

Brabyns Guided Reading Policy – 2017.18

Key Principles:

- The aim of the policy is to encourage, develop and extend independent reading skills
- Children grouped on the basis of their reading ability
- Each child has their own copy of the text, chosen to match the group's reading level
- Ideally, texts need to be at 'instructional' level (90 – 94% accuracy) – children should only mis-read one in every ten words
- Prior to each session, the teacher will have selected reading strategies and key vocabulary, on which to focus, based on children's needs and evidence from previous session
- If at all possible, guided reading sessions should take place outside of the English session as part of additional English teaching.
- Children should have at least 1 guided reading session a week. Early readers and children reading below age expectations should benefit from at least 3 weekly sessions
- Guided reading should be planned before each session, in order for effective learning to take place. However, detailed written plans are not realistic on a regular basis
- Observation and running records will inform teacher assessment, alongside observations of children during shared and independent reading in both English sessions and across the curriculum
- Developing children's understanding and key vocabulary to answer questions relating to specific Rising Stars targets needs careful thought and planning. Links to these RS targets and objectives which can be easily assessed through guided reading are in this policy
- Guided reading sets are stored on labelled shelves in the staff study. All staff and children using these books need to take responsibility for ensuring resources are kept in good condition. There is a signing out/in folder to be completed each time book bags are taken out or put back.

Assessment Focus 1

Use a range of strategies, including accurate decoding of text, to read for meaning.

Assessment Focus 2

Understand, describe, select or retrieve information, events or ideas from texts and use quotation as reference to text.

Assessment Focus 3

Deduce, infer or interpret information, events or ideas from texts.

Assessment Focus 4

Identify and comment on the structure and (if possible) organisation of texts, including grammatical and presentational features at text level.

Assessment Focus 5

Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

Assessment Focus 6

Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.

Assessment Focus 7

Relate texts to their social, cultural and historical contexts and literary traditions.

Teaching Sequence

1. **Book introduction:** support the children through:
 - Reading the title
 - Talking about the type of the book and looking at the pictures
 - Locating difficult words and unfamiliar concepts or new names.
2. **Strategy check:** review specific reading strategies that the children have been taught and remind them to use them. Key reading strategies for early readers include:
 - Locating known words
 - Blending sounds together
 - Developing fluency and expression
 - Self-correcting
 - Monitoring – expecting their own reading to make sense
 - Using knowledge of context
 - Cross-checking one reading strategy against another to avoid or correct errors.
3. **Independent reading:** children read the book at their own pace. Monitor individuals and use appropriate prompts to encourage problem-solving. Praise correct use of reading strategies.
4. **Returning to the text:** briefly talk about what has been read to check children's understanding. Praise problem solving and use of reading strategies.
5. **Response to the text:** encourage the children to respond to the book either through a short discussion where they express opinions, or through providing follow up activities.
6. **Re-reading guided texts:** children can re-read texts to themselves or with a partner as an independent activity to give them opportunities to develop fluency and expression and to build up reading stamina.

As children become confident and fluent readers, the focus of guided reading sessions should be on developing their understanding of and response to texts through higher level questioning and effective dialogic teaching strategies.

Dialogic teaching involves ongoing talk between **teacher** and students, not just **teacher**-presentation.

Assessment & Guided Reading

1. Teachers to use ongoing teacher assessment and formal assessment results; standardised scores and reading ages to ensure children are grouped appropriately, according to their reading level.
2. During a guided reading session, teachers will observe, listen and note (where appropriate) children's achievements/next steps so as to contribute to ongoing assessment.
3. Movement of children between groups will be decided by the teacher, based on this continual assessment.
4. Guided reading books are stored in School and are separated into: EYFS, Key Stage 1, Lower Key Stage 2 & Upper Key Stage 2. There are also a selection of books and toy bags. A full list of these resources are at the end of this policy
5. A signing in and out book is also stored in the staff study for teachers to complete when they remove or return books

Guided Reading Objectives – Year 1

These Objectives can be easily assessed through Guided reading.

Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 1 Y1 AF1	Read aloud accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies. RS: 1.1.a.8	I can correctly read aloud the words from my book.
KS 1 Y1 AF1	Reread these books to build up their fluency and confidence in word reading. RS 1.1.a.9	I reread my books so I can become a better reader.
KS 1 Y1 AF1	Checking that the text makes sense to them as they read and correcting inaccurate reading. RS 1.2.e.2	I check what I am reading makes sense as I am reading through it.
KS1 Y1 AF2	Drawing on what they already know or on background information and vocabulary provided by the teacher. RS 1.2.e.1	I understand the book I can read.
KS1 Y1 AF 2	Discussing the significance of the title and the events. RS 1.2.f.1	I discuss the titles and events from the books I read.
KS 1 Y1 AF2	Explain clearly their understanding of what is read to them. RS 1.2.j.2	I can explain what has happened in the story someone has just read to me.
KS 1 Y1 AF 2/3	Predicting what might happen on the basis of what has been read so far. RS 1.2.g.1	I like to predict what happens next, based on what has been read so far.
KS 1 Y1 AF 3	Making inferences on the basis of what is being said and done. RS 1.2.f.2	I can tell you about why a character does or says some things.
KS1 Y1 AF 5	Discussing word meanings, linking new meanings to those already known. RS 1.2.d.1	I discuss what words mean.
KS 1 Y 1 AF 7	Being encouraged to link what they read or hear read to their own experience. RS 1.2.a.2	When I read, I can tell you of similar things that have happened to me.

Year 1 - These Objectives could be assessed during Guided reading.
 Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 1 Y1	Apply phonic knowledge and skills as the route to decode words. RS 1.1.a.1	I can read words from by breaking them down into sounds.
KS 1 Y1	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes. RS 1.1.a.2	I quickly read my given letters or groups of letters.
KS 1 Y1	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. RS 1.1.a.3	I read new words by blending letter sounds together.
KS1 Y1	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. RS 1.1.a.4	I can read some unusual words.
KS1 Y1	Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. RS 1.1.a.5	I know how to read my wordlist including words ending in –s, -es, -ing, -ed, -er and –est.
KS 1 Y1	Read other words of more than one syllable that contain taught GPCs RS 1.1.a.6	I can correctly read the longer words on my wordlist.
KS 1 Y1	Read words with contractions (I'm, I'll, we'll etc) and understand that the apostrophe represents the omitted letter(s).	I can read words that contain missing letters such as I'm, I'll and we'll.

Guided Reading Objectives – Year 2

These Objectives can be easily assessed through Guided reading.

Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 1 Y2 AF1	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. RS 2.1.a.6	I can read most words quickly and accurately.
KS 1 Y2 AF1	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. RS 2.1.a.7	When I see a word I have not read before, I can sound out the word without help from an adult.
KS 1 Y2 AF1	Reread these books to build up their fluency and confidence in word reading. RS 2.2.e.8	When I reread my books, I become better and better at reading the text.
KS1 Y2 AF2	Discussing the sequence of events in books and how items of information are related. RS 2.2.e.1	When I read, I can tell you about things in the order they happen and if they are connected.
KS1 Y2 AF 2	Drawing on what they already know or on background information and vocabulary provided by the teacher. RS 2.2.e.2	I understand the books I can read.
KS 1 Y2 AF2	Answering and asking questions. RS 2.2.f.2	I can answer and ask questions about what I have read.
KS 1 Y2 AF 2/3	Predicting what might happen on the basis of what has been read so far. RS 2.2.g.1	I like to guess what happens next, in a story, using what I already know has gone on before.
KS 1 Y2 AF 3/6	Making inferences on the basis of what is being said and done. RS 2.2.f.2	I can tell you why certain things happen in a book or why a character says the things they do.
KS1 Y1 AF 5	Discussing and clarifying the meanings of words, linking new meanings to those already known. RS 1.2.d.1	I discuss the meanings of words.
KS 1 Y 2 AF 5	Discussing their favourite words and phrases. RS 2.2.h.1	I am happy to tell you my favourite words and phrases from my reading.

