

## Princefield First School Reading Policy

### **Introduction**

This policy sets out the aims, teaching and organisation of reading at Princefield First School.

### **AIMS**

As a school we aim to:

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- To ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- To identify accurate levels of attainment in reading for each child.
- To ensure that all children have appropriate and challenging reading targets set according to their reading level.
- To ensure that all children make good or accelerated progress.
- To develop comprehension skills of inference and deduction.

### **OBJECTIVES**

Our objectives are to enable all children to:

- Learn to read following the developmental stages of the EYFS document, the Early Learning Goals and the New Literacy Curriculum 2014.
- Read for interest, information and enjoyment.
- Read a range of texts including fiction, non-fiction, play scripts and poetry appropriate to their ability, both in book format and on screen ICT texts.
- Read regularly at school and at home.
- Talk confidently about their reading.
- Be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to read and be able to correct their own mistakes. Our teaching will however reflect that phonics should be the prime approach children use in learning to read.
- Develop confidence in their ability to select reading material independently.

### **Shared reading**

Shared reading is when a group or whole class of children join together to share a text.

During this time, the teacher's role is both to model reading skills and give opportunities for children to deepen their reading skills. They do this by demonstrating and instructing children on the text as well as discussing what the text is saying. It may involve discussion about the use of language; the way sentences and paragraphs are put together and the meaning of the text. Alongside this, particularly in key stage 1, children are given frequent opportunities to practise their ability to blend words (use their knowledge of letter sounds to read words).

### **Guided Reading**

Guided Reading is the method used to teach individual children to become fluent in reading and comprehension skills of inference and deduction.

Children are taught in small groups set according to ability. Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However other trained adults can also teach guided reading sessions.

In EYFS and early KS1 the teaching of Guided Reading is mostly supported by Oxford Reading Tree Phonics Reading Scheme and texts from the appropriate colour band. As the children progress, texts are chosen from colour bands which link closely to either the text/genre being studied in the current literacy unit plan or to ensure coverage of specific curriculum objectives.

## **TIME**

Daily Guided Reading occurs outside of the main literacy session and lasts for 20 minutes.

In the Foundation Stage, the teaching of reading will initially be done as shared reading with the class teacher and teaching assistant. Children then begin to participate in 'Guided Reading' sessions. Our aim is that by the end of the Foundation Stage the majority of children will be participating in guided reading on a weekly basis. Children are also heard read by other adults in school on an individual basis as often as possible.

In Key Stage 1 and 2, all classes will have a daily allocated guided reading slot in the timetable, for 20 minutes. Each reading group will have 1 Guided Reading session a week with the class teacher.

## **Timetabling of Class during Guided Reading**

Each class will have a daily Guided Reading slot in their timetable. It is the teacher's responsibility to draw up a 'carousel' type timetable that allows for 5 sessions across the week. Each child must have at least one Guided Reading session a week with the teacher, and additional sessions can be carried out by Teaching Assistants or independently, but the planning and assessment of progress for Guided reading is the responsibility of the class teacher for all children.

The carousel of activities should have literacy based tasks and groups should be structured from the following:

- Guided reading with teacher;
- Independent follow up work in reading activity books (ks1) and reading journals (ks2) following guided reading session;
- Choice activities from the 'KS1 Reading Activity' Booklet or 'KS2 Reading Activity' Booklet'.
- Independent research, possibly linked to other curriculum areas.
- Phonics work/spelling with class Teaching Assistant or further review & response to reading/writing.
- Other related reading activities or games;
- Reading different genres, including newspapers and annuals/ Group reading plays (independent);
- Book reviews;
- Reading comprehension.

Specific ground rules should be agreed and understood that enable adults leading guided sessions to do so without interruption. Quiet, calm and focused class-rooms are most conducive to quality Guided Reading.

Guided Reading Journals, activity books or Guided Reading Folders are to be used by all pupils from Reception/Year 1 to 4 to record activities, book reviews, comprehension tasks or follow up work to a guided reading session. These should be checked and marked with a tick.

## **ORGANISATION AND PLANNING**

All teachers should have and maintain a Guided Reading file containing any guidance, assessments, and planning using the Guided Reading Record sheets. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

- All pupils will be grouped for guided reading on the basis of their reading ability.
- Reading observations and assessments will be used to inform these groupings.
- Groups should contain up to a maximum of 6-7 children.
- The learning objectives for each group will be identified.
- Texts will be selected to help deliver the learning objective which will also be at the appropriate book band for that particular group of children (at a level of approximately 90% accuracy).

- A guided reading lesson will follow a five part structure: book introduction, strategy check, independent reading, returning to the text and response to text.
- A common Guided Reading Record sheet will be used which will also identify relevant follow up activities to take place to reinforce and consolidate understanding.
- A guided reading timetable should be used in each classroom identifying the ‘carousel’ of activities to be undertaken by groups not engaged in reading with an adult.

