

Key stage two guided reading:

To supplement pupils' independent reading alongside directly modelling key reading skills such as fluency, intonation, automaticity and comprehension skills, we undertake two thirty-minute guided reading sessions a week in key stage two. We know that, alongside independent reading, pupils need robust, structured, well-modelled, supported reading and comprehension skills directly and explicitly taught to them. We use Head Start Primary guided reading and comprehension texts, guided reading activities and reading comprehensions to facilitate this. We chose this scheme because it is simple, effective and impactful – teaching pupils the broad range of skills needed to develop the comprehension levels required to fully access texts. These texts provide a wide and broad range of genres including fiction, non-fiction, poetry, arguments and more. The texts are also carefully chosen to include wider curriculum linked knowledge drivers for pupils. Non-fiction texts are often linked to themes and topics pupils are learning in wider curriculum areas. These texts also include a wide range of expected exposure from the national curriculum such as fairytales, myths and legends alongside fiction from our literary heritage for upper key stage two. Please see below format and guidance for teachers on delivering guided reading during our two sessions a week.

Session 1 (Tuesday):

Introduce to this week's guided reading text. Class teacher **always** models reading to class first. This effectively models fluency, intonation and pace. Following this, do a range of the following dependent on cohort need:

- Choral reading (all reading together)
- Paired reading (reading with partner)
- Paired reading (partners taking it in turns to read a paragraph each)
- Independent reading (pupils all read independently)

Once pupils have had the text model read to them and then read it themselves in any of the above ways, begin to look at the guided reading activity for each week's texts. Class teacher to choose an activity to model and complete and I do, We do, You do. Pupils to complete guided reading activity in English books under the title **Guided reading**. There are differentiated independent activities for pupils to choose from. Teachers to push children if they are not challenging themselves. Live marking to happen during independent learning.

Session 2 (Friday):

Revisit this week's guided reading text. Again, model reading the text and allow pupils to read it using any of the above methods – whichever is most appropriate. Discuss some of the questions in the reading comprehension as a whole-class.

Develop some ideas and answers together.

Children progress towards independently complete reading comprehension questions. Questions stuck in English book, again, under the title of **Guided Reading**.

Work to be peer/self-marked and scores tracked in class files to monitor any children causing concern.

Teacher autonomy

As is always the case, teachers are best placed to make informed decisions about the pupils they are teaching. Teachers have the autonomy to make informed, reasoned decisions to make alterations for individual pupils or groups based on specific needs. These decisions will always be made in the best interests of pupils' reading progress and discussed with the English lead.