

Whole School Guided Reading Map

	Key objectives	What guided reading should look like
Learning to read	<p>Focus on decoding.</p> <p>Continue to develop phonemic skills and awareness.</p> <p>Developing book knowledge, habits and talk.</p> <p>Children develop their understanding that stories have meaning and are read for enjoyment.</p> <p>When the teacher reads to children, (s)he discusses the meaning of new/unfamiliar words.</p>	<p>Children have daily reading sessions. Books should be carefully selected to build on children's phonics learning and enable teacher to make explicit links between guided reading and whole class phonics teaching. This should be the focus of most lessons.</p> <p>Children have at least two sessions a week where book talk and inference skills (predicting, questioning, making connections, making a picture in their heads) are developed through book and picture talk. Ideally, this should happen in small groups to maximise children's opportunity for discussion; however, it can be done as a whole class.</p>
Early readers	<p>Decoding is still a focus, but is balanced with developing comprehension.</p> <p>Children are taught to self-monitor as reader – they are able to notice when understanding has broken down and attempt to fix problem.</p> <p>Retrieval strategies are explicitly taught (e.g. magic finger, key words, skimming and scanning).</p> <p>Children learn to use the context and what they know about root words to work out the meaning of new vocabulary; this should also be modelled by the teacher.</p> <p>Children's syntactical knowledge is brought to bear on their reading to assist in understanding.</p> <p>Idea of inference is explicitly introduced to children (term <i>inference</i> is used and explained as looking for clues).</p> <p>Children begin to develop a personal response to the texts they read.</p>	<p>Books should be carefully selected to build on children's phonics learning and to enable the teacher to make explicit links between guided reading and whole phonics teaching.</p> <p>Guided reading is taught in small groups.</p> <p>Groups working with an adult are engaged in discussion based activity. If there are independent groups, they are writing responses, or doing other follow up activities. This can be self-selecting from a list of given activities (e.g. creating a blurb). There should be a varied range of activities.</p> <p>Children should not be expected to write a written response until they can give a clear verbal response in discussion work.</p> <p>The KS1 Guide to Common Test Questions is used (among other resources) to formulate questions for each text. The may be addressed in discussion rather than in writing.</p> <p>Weekly, children who are ready to do so can do a comprehension exercise (e.g. a Cracking Comprehension exercise).</p> <p>Teacher regularly uses a 'Tell me Grid' to develop book discussion and to support children to express likes/dislikes.</p>
Developing	<p>Decoding is now secure, and only deployed for unfamiliar words.</p>	<p>Guided reading is taught in small groups. For each session, a strand of reading or a specific strategy is</p>

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readers	<p>Retrieval strategies should be familiar to children, but should be regularly referred to and reinforced.</p> <p>Children become familiar with a range of text types, their layouts, and organisation (such as the way a non-fiction text is laid out, glossaries and indexes) and how to navigate.</p> <p>Inference is further developed through explicit teaching (term <i>inference</i> is used and explained as looking for clues). Teachers need to ensure children's online inferencing is taking place (necessary inference while reading) and begin to develop children's offline inference skills (reflection supported by teacher discussion).</p> <p>Children become increasingly confident in using the context and their knowledge of root/similar words to work out the meaning of unfamiliar vocabulary.</p> <p>Children are taught to understand the writer's viewpoint or message and pay careful attention to the writer's choices and use of language.</p> <p>Children develop a view of what they have read, for example, is the text really funny, did I like or dislike a particular poem. Children learn to use the text to support their views.</p>	<p>identified as a focus. This is shared with children and should be indicated in all recorded work.</p> <p>Groups working with an adult are engaged in discussion based activity, although there may be some book recording. If there are independent groups, they are writing responses, doing another follow up activities, or doing preparatory work for a group session (e.g. independent reading and responding, reciprocal reading).</p> <p>Reciprocal reading should feature on a weekly basis in guided reading, but should be developed in a range of ways (e.g. question sorting according to Blooms, or 'on the line, between the lines, off the lines') rather than stuck to rigidly.</p> <p>The KS2 Gguide to Common Test Questions should be used by the teacher to formulate questions. Children should also become familiar with some of the different types of question.</p> <p>Children begin to refine their responses to written questions through discussion and feedback. Children have the opportunity to edit and improve their responses following discussion and feedback.</p> <p>Independent reading for enjoyment should become a regular feature and a personal response facilitated (through a self-selected activity). This should take place as an independent GR activity.</p>

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<p>Confident readers</p>	<p>Retrieval strategies should be familiar to children, but should be reinforced as required.</p> <p>Children are familiar with the strands of reading and Guide to Common Test Questions. They are confidently able to distinguish between, e.g., questions that require inference and questions that are straightforward retrieval.</p> <p>Children's written responses should be extended and reflect a deeper understanding (i.e. the 3 mark question). Analysis and explanation (P.E.E. structure) is key focus.</p> <p>Children's breadth of reading widens, and includes classics.</p> <p>Children are to express their views and justify them with clear reference to the text.</p> <p>Inference is further developed through explicit teaching. Teachers support children to understand the different types of inference and how they support the readers understanding. Children learn to make explicit reference to the text when inferring.</p> <p>Children are confident in using the context and their knowledge of root/similar words to work out the meaning of unfamiliar vocabulary.</p> <p>Children can discuss the writer's viewpoint or message and can analyse the writer's choices, use of language and layout features and presentational devices (e.g. in a charity leaflet – how the author is trying to manipulate the reader).</p>	<p>Guided reading is taught in small groups. For each session, a strand of reading or a specific strategy is identified as a focus. This is shared with children and should be indicated in all recorded work.</p> <p>Group discussion should be facilitated by the teacher but not led (basketball not ping pong) in many cases.</p> <p>Teachers ensure children have the opportunity to read a wide range of texts. Children at this level are expected to read novels independently so that class sessions can focus on particular extracts. Where children are asked to finish a text independently, this text should be returned to in (e.g.) two weeks.</p> <p>Children use the Guide to Common Test Questions to come up with questions about a text, and to understand how to respond to questions they are working on.</p> <p>Children aim to write a 'perfect' response to any given question and are able to discuss what this might look like and refine their answers accordingly. Sessions should provide frequent opportunities for this process.</p> <p>Comprehension exercises should be practised regularly (e.g. Cracking Comprehension, past papers).</p> <p>Independent reading should now take place outside of the guided reading session.</p>