### Structure of a Guided Reading Session

All Guided reading sessions follow the structure set out below:

#### **Book Introduction**

This provides the context for the reading. The teacher will activate children’s prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

#### **Strategy Check using APE and RIC**

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

#### **Independent Reading**

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

#### **Returning to the Text using APE and RIC**

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

#### **Follow Up** (developed as a separate session)

An element of the text is used to teach a specific point related to current word or sentence level work. Older children may be given the next section/chapter of the book to read with questions to think of as they read. For fluent readers the focus of a Guided Reading session should be firmly upon challenging questions generated from the teacher plus opportunities for reflective independent study of a text.

### Independent Reading

#### **Parental support**

All children are expected to take reading books home and read on a regular basis. All children will have a home school communication book to record their reading experiences. At the front of the home school communication book, there is an explanation of how parents can support their child’s reading and ideas for good reading/ reading for meaning.

Parents are asked to support school by recording reading and are encouraged to support their child’s reading on a regular basis.

Once a week the children also have opportunities to choose a text from a free choice area in the library. These are not banded and promote free reading for pleasure.

#### **Foundation Stage**

Reading and writing are developed as part of the seven areas of learning. We want to give the children the confidence to have a go and develop their understanding and skills through structured play. Resources are available for the development of Communication, Language, Reading and Writing. Opportunities are available for mark making both inside and outside as soon as our children enter nursery. Daily routines and the environment are used to promote all aspects of language. From the start of nursery, children have adult-led activities which are based upon Letters and Sounds, starting at phase one. Phase one activities continue into reception where Phases Two, Three and Four are taught, depending upon the development of the child.

The children have a home/school reading record book for recording reading. In nursery a book loan system operates. In the Reception class, initially sound cards are sent home and also common high frequency words as the children’s reading skills develop. Teaching staff listen to individual readers as often as possible. If necessary, intervention is planned according to the need of the child. This can be linked to our phonic programme, communication or language.

## **Y1/2**

Teachers listen to the children read (1:1) on a regular basis at their own individual levels. Staff record the children's reading in an individual reading log, these comments are used to contribute to their reading levels. They note the pages read and make comments in the home school communication book. This book travels between home and school. The children are expected to read daily. As a child completes a reading book the new book is recorded in the reading file/reading record.

Our independent reading books are colour banded according to the reading level. There are a variety of genres and texts, including phonic based texts. The teacher decides the reading level according to the child's ability in both fluency and comprehension. Children take home their books on a daily basis and are encouraged to change their books several times each week. Parents also use the Home School Communication book to communicate with staff on their child's progress.

Reading skills are also taught within the literacy curriculum and are planned to include key reading foci and specific reading skills as directed in the Literacy Curriculum.

## **Y3/4**

Adults (teachers, teaching assistants, volunteers) listen to the children read (1:1) on a regular basis at pupils' individual levels. Staff record the children's reading in an individual reading log, these comments are used to contribute to their reading levels. They note the pages read and make comments in the home school communication book. This book travels between home and school. As a child completes a reading book the new book is recorded in the reading file/reading record.

Our independent reading books are colour banded according to the reading level. There is a variety of genres and texts. We have also purchased Project X and Project X Code programmes to supplement phonic based reading. The teacher decides the reading level according to the child's ability in both fluency and comprehension. Children take home their books on a daily basis and are encouraged to change their books several times each week. Parents also use the home school communication book to communicate with staff on their child's progress.

Reading skills are also taught within the literacy curriculum and are planned to include key reading foci and specific reading skills as directed in the Literacy Curriculum.

## **Intervention**

Children who are not making adequate progress in reading are identified in Pupil Progress and using the school tracking systems. Class intervention programmes are used in school to support this. Class teachers are expected to plan appropriate intervention activities to focus on these next steps. Activities and outcomes are planned and evaluated; these are recorded on specific intervention sheets.

Children who are identified as SEN are given specific reading targets to meet their needs. Where appropriate, children are assessed using the PIRA Reading tests.

'Letters and Sounds' is the Key Programme used in Foundation Stage and Key Stage 1. Children who are significantly behind age related expectations may be given extra guided reading session or one to one reading. Such sessions would be short term and specifically targeted at the individual's reading level.

## **Method of Delivery**

Reading will be taught using the following resources:

- Letters and Sounds (a phonics programme) / Support for Spelling
- High frequency words
- A range of fiction, non-fiction, poetry anthologies and play scripts are stored centrally in the library and KS2 cupboard in Class 3/4HJ. These are book banded and grouped according to progression.
- Use of reading schemes, some of which are phonics based. These include: Floppy Phonics, Songbirds Phonics, Oxford Reading Tree, Oxford Treetops, Collins Big Cat, Oxford Literacy Web, Project X, Project X Code, etc. These can be found in the colour banded boxes. Oxford Reading Tree Phonic books are stored in Class RecJB.
- Guided reading resources are only to be used in class and may not be taken home. Staff are responsible for collecting and returning sets of books correctly.
- Reading Explorers reading material (KS2)
- Comprehension material (set for homework and independent activities)
- Computer hardware and software is available in all year groups, and i-pads and interactive whiteboards are available in all classes.