Year 2 -These Objectives could be assessed during Guided reading.
 Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 1 Y2	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent RS 2.1.a.1	I can read words quickly because I know how to sound out all parts of a word.
KS 1 Y2	Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes RS 2.1.a.2	I read by blending together the sounds I know and can read out within a word.
KS 1 Y2	Read accurately words of two or more syllables that contain graphemes as above. RS 2.1.a.3	I can read words with two or three syllables.
KS1 Y2	Read words containing common suffixes. 2.1.a.4	I can read words with common word endings, such as -ing and -ed.
KS1 Y2	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. RS 2.1.a.5	I can read a range of unusual words from our word lists

Guided Reading Objectives – Year 3/4

These Objectives can be easily assessed through Guided reading.

Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 2 Y3/4 AF2	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. RS 4/3.2.e.1	I check what I am reading makes sense by talking about it.
KS 2 Y3/4 AF2	Asking questions to improve their understanding of a text. RS 4/3.2.e.2	I ask questions to help me understand more about a book.
KS 2 Y3/4 AF2	Retrieve and record information from non-fiction. RS 4/3.2.i.1	I can use non-fiction books to find out about things.
KS2 Y3/4 AF2	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. RS 4/3.2.j.1	I can take turns when discussing books I have read, or had read to me and listen to what others have to say.
KS2 Y3/4 AF 2/3	Predicting what might happen from details stated and implied. RS 4/3.2.g.1	I can predict events in stories from what I have read.
KS 2 Y3/4 AF3	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. RS 4/3.2.f.1	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
KS 2 Y3/4 AF 4/5	Identifying how language, structure and presentation contribute to meaning. RS 4/3.2.h.2	I understand that the way books are set out help the reader to identify the meaning.
KS 2 Y3/4 AF 5	Discussing words and phrases that capture the reader's interest and imagination. RS 4/3.2.h.1	I discuss the meanings of words and phrases that interest me.
KS2 Y3/4 AF 6	Identifying themes and conventions in a wide range of books. RS 4/3.2.b.2	I can identify themes and conventions in a wide range of books I read.
KS 2 Y3/4 AF 6	Identifying main ideas drawn from more than one paragraph and summarising these. RS 4/3.2.e.3	I can tell what the main ideas in a book are from reading a number of paragraphs.

Year 3/4 -These Objectives could be assessed during Guided reading.
 Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 2 Y3/4	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. RS 4/3.3.1.a.1	I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
KS 2 Y3/4	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. RS 4/3.1.a.2	I am aware that some words sound different to how they are spelt

Guided Reading Objectives – Year 5/6

These Objectives can be easily assessed through Guided reading.

Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 2 Y5/6 AF2	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. RS 6/5.2.j.3	I can present or debate on topics I have read about, using notes if necessary.
KS 2 Y5/6 AF2	Provide reasoned justifications for their views. RS 6/5.2.j.4	I am able to justify my views.
KS 2 Y5/6 AF2	Retrieve, record and present information from non-fiction. RS 6/5.2.i.2	I can retrieve, record and present information from non-fiction.
KS2 Y5/6 AF2	Asking questions to improve their understanding. RS 6/5.2.e.2	I can ask questions about what I have read to further improve my understanding.
KS2 Y5/6 AF 2/3	Predicting what might happen from details stated and implied. RS 6/5.2.g.1	From my reading, I can predict what may happen in a story from the details given and suggested in the text.
KS 2 Y5/6 AF2/6	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. RS 6/5.2.e.3	I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.
KS 2 Y5/6 AF 3	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. RS 6/5.2.f.1	I can show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.
KS 2 Y35/6 AF 3	Distinguish between statements of facts and opinion. RS 6/5.2.i.1	I can distinguish between statements of fact and opinion.
KS2 Y5/6 AF 4	Identifying how language, structure and presentation contribute to meaning. RS 6/5.2.h.2	I can show how language, structure and presentation all contribute to meaning in texts I read.
KS2 Y5/6 AF4/6	Reading books that are structured in different in different ways and reading for a range purposes.	I understand what I red, even though books are set out in different ways

