



## Elburton Primary School

### Reading for Pleasure Policy

	February 2022	Policy Review Date
1	9 <sup>th</sup> February 2020	Policy Agreed
<b>Version</b>	<b>Date</b>	<b>Description</b>

Equal opportunities: This policy is drawn up with due regard to and operates within the school's Equal Opportunities Policy.

### **Reading for Pleasure Intent**

It is the aim of the Governing Body of Elburton Primary School to support the implementation of policies and procedures which support the vision of:

**"Inspiring today's children for tomorrow's world."**

At Elburton 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.

We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievements and equips them with the skills to succeed in life. It is also crucial that children have exposure to a wide range of texts to develop their cultural capital and enable them to learn about things that they wouldn't necessarily experience in their day to day lives. We ensure this rich exposure to texts through our choice of whole class readers and texts linked to our English work widen their cultural capital.

Reading for pleasure aims to establish each child as a lifetime reader. Studies emphasise the importance of reading for pleasure for both educational as well as personal development. They show that promoting reading can have a major impact on children, their future and their life chances.

The Reading for Pleasure policy (although linked to the English Policy) stands alone focusing on the importance of reading and how we undertake it at Elburton Primary School. This policy focuses on the promotion and encouragement of reading as an enjoyable activity which ensures that children develop a love of reading from an early age.

## **1. School Intent**

### **1.1 Access to a wide range of texts**

We give pupils opportunities to read a wide range of texts within the classroom that accommodate all reading ages within a class. These texts include:

- Fiction and non-fiction books
- Picture books (age appropriate)
- Poetry
- Magazines and comics/graphic novels
- Newspapers (First News)
- Internet based texts (Oxford Owl and MyOn – Accelerated Reader)
- Children's own work (within books and displays)

### **1.2 Teacher's Role**

At Elburton Primary School 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:

#### **Regular time spent reading by the teacher**

Teachers regularly read aloud to pupils and every class has a class reader that is displayed on the classroom door to develop the children's cultural capital. We believe that reading aloud has many benefits for our learners as research shows that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them which brings the book to life for the children. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students' comprehension of the story.

As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils. When choosing books to read aloud, a balance is struck between following the students' preferences and inviting them to try new types of books to expand their horizons and spark new interests. Teachers in both Key Stages gauge pupil voice and ask for children to select books through a 'Book World Cup' and other age appropriate strategies. In Key Stage One, some of the classes are involved in a project where they get to vote on favourite newly released books and this increases their exposure to a wide range of texts and authors.

### **Actively encourage a love of reading; promote reading of a wide range of books**

Through discussing books of personal interest, regularly referencing books and promoting different kinds of books, teachers foster a love of reading that is passed onto the children. Teachers also encourage children to read widely by promoting reading through reading challenges, reading bookmarks that signpost children to recommended reads, reading displays and through using class rewards and reading journals to stimulate this love of reading. Children are awarded a 'Reading Champion' certificate during a Key Stage Two assembly when they have read a set number of books which motivates them to read more.

Teachers also encourage reading for pleasure by ensuring that pupils can use the class library, that they can choose books to read at home from the take home books selection and that they record and get rewarded for wider reading.

Resources that are available and promote reading:

- Every classroom within the school has a reading area with a variety of texts including fiction, non-fiction, texts from different cultures and poetry.
- The children take home age appropriate books from the reading corners in Key Stage 2. Some children will also be given HiLo reading books to help support reading fluency as well as a reader for pleasure book.
- At Key Stage 1, children take home books matched to their Read, Write, Inc ability level as well as a fluency book as well as a reading for pleasure book which parents can share with their children. As we are a Read, Write, Inc school, we firmly believe that children should read a book three times for accuracy, fluency and finally comprehension.

### **Reading displays and reading corners**

Each classroom within school has a book corner / library that focuses on a love of reading and the promotion of books (e.g. via book review displays, displaying topic books / information, class book covers). There are motivational quotes in prominent positions around the school to remind the children of the importance of reading and why they should read regularly.

## **1.3 Activities to Promote Reading for Pleasure**

### **Class novels**

Each year group uses high quality novels and texts as the key component of delivering the curriculum and writing outcomes are based on the novel and this is referenced clearly within planning. These class novels will also be used to develop children's wider literacy skills and appreciation of age appropriate, quality texts.

### **Regular time for students to read self-chosen books silently**

'Quiet Reading' slots are built into each class timetable to allow every child dedicated time for reading for pleasure. The key to a successful 'Quiet Read' is:

- Getting all staff and students to take part.
- Consistency as to when and how often it takes place.
- Making sure all pupils are supported by bringing texts to the session or reading one that they have been given as a home reader.

### **Reading challenges**

At school, all Key Stage 2 children are given the opportunity to become a 'Reading Champion' by reading a set number of books. These books are recorded in the children's reading books and once the children reach a certificate they are awarded a bronze, silver, gold, platinum or outstanding achievement award for their reading.

We are in the process of launching Accelerated Reader and will be running school points challenges and giving the opportunity to become 'millionaires' through regular reading of their banded books and completion of the online quizzes which is a crucial part of the programme.

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. Children are invited to take part in the Plymstock Libraries Summer Reading Challenge and the local librarian visits the school during an assembly to introduce the challenge and give out reading certificates once the challenge has taken place.

### **Book Days / Whole School Book Weeks**

Celebrating World Book Day is a good way of promoting reading and creating a buzz around reading. Pupils and staff are given the opportunities to dress up as their favourite book character and discuss this with their class. Activities for the day are based around reading and the sharing of experiences, books and authors.