Children progress through our reading system at a rate suitable to their individual reading needs. At the end of each stage, a judgement will be made by the teacher as to whether the child will move on to the next colour stage of the system. Once they reach the end of the colour scheme, we give the children free choice reading, where they can choose from a range of more challenging texts. Children are encouraged to choose from a range of books within each colour code to increase their enjoyment of reading. We have implemented a Reading Passport to allow the children to take charge of their reading choices. They collect stamps and receive rewards for reading a variety of genres.

## **ASSESSMENT, RECORDING**

### **Tracking Progress and Reading Ability**

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date (Individual Reading Grids/ Reading Passport/ Guided Reading Record Sheets/ Reading Journals/ Reading Files ).

At Princefield we will have termly data collection points, where each child is given a reading level using the Literacy Curriculum age related expectations. These must be scrutinised and teachers will consider where each child best fits using their knowledge of the children and all available evidence as suggested below:

Examples of Reading Evidence:

- Guided Reading Record Sheet (each group)
- Post it notes to reflect children's responses
- Reading journals (Y2-Y4)
- Reading activity books (EY/KS1)
- Reading a range of genres/ Reading Passport
- Assessment of Reading Ages/ Diagnostic testing
- Pupil Progress and Tracking information
- Home school communication book
- Individual Reading Assessment Grids

Children are grouped according to their reading ability, but groupings should remain flexible according to individual need and progress.

### **Planning and Assessing Progress**

Setting Reading Targets:

Each term teachers will set each child a guided reading target. To do this they will analyse the Reading age related expectations and Reading Foci which are informed by observations of reading behaviours, any tests carried out, Guided Reading Record Sheets, completed work in reading journals and identify an area which the child needs to improve. These targets will be recorded on the

Reading Target Group Sheet and parents will also be informed of these targets via the Interim Reports.

#### Recording Progress:

Teachers will indicate children's progress using the Individual Reading Grids, these have been separated into Beginning/Developing, Secure and Concrete/Greater Depth. If a child has covered an object then a date/tick will be recorded, when three ticks are given this will be highlighted and a star awarded. If a child shows application of the skills in a variety of ways then a date will be entered into the mastered column. This tracking system is designed to widen and deepen the children's learning at their expected age level. Higher Ability of gifted/ talented children who are exceeding age related expectations may need to enter and experience objectives from the next age band.

Records should not be overly time consuming but provide evidence of provision and progress towards targets. If necessary, teachers should annotate the Guided Reading Record Sheet to show that the plan has been altered; e.g. a learning objective may be repeated because the majority of the children have struggled. Once completed the record sheet will provide evidence of systematic targeted teaching and assessment information for each reading group. There is a section (on the back of each sheet) for the teacher to record direct quotes made by the children.

#### Assessing progress:

- Assessment of progress is crucial to effective learning and progress in reading and it must be the basis for guided reading ability groups within each class.
- Phonic tracking will be undertaken with pupils throughout the Foundation Stage and reading assessments made at the beginning of Key Stage 1. The purpose of these will be to ensure children are reading within the appropriate 'book band' and can be grouped with pupils of similar ability.
- Brief assessment notes will be made for each pupil for each guided reading session on a Guided Reading Record sheet. This will help inform the teaching focus for subsequent sessions.
- At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for Reading.
- After each data collection point, a child's reading age expectation will be assessed and recorded. These will be discussed at Pupil Progress meetings and analysed by SLT/ Middle Managers.
- Pupils undertake End of Key Stage 1 and end of Key stage 2 tests and teacher assessments at the end of Year 2 and 6.
- Progress in reading will be communicated to parents at the parent consultation meetings, as will a child's reading target on the Interim reports. A written report will be provided in the Summer Term which will include comments relating to both progress and attitude towards reading and any reading targets needed.

#### **Role of the Subject Leader**

- To support and work with colleagues on any aspect of this policy.
- To assist with planning and selection of resources where needed.
- To keep up to date with and inform staff of new developments in reading through staff meetings and informal discussion.
- To organise and be responsible for guided reading resources in a central area and keep colleagues informed of the range of materials available.
- To liaise with the Head teacher and Governors on a regular basis, reporting any developments to the Curriculum Committee.
- Track children's progress in reading through scrutiny of class and year group assessment records, and assessment data e.g. Foundation Stage Profile scores, termly reviews, End of Key Stage 1 and 2 results.
- To monitor guided reading planning and observe the teaching of guided reading in line with the School Development Plan.

