

Monitoring of Guided Reading for Early Readers

School:	Teacher:	Date:
Year group:	Phonics phase/step being applied:	
Focus areas	Comments	
Are children organised into reading groups which are in line with their developing phonic knowledge? Is the book closely matched to the focus phonemes from recent/current phonic sessions? Does each child have a copy of the book?		
Is there a planned sequence to develop a phonics-first approach alongside comprehension development? Does planning show progression across the week/half-term?		
Is there a clear sequence for the guided reading session? Are approaches effectively used to engage and motivate all children in the group? Warm-up - phonics, tricky words, miscues identified from previous session(s) and vocabulary Strategy check - building and blending to read Independent reading Return to the text - develop the key focus and address miscues		
Is reading time maximised for all children? Are all children reading independently and at their own pace? Are suitable strategies in place to engage and support early finishers? e.g. <i>locate focus phonemes, tricky words, find your favourite page, or re-read a directed section.</i>		
Are strategies and approaches used within the recent phonics session applied in the guided reading session? e.g. <i>tricky word cards, phonics mats, grapheme flash cards.</i>		
Are children able to read tricky words accurately and automatically within the context of a text?		
Are miscues identified and addressed in the current and future guided reading sessions?		
Are vocabulary connections explored and modelled by the adult? For example, <i>the text may read 'Dad is sad.'</i> Orally extend vocabulary by use of synonyms: <i>miserable, upset, unhappy, down in the dumps etc.</i>		
Are children given opportunities to discuss the text and explore comprehension strategies within a follow-up session?		
Does the child's home reading book, like their guided reading book, support current learning and the application of phonic skills?		