explain and justify inferences with evidence from the text 2e: Predict what might happen from details stated and implied. 2f: Identity/explain how information/narrative content is related and contributes to meaning as a whole 2g: Identity/explain how meaning is enhanced through choice of words and phrases 2h: Make comparisons within the text.
Thursday	Immersive Reading		
Friday	Cracking comprehension		

Planning

- Curricular targets are published at the start of the year and highlighted in weekly planning.
- Weekly planning is completed and annotated then kept in a teacher's file with notes made about each pupil and their progress.
- An immersive reading environment is planned for each week as part of the reading cycle.
- Planning follows the planning template for Reading. Key vocabulary is planned for and taught.

Monday - Shared Read

Children should read aloud for **most of the session** for at least 15 minutes. Reading aloud enables children to better understand punctuation and respond appropriately. **TAs and Teachers must have a focus group** and a purpose. Every Monday session should have a learning objective. E.g. LO: Change the pitch of voice in response to different characters speaking. Pupils who are not fluent readers should have exposure to the text during a pre-read prior to the session.

Prior to introducing text: (5 minutes)

- Introduce vocabulary that the children are unlikely to be familiar with. Be directive - the children do not need to 'guess' meanings at this point as there will be no context (the text). Use images to support meaning and understanding where appropriate. Eg - *a cobbled street* - supports understanding by showing an image. Opportunity to **magpie** new vocabulary/use on **vocabulary flower**
- Consider background knowledge. Do the children have the necessary knowledge to access the information in the text? If not, use this part of the session to address this. Eg a text about the seaside - would the children know what 'making a castle' actually means.

Introduce the text: (5 minutes)

- Through discussion explore the purpose, audience, and genre of the text. Tell children why this text and why this week.
- Encourage children to notice aspects of the text using **sentence stems** 'I notice... I think... I wonder...' Model being the curious reader.
- Give children the opportunity to pre-read the text or section of the text which is the focus. This could be a paired read or adult-led small-group read for support where needed.

Shared reading of the text/extract: (15 minutes)

- Be prepared to read some of the text aloud, modelling fluency (**be the expert**). **Articulate your thinking skills**, eg “I think the character would speak this way because they are sad.” or “I can see this word is in bold so I can find out the meaning in the glossary - let’s just check that”
- Invite children to read sections using the agreed strategies. **Less confident decoders might do this with an adult or peer. Whole class guided reading should have a culture of helping, supporting and building on ideas.**

Respond: (5 minutes)

- Ask children to consider the following: What did you discover? What are your thoughts/feelings? Tell me something you found interesting or challenging
- Predict if relevant

Monday sessions should be ***focused on reading aloud***. Pupils should read aloud and practise expression ***as much as possible***.

Reading Aloud

Children read aloud at their own pace independently. Children read aloud and use expressions to engage listeners.

Choral Reading

Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Paired Reading

Pair students either by same reading ability or by high-level readers with low-level readers. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together. Have students offer feedback and praise frequently for correct reading. https://www.readingrockets.org/strategies/paired_reading

Echo Reading

In echo reading, the adult reads a short segment of text, sometimes a sentence or short paragraph, and then the children will echo it back. The adult must point at the words as they are reading and then children should do the same when they are reading. This is because it develops print concepts as well as helps to follow along.

Expression Battle

Children are challenged to implement as much expression as possible into their reading aloud from learnt strategies. Teachers and adults model to children quality expression. Pupils practise and then compete to see who can add in the most appropriate expression.

Filmed Reading

Children work in pairs and use iPads to film each other reading a section of the text adding expression and intonation. Pupils then watch and give feedback. This is then re-recorded to improve expression. This can be repeated many times to improve reading-aloud fluency.

Reading in Heads

There may be a time when children need to read a short section of the text in their heads to familiarise themselves with the text. This strategy should be used alongside others above and not for the duration of the session. ***The focus for Monday's session is to read aloud with fluency.***

Drama

Where appropriate children could engage in drama to act out parts of a story linked to their reading. E.g. play scripts or news reports.

Round Robin

Research suggests that the round-robin strategy does not improve outcomes for pupils and increases the number of children who are passive. This is not a strategy that we use at Roughwood.

Tuesday - Understanding the text

Revisit the text

- Encourage children to verbally summarise
- Provide opportunities for re-reading where necessary. This could be a paired read or an adult-led small-group read for support where needed.

Retrieval

- Be explicit. Explain we are going to find information in the text that helps us to understand what is happening or the information that is being given
- Use the 5w's to elicit retrieval of information (who, what, where, when, why)
- Use 'point to'/'find and copy' to encourage scanning/skimming skills. Model this. Explain what keywords you might be looking for to locate an answer
- Use true or false/prove it questions
- Encourage using the structure of the text to support retrieval - 'If I want to know more about x, where would I look?'

Word meaning in context

- Select words or phrases in the text. Read the word or phrase in the sentence. Encourage rich discussion about possible meanings. Encourage/model the use of meaning-seeking strategies - eg 'Well this sentence is talking about making the tea so maybe the **hob** is something you might make tea on?'
- Explore the impact of words/phrases to encourage authorial intent. Model using sentence stems eg 'The word **distraught** makes me think about how sad the character is feeling. It makes it seem like a much bigger feeling'

Tuesday's session should be an **exploratory, discussion-rich** session. There could (but doesn't have to) be a written outcome responding to retrieval questions, word-meaning questions, summary or sequencing questions.

Wednesday - Delving deeper

Revisit the text

- Encourage children to verbally summarise
- Provide opportunities for re-reading focus sections of the text where necessary. This could be a paired read or an adult-led small-group read for support where needed.

Inference/Deduction/Prediction

- Encourage deeper thinking through inference-style discussion. Model using **evidence from the text** 'It thinks x because in the text it says...'
- Make comparisons within the text - focus on mood shifts/changes in the theme
- Model thinking/speaking like a reader and reference the author 'I think the author wants me to feel because it says...'
- Draw links to experiences 'If I were there, I would...' using evidence from the text to justify opinions
- Model making predictions using evidence from the text eg 'I think the character will be successful because it has described how determined he/she is when he/she did...'

There should be lots of opportunities for discussion in this session. There will be a written outcome responding to inference questions emphasising the use of evidence from the text to support answers.

Question/s should elicit extended responses (think 3 mark questions)

Sentence stems/modelled examples could be used to scaffold responses.

Children could work as a focus group and complete this task as a guided activity.

Agreed Strategies and Common Language

Across all classes, there will be a common language which builds on language from the Phonics Policy.

Content Domain	Strategy
1A	Read the sentence and use the context to identify the word's meaning. What is happening in the sentence? What could the word mean?
2B	Skimming and scanning for keywords. Highlight the text. Read around the keywords. Answer the question in as few words as possible sticking to key information.
2C	Make key points and use The Five W's, One H strategy This strategy relies on six crucial questions: who, what, when, where, why, and how. These questions make it easy to identify the main character, important details, and main idea.
2D & 2E	Highlight keywords. Make a Point , write Evidence from the text, and Explain .
2H	Identify 2 key similarities and 2 differences then make a summative statement.

Vocabulary

Children are taught these words explicitly and what they mean.

Retrieval, Inference, Prediction, Summarise, Compare.

Outcomes

In Years 2 - 6, there should be 3 outcomes in books (1 from extract, 1 CC and 1 immersive reading). Outcomes in books are marked in line with the Marking and Feedback Policy.

Immersive Reading Environments (IRE)

Quality texts are chosen to enhance the topic material, as a vehicle to motivate and enthuse learners, therefore immersive reading environments should match the text content and provide a sense of awe and wonder.

- Can be developed as the text develops to capture changes..
- To be an area that has a WOW factor to engage pupils to step into the text.
- Guided reading activities to be included in the environment to encourage comprehension – a range of content domain questions to be used.
- Activities to also support SPAG taught.
- Pupils have planned opportunities to use the environment – these to be either in guided reading, literacy or topic time.
- Evidence of activities in IRE could be through a written task, photographs or film. These could be included in the guided reading books or topic folders.

- Half termly plan of questions and activities for IRE is developed to support environmental learning.