#### **Monitoring and Evaluation**

The monitoring of this policy and its implementation will be the responsibility of the Head teacher and Literacy Leader.

- The Literacy Leader will annually produce a literacy action plan which will form part of the School Development Plan.
- The Literacy Leader will observe the teaching of Guided Reading in line with the School Development Plan.
- The Literacy Leader will undertake a planning scrutiny of Guided Reading and give feedback to staff.
- Class pupil trackers and year group profile trackers will be analysed termly by the SLT to identify both progress and further areas for improvement in order to raise standards.

We value parental involvement and consider it an essential part in children's development of and enthusiasm for reading. We aim to promote a home school reading partnership in the following ways:

- Sharing information e.g. Reception new parents meetings, newsletters, home school communication book and parent consultation meetings.
- All children to take a book home to read each day to practise and consolidate the skills taught in guided reading (this will in most cases be at a lower book band than that being read in guided reading)
- By encouraging parents to monitor home reading by commenting in the home reading diary
- Parents are welcomed into the school to hear pupils read.

**Reviewed: R. Cashmore, Literacy Co-ordinator, Feb 2015**

**To be reviewed: Feb 2016**

### **Appendix – Reading New Curriculum Yearly Objectives**

#### Key Stage 1

Children are taught to:-

#### **Y1 Word Reading**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [*for example, I'm, I'll, we'll*], and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### **Y1 Comprehension**

*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;

- being encouraged to link what they read or hear read to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales;
- retelling key stories, fairy stories and traditional tales considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems;
- recite some rhymes and poems by heart;
- discussing word meanings, linking new meanings to those already known.

*Understand both the books they can already read accurately and fluently and those they listen to by:*

- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read;
- as they read correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

## Y2 Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

## Y2 Comprehension

*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;
- discussing the sequence of events in books and how items of information are related;
- becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
- retell a range of stories, fairy stories and traditional tales;
- being introduced to non-fiction books that are structured in different ways;
- recognising simple recurring literary language in stories and poetry;
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary;
- discussing their favourite words and phrases;
- continuing to build up a repertoire of poems learnt by heart;
- appreciate poems reciting some, with appropriate intonation to make the meaning clear.

*Understand both the books that they can already read accurately and fluently and those that they listen to by:*

- checking that the text makes sense to them as they read and correcting inaccurate reading;
- making inferences on the basis of what is being said and done;
- answering questions;
- asking questions;



- predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Year 3/4 Reading Age Related Expectations

#### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Comprehension

*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- using dictionaries to check the meaning of words that they have read;
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
- identifying themes and conventions in a wide range of books;
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- discussing words and phrases that capture the reader's interest and imagination;
- recognising some different forms of poetry [*for example, free verse, narrative poetry*].
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
- asking questions to improve their understanding of a text;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- identifying main ideas drawn from more than one paragraph and summarising these;
- identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Year 5 Reading Age Related Expectations

### Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

### Comprehension

*Maintain positive attitudes to reading and understanding of what they read by:*

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;
- recommending books that they have read to their peers, giving reasons for their choices;
- identifying and discussing themes and conventions in and across a wide range of writing;
- making comparisons within and across books;
- learning a wider range of poetry by heart;
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

*Understand what they read by:*

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;
- asking questions to improve their understanding;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- summarising the main ideas drawn from more than one paragraph;
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;
- identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion;
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves;

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;
- Explain and discuss their understanding of what they have read.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

## **Appendix 2 - Quick View- Agreed Procedures**

- Guided Reading sessions should take place daily and should last about 20 minutes.
- The books used for Guided Reading sessions should be more challenging than the level that the children have for their reading book which they take home.
- The class teacher/HLTA should work with each group at least once a week.
- Independent activities (those activities carried out when the group is not working with the teacher/teaching assistant in a focus group) should be of high quality and have a clear objective to move the children's learning on.
- Key Stage 2 should have a guided reading session and a follow up session, these should be consecutive, then three independent (may be unrelated) activities, with the focus planned and shared with children.
- Key Stage 1 children should have, a guided reading session and then a follow-up session and three independent activities (which may be unrelated).
- In KS2 each child should have a Guided Reading Journal to record any work carried out (pre reading, guided reading, follow up work, independent work).
- In KS1 each child should have a Reading Activity book to record any work carried out (pre reading, guided reading, follow up work, independent work). The children's reading work (sheets and paper) should be filed into a Reading Folder.
- Planning sheets should be completed for each group.
- Any children who moves reading colour group should have their names updated on the class Guided Reading Group list. It is useful for the next teacher if the date or half term is recorded too. At the end of each academic year the correct reading colour group and assessment grids need to be current and passed on to the next teacher.