



Eastling Primary School Reading for Pleasure Policy

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READING FOR PLEASURE POLICY

At Eastling 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 achievement.

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 Eastling Primary School. This policy focuses on the promotion and encouragement of reading as an enjoyable activity.

1. School Commitment

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)
- Children's own work (within books and displays)

1.2 Teacher's Role:

At Eastling Primary School, the teachers and other adults have the important role of fostering a love of reading with the pupils. This is achieved through a wide range of activities:

Regular time spent reading by the teacher

Teachers regularly read aloud to pupils - studies show 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. 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.

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 and by using class rewards and reading diaries to stimulate this love of reading.

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 class library with a variety of texts including fiction, non-fiction, texts from different cultures and poetry. There is also the School lending library to borrow books from and the Home reading book scheme.

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).

1.3 Activities to Promote Reading for Pleasure

Class novels

Each year group has class novels linked to topics to be read to, and with, the children and this is focused on within planning. These class novels will also be used in writing and guided reading sessions in conjunction with developing children's wider literacy skills and appreciation of age appropriate, quality texts. Additionally, a class reading for pleasure book is read by the teacher daily.

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

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. In KS1, the reading rainbow challenge promotes reading at home with a certificate for every ten reads at home and after completing the rainbow, children are awarded the badge of reading ambassador.

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. This is set within the wider context of whole school book week.

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 chooses a high quality picture book that is both accessible and suitable for EYFS through to Y6 and it is explored during whole school book week. There is a cross-curricular approach with the intention of broadening book experiences and an 'exhibition' is composed within school to celebrate the success of the text.

School Assemblies

School Assemblies are the perfect time to send out messages about reading to the whole school. Our Values assemblies always use a picture book focus. During this time, staff share and discuss a high-quality book to further develop language and a love of reading while sharing the reasons behind their choices. Assembly time is also used to share winners of reading challenges.

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.

Reading recommendations for each year group are updated on the school website.

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

1.5 Libraries and Reading for Pleasure

Classroom Libraries

Every classroom within Eastling Primary School has a Classroom Library or Reading Corner set up to promote reading for pleasure. Each Classroom Library contains 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
- Student-authored books and stories

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, Eastling 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. Every class, and every child, will have the opportunity to visit the School Library to borrow and explore the books on a weekly basis; the School Lending Library is open every Tuesday before school to ensure the children have further access to the numerous books on offer.

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.

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*
- *Discussions with SLT and English Subject Leader*
- *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.

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 adaptive 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.