

Reading at Easton summary 2023

	Daily direct teaching – reading lessons	ERIC (Everyone reading in class)	Class story	Home school reading
EYFS	<p>In EYFS the following reading lessons should be planned for:</p> <ul style="list-style-type: none"> • 5 reading lessons a week, the children rotate activities in a carousel each day. • Teacher led – using a phonetically decodable book. • Follow up activity linked to the book. • 1:1 reading with class TA • 2 Additional activities that support the development and joy of reading. <p>In addition, there should be regular opportunities for reading, including time in lessons across the curriculum.</p> <p>Vocabulary a key thread throughout.</p>		<p>Daily whole-class reading (usually at the end of the afternoon). 20 mins. Non-negotiable. Curriculum being developed.</p>	<p>Children are expected to read at home (book or Bug Club) at least five times a week. Planners should be brought to school daily and signed by an adult in green pen. This is monitored carefully. Home school reading books should be one/ two units behind the current SW Unit being taught in class.</p> <p>Home School reading books are changed once a week – 2 books.</p> <p>Reading for pleasure Book: Children are to take home 1 library book a week from the class library box. This is recorded on the child’s library card kept in the class folder.</p>
KS1	<p>In KS1 the following reading lessons should be planned for: Year 1:</p>		<p>Daily whole-class reading (usually at the end of the afternoon or after lunch). 20 mins. Non-negotiable.</p>	<p>Children are expected to read at home (book or Bug Club) at least five times a week. Planners should be brought to</p>

	<ul style="list-style-type: none"> • Group reading sessions are 30 minutes long that happen 4 times a week. This happens outside of the classroom. During this time the teacher reads with 2 groups. The class TA – reads a story and does handwriting with the rest of the class. • Each group is heard twice a week. • Session 1 is introducing key vocabulary, focus phoneme in book, high frequency words. The children then work on building fluency in this session. • Session 2 is with the same text and continues to work on fluency and develop comprehension. <p>Year 2:</p> <ul style="list-style-type: none"> • 5 reading lessons a week, the children rotate activities in a carousel each day. • Teacher led – using a phonetically decodable book. When the children are reading fluently and have core basic skills a book banded guided 		<p>Curriculum being developed- mixture of PC Reading Spine, Author of the terms, Theme books.</p>	<p>school daily and signed by an adult in green pen. This is monitored carefully.</p> <p>Home School reading books are changed twice a week on Monday and Thursday.</p> <p>Reading for pleasure Book: Children are to take home 1 library book a week from the class library box. This is recorded on the child’s library card kept in the class folder.</p>
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	<p>reading packs can be used.</p> <ul style="list-style-type: none"> • Follow up activity linked to the book. • 1:1 reading with class TA • 2 Additional activities that support the development and joy of reading. <p>In addition, there should be regular opportunities for reading, including at times direct teaching of skills, in lessons across the curriculum.</p> <p>Vocabulary a key thread throughout.</p> <p>Afternoon interventions to include targeted reading groups</p>			
KS2	Daily direct teaching – reading lessons	ERIC (Everyone reading in class)	Class story	Home school reading
	<p>Daily taught reading lesson (30-40 minutes).</p> <p>Lessons to include the following:</p> <ul style="list-style-type: none"> • TfW fiction text / text type (3-5 lessons) • TfW non-fiction text / text type (3-5 lessons) • TfR unit (10-12 lessons) 	<ul style="list-style-type: none"> • Whole class silent reading daily - usually after lunch. (Timetable 20 mins to include register and settling etc) • Teacher to hear / teach reading with each child at least fortnightly – the 	<p>Daily whole-class reading (usually at the end of the afternoon) – 20 mins. This is non-negotiable. Usually this the class novel but other books should also be shared including picture books across the key stage.</p> <p>Lessons/activities to support engagement and develop</p>	<p>Children are expected to read at home (book or Bug Club) at least five times a week.</p> <p>Planners should be brought to school daily, signed by an adult. This is monitored carefully. Book cards must be used to record books borrowed and returned.</p>

<ul style="list-style-type: none"> • Direct comprehension practice • Lessons linked to the class novel (2+per term) • PiXL therapy lessons – to address specific skills or identified weaknesses <p>These are not necessarily full weeks, and can be delivered in any order</p> <p>In addition:</p> <ul style="list-style-type: none"> • Comprehension box week and 1-1 reading – cards provide wide-ranging content • Y5/6 Teaching Literacy Through Film units <p>The Easton six reading skills should be displayed prominently, referred to frequently and taught routinely across reading lessons</p> <p>Termly overview to be saved with planning for the term</p> <p>TfW text lessons, TfR unit and class novel lesson plans to be saved in planning files.</p> <p>In addition, there should be regular opportunities for reading, including at times direct teaching</p>	<p>“three-minute read” during ERIC</p>	<p>comprehension / understanding taught alongside (including teaching vocabulary)</p>	<p>Teachers / TAs to support book choices, including having a good knowledge of books available. In addition, one display in the book corner should promote / suggest books to read.</p> <p>Ensure a good range of books at all relevant bands are available in class, and rotate them with library stock regularly. Include NF books.</p> <p>Y4,5 and 6 – reading book is kept on table to read whenever they finish work during the day.</p> <p>Regular book recommendations – every child once per long term (timetabled) – plus regular recommendations from teachers / TAs</p>
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	<p>of skills, in all lessons across the curriculum.</p> <p>Vocabulary and background knowledge are key</p> <p>LA and new arrivals – decodeable readers</p> <p>Reading interventions</p>			
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Books are organised into two libraries, one in each building. Teachers stock classroom book areas with the appropriate range of colour-banded books and picture books / library books. (Please return banded books and picture books to the correct colour or alphabetical shelves when changing them.)

In time we aim to run some lunchtime reading clubs and library clubs.

Books taken home and lost are charged at £4.