	RS 6/5.2.a.2	and are written for different purposes.
KS 2 Y5/6 AF 5	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. RS 6/5.2.e.1	I check my understanding of books I have read through discussion and exploring the meaning of words.
KS 2 Y5/6 AF 5	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. RS 6/5.2.h.1	I know authors use particular language which will have impact on me, the reader.
KS 2 Y5/6 AF 7	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. RS 6/5.2.j.2	I participate in discussions about books that I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.

Year 5/6 -These Objectives could be assessed during Guided reading.
Note: Rising Stars Progression Statement codes for your reference.

Key Stage	Objective	Child Target
KS 2 Y5/6	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. RS 6/5.1.a.1	I use the words and word parts that I can read and understand already to think about what new words mean and sound like.

Suggested questions for AF2 – AF7 – fiction & non fiction

AF	Fiction	Non-Fiction
2	<ul style="list-style-type: none"> -Where does the story take place? -When did the story take place? -What did the character look like? -Where did the character live? -Who are the key characters in the book? -What happened in the story? -What kinds of people in the story? -Explain something that happened at a specific point in the story? 	<ul style="list-style-type: none"> -What is the text about? What is the title of the text? Who is the author of the text? -What kind of things would you expect to see in this book? -Can you find examples of different features of this text type? -Find something that interests you from the text. Explain why you chose that particular part. -Where would you look to find out what a technical word means? -What is on the cover of the book? What does this tell you about the content inside?
3	<ul style="list-style-type: none"> -If you were going to interview this character/author, which questions would you ask? -Which is your favourite part? Why? -Who would you like to meet most in the story? Why? -What do you think would happen next if the story carried on past the ending of the book? -Who was the storyteller? How do you know? -Predict what you think is going to happen next. Why do you think this? -Is this a place you could visit? Why/why not? -How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you? 	<ul style="list-style-type: none"> -Which parts of the book could help you find the information you need? -When would you use the contents page in the book? -When would you use the index page in the book? -What sort of person do you think would use this book? -When might someone use this book? Why? -Can you suggest ideas for other sections or chapters to go into the book? -Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?
4	<ul style="list-style-type: none"> -Were you surprised by the ending? Is it what you expected? Why/why not? -What is the main event of the story? Why do you think this? -How has the text been organised? -Why do you think authors use short sentences? -How did you think it would end/should end? -Has the author used an unusual layout in the text? If so, describe it and say why you think they did this? -Has the author used a variety of sentence structures? -Has the author put certain words in bold or <i>italic</i>? Why have they done this? 	<ul style="list-style-type: none"> -Can you find an example of a page you think has an interesting layout? Why did you choose it? -Why have some of the words been written in <i>italics</i>? -What are the subheadings for? -Why have some of the words been written in bold? -How does the layout help the reader? -What is the purpose of the pictures? -Can you find examples of words which tell you the order of something? -What kind of a text is this? How do you know?
5	<ul style="list-style-type: none"> -Why did the author choose this title? -Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text? -Can you find some examples of effective description? What makes them effective? -Which part of the story best describes the 	<ul style="list-style-type: none"> -Why does this book contain technical vocabulary? -Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence? -Are there any examples of persuasive language?

