

Guided reading and reading intervention

Expectations

Guided reading lessons take place daily following afternoon registration. Year groups will be grouped according to ability into groups, according to their reading level. Groups are to be taught on rotation across the week.

Teaching sequence

Each group has two adult-led sessions across the week (and at least one with a teacher). Of the five sessions, the teacher-led session focuses on 'close reading'; the additional adult-led session focuses on 'fluency practice'; and three are to develop fluency and comprehension using the Reading Plus program.

Pupils who are not able to access Reading Plus instead use the Lexia program.

Pupils who are accessing the phonics program receive further phonics practice during their adult-led sessions.

The additional forms of reading instruction (extended reading, shared reading, vocabulary instruction and comprehension strategy instruction) are built into the teaching sequence of whole-class English lessons, alongside the explicit teaching of reading domains.

For 'fluency practice', staff use text(s) appropriate to the children's current reading levels.

During 'close reading', teachers may use a cross-curricular text/extract.

Intervention

Pupils who do not read regularly at home, or who are identified through Pupil Progress meetings as requiring additional support with reading, read one-to-one with an adult in school at least twice weekly.

Teachers use question-level analysis from summative assessment and the termly assessment grids to inform planning of interventions for the reading domains. These are completed during timetabled intervention sessions, such as assembly time, or during English and guided reading sessions.

'Fluency into Comprehension' Program

Pupils who are not yet fluent readers will participate in the FFT *Fluency into Comprehension* reading intervention. This intervention runs for three sessions per week.

The pupils selected for this intervention are those identified as needing additional support to read fluently and improve their understanding of what they have read. These pupils are required to have sufficient phonic knowledge to read independently; a phonic intervention is in place for pupils who do not.