Assessment

- From Year 1 each child has a Reading Mat, kept in their learning journey. These contain the year group expectations. Class teachers date objectives up to 3 times per year as they are taught throughout each term and the child is showing evidence in their learning. Once an objective has been dated 3 times it is highlighted by the class teacher showing they are achieving at or above an expected standard in each area.
- Guided Reading - The child/group's reading targets are taken from the Reading Mat and feature on planning. The whole school guided reading target or the reading curricular targets feature in all planning.
- Years 1, 3, 4, and 5 use Rising Stars (PIRA) tests termly to assess learning and progress in Reading. These are used in Autumn 2, Spring 2 and Summer 2. (For Years 1 and 3 there is only one booklet containing text and questions. For Years 4, and 5 there are two documents for each test. One answer booklet and one reading booklet).
- Year 2 and Y6 use past SATs papers towards the end of each half-term and actual SATs test (Summer 1).

Teacher Reading

Children will hear an adult read to them daily using the class text/novel daily for a minimum of 15 mins. Class Readers are planned into the curriculum from EYFS to Y6 and are embedded into the reading routines across the year with a book focus for each half term. High-quality texts are chosen based on links to the curriculum topic being studied. A class reader is a class text that pupils read and analyse together as a class over an extended period of time. Class reader sessions can be found during literacy, guided reading or discrete curriculum time and allow children of all attainment levels to be immersed in the same high-quality texts and promote valuable discussions. Immersive environments support the texts studied.

Class reading sessions provide teachers with the opportunity to model the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading. During a discussion of the text, the teacher will model the expectation for high-quality responses identifying key evidence and explanations to provide support to justify responses, a key skill that children need to acquire during their school journey. Teachers can implicitly point out to the children the language and author's intentions that sometimes children unless exposed to miss. Within EYFS and KS1 teachers share a wealth of short texts with the children to expose them to a vast and rich vocabulary from traditional tales to classic stories and performance poetry.

Individual Reading

At Willow Tree Academy, every child is heard read individually by an adult at least once a week in school (through Guided Reading and or Individual Reading) the frequency is dependent on the child's ability and the engagement of parents at home. Children choose books from the reading scheme or from personal choice if the child is a free reader. The reading material is matched to the child's ability through PM Benchmarking, with some degree of difficulty – on any page, there should be a couple of words which provide a challenge. Children who have been identified as needing support to improve their reading are targeted for additional reading whenever possible or through the Reading Champion intervention.

Every child has a reading record/diary and an individual scheme for reading a book. Within the reading diary, each adult records the title of the present book; the page numbers heard read, the date and the adults' initials with comments. All adults encourage the children to decipher unknown text for themselves – using the strategies taught in class and in particular those skills and strategies taught in their guided reading sessions. Children are then questioned about the text linked to the whole school question stem strategy linked to content domains to decipher what they have read in order to check for levels of comprehension. A constructive/positive comment is then made by the adult in the reading diary.

Reading Champions

To further enhance and develop the teaching of reading in schools we implement The Reading Champions Strategy. Learning to read is a crucial life skill and some of our most vulnerable pupils are underachieving in this area. Often they do not read at home, or reading is not valued and this further disengages the children. All target children are to be identified and parents consulted. Reading ability and relationships need to be considered.

Reading Champion Organisation:

- Allocate time slots to setting up and managing the system. Arrange suitable time slots, e.g. breakfast and lunch clubs, PSHE, and regular weekly slots.
- Identify and train champions, allocate space and time available and listen to feedback.
- Designate rooms and places where participants will feel comfortable e.g. library areas
- Cover issues such as strategies for motivating reluctant readers, how we learn to read, activities, materials and how to build positive relationships
- Champions need an opportunity to discuss concerns and talk through their experiences with teachers, e.g. each term
- Entry and Exit scores (PM Benchmarking) at the beginning and end of each 'period'.

The Hilary Ford Award

Hilary Ford was a volunteer who read with the children at Roughwood Primary School for over 20 years. She believed in hard work and that all children, if given the opportunity, could develop a love of reading. In recognition of her services to education, she was awarded a British Empire Medal by the Queen in the New Year's Honours List 2018. In partnership with her family, we would like her legacy to continue throughout the Willow Tree Academy.