	<p>setting?</p> <ul style="list-style-type: none"> -Can you find examples of powerful adjectives? What do they tell you about a character or setting? -Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting? -Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting? -Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means? 	<ul style="list-style-type: none"> -Why do we need a glossary in a text?
6	<ul style="list-style-type: none"> -Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish? -Why did the author choose this setting? -What makes this a successful story? What evidence do you have to justify your opinion? -How could the story be improved or changed for the better? -What was the most exciting part of the story? Explain your answer as fully as you can. -What genre is this story? How do you know? -What was the least exciting part of the story? Explain your answer as fully as you can. -When the author writes in short sentences, what does this tell you? 	<ul style="list-style-type: none"> -Why has the writer written this text? -Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully -Why did the writer choose to present the information in the way they did? -How could the information be presented better? -What makes this text successful? -Are there any features that it hasn't got? Why do you think it doesn't have them? -Can you think of another text that is similar to this one? What are the similarities and differences between them?
7	<ul style="list-style-type: none"> -Do you know another story, which deals with the same issues eg social, cultural, moral issues? -Have you ever been in a similar situation to a character in the book? What happened? -How would you have felt in the same situation? -What would you have done differently to the character in a particular situation from the book? -How would you feel if you were treated in the same way as the main character? -What did the story make you think of? -Have you read any other stories that have similar characters to this one? If so, which story was it and what happened? -Do you think this book is trying to give the reader a message? If so, what is it? 	

