

**St Ann's R.C.
Primary School**

**Reading for
Pleasure Policy**

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1. Reading for Pleasure: Aims and Objectives

At St Ann's Roman Catholic Primary School we actively encourage reading for pleasure and recognise it as a core part of every child's education, regardless of their background or attainment. We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations.

At St Ann's we aim that every child becomes a lifelong reader. The national Literacy Trust has noted that becoming a lifelong reader is based on developing a deep love of reading. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). As well as this, reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) and therefore has a positive impact on a child's emotional wellbeing.

The Reading for Pleasure policy, although linked to the English policy, is its own policy focussing on the importance of reading and how we undertake it at St Ann's. This policy focuses on the promotion and encouragement of reading as a pleasurable activity.

2. School Commitment

2.1 Access to a wide range of texts/books

We give pupils opportunities to read a wide range of texts within and beyond the classroom. These texts include:

- Quality fiction, non-fiction and poetry which are embedded across our English Curriculum and used as a stimulus for writing and discussion
- Quality, age/ability appropriate texts in classroom libraries
- Quality, age/ability appropriate texts in the school library
- Newspapers (First News and other appropriate articles)
- Magazines (Whizz Pop Bang! National Geographic etc.)
- Internet based texts
- Celebration of pupils' work (displays)
- Quality writing examples (genre specific)
- Snuggle up books (EYFS and KS1)
- Class novel (3-3.30pm)

2.2 Teacher's role At St Ann's

- The teachers and other adults have the important role of fostering a love of reading with the pupils. This is done through a wide range of activities:
- Teachers regularly read aloud to pupils. Studies show that children who are read to aloud are more likely to experience success in school both academically and socially.

Teachers have a selection of core texts which they read aloud to the pupils throughout the year. These texts are taken from our English overviews. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them. Teachers interact with the pupils during this reading time, sharing thoughts, putting on voices, using actions and asking questions to improve comprehension.

- Teachers encourage a love of reading and promote the reading of a wide range of books. As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils. Teachers recommend books to pupils and make suggestions to children based on authors and genres they enjoy. Teachers also promote 'book talk' between pupils by encouraging them to make recommendations to each other.
- Teachers encourage reading for pleasure by ensuring that pupils can access and independently use the class library. Class libraries have a mixture of fiction, non-fiction and poetry drawing on a diverse range of authors and subject matters. Every classroom has a class library which children can access freely.
- Children can access the school library during timetabled slots through the week. They can also access it during lunchtimes and breaktimes (as per the rota).
- Teachers ensure reading for pleasure by ensuring that all pupils are accessing ability appropriate home-school reading books.
- Teachers facilitate 'Book Buzz'.

2.3 Activities to Promote Reading for Pleasure

- Class novels: 3-3.30pm is dedicated 'Reading for Pleasure' time across the school. A selection of books have been identified on the English overviews which link to the wider learning taking place which teachers select from to read during this time. Alongside these texts, the class teacher supplements reading with their or pupils choices of suitable texts.
- Reading challenges: Pupils are set reading challenges to complete during school holidays. These are encouraged by teachers and rewards given to pupils who are successful with the challenge.
- World Book Day: Every year WBD is celebrated in a variety of ways to ensure it is purposeful and engaging for children. It is always used as an opportunity to promote new authors, favourite books and good reading habits, as well as celebrating the joy of reading.
- Shakespeare Week: We celebrate William Shakespeare each year by hosting 'Shakespeare Week'. This is an opportunity for children to learn about William Shakespeare and some of his plays. Each year group focuses on a different play. Music and Drama lessons are also linked. The week ends with a Shakespeare themed 'University Challenge' and celebration within assemblies.

- Reading Buddies: reading buddies are assigned to the lowest 20% of readers across KS1 and Year 3. They are given an opportunity to read with Year 5 and Year 6 readers once a week. Teachers work closely with each other to ensure suitable pairings are made. The Year 5/6 buddies are given training on how best to support their buddy before beginning reading sessions. All reading sessions are monitored by an adult.
- Good reading habits are rewarded through 'reader of the week' awards.
- Teachers facilitate a weekly 'Book Buzz' where a child chosen to read a particular book. They are then given opportunity to review the book in front of the rest of their class.
- The school day begins at 9am but doors are opened at 8.45am allowing staff fifteen minutes to read with children each morning. In addition, children are read with during other moments in the day. Our aim is that all EYFS and KS1 children are read with weekly (the lowest 20% of readers being read with more often). Throughout KS2 the lowest 20% of readers should be read with weekly and all other children should read 1:1 with an adult once per half term.
- Author visits

2.4 Links with home and parents/guardians

- Pupils take home school books to read with parents every night. Parents and children are encouraged to fill in their reading record.
- In EYFS and KS1 children also take home 'Snuggle up' books which are designed for parents and children to enjoy together.
- Information about book days/activities is shared with parents via the school website, Twitter, assemblies and the weekly 'Friday letter'.
- Phonics workshops are held for the parents so that they can best support their children at home.

2.5 Links with the local library

- At St Ann's we firmly believe that accessing new reading material should be something that is accessible to all pupils. We encourage parents to access the local library and send reminders during the school year about the library service. All pupils from Years 1-6 have the opportunity during the school year to visit the local library. Pupils are shown how the library works; how to find suitable books of interest to them and learn about the different resources that are available within the library.

Families are encouraged to ensure their children have a library card and the school supports the parents in doing this by making relevant forms available and liaising with the local library staff. We hope that by showing children how the library works and where it is located, as well as supporting parents in signing their child up to the library service, it will encourage families to visit outside of school hours.

2.6 Use of the school library

- All pupils from Nursery to Year 6 have a weekly timetabled library session. These sessions are used to introduce new books and/or authors, share reading experiences and give recommendations. Primarily this time is used for the pupils to browse the broad selection of books and choose what is of interest to them. The library is also open for lunch time sessions and the pupils can choose to come and read quietly in the library on selected days.

3. Reading for Pleasure across the Curriculum

We recognise that pupils often want to read more about the subjects they are learning within the curriculum. Our English curriculum has been designed to link closely with the wider learning taking place and quality texts are embedded throughout. The English curriculum also provides text recommendations which can be used within guided reading and class novel time. In addition, we have a wide range of books linking to specific areas of learning which are made available to children to read independently. These books link to the learning taking place in the classroom at that time.

Staff are encouraged to liaise with curriculum subject leads to ensure suitable reading materials for individual topics are available.

4. Book Budget

Within the English budget, money is made available to replenish books and update stock within classroom libraries and the school library. We also hold two book fairs each year which raise money for books. Staff take responsibility for their own classroom library and can make requests for books as necessary. Pupils can also make requests for books.

Staff are encouraged to liaise with curriculum subject leads to ensure books are available within the classroom for individual topics. Books can be purchased through the subject budgets, as well as borrowed from the local library.

Whilst money is made available to buy new books, pupils are encouraged to take care of the books they already have in the classroom. Children are encouraged to identify damaged books so that they can be repaired. We encourage children to treat books with respect and care so that they last as long as possible and to support the children in recognising the value of books.

5. Professional Development and Support

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in promoting reading for pleasure through:

- Staff meetings and INSET

- CPD with external providers
- Discussions with SLT and English Subject Leader
- Discussions and sharing of good practice within teams
- Wider reading/research on 'Reading for Pleasure'