

Juniper Hill School

Guided Reading Policy



Kindness Enjoyment Achievement

Written February 2026

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Intent

At Juniper Hill School we want to maintain and enhance a passion for reading in Key Stage 2. We want our children to be exposed to a rich variety of texts that will inspire them to become life-long readers. Our aim is to expose our children to an array of vibrant texts through a consistent and well-structured reading approach. This will build upon the skills and knowledge that they have acquired in the Early Years Foundation and Key Stage 1.

Our approach to guided reading is embedded in our school motto.

Kindness - Children are supported in a nurturing yet challenging environment. They are encouraged to give their best selves. Teachers at Juniper provide reading opportunities to explore and promote kindness and respect through a diverse curriculum.

Enjoyment - Children enjoy reading a range of different genres. Teachers use diverse, high-quality texts as stimulus to ignite their own reading choices. Children find enjoyment in their success, as our reading approach ensures every child works towards their own targets, thus experiencing success.

Achievement - Children are encouraged to give their best selves. At Juniper we are ambitious for our children. Children are able to achieve their targets, as our reading approach ensures child's targets are attainable; children are given small steps to achieve and progress.

Aims

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Acquire a wide vocabulary and develop an interest and love of words
- Foster an enthusiasm for and love of reading for life.
- To ensure that all children are taught to read at the appropriate level.
- To ensure that all children make accelerated progress.
- To develop comprehension skills of inference and deduction.
- Know and understand a range of genres.
- Appreciate our rich and varied literary heritage.

Implementation

Children are explicitly taught the skills of reading (outlined in the National Curriculum) through the use of VIPERS which was created by Rob Smith (Literacy Shed.)

The VIPERS acronym stands for:

Vocabulary

Inference

Prediction

Explain

Retrieve

Summarise

These specific reading skills will be taught in weekly sessions of either 2 x 45 minutes or 3 x 30-minutes (depending on year group.) During a typical session the teacher will share

the VIPERS skills the children will be focusing on for that session. Teachers carefully select up to 5 key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPER sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during English sessions.

The children will focus on one text per half term. These texts have been collaboratively and carefully selected by our Juniper Hill teaching staff and should ensure that each pupil is exposed to a wide and varied range of genres. Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in Kagan teams, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Teachers plan key questions each session based on the VIPERS focuses.

Children are encouraged to orally speak the answer before writing anything down, acknowledging their first answer may not always be their best. At times children are given sentence stems and vocabulary that is expected to be used within their answer. Not all questions will need a recorded answer, and teachers may allow children to work in teams to solve them.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

Impact

Guided reading provision has a profound impact on students' reading skills, comprehension, and overall achievement. By adopting this approach:

- Students develop a deep love and enthusiasm for reading, leading to increased motivation and engagement.
- Reading comprehension and analytical skills improve significantly across the curriculum, enabling students to access and understand complex texts.
- The acquisition and application of reading strategies become embedded, allowing students to independently tackle challenging texts with confidence.
- Vocabulary knowledge expands, enhancing students' ability to comprehend and articulate ideas effectively.
- Adaptive teaching ensures that every student is appropriately challenged, promoting equal opportunities for all.
- Assessment for learning enables teachers to provide targeted support and intervention, accelerating progress and closing gaps in understanding.
- Reading becomes a platform for wider learning, facilitating cross-curricular connections, and fostering intellectual curiosity.

Planning

Teachers will plan each lesson using objectives taken from the National Curriculum. We have divided these objectives into six key reading focus's; Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise. Teachers will carefully plan questions that link to the text they are reading, and the children will be expected to answer them in a variety of ways.

Assessment

Assessment is an integral part of the learning process. This includes formative assessment, which is gathered as part of weekly teaching to determine progress and the appropriate teaching focus for future learning. Teachers draw on a range of methods to assess children's reading development, including observations (planned and spontaneous), questioning/discussion and comprehension questions to accurately track and assess pupils' reading progress against the National Curriculum objectives. Teachers also gather summative assessment that measures progress over a period of time from the sources above as well as from computer adaptive and standardised tests, such as SATs Papers (Year 6), termly NFER assessments and Accelerated reader half termly star assessments. Using all this information, the teacher makes a teacher assessment, referencing a National Curriculum 'Stage', e.g. 'working towards standard', 'working at standard' or 'exceeding standard'. We also use Accelerated reader to identify gaps in learning.

Equal Opportunities, Inclusion and SEND

All pupils will have equal access to the reading curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing reading lessons. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. Cultural and gender differences are positively reflected in lessons and the teaching materials used.

British Values

Through exploring a range of carefully selected texts, the children will have the opportunity to discuss and learn about the following themes linked to our British Values.

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.
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There will be ample opportunities through high quality teaching and carefully planned reading lessons for children to explore these themes. This provision allows children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.