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Reading for Pleasure Policy 2018-19

POLICY DETAILS:

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1. Aims and Objectives

At St Joseph'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 Joseph'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)

The Reading for Pleasure policy, although linked to the English policy, is its own policy focusing on the importance of reading and how we undertake it at St Joseph'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

At St Joseph's we give pupils opportunities to read a wide range of texts within the classroom. These texts include:

- Fiction and non-fiction books
- Picture books (Age appropriate)
- Poetry
- Magazines and comics/graphic novels
- Newspapers (First News)
- Internet based texts (Google Chrome Books)
- Other pupils' work e.g. book reviews, work on displays

2.2 Teacher's role

At St Joseph'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 do better in school both academically and socially. Teachers have a selection of core texts which they read aloud to the pupils throughout the year so that by the end of year 6 the pupils have a common bank of stories that they all know.

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 and 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 complete book reviews promoting books they have read. 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 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. Displays around the school promote adults as readers and display their favourite books and related book reviews. Books are used as rewards from the head teacher for excellent work.

2.3 Activities to Promote Reading for Pleasure

- **Class novels**

Every teacher will read a core selection of class books to the pupils throughout the course of the year. In the Foundation Stage and Year 1 these include a spine of 12 great picture books with which the pupils can build a strong acquaintance. Year 2 pupils will be read a mixture of great picture books and chapter stories. In Key Stage 2 each year group has six novels and one age related picture book. Alongside these core texts the class teacher supplements reading with their or pupils choices of great texts.

- **Reading challenges/Power Projects**

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

- **School Assemblies**

Assembly time is an ideal time to share reading experiences with the pupils and send out messages about reading. Staff and pupils use this time to share their favourite books by giving a book review or reading aloud an extract. Assembly time is also used to share winners of reading challenges, dress up competitions or those pupils who are good examples of independent readers.

- **Book Days**

Celebrating book days 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.

- **'Reading is Cool' Club**

An after school club for reluctant readers to engage them in reading and discussing books. Pupils will read books selected by the teacher at home and at school and then share ideas, explore differences of opinion and find common interests. Pupils receive a badge to show them as book club members.

- **Teacher Reads**

Every teacher in the school displays the book they are reading on their classroom door so the whole school can see.

2.4 Links with home and parents/guardians

- Pupils take home school books to read with parents or independently every night. Pupils fill in a comment in a reading record.
- Reading recommendations for each year group are sent home for parents.
- Information about book days/activities is shared with parents via the school website.

2.5 Links with the local library

- All pupils from Years 1-6 have the opportunity during the school year to visit the local library. An important factor in developing reading for pleasure is choice. At the library pupils are shown how to find and choose books of interest to them. Pupils also get the chance to borrow books to read and share with their friends at school. Visiting the library with the school encourages pupils to visit the library outside of school hours and involve their parents and siblings. St Joseph's also supports the Brent Libraries Summer Reading Challenge.

3. Reading for Pleasure across the Curriculum

At St Joseph's we recognise that pupils often want to read more about the subjects they are learning within the curriculum. To facilitate this we have a range of books linking to areas of learning in science, topic and English units of study. Pupils are encouraged to read and discuss these texts with their peers. Pupils are given independent reading time daily. To supplement this independent reading time, a range of activities based on what pupils have read have proven successful in engaging pupils in reading for pleasure. These activities include:

-Reading logs: Pupils recording what they have read, what they enjoyed, how it might be improved etc.

-Hot seating: Pupils talking about what they have read and being questioned by the teacher or, ideally, other pupils in the class. This works particularly well with a random name generator.

-Recommended reads: Pupils (and/or the teacher) present their 'recommended reads' to the rest of the class.

4. Book Budget

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

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

6. Policy Review

This policy will be reviewed annually.