WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations · Unlocking Potential · Inspiring a Generation

Guided Reading Policy

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Approved by: Governing Body

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Next Review: September 2029

1. Relationship Between Charter, Policy and Planning

Guided Reading contributes to Woodmansey's vision by helping pupils become thoughtful, fluent and independent readers who can use texts to learn, imagine and understand lives beyond their own.

This policy sits beneath the Reading Charter and should be read alongside the Early Reading & Phonics, Story Masters, Reading for Pleasure and Vocabulary policies, the reading spine, year-group reading journals, question progression and long-term curriculum planning. Early readers following Little Wandle receive its matched reading practice; Guided Reading never replaces or dilutes that provision.

2. Subject Overview

Guided Reading is the planned, explicit teaching of fluency and comprehension through high-quality texts. It develops pupils' capacity to retrieve, infer, predict, summarise, compare, explain vocabulary and evaluate how authors create meaning.

At Woodmansey, the emphasis is on modelling, shared thinking, rereading and evidence-based discussion. Written responses consolidate taught thinking; they are not used as repeated cold tests. Texts include fiction, poetry and non-fiction and are selected for richness, accessibility, challenge and connection to pupils' growing knowledge.

3. Intent

Our intent is to enable pupils to read increasingly complex texts with accuracy, stamina, understanding and critical thought while sustaining the enjoyment and curiosity expressed in the Reading Charter.

- develop accurate and expressive oral reading through modelling and purposeful rereading
- teach comprehension processes explicitly and cumulatively
- build vocabulary, background knowledge and awareness of text structure
- help pupils justify ideas with precise textual evidence
- expose pupils to ambitious fiction, non-fiction and poetry
- identify and address barriers in word reading, fluency or language comprehension
- develop independent readers who choose strategies appropriately.

4. Implementation

i. Place within the Reading Architecture

Little Wandle reading practice teaches early word reading and the three reads. Story Masters uses the class novel for sustained book talk. Reading for Pleasure protects choice and reader identity. Guided Reading provides explicit instruction and guided

practice in fluency and comprehension. These elements reinforce one another but retain distinct purposes.

ii. Text Selection and Sequencing

Texts are sequenced through long-term planning and the reading spine. Selection considers linguistic complexity, knowledge demands, genre, representation and opportunities to revisit prior learning. Short extracts may be used when they are part of a coherent sequence; pupils also encounter complete texts and sustained reading.

iii. The Teaching Sequence

Teachers establish relevant background knowledge, pre-teach only essential vocabulary, model fluent reading and thinking, guide pupils through supported practice and then ask pupils to apply the focus with increasing independence. Questioning follows the logic of the text rather than a disconnected checklist of domains.

- prepare: activate knowledge and clarify the reading purpose
- model: demonstrate fluency or comprehension through Think Aloud
- practise: use echo, choral, paired or supported reading as appropriate
- discuss: explain, challenge and refine interpretations
- apply: respond orally or in writing with evidence
- review: summarise what the text says and how the reader worked it out.

iv. Fluency

Fluency is taught through accuracy, automaticity and prosody. Teachers model expert reading and choose brief, purposeful passages for repeated reading. Pupils needing word-reading support continue with the appropriate phonics or catch-up programme rather than being asked to compensate through guessing.

v. Comprehension and Book Talk

Comprehension is developed through vocabulary, background knowledge, sentence-level understanding, text structure and strategic thinking. Pupils are taught to retrieve precisely, connect information, infer from evidence, monitor understanding and summarise. Multiple interpretations are welcomed when the text supports them.

vi. Inclusion and Adaptive Teaching

All pupils encounter ambitious texts. Teachers may provide accessible copies, additional oral reading, chunked passages, vocabulary rehearsal, visual context, sentence stems or paired discussion. Adaptation reduces barriers without reducing the quality of text or intellectual demand.

vii. Challenge and Greater Depth

Greater depth is shown through precision, synthesis and independence: comparing evidence, tracking ideas across a text, evaluating language and structure, bringing relevant wider knowledge and recognising uncertainty or competing interpretations.

viii. EYFS and Transition from Phonics

In EYFS, comprehension grows through storytime, talk, rhyme, role play and Little Wandle reading practice. As decoding becomes secure, pupils move into increasingly extended reading instruction without losing access to rich oral texts or age-appropriate discussion.

5. Impact

Pupils should become readers who can sustain attention, read with expression, understand increasingly demanding texts and explain their thinking clearly. They should recognise when meaning breaks down and know what to do next.

- read aloud accurately and with appropriate phrasing and expression
- retrieve and organise relevant information efficiently
- infer and predict from precise evidence rather than unsupported guesswork
- explain vocabulary in context and notice authorial choices
- summarise sections and whole texts coherently
- compare ideas, viewpoints, texts and genres
- discuss reading respectfully and record concise, well-evidenced responses.

6. Assessment

Assessment is woven into reading through listening, questioning, discussion, short written responses, fluency checks and review of reading journals. Teachers distinguish between difficulties caused by decoding, fluency, vocabulary, background knowledge, syntax or comprehension so that support addresses the real barrier.

Standardised and statutory information may supplement teacher assessment, but no single score defines a pupil as a reader.

- accuracy, pace, phrasing and expression in oral reading
- ability to explain vocabulary and sentence meaning
- quality and precision of evidence used in discussion and writing
- ability to summarise, infer, compare and monitor understanding
- independence, stamina and transfer across the curriculum.

7. Leadership, Monitoring and Review

The guided reading subject leader supports staff in understanding the curriculum, maintaining consistency and securing strong outcomes for all pupils. Leadership is developmental: monitoring identifies strengths, tests whether the intended

curriculum is being learned and leads to precise support, coaching or curriculum refinement.

- reviewing reading journals, question progression and text coverage
- listening to pupils read and discuss texts across year groups
- checking the boundary between Little Wandle practice, Guided Reading and Story Masters
- evaluating provision for pupils not yet fluent
- supporting staff with fluency, text selection and comprehension modelling
- using pupil voice and outcomes to refine the reading curriculum.

This policy is reviewed every three years, or sooner when statutory expectations, the adopted programme, school priorities or evaluated pupil need require a change. Any revision must remain aligned with the relevant charter, long-term planning and unit-plan hierarchy.

8. Subject Specific Pedagogy and Non-Negotiables

The following expectations preserve the distinctive quality of guided reading at Woodmansey. They should be read alongside the relevant charter, long-term plan, unit or medium-term planning and agreed teaching resources.

Teacher Modelling

Pupils regularly hear an expert reader and see comprehension modelled through concise Think Aloud. Independent work does not precede adequate teaching.

Reading Every Pupil

Adults use purposeful strategies that maximise reading: teacher-led, echo, choral, paired and carefully organised group reading. Unsupported round-robin reading, in which pupils wait for a turn and rehearse errors publicly, is not the default method.

Questions Serve the Text

Questions are low in number, sequenced logically and designed to deepen understanding. Domain coverage is secured over time, not by forcing every domain into every lesson.

Oral Rehearsal before Writing

Pupils discuss and refine an answer before recording it. Written comprehension consolidates reading and is not used as a weekly endurance test.

Phonics Remains the Route to Word Reading

Pupils with insecure decoding receive the appropriate Little Wandle provision and age-appropriate comprehension teaching. They are not taught compensatory guessing strategies.