



# **A reading guide for parents and carers**

## Why is reading so important?

Research says that children who read are more likely to:

- Overcome disadvantage caused by inequalities
- Be healthier and happier with better mental wellbeing and self-esteem
- Do better at school and make more progress across all subjects
- Develop creativity and empathy

You can read more about this research from the BookTrust [here](#).

In this guide we will explore how we support and promote reading in school and offer guidance on how you can support your children at home.

## What do we do in school?

- Our 'reading rich' curriculum incorporates high quality texts in lessons.
- Teachers model reading with fluency, using strategies such as echo, choral and repeated reading.
- Teachers help pupils to develop their comprehension skills using reciprocal reading strategies such as prediction, questioning, clarifying, and summarising.
- When reading we 'Track the Text', encouraging pupils to use a ruler to stay focused on the words.
- The 'Keys to Success,' our literacy policy, is embedded in teaching and is visible in every classroom and exercise book.
- We have a whole school focus on oracy (the ability to speak and listen) to support pupils' vocabulary acquisition and to enable them to articulate what they have read and correctly use any vocabulary they have learned.
- Reading in tutor time – a diverse range of fiction and non-fiction texts to build knowledge.
- Pupils can borrow books from our stock of books and reading club 'Blind Date with a Book'.
- We partner with Durham Online Library – pupils are signed up to become members of Easington Library which then allows them to access an app called BorrowBox, giving pupils access to thousands of online books and audiobooks.
- We share further reading recommendations on Pupil POD for every subject.
- We share staff and pupil recommendations.
- Our book swaps and subject libraries allow pupils to access free, good quality books covering a wide range of topics.
- We share reading recommendations on our 'Easington Reads' Instagram page.
- KS3 pupils receive reading homework tasks once per term across different subject disciplines.
- We organise charity book sales and Scholastic Book Fairs.
- Year 7 and 8 pupils receive fortnightly reading fluency lessons in English.

# How do we support our less confident readers?

For less confident readers we offer the peer tutoring programme called 'Reading Ambassadors', phonics intervention and also precision teaching.

## Peer Tutoring – 'Reading Ambassadors'

Peer tutoring is a highly effective mentoring programme that offers high quality non-fiction texts that not only help with fluency, but also enhance pupils' cultural capital and knowledge of the wider world. Research tells us that peer tutoring has a positive impact on both the tutor and tutee.

Year 7 and Year 8 pupils who have been identified as finding reading challenging are paired with trained reading mentors from years 9 and 10. During tutor time, readers are allowed to choose the non-fiction extract they wish to read and sit with their mentor for 20 minutes reading. Mentors use structured resources to develop their pupils' reading fluency through repeated reading and other fluency-specific strategies. They also support them to remember key knowledge through oral quizzing and comprehension, and will regularly assess their reading, fluency and comprehension of the texts.

## Reading Intervention

Pupils in Years 8 and 9 who need support with reading will work either 1-1 or in small groups with older pupils, the SEND team or the Reading Lead to develop their reading skills. This intervention focuses on building fluency skills, but also supports comprehension of texts and vocabulary acquisition. Pupils read a range of non-fiction and fiction texts and are supported to consolidate their understanding through oral quizzing and comprehension.

## LINK Literacy

LINK Literacy is a phonics intervention for pupils in Years 7, 8 and 9. Working in small groups, pupils develop their understanding of phonics (sounds and the letters used to represent them). Alongside the teaching of sounds, pupils develop their skills of blending and segmenting. Pupils in these sessions work with learning mentors who have undergone training both with a specialist teacher and through SEND Station. This intervention takes place in stages with pupils moving up through each phase once they have demonstrated their progress at key assessment points.

## Precision Teaching

Precision Teaching is in place to support pupils who need support word-level. The approach uses visual strategies to support pupils to decode the words they read accurately. Pupils who take part in Precision Teaching intervention will work 1-1 with a member of the SEND team. Pupils work on learning high frequency words sight words.



# Reading for pleasure

At Easington Academy, the reading culture is evident the moment you cross the threshold. Classrooms are alive with rich reading talk and pupils can articulate how they are supported in lessons.

Reading is promoted by all staff and is celebrated across the school, both within lessons and in the wider aspect of school life.

Here are some of the things we do to promote reading for pleasure:

- **Staff and pupil reading recommendations.**
- **Book swaps** – pupils can swap books they are finished with for new books.
- **Subject libraries** – recommended books linked to different subject areas.
- **Book sales** to raise money for the charities.
- **Scholastic Book Fairs.**
- **Extracurricular reading club.**
- **Recommended reading lists** for every subject.
- **Reading lessons in English** with carefully chosen texts.
- **'Reading Rocks' Week** and **'World Book Day'** – activities include author visits and workshops.
- **Whole Day Reading activities** at key points throughout the academic year.
- **Parent information events** to promote the value of reading.

- **Jolabokaflod** – Christmas book flood.
- **Broad range of fiction and non-fiction texts in tutor.**
- **Membership of Durham Online Library** with access to the BorrowBox app.



