



# Eastbury Primary School

# Reading Offer



*“At a reading school, all children learn to love books, and the school is prepared to make this an absolute priority. This relentless focus on reading is important for many reasons.”*



# Vision

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At Eastbury, we aim develop a child's ability to read fluently and with confidence. More importantly, we strive to instil in every child a life-long love of reading and an appreciation for the endless experience and opportunities that books can offer.



# READING



IMPROVES  
CONCENTRATION

REDUCES STRESS

DEVELOPS STRONG  
ANALYTICAL  
SKILLS

INCREASES  
VERBAL  
INTELLIGENCE

EXPANDS  
VOCABULARY

IMPROVES  
EMPATHY

ENHANCES  
LEARNING  
CAPACITY

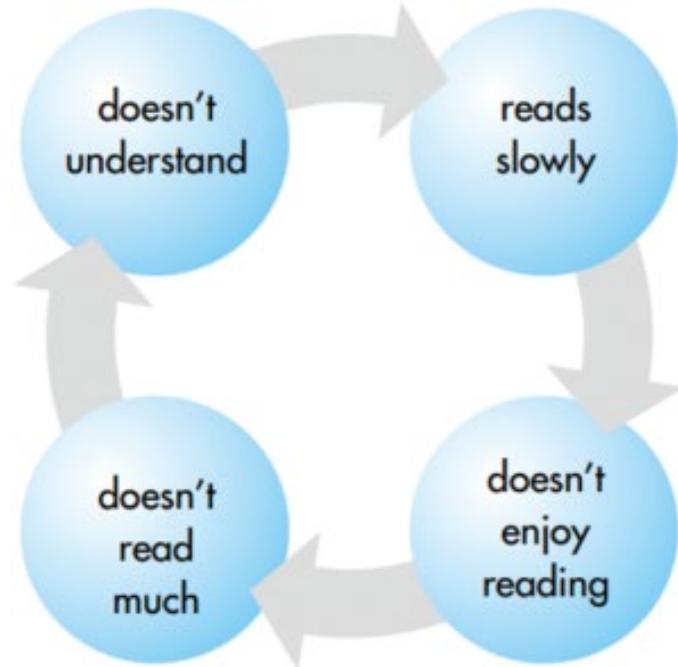
BOOSTS  
MEMORY

# The National Curriculum

- All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
- Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.
- Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

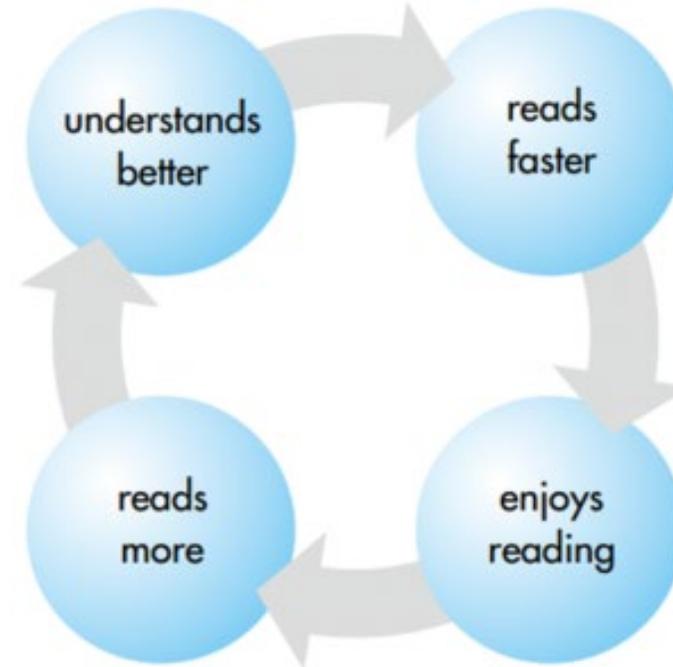
Nuttall's Circles of Weak and Good Readers (Nuttall, 1996).

**"The vicious circle of the weak reader"**



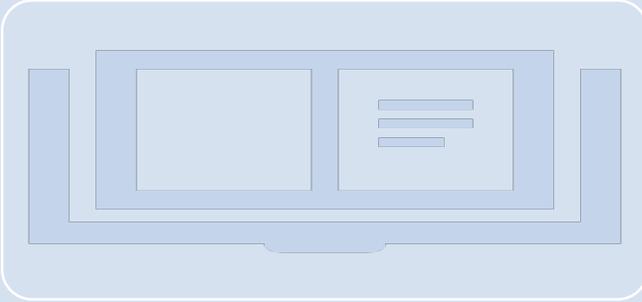
Our Challenge to Overcome

**"The virtuous circle of the good reader"**



Our Goal for All EPS Pupils

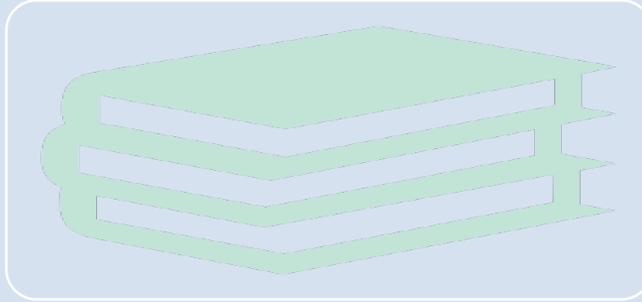
# Teaching Reading Progression at Eastbury