As part of book days, pupils are encouraged to engage in activities including taking photographs of themselves reading somewhere unusual and making their own books.

Every year, the English lead / Curriculum lead choose a high quality picture book that is both accessible and suitable for EYFS through to Y6 and it is explored during World Book Day. There is a cross-curricular approach with the intention of broadening book experiences and outcomes are celebrated within school to show the success of the text.

### **Teacher Reads**

Every teacher in the school displays the book they are reading on their classroom door so that the whole school can see the range of texts available and this broadens the children's cultural capital.

### **School Assemblies**

School Assemblies are the perfect time to send out messages about reading to the whole school so Friday are often used as a basis for sharing a specific book to the school through a 'reading' assembly. During this time, children perform the story to the whole school and bring the story to life for the children. Through these assemblies, a love of books is promoted and children are signposted to quality texts. Assembly time is also used to share winners of reading challenges.

### **Author Visits**

The PTA regularly funds author visits and these have provided children with the opportunity to meet celebrated authors and learn about their craft. These have been highly motivational and have fostered a love of reading and writing. Over the past few years, the children have been lucky to have received visits from Robyn Stevens, James Campbell, Clare Helen Walsh and Julian Clary to name a few!

### **1.4 Reading for Pleasure and Links with Home and Parents**

Pupils take home school books to read with parents or independently as part of our normal school offer (children who read 1:1, change their books directed by the TA leading).

Reading recommendations for each year group are sent home for parents.

Information about book days /activities are shared with parents via the school website, newsletters, Twitter and year group blogs.

## **1.5 Libraries and Reading for Pleasure**

### **Classroom Libraries**

Every classroom within Elburton Primary School will have a Classroom Library or Reading Corner set up to promote reading for pleasure. Each Classroom Library will contain books from a variety of genres, by a variety of authors and cover a wide range of potential areas of interest.

The wide range of categories of reading materials on offer comprise:

- Stories and narrative accounts, e.g. Fairy tales, folk tales, and biographies.
- Picture books with thought-provoking images and examples of artistic talent.
- Information books.
- Miscellaneous reading materials, such as popular magazines and newspapers.
- Joke books, comic books, word-puzzle books.

Research consistently shows that one of the most effective strategies for fostering a love of reading within every child is the creation of an effective Classroom Library, as it serves as a constant stimulus for the child to pick up a book and start reading.

By providing access to a rich Classroom Library, teachers promote increased reading frequency and more diverse reading experiences for each child. In addition, Elburton Primary School believes such libraries will increase pupils' literacy-related skills and promote phonemic awareness, vocabulary, comprehension and writing.

They include the following five important functions of an effectively designed space:

- Provide a central location for classroom reading resources.
- Help each child learn about books and the pleasure of reading.
- Provide opportunities for independent reading and curricular extension.
- Serve as a place where each child can talk about and interact with books.
- Support literacy instruction.

Children are encouraged to use the School Lending Library to stimulate and support their reading of a wide range of texts from fiction to interest / topic-related non-fiction.

## **2. Budget for Books**

An annual budget for books is established to meet the demands and needs for each academic year. The budget takes into account the need to replenish and update stock.

Regular fund raising activities are used to provide extra funds for libraries such as 'The Race for Reading' and 'Ready, Steady, Read' event which was well-supported by parents and pupils. This was also motivational to the pupils as they were aware of why reading was important.

A School Book Fair has also been held to allow parents to purchase reading materials for home reading and through this books have been donated from the providers of the book fair.

## **3. 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 INSET
- Participation in city wide reading development projects
- Discussions with SLT and English Subject Leader
- Introduction of Read, Write, Inc throughout Key Stage 1 and 2
- Introduction of Accelerated Reader
- Discussions and good practice within teams

- Wider reading/research on 'Reading for Pleasure'

#### **4. SEND Provision / Enrichment and Challenge**

As an inclusive school we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge. It is our belief that all children regardless of need, ability or background, learn to read and they are provided with opportunities for them to succeed.

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide differentiated learning to ensure all children make expected progress from their individual start points.

A range of targeted interventions provide opportunities to address gaps in knowledge and understanding / diminish the difference between peers. Pre- requisite skills address the specific needs of individuals and support the application of interventions into classwork.

Reading fluency needs to be our priority so that learners are able to decode the written word and make sense of what they are reading.

Our good practice / policy:

- Any child reading less than 90wps needs to be identified as a daily reader. They must read an appropriately banded book to an adult and discuss their book with them. Use ERIC to focus on comprehension.
- Read, Write, Inc sessions which are differentiated by ability and allow for the speed sounds to be taught and revisited. The children also take part in the reading sessions linked to the phonics phase that they are on. Some children are given additional teaching time through 'pinny time' as an additional intervention.
- Targeted phonics provision in Year 2 and 3 for those that didn't pass the phonics screen. Following the RWI programme and being part of the group. Use of flash cards for a daily phonics drip. Phonicsplay.com to practise and revise. Regular speed reading. Games to develop phonetic knowledge. Use of nonsense and real words.
- Interventions including Toe by Toe, Precision Instruction and reading drills using HFW must be used as a key strategy. If TBT is started in Year 3, it has a higher success rate. Regular end of term assessments must be taken to measure progress and show that intervention is working.
- Teacher / TA modelling of reading will help develop reading fluency. There has been considerable research into ECHO reading where the adult reads first and the child reads the same passage back - does this sound familiar? Maths and question stems!
- Regular quiet reading sessions in class - opportunities for children to read independently, to a peer or to an adult.

#### **Policy Review**

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan.