

## Report on Guided Reading

### Introduction

This report aims to inform and explain how Guided Reading and Reading is taught in order to address School Priority 2 - **'to improve pupils' ability to confidently infer text'**.

### Context

The school's end of KS2 reading comprehension results from July 2017 fell below the national average expectation of % .Through Guided Reading and Reading at De Bohun, we aim to bring our data in line with the national average expectation. The **'Accelerated Reading'** programme has also recently been set up to support progress and add an additional layer of support in reading across the whole school

### Data Headlines

National Average for KS2 Reading 2016 – 2017: - 71%

De Bohun Reading Comprehension percentage score 2016-2017: - 57%

**Positives:** De Bohun Reading Score is up 58% from the previous year (2015-2016), from 36% to 57%, however the school still fell below the national average in July 2017.

### Strategies to close the gap

**EYFS** - early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### KS1 -

- Daily Supported Reading (DSR) in both Y1 and Y2. This programme helps children make accelerated progress by working with trained adults in small groups matched to their independent reading levels. This method has a proven track record of success in raising school reading standards as KS1.
- Setting for reading comprehension takes place in Y2 in the Spring Term to maximise opportunities for inferring text.

### KS2 –

- Reciprocal Reading in Y3-5
- Guided Reading sets in Y6 (3 x experienced teachers)
- Move towards more whole class guided reading to teach reading skills (Y3 and Y6) – roll out to whole school via coaching?
- Fluency and Phrasing focus once children can competently decode text
- More emphasis on speed/how to answer questions across KS2
- Accelerated reading across school (moving middle attainers on)
- Tracking home grown pupils across journey (PPMs – analysis of progress and identifying gaps)
- LiLAC (ELKLAN 2018/19)
- Gap analysis completed for current Y6 cohort – specific objectives being taught
- Whole class text for higher ability set in Y6

Through developing the above strategies we aim to help children to become 'balanced readers' – a young reader who can decode, demonstrate fluency and phrasing and comprehend texts literally, inferentially and respond meaningfully.