- One annual award - to be awarded to one child from Year 6 at the end of Year awards ceremony. This should recognise a child who is the most improved reader throughout their time at school. Their name will be displayed in school and they will receive a certificate and a replica trophy to take home.
- One trophy per class- to be awarded each term to the child in the class who has made the most progress in reading. They will keep the trophy on their desk for the next term and receive a certificate for their ROA file. They will also receive a pin to wear on their uniform.
- When a child receives the award, they should be supported by the class teacher or LSA to write a letter to Hilary. The letter should explain how they feel about their achievement and the progress they have made. A file of all the letters should be kept in the school and displayed.
- Each school should have a designated area to display the annual trophy and the book of letters to Hilary so that the award is high profile across the school. The board should also display pictures/comments/evaluations from the termly class winners.
- All winners will also receive a gift card for the works purchased with the donation from Hilary's family. (£5 termly class winners/ £20 overall winner)
- All children are to write a thank you letter/card to their reading champion.

Reading for Pleasure

In the academy, we will strive to give pupils stimulating environments, where reading materials are presented in an attractive and inviting way, using various nooks and crannies available. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons, we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Each classroom has a dedicated Immersive Reading Environment area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed and are changed on a termly basis to ensure that interest is maintained. Each classroom is stocked with a rich variety of books based on the children's interests thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy.

Various initiatives for promoting the love of reading include:

- World Book promotion yearly
- Book Fairs are promoted twice yearly with all commissions returning to school via quality text choices.
- Reading challenges/ Hot reads - EYFS to Y6 children all have a box of 20 age-appropriate challenging texts to stimulate interest. Book mats with all front covers are kept in Learning Journeys and children complete tasks whilst ticking off books read to earn bronze, silver and gold certificates given in Friday assembly.
- Reading Suitcases - All children have the opportunity to be selected to win a reading suitcase for a week. Content includes an age-appropriate book fit for sharing, hot chocolate and biscuits for the family, a teddy and a notebook, with the view to promoting family reading.

Library

We establish strong links with the local libraries and organise regular visits for all year groups promoting the use of the library in our community. All children have had the opportunity to visit the local library and make members. We have forged excellent links here, which is extended into school via the Library Loan Service and local library staff who have trained children as Librarians to maintain on-school site provision.

Active learn - Bug Club

As a school, we subscribe to Bug Club, a whole-school phonetically based online reading scheme with interactive activities that hook children into a lifelong love of reading through stunning books and an incredible online reading world filled to the brim with popular characters. Each child has a personalised homepage where they'll find the eBooks they've been allocated by the teacher and motivating rewards. This ensures that each child can find a book at exactly the right level for them. The online reading world ensures children can access independent reading resources anywhere at any time. New books will be allocated regularly. Bug Club books have a fantastic range of titles, which are graded into colour-coded Book Band levels. Within each level, there is a carefully planned progression of books. This fine progression gives children plenty of opportunities to develop their reading skills and master each fine step while moving through the reading programme. Children have access to Bug Club resources during Independent reading sessions, guided and shared reading sessions, reading comprehension lessons and at home.

Home Reading

We value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to listen to their children read at home and able readers

are expected to read independently at home to build reading mileage. Each child from Reception to Year 6 takes a 'reading book' home every day, this is a book that the children choose supported by a member of staff to ensure that the text is accessible and in line with their reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home. Diaries must then be signed by the teacher/LSA to acknowledge reading books completed at home. Parents are also provided with guidance about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency.

There is an expectation that the children read regularly at home. This is monitored in each class and dojos are awarded accordingly. See below:

- Record on a visual graph every 5 reads regardless of the time taken. (Some children may read 5 times in one week, and some may read 5 times in 3 weeks but will still be able to see a reward on the graph. Seeing a class visual (graph) and an increase in competition should lead to more children stepping up the challenge. Who has read the most in that half-term?)
- Dojos are awarded according to the number of times a pupil reads at home. A Special Reading 5 is given accordingly for any child reading 5 times per week. .
- Weekly class teachers choose a child from each class for their commitment to reading, to attend a special reading session with the Head Teacher.

Any children who don't have a reading opportunity at home will need to be catered for additionally - extra reading sessions at break time or a club at led adult. Children have access to a range of resources to support them with spelling in class.