# How can parents support their children with reading at home?

**Access Pupil Pod** – a website just for our pupils which houses a multitude of resources. On POD, there is a dedicated reading page where you will find recommended reads, competitions and much more!

Every topic we teach has an accompanying one-page summary document called a **Knowledge Organiser** – they include key vocabulary and are an excellent resource for parents and carers. Again, you can access them via Pupil Pod.

**Encourage your child** to use our **school library**, the Durham Online Library, school book swaps and subject libraries.

**Access the 'Pupil Curriculum Overviews' on Pupil Pod** to see what pupils are currently studying in school. Then, have discussions about what they are learning and encourage them to read around the topics by using our recommended book lists or websites like BBC Bitesize.

**Read books for pleasure with your children** or listen to audio books together.

## Before, during, after – reading strategy for parents

By using some of the techniques on the opposite page, you can help your child understand and enjoy their books more through reading together at home.

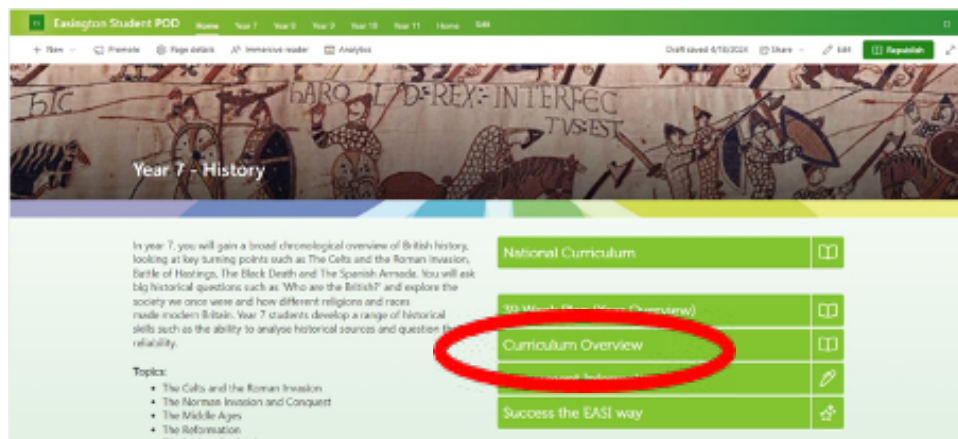
The 'before,' 'during,' and 'after' reading strategy helps to improve your child's confidence in reading by preparing them for the reading experience, enhancing the reading process itself, and reflecting on the text you have just read together afterwards.

| Before   | During   | After   |
|--|--|---|
| Question and discuss what your child already knows about the topic you are about to read about.  | Chunk the reading into smaller pieces – after each paragraph stop and discuss what is happening. Pick out some key words to learn.   | Ask your child questions to check they have understood what they have just read.                                |
| From the title or images – ask your child to predict what the text might be about - why do they think this?                                | Track the Text – use a ruler or finger to keep your child focussed on the words.   | Explain anything they don't understand.   |
| Try and teach them some words that could be associated with the text before you start reading – this is called creating a vocabulary bank. | Pause to address anything your child does not understand.  | Further clarify the meaning of challenging words.   |
| Address any misunderstandings they might have about the topic before you start.  | The best readers are curious readers. Ask your child: <ul style="list-style-type: none"><li>• what is happening in the text.</li><li>• to predict what they think will happen next, based on what they know so far</li><li>• how they feel about the people or characters they read about, based on what they know about them.</li></ul> | Have a discussion based on the topic.   |
|  | Choral reading – read the text aloud at the same time.   | Ask your child to summarise the text they have just read – verbally or in writing to consolidate understanding. |
|  | Echo reading – read a sentence out loud, then have your child read it back.  |   |

# Where to find materials:

You will find a wealth of materials on Pupil Pod – a website just for Easington's pupils.

All subjects on Pupil Pod have a Curriculum Overview, which includes a list of recommended further reading for each topic.