EYFS

Duck in the Truck
6 Copies

The Rabbits Tale
5 Copies

Tom's Mad Mop
9 Copies

The Wish Fish
5 Copies

Mouse Moves House
6 Copies

Billy Bumps Builds a Palace
6 Copies

What's the Time Mr Wolf
5 Copies

Have you seen the Crocodile
6 Copies

Say Please
6 Copies

E I E I O
Gus Clarke
6 Copies

Say Please
Virginia Austin
6 Copies

Key Stage 1
Big Book Packs

Farmer Duck
Vivian French
1 Large Copy
5 Small Copies

Growing Frogs
Vivian French
1 Large Copy
5 Small Copies

The Big Sneeze
Ruth Brown
1 Large Copy
5 Small Copies

Mr Big
Ed Vere
1 Large Copy
5 Small Copies

The Pig in the Pond
Martin Waddell
1 Large Copy
5 Small Copies

Nine Ducks Nine
Sarah Hayes
1 Large Copy
5 Small Copies

This is the Bear
Vivian French
1 Large Copy
5 Small Copies

Can't You Sleep Little Bear
Martin Waddell
1 Large Copy
5 Small Copies

Suddenly
Colin McNaughten
1 Large Copy
5 Small Copies

Key Stage 1 Blue Bags

Bear
3 Copies
1 Toy

Little Princess
5 Copies
1 Toy

Victoria and the Crouded Pocket
1 Copy
1 Toy

Fox
3 Copies
1 Toy

Ladybird
1 Copy
1 Toy

Quiet
1 Copy
1 Toy

Badger
5 Copies
1 Toy

Threadbear
Mick Inkpen
1 Copy
1 Toy

Goose
1 Copy
1 Toy

Key Stage 1

Baby Hulaballo
6 Copies

But Excuse Me That Is My Book
Charlie & Lola Story
10 Copies

Tales of the Naughty Little Rabbit
Peter Rabbit
6 Copies

The Fish Who Could Wish
John Bush
6 Copies

Monkey Do
Allan Ahlberg
6 Copies

Simpkin
Quentin Blake
6 Copies

Mr Gumpy's Outing
John Burningham
6 Copies

The Gruffalo
Julia Donaldson
5 Different Copies
1 CD

Winter King, Summer Queen
Mary Lister
1 Copy
1 CD

Katie Morag and the New Pier
Mairi Hedderwick
1 Copy
1 CD

The Emperor of Ansvudia
Chris Riddell
6 Copies

Fly By Night
June Crebbin
6 Copies

Who Sank the Boat
Pamela Allen
6 Copies

Little Red Riding Hood
Jonathon Langley
6 Copies

Hairy Maclary from Donaldsons Diary
Lynley Dod
6 Copies

The Best Dog in the World
Miriam Moss
6 Copies

Chicken Licken
Jonathan Allen
6 Copies

My Friend Harry
Kim Lewis
6 Copies

Hansel and Gretal
Margaret Mayo & Philip Norman
6 Copies

Little Mouse and the Big Red Apple
AH Benjamin
6 Copies

Mary Mary
Sarah Heyes
6 Copies

Lazy Jack
Tony Ross
6 Copies

Mr Mumbles Fabulous Flybrows
Jamie Rix
6 Copies

Dan and Diesel
Charlotte Hudson & Lindsey Gardines
6 Copies

Emekas Gifts
Ife Onyfulu
6 Copies

Puss in Boots
Maira Butterfield
6 Copies

The Muddled Monsters
Scoular Anderson
6 Copies

The Romantic Giant
Kate Umanshy
6 Copies

The Giddy Goat
Jamie Rix
6 Copies

Key Stage 1 Rhyme Pack
Various Authors
6 Different Books

Key Stage 1 Poetry Pack
Various Authors
12 Different Books

Autumn Pack
Various Authors

Lower Key Stage 2

Flat Stanley
Jeff Brown
4 Different Copies

The Owl Who Was Afraid of the Dark
Jill Tomlinson
13 Copies

The Iron Man
Ted Hughes
17 Copies

Sophies Snail
Dick King Smith
16 Copies

The Legend of the Lost Keys
Jim Eldridge
15 Copies

The Raft
Alison Morgan
17 Copies

Sky Hunter II
Leonard Kingston
12 Copies

Earth Warp
Mary Hoffman
20 Copies

The Hairy Hands
Gene Kemp
3 Copies

Bobby the Bad
Dick King Smith
8 Copies

Meet Me By the Steelmen
Theresa Tomlinson
6 Copies

Sleepovers

Jacqueline Wilson
6 Copies

Dad on the Run
Sarah Garland
6 Copies

Secret Friends
Elizabeth Laird
6 Copies

Lizzie Zipmouth
Jacqueline Wilson
6 Copies

Sarah Scorer
Sally Christie
6 Copies

4 You Magazine
Gillian Powell
15 Copies

Country Pancake
Anne Fine
10 Copies

Butterfly Lion
Michael Morporgo
21 Copies

Powder Monkey
Maureen Rylance
17 Copies

Stanley and the Magic Lamp
Jeff Brown
13 Copies

Sir Garibald and the Hot Nose
Marjorie Newman
6 Copies

The Little Mermaid
Hans Christian Anderson/ Andrew Matthews
6 Copies

Thumbelina and The Tin Soldier
Hans Christian Anderson/ Andrew Matthews
6 Copies

Cinderboy
Lawrence Anholt and Arthur Robins
7 Copies

Mr Majeika
Humphrey Carpenter
6 Copies

Higher Key Stage 2

The Otterbury Incident
Cecil Day Lewis
10 Copies

The Village of Round and Square Houses
Ann Grifalcori
15 Copies

The Secret
Ruth Thomas
13 Copies

Prince Caspian
C.S Lewis
19 Copies

When Hitler Stole Pink Rabbit
Judith Kerr
14 Copies

Twelve Great Black Cats
Sorche Nic Leadhas
8 Copies

The Weird Stone of Brisingomen
Alan Garner

11 Copies

Clarence Takes a Vacation

Patricia Lauber

14 Copies

Goodnight Mr Tom

Michelle Magorain

21 Copies

Flour Babies

Anne Fine

13 Copies

The Beast of Whixall Moss

Pauline Fisk

6 Copies

Coming To England

Florella Benjamin

12 Copies

Hot Stuff

Hazel Townsen

12 Copies

Snow Maze

Jan Mark

11 Copies

Pongwiffy and the Pantomine

Kaye Umansky

6 Copies

Until I met Dudley

Roger McTough

6 Copies

The Choking Peril

Hazel Townsen

12 Copies

Lets Go To London

Kaye Umansky

6 Copies

Guided Reading Activities

AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

1. Use a CHARACTER CIRCLE to write a description of the main character. (A circle is split into three segments, labelled 'appearance', 'behaviour' and 'feelings'.)
2. Create a mind-map/sociogram of all the characters in the story and their relationships to each other.
