

ERIC TIME at Harrow Gate Academy

Intent

A love of books will be fostered in each classroom as we strive to become a school where children **read for pleasure**. We invest in ERIC Time to ensure that children can develop their reading fluency; giving them the means to use **efficient** and **effective word recognition skills** that permit a reader to construct the meaning of text.

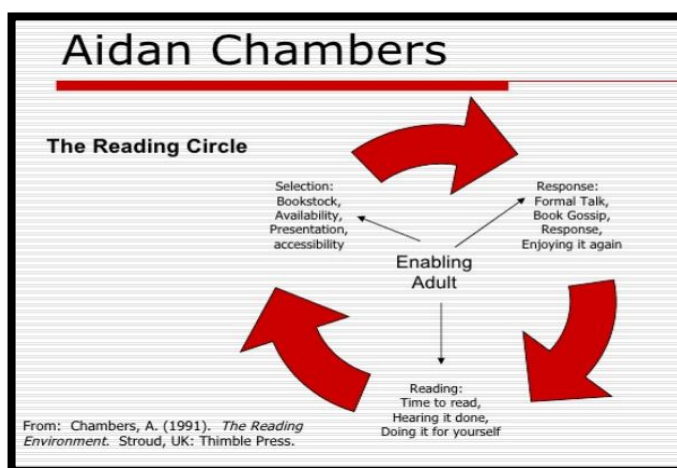
Implementation

ERIC Time will happen in all classrooms where children will be given the time and space to select and enjoy a wide range of **high quality texts**.

All children will have the support of a trusted and experienced reader who, acting as **the enabling adult**, will guide and support them through all aspects of 'The Reading Circle'.

The enabling adult is at the very centre of The Reading Circle.

All children will experience reading in the following formats –



Reading to...	Reading with...	Reading by...
Read Aloud Programme	Shared / Guided Reading	Reading Practice / Free Reading
	Adult-Led	1:1
Whole Class / School	Whole Class <i>or</i>	Independent
	Small Groups	Self-selected groups

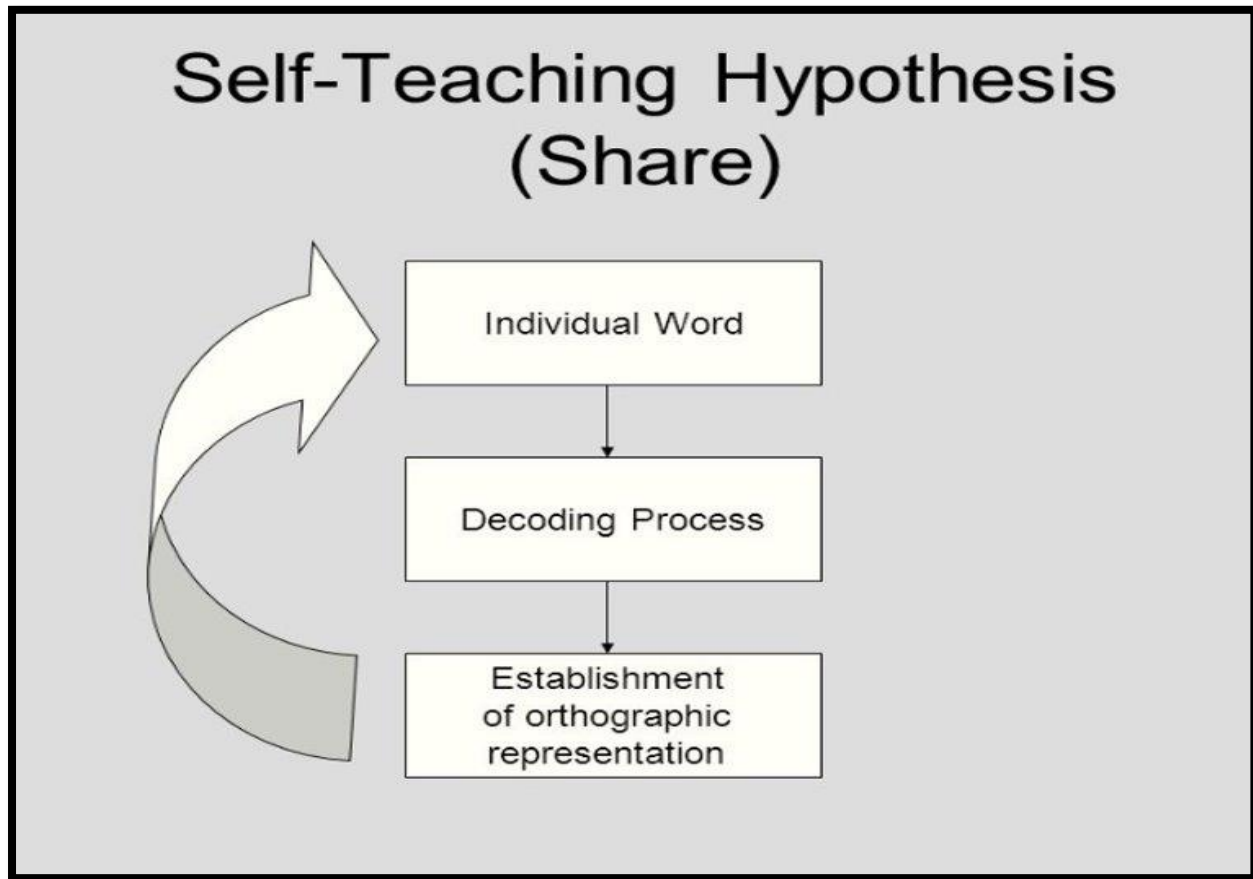
Reading areas will be well-presented and organised in a way which can ensure easy access, for **browsing** and **selecting**, by all children. **Book stock** must contain the books that children want and the books that children don't know that they want yet! Each reading area will be categorised using the school 'emoji system' which will accommodate **informal book talk**, **book reviews** and personal **recommendations**.

Children will be given the time and space to find and enjoy a book; a book that they will want to read again, another book by the same author or more of the same kind.

Children will be given the time and the language skills to talk about a book with someone else – an opportunity to explore what has happened, discuss what the book meant to them and say why it is important. **Booktalk** will take two forms-

- **Informal gossip**, the kind that goes on between friends.
- More formal, **more considered talk**; the sort of discussion that goes on in an organised book group.

ERIC Time is underpinned by **Share's Self Teaching Hypothesis**.



This hypothesis has alphabetic decoding at its core but share proposes that, by requiring the child to engage in **the effortful process of translating print to sound** and therefore to focus on the letters in the word and their sequence, the act of decoding also provides an **opportunity to acquire further orthographic knowledge**.

This knowledge is then available on future encounters with the word, lessening the reliance on alphabetic decoding. Through the combination of **alphabetic decoding** and **repeated exposure**, children can self-teach through their independent reading.

The self-teaching hypothesis provides a powerful paradigm for representing how children move from **novice** to **expert**.

Impact

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