

Swainswick Primary School Guided Reading Quick Glance Guide

|  |  |  |  |
| --- | --- | --- | --- |
| How do we teach Fluency?  Our phonics scheme is Little Wandle which is taught in EYFS, Year 1 and Year 2 (and it is used as intervention in other year groups). | What reading skills do we focus on for comprehension?  We use reading VIPERS as an acronym to aid the recall of the key reading skills to support comprehension. These skills are covered across the week in different guided reading sessions.  KS1  Vocabulary  Infer  Predict  Explain  Retrieve  Sequence  KS2  Vocabulary  Infer  Predict  Explain  Retrieve  Summarise | Why reading VIPERS?  The 6 domains in reading VIPERS focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children’s responses to these which allows for targeted questioning afterwards. | Where do we find our reading texts?  We use the Reading Booth’s long-term overview, as well as high-quality texts which link to topical events. |
| Do we have a whole class text?  We share a novel/ short story with the class every day for 15 minutes. After reading this text every year group should answer some VIPERS questions (orally or written) based on the whole class text. | How do we promote a love of reading?  From EYFS to Year 6, pupils enjoy the daily sharing of their class read with their teacher. We are passionate about sharing high quality texts with our pupils and we believe it is vital that this part of the school day is not lost to other subjects.  We have a wide range of carefully selected texts that they children in each year group are exposed to through either English or Guided Reading sessions. Our long-term reading overviews ensure we celebrate a wide range of diverse, high quality texts written by a range of authors. We promote the love of reading by enthusiastically sharing these texts with our class and incorporating these into our guided reading sessions. | How do children know what books to select for independent reading?  Reading bands are assigned to the pupils by their class teacher. | How do we support pupils who are falling behind?  FLUENCY: In our phonics sessions the use continual assessment helps us identify any misconceptions which we address with same day intervention. Additionally, our 6-weekly assessments are used to identify any gaps in learning which we address with effective daily 1:1 keep up sessions.  COMPREHENSION: Whole class reading sessions are about building understanding and comprehension, so it is, fine to read texts to these children in these sessions to build their understanding. You can also pre-read the texts with them. However, these children also need to read regularly with an adult 1:1 and may require phonics intervention outside of guided reading sessions.  Additional intervention for comprehension skills can also be arranged outside of guided reading lessons. |
| How do we keep children up to speed with the Whole Class text if they are absent?  The weekly quiz is a fantastic way to keep all pupils on the same page. This will be done every Monday (apple and Hazel class) and every Monday and Thursday (Oak class). Monday’s guided reading lesson should focus on recapping what was read previously alongside some ‘explain’ activities, delving into authorial intent. There will be plenty of inference and retrieval in these sessions (as in all of them), but these are not the focus. | How does guided reading work in a mixed key stage?  We have an intent, implementation and impact document which clearly lays out how guided reading works in each year group. Please refer to this for Apple and Hazel class. | Monday and Thursday guided reading (Year 4,5 and 6)  Monday- weekly quiz, recap text, explain question.  Thursday- Summarise what has been read this week, predict what will happen next week. | Tuesday and Wednesday guided reading (Year 4,5 and 6)  Tuesday – read one of the three sequenced texts from the Reading Booth (try and hear every child read).  Wednesday- Vocabulary discussion, quick quiz (retrieval), inference and explain questions on yesterdays text (children must have a hard or electronic copy of the text to use) |
| How do we asses?  We don’t mark the guided reading books. Teachers assess constantly by circulating and reading work over the shoulders of children and giving live feedback, as well as ‘show calling’ work by displaying it on the board and discussing it with the class. We also do this by collecting answers and discussing reading with the children. All children do one summative reading test at least 3 times a year to further inform teacher assessment. | When do we hear the children read?  We can hear most children read a paragraph or two a week using this approach. If we miss any, we make a note and we can either hear them next week if we know they’re fluent or pick them up 1:1. The nice thing about using a class novel on Monday and Friday for guided reading is we can re-read segments with less fluent readers and the vocabulary should be largely familiar to them, especially stuff they might otherwise trip over such as names. |  |  |