## Phonics –

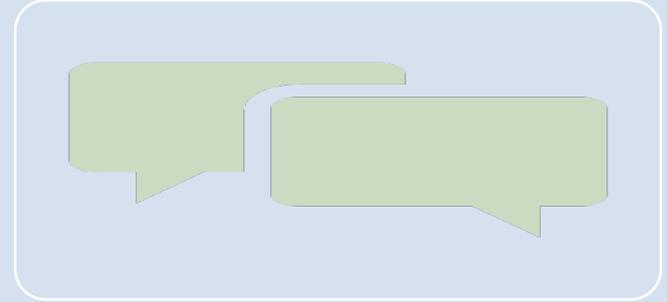
We start by teaching phonics in EYFS using the highly successful 'Read Write Inc' Phonics Programme. Children learn to recognise and 'read' the sounds in words and how these sounds can be written down through fun and engaging lessons. The children also learn to read (and spell) 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

RWI begins in EYFS and continues through to Y2 as a daily lesson for all pupils. It is used as an intervention programme for pupils needing further support in Y3 upwards



## Independent Reading-

Once children can blend sounds together to read words, they start to read books that match the phonics they have been taught and the 'tricky words' they know. We categorise our books by Book Banding, which is a method of organising books into coloured levels. These levels range from the simplest of texts for very early readers, to more complex texts for fluent readers. This system allows children to choose a book at an appropriate level and means that our pupils will have more choice about what they read, hopefully leading to increased enthusiasm for reading!



## Collaborative discussion-

From Year 2 upwards, children participate in whole-class reading lessons, using books linked to their topics, or works from acclaimed children's authors. These sessions allow the children to practise reading aloud and focus on specific reading skills while staff can monitor understanding through discussions as well as written work.

# Strategy elements

**Reading for pleasure** – Children can enjoy reading purely for reading's sake by:

*A class shared text daily*

*Opportunities for outdoor reading at lunchtimes and breaktimes (KS2 reading buddies/ambassadors)*

*Access to our Reading Hut*

*Using high quality texts*

*Opportunities for quiet reading in class throughout the week*

*A half termly Reading Newsletter, engaging families and encouraging participation through challenges and competitions*

*Free Reading Fridays across the school where children can bring any text that interests them to read*

**Range of texts** – Children are encouraged to explore a range of genres, authors and complexity of texts by:

*Using a range of age and level appropriate texts*

*Within shared reading a mixture of different genres will be explored and questioning will be used that will challenge the children.*

*Within English lessons exposure to quality fiction and non-fiction of a variety of genres.*

**Shared reading** – Children have opportunities to share texts, talk about books, read to others and be read to.

*In Year 2 upwards, shared reading takes place daily for 30 minutes and involves the teacher sharing an age appropriate class text.*

**Active engagement** – Children engage with texts through drama, role play, models, film by:

*Daily shared reading lessons*

*English lessons following the Literacy and Language scheme which provides quality texts, rich in vocabulary and offering a variety of engaging linked activities*

*Whole school events, competitions and challenges*

*Rewards and certificates to encourage and praise home reading*

**Positive role models** – Adults engage in reading themselves and talk about the books they have read

*Adults modelling reading within reading for pleasure time*

*Older and younger classes are buddied up to take part in joint reading sessions*

*Reading*

**Daily reading experiences** – All children and adults have an exposure to a reading-based activity for 20-30 minutes every day:

*Each day there will be at least one activity linked to the above expectations that children have access to on top of the daily shared reading.*

*Reading opportunities are found within daily English lessons, all other curriculum subjects, shared reading sessions, independent reading time and story time at the end of the day.*

*Teachers offer reading booster sessions after school which cover a range of skills from phonetic decoding and blending to comprehension and deeper reading skills.*

## **Offer**

RWI phonics for EYFS and KS1  
Access to school library  
Reading Hut  
Reading Newsletter  
Banded home reading books  
Daily Shared reading  
Story time  
Independent reading time  
Bug Club  
Literacy and Language scheme for English  
Reading Ambassadors in each class who promote love of reading  
Rewards and certificates to encourage and praise home reading  
Parent Reading Workshops  
Tracking of pupil progress in reading across the school throughout the year.

## **Outcome**

Consistent approach to the teaching of phonics and reading across school  
Children have the opportunity to take home books  
Children have well matched books to their reading ability and the opportunity to practice and reinforce skills  
Children have the opportunity to discuss reading and share ideas  
Children have access to quality texts  
Teachers are models as readers for the children

## **Benefit**

- Increased interests and participation
- Better literacy skills
- Increased pleasure in reading
- Parental engagement

## **Evidence**

### **EPS READING TRENDS**

- EYFS- above national average for 4 consecutive years
- Phonics- a year-on-year improvement
- KS1 Exp- a year-on-year improvement and above national average for the past 4 consecutive years
- KS1 GD- a year-on-year improvement
- KS2 Exp- Gap closing between school and national figures
- KS2 GD- a year on year improvement with a significant rise in 2019 exceeding national figures

## **Strategic outcomes for school**

- Higher starting points on entering each key stage
- Improved capacity to deploy staff creatively
- More scope to focus on Greater Depth reading across school

# Rationale: How we aim to deliver and continue improving

Building on growth and pupil demand for a lively, engaging offer with, quality texts, reading groups, challenges, and family events

Keeping things moving forward/ continued innovation based on reflection and research into best practices

Focusing on continual staff training and sharing of best practice