

# 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

INCREASES  
VERBAL  
INTELLIGENCE

IMPROVES  
EMPATHY

BOOSTS  
MEMORY

ENHANCES  
LEARNING  
CAPACITY

EXPANDS  
VOCABULARY

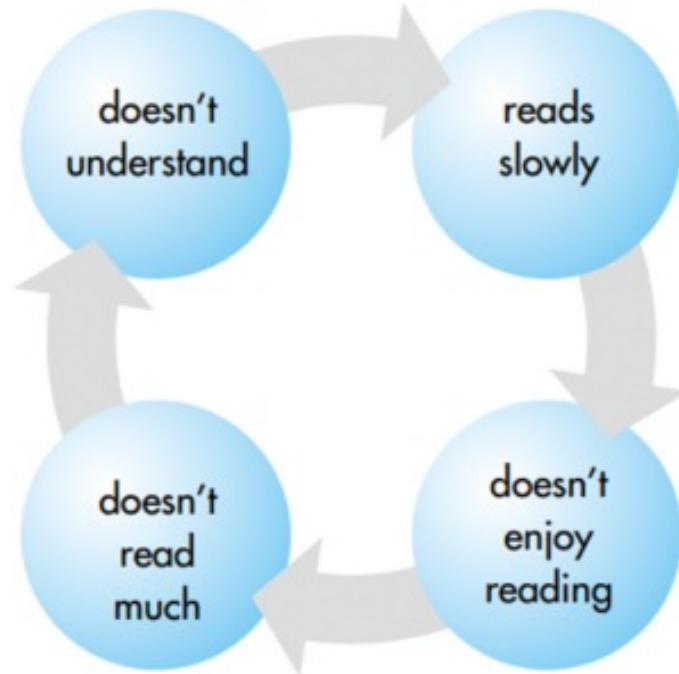
DEVELOPS STRONG  
ANALYTICAL  
SKILLS

# 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.

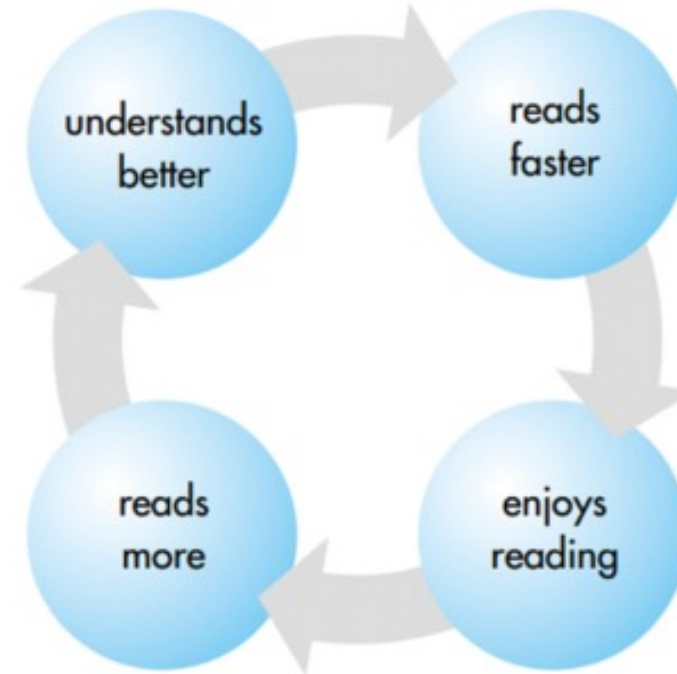
Nuttall's Circles of Weak and Good Readers (Nuttall, 1996).

**"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/reading fun club)

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

Book Club

Vending machine

Books for disadvantaged at Christmas, a book for every child when starting nursery

**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.

Our selection of literature reflects the diversity within our community so children can see themselves in what they read

**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 45 minutes and involves the teacher sharing an age appropriate class text.

In lower year groups, children are exposed to quality literature through English lessons based on a shared core 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

**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 ambassadors are elected in every class from Years 1-6 to champion the profile of reading across the school

**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  
and as a catch-up programme in KS2

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

Parent Reading Workshops

Tracking of pupil progress in reading  
across the school throughout the year.

Reading Ambassadors

Lunchtime Reading Fun Clubs

Diverse Literature

Book Club

spelling bee

fluency programme

Xmas book for PP

Welcome book for every  
child in nursery

**Outcome**

Consistent approach to the  
teaching of phonics and reading  
across school

Children have the opportunity to  
take home real books and read  
e-books

Children have well matched  
books to their reading ability  
and the opportunity to practise  
and reinforce skills

Children have the opportunity to  
discuss reading and share ideas

Children have access to high  
quality and diverse texts

Teachers are models as readers  
for the children

Children see books in a positive  
way and enjoy reading

**Benefit**

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

**Evidence**

Pupil survey indicates increased  
love of reading and positive  
attitude towards books

External review and lesson  
monitoring show high quality  
reading lessons and pupils  
actively engaged

Ks2 results on track to meet  
national with high number of  
GDS

**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