

Parent Guide to How We Teach Reading at Ecton Brook Primary School

At Ecton Brook Primary School we give high importance to reading because we recognise that reading unlocks learning. As a child grows up, being able to read well not only enables them to discover new facts and to learn at school, but also opens them up to a world of ideas, information and opportunities. Research shows that children who read for pleasure will achieve more than those that don't in later life.

How do we ensure that reading is a priority in our school?

Our school environment actively promotes reading through an immersive environment of displays, resources and a shared language related to reading. Specific book and reading areas, including libraries, generate interest and encourage children to develop a love of reading. Books in school are thoughtfully selected to enable children to access a varied breadth of texts that generate interest and engagement and provide knowledge, information and ideas from a wide range of cultures. Teachers constantly model reading and promote its value across the curriculum. Engagement in wider activities such as reading projects and competitions, reader of the week, Reading Ambassadors and reading rewards are encountered by children throughout the year.

How do we develop reading across the school?

All children embark on a carefully planned reading journey from Reception Year to Year six. At Ecton Brook Primary we make a strong start to reading in Reception Year. From day one, children begin to learn the phonetic code (the letters and sounds that make up words) through a DfE (Department for Education) validated scheme – Sounds Write. The scheme is systematically followed in school with pace and rigor, ensuring that children quickly learn the skills of blending letter sounds to make words. To support their learning in school children are sent home with books that match up with (phonetically controlled) their learning in school. This means that children can enjoy practising their new learning with those at home, whilst enjoying discussions about the pictures and characters in the book. In addition, each child takes home a library book of their choice. This may not be a book that the child can decode independently but they will gain wonderful and important reading experiences from sharing the book with their family and having it read to them.

By the end of Year one most children will have passed an early phonic screen and will be well on their way to reading age-appropriate texts with increasing fluency. For those that do not pass the screen the school provides a range of 'Keep Up' and 'Catch Up' interventions. It is important to us that all children have equal opportunities to access reading and constant monitoring and early intervention ensures that all children can access reading at their own level and progress.

Our Sounds Write phonic scheme continues through Year two and into Year three and four where appropriate. As children progress through Key Stage two, building words using the phonetic code combined with sight recognition of more complex words continues. As well as consolidating their knowledge of around two hundred high frequency words learnt in Reception and Key Stage One the children increasingly use their phonic skills to decode new, unfamiliar words using taught 'word attack' skills. A carefully planned spelling scheme ensures that children become proficient in recognising, reading and spelling a broad range of new vocabulary and high frequency words. Children develop an increasing knowledge of syllables, morphology and etymology. Expression and prosody in reading, which supports understanding of texts, is developed and children are increasingly encouraged to apply their taught knowledge of punctuation and grammar to their reading. Daily reading lessons where teachers model and teach reading skills such as

fluency, retrieval of information, inference, prediction and the ability to explain what has been read are a curriculum priority.

Children are actively encouraged to practise reading regularly. From Reception to Year six children take home books specifically selected to match their ability. In addition, children have access to our well stocked libraries which present a range of fiction and non-fiction books across a diverse range of subjects that support our school curriculum. The school has a clear expectation that children will read at home, supported by parents and carers where possible. Children have a reading-record link book which enables them to keep track of what they have been reading and gather valuable input from those at home. Books that are read at home provide children with a vital home school link and children enjoy sharing their favourites with others during class book talk sessions.

The school has a specific approach to teaching vocabulary. This ensures that children are explicitly taught new and relevant vocabulary across the curriculum during their journey through school. Increased vocabulary knowledge helps children to have a better understanding of the texts they read and begins to help them make links across the wider world. The school's speaking and listening agenda also supports children in becoming confident readers who can articulate to others what they have read and learned.

How can I support my child with reading?

The most important thing that you can do is help your child develop a love of reading! Even in our world of technological advance, reading is the key to knowledge, understanding and social development. Without reading children will struggle to access the world around them.

Here are a few ways you can support your child.

- Give your child plenty of access to a range of books and other reading materials.
- Show them how important reading is to you; point to signs, menus, leaflets etc – what can they spot?
- Share books and reading with your child. Read to them and discuss characters and experiences. Link those characters and experiences to their lives or to other books they have read. Ask your child to give their opinion about what they are reading.
- If your child asks lots of questions help them to find the answers either through information books or on the internet. Your child may not be able to read all the information, but they will begin to feel motivated to have a go.
- Encourage and support your child to read the phonetically controlled books that are sent home from school and record their progress in the school link book.

We will teach your child the skills of reading ... we ask that you help them practise as often as possible!

Here are some useful parent links to support with reading:

[Support for Parents and Carers - Sounds-Write](#)

[Tips for reading with your child | BookTrust](#)

[Reading Resources for Parents \(smartreading.org\)](#)

[Words for Life | National Literacy Trust | Words for Life](#)

[Oxford Owl for Home: help your child learn at home - Oxford Owl](#)

