

Guided Reading Expectations

Guided Reading sessions should focus on the main priorities for reading which we believe are:

- Retrieval
- Inference
- Words in Context
- Understanding the meaning of words and their uses within a text.

As part of our reading programme at Eastbury Community School, KS1 and KS2, children are expected to complete a daily session of Guided Reading which must last at least 30 minutes. Teachers are responsible for the content and coverage of the lessons to ensure all key reading skills are covered. Teachers use the Key Stage 1 and Key Stage 2 reading domains (See below).

Agreed Procedures

- Guided Reading sessions should focus on bespoke comprehension style questions.
- The class teacher should work with at least 6 children daily (teacher conference)
- Children may be grouped according to ability.
- Each class should have a differentiated weekly text which they use to cover the different reading skills required to meet their age related expectations.
- Activities are reading focused and have a clear reading objective to move the children's learning on. Teachers are required to include a Spelling, Punctuation, vocabulary and Grammar style comprehension once a week.
- Each child should have a Guided Reading book or folder to record any work carried out.
- Teachers should have a guided reading folder where the evidence from sessions is collated.
- Teachers planning is accessible through the schools drive.

Assessment, recording and reporting

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date. Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress.

Teachers will update Target Tracker on a half termly basis. These assessments will inform the guided reading groups as well as the teacher's planning.

Progress in reading will be communicated to parents at parent evenings, as will a child's reading target. A written report will be provided which will include comments relating to both progress and attitude towards reading as well as a reading target.

Appendix 1 – Key Stage 1 Reading Domains

Key Stage One Reading Domains Assessment Area	a) Draw on knowledge of vocabulary to understand texts Which word describes... -Find and copy one/ two words, which tell(s) you (character) was feeling sad/ scared/ sick etc. -Find and copy a word that means/ explains...	b) Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information <i>What does...?</i> <i>What is...?</i> <i>Why is...?</i> <i>Find and copy (retrieve)</i> <i>Find and copy two things that...</i> <i>Give two examples of...</i> <i>What happens when...?</i> <i>What could (character) see/hear/smell?</i> <i>What did...?</i> <i>Where did...?</i> <i>When were...?</i> <i>Tick two good/bad points about...</i>	c) Identify and explain the sequence the events in texts <i>Number given sentences in the order they happen in the story.</i>	d) Make inferences from the text <i>Why did (character) say...?</i> <i>Why was (character) worried/sad/angry/excited etc.?</i> <i>Why did...?</i> <i>How do you know (character) was sad/excited etc.?</i> <i>How did (character) feel when...?</i> <i>Put ticks in the table to show which statements are true and which are false.</i> <i>How can...?</i>
(a) Vocabulary				
(b) Retrieval				
(c) Sequencing				
(d) Inference				
(e) Making Predictions				

Appendix 2 – Key Stage 2 Reading Domains

Key Stage Two Reading Domains

A Give/explain the meaning of words in context	B Retrieve and record information/ identify key details from fiction and non-fiction	C Make inferences from the text / explain and justify inferences with evidence	D Summarise main ideas form more than one paragraph	E Predict what might happen from details stated and implied	F Identify and explain how information/narrative is related and contributes to meaning as a whole	G Identify/ explain how meaning is enhanced through choice of words and phrases	H Make comparisons within the text
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Thank you for completing – when we bring in Destination Reader please can you update this to reflect this document

Also this will need to have Letters and Sounds included for EYFS and KS1 and DSR for Year 1 once you have received the training please can you update this with the information I have mentioned above.

This will provide a clear progression of skills mapped out across the key stages