| Y7         | Topic: Title & Synopsis  | Enrichment   | Cultural Capital: British Values  | Cross-Curricular (schema)                 | Further Reading   | POST-16 and Careers  |
|------------|--|--|---|---|---|--|
| 1.1 Autumn | <b>Roman, Anglo-Saxon and Norman England</b><br>An exploration of how the Romans established control of England. An exploration of how this control changed English society.   | History Club<br>Visit local Castles such as Durham, Ryedale and Alnwick. | Exploring ideas of hierarchy, religion, and invasion. Why would anyone want to come to England? Understanding of the rule of Law and the rule of democracy.                                 | English Geography P4L                     | Horrible Histories by Terry Deary   | Study A-Level History looking at Norman England with OCR.<br>Career in museums and archaeology |
| 1.2 Autumn | <b>The Middle Ages</b><br>What were the middle ages? You will study life, death, art and disease. Looking at the power struggle between the church and the crown. Turning points in the period such as the Black Death and the Peasants' Revolt. | History Club<br>Virtual tour of the British Museum.                      | Exploring in greater depth the idea of power. Should the church have more power than the king, who were peasants seen as less worthy? Understanding the rule of law, democracy and liberty. | English Science- medicine                 | The Secret Diary of John Drawbridge: Medieval Knight in Training by Philip Ardagh | A-Level History<br>Career in Politics  |
| 2.1 Spring | <b>The Reformation</b><br>Why was religion so important? You will study life during the Renaissance looking further at the power struggle between the church and monarchs. The Tudor Kings and Queens: How bloody was Mary?                      | History Club<br>Monastery ruins- Whitby, Carfax Castle.                  | Where does power lie- conflict and political challenges. Balance of power in Europe. Mutual respect and tolerance of different religions.   | English P4L                               | Tudor Tales: The Actor, the Rebel and the Wrinkled Queen by Terry Deary           | A-Level History/University Options in Medieval/Renaissance History Historian                   |
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| 3.1 Summer | <b>Elizabethan England</b><br>Aimed towards a long-term settlement and the impact it has on England's relationship with the wider world. The Renaissance, science and technology for exploration, trade.   | History Club<br>Virtual tour of the golden hand.                         | Exploring Gender and Monarchy roles in society. Mutual respect, rule of Law and tolerance of different religions.   | English Science Design and technology P4L | Eliza Rose & Lady Mary by Lucy Worsley  | A-Level History/University Options in Medieval/Renaissance History Historian                   |

# Recommended reading lists

## Year 7 (Key Stage 3)

- **The Owl Service** by Alan Garner
- **Grendel** by John Gardner
- **Diary of a Young Girl** by Anne Frank
- **Straight Outta Crongton** by Alex Wheatle
- **Frankenstein** by Mary Shelley
- **The Raven** by Edgar Allan Poe
- **The Woman in Black** by Susan Hill
- **Twelfth Night** by William Shakespeare
- **Songs of Innocence and Experience** by William Blake
- **Ruby in the Smoke** by Phillip Pullman
- **Sherlock Holmes** by Arthur Conan Doyle
- **Freedom (1783)** by Catherine Johnson
- **Kick** by Mitch Johnson
- **The Dark is Rising** by Susan Cooper
- **Goldfish Boy** by Lisa Thompson



# Recommended reading lists

## Year 8 (Key Stage 3)

- **Are You Really Ok?** by Roman Kemp:
- **You are a Champion** by Marcus Rashford:
- **Our Day Out** by Willy Russell
- **The Curious Incident of the Dog in the Night-time** by Mark Haddon
- **Noughts and Crosses** by Malorie Blackman
- **A Thousand Splendid Suns** by Khaled Hosseini
- **Hamlet** by William Shakespeare
- **A Wrinkle in Time** by Madeline L'Engle
- **In the Sea, there are Crocodiles** by Fabio Gada
- **Flowers in the Gutter** by K R Gaddy
- **The Great Gatsby** by F Scott Fitzgerald
- **To Kill a Mockingbird** by Harper Lee
- **The Icarus Show** by Sally Christie
- **I Must Betray You** by Ruta Sepetys
- **Chinese Cinderella** by Adeline Yen Mah

# Recommended reading lists

## Year 9 (Key Stage 3)

- **Lord of the Flies** by William Golding
- **Fahrenheit 451** by Ray Bradbury
- **A Brave New World** by Aldous Huxley
- **Angela Carter's Fairy Stories**
- **Death on the Nile** by Agatha Christie
- **Brick Lane** by Monica Ali
- **White Teeth** by Zadie Smith
- **Telling Tales** by Patience Agbabi
- **I Am Malala** by Malala Yousafzai
- **The Handmaid's Tale** by Margaret Atwood
- **We Should All Be Feminists** by Chimamanda Ngozi Adichie
- **The Midwich Cuckoos** by John Wyndham
- **Every Line of You** by Naomi Gibson
- **Catch-22** by Joseph Heller
- **The Catcher in the Rye** by J.D. Salinger

# Recommended reading lists

## Years 10 & 11 (Key Stage 4)

- **Women and Power** by Mary Beard
- **Dr Faustus** by Christopher Marlowe
- **King Lear** by William Shakespeare
- **Nietzsche Frankenstein** by Mary Shelley
- **Dracula** by Bram Stoker
- **The Fall of the House of Usher** by Edgar Allan Poe
- **Brighton Rock** by Graham Greene
- **Sketches by Boz** by Charles Dickens
- **Alias Grace** by Margaret Atwood
- **Jane Eyre** by Charlotte Bronte
- **And Then There Were None** by Agatha Christie
- **Where the Crawdads Sing** by Delia Owens
- **Americanah** by Chimamanda Ngozi Adichie
- **The Grasmere Journals** by Dorothy Wordsworth
- **Crossing the Line** by Tia Fisher
- **Paper Butterflies** by Lisa Heathfield
- **Never Let Me Go** by Kazuo Ishiguro
- **Happy Head** by Josh Silver
- **The Westing Game** by Ellen Raskin
- **The Kite Runner** by Khaled Hosseini