3. Draw and label a picture of a character based on a description from the text.
4. Surround a picture of a character with words and phrases from the text that relate to them.
5. Model a character based on a description from the text.
6. Create a character relationship grid giving evidence from the text to explore character relationships.
7. Draw a map of the location of the story.
8. Draw and label the setting based on a particular section of text.
9. Write an alternative blurb for the book.
10. Write a 50 word summary of the story - mini saga.
11. Draw a story map.
12. Draw a story board with speech bubbles for characters.
13. Write a summary of each chapter as you read it – include only the main details.
14. Write a news report about something that happened in the story.
15. List ten facts you have discovered from your reading.
16. Write ten questions for someone else to answer (write the answers as well).
17. Look up words that are unknown and write a dictionary definition. Put them into sentences.
18. Create a text map for a non-fiction text using words and pictures.
19. Draw a diagram based on information from the book.
20. Follow instructions from a text to make an object.

**AF3 – deduce, infer or interpret information, events or ideas
from texts**

21. Write in role as a character from a story – a personal letter, a formal letter, a postcard, a diary entry.
22. Write a letter of advice to a character in trouble.
23. Write a set of questions to a character, with possible replies.
24. Predict what might happen when you are part way through the book.
25. Take part in a character ranking exercise. Rank the main characters in terms of most powerful/honest/kindest etc.
26. Write a thought bubble for a character at a key moment in the story when they are not actually speaking.
27. Create a **ROLE ON THE WALL** for the main character from the story.
28. Complete a feelings graph to show how emotions develop through the story.
29. Imagine a school report card for a character in the story. Give them grades and comments for the main school subjects.
30. Select a key scene from a story. Retell the scene from the point of view of a different character. How does this change the reader's perception of events?

AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

31. Draw an alternative front cover for the book.
32. Write a set of questions to the author.
33. Complete a story comparison chart. Read several versions of the same story and note the similarities and differences between the versions.
34. Re-write the text for a younger child, considering which features need to be altered. Write about what you changed and why.
35. Evaluate a range of non-fiction texts based on their presentational features.
36. Compare several sets of instructions. Which is the best for children of a particular age and why?

AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

37. Find 5 words that you don't know the meaning of and research them.

38. Make a list of words/phrases that create a particular mood/atmosphere.

39. Engage in a Word Tracker activity. Focus on a particular group of words e.g. words to do with appearance and find them in a range of texts and suggest alternatives. Which would be best to describe the main character in the story you are reading?

40. Sequence cards to re-create a recount or set of instructions.

AF6 – identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

41. Write a poem based on the picture book you have read –
QUICK WRITE.

42. Write an alternative ending for the book.

43. Write a recommendation for this book.

44. Write an advert for the book, either in drawing or in writing.

45. Compile a bank of words/phrases you like and could use in your own writing.

46. Think of a new title for the book and explain your thinking.

47. Write a postcard or letter to a friend about the book you are reading and why you like or dislike it.

48. Write about your favourite part of the book and why you liked it.

49. Write about your favourite part of the book and why you liked it.

AF7 – relate texts to their social, cultural and historical traditions

50. Respond to questions relating to PICTURES in picture books.

51. Complete a CONNECTIONS BOARD for the story you have read.

52. Draw a picture of your favourite character and complete: This character reminds me of someone I know because... This character reminds me of myself because... This character is like (name of character) in (title of work) because...

53. Create a wanted poster for a villain in the story.

54. Imagine that this text was written in another time or place. What would need to change? Write a key scene from the story from this new perspective.

55. Look at a range of texts by the same author. What do these books have in common?

56. Look at a range of books with similar themes. Compare and contrast the settings and characters and how the different authors portray the same messages.