

The Three Schools

Reading for Pleasure Policy (RfP Pedagogy 2023-2024)



Purpose of the policy

The new Ofsted framework has a clear emphasis on the encouragement and development of reading, not only as a key skill but also for pleasure and intellectual growth.

Researchers studying the effects reading for pleasure has on cognitive development discovered that *"children who read for pleasure made more progress in mathematics, vocabulary and spelling between the ages of 10 and 16 than those who rarely read."* (Sullivan and Brown, 2013) Studies (carried out by Egmont, 2019) also suggest *"reading for pleasure has a positive impact on children's wellbeing. The benefits include: greater resilience, happiness, empathy, improved communication skills and relaxation."*

At The Three Schools we aim to:

- Develop a positive reading culture so our students are encouraged to appreciate and enjoy books regardless of attainment or background.
- Ensure reading is a high value activity that can provide an escape from day-to-day events, letting imagination and creation take over.
- Ensure that all pupils have a dedicated library lesson as part of their regular timetable. At M the children spend time in the library each week when reading 1:1 with an adult, during this session they are able to change and discuss their library book.
- Year 3 - class library and books changed regularly- Year 4, 5 and 6 pupils can go to the library when they have finished their book to change it.
- Maintain a wide range of clearly labelled accessible material for all to enjoy in the library.
- Actively involve students in the development of the library stock so it reflects their interests.
- Regularly up-date the library stock with engaging fiction texts, dyslexia friendly books, graphic novels, and information texts to meet the needs and capabilities of our students.
- Promote reading for enjoyment through displays, competitions, and recommendations to encourage wider reading, both in and out of school.
- Raise self-esteem and develop confidence in reading by ensuring students are encouraged to read aloud in lessons.
- Establish routines and encourage reading at home by providing library/reading logs for all pupils, so details of personal reading can be recorded.
- Commit to review the Reading for Pleasure Policy to ensure it matches any new initiatives or schemes.

At The Three Schools, we aim to build an immersive reading environment.

One which creates, develops and nurtures a **Reading for Pleasure (RfP) pedagogy** for our children with an aim to:

- Ensure that every child is regularly read to.
- Develop social reading environments that raise the profile of RfP, spark interest in reading and encourage 'comfy' reading.
- Ensure that children have a wide range of high-quality books; fiction, non-fiction, poetry, comics and magazines to choose from.
- Ensure that as a staff we continue to be advocates of reading - our staff team were already passionate about this essential element of the RfP pedagogy and recommend books to one another, pupils and parents.
- Build reading communities within our school between staff, children and their families.
- Increase the amount of high quality, current children's literature, available for all children to read.
- We believe it is vital that children have time to read a variety of books so they can enjoy reading.
- Ultimately our main aim is to build an immersive reading environment. One which creates, develops and nurtures a RfP pedagogy for our children.
- RfP is not left to chance, as it is too vital for a child's development and future success. It is not enough merely to teach our children to decode.

How do we approach Reading for Pleasure?

- We develop staff knowledge on the RfP pedagogy using staff meeting and Inset time.
- Staff regularly share book recommendations amongst one another.
- Children are read aloud to every day in every classroom.
- Class teachers prioritise RfP within their timetables.
- Formal Book Recommendations are timetabled and informal book recommendations are encouraged and valued
- We plan immersive book theme days and weeks take place annually - Children enjoy carousels of cross curricular book activities emphasising reading for fun.

- Every classroom has an inviting reading area along with RfP displays featuring specific authors and book recommendations. And Key Stage 2 classrooms update their Reading displays to ensure it is linked to the text, theme and tasks undertaken in the whole class reading.
- Reading areas have been created throughout the schools to promote independent RfP.
- We regularly use reading areas as a special place to enjoy 'comfy reading.' - In EYFS and KS1, we have even enjoyed bedtime stories in our pyjamas with hot chocolate and cookies during World book day.

To inspire reading in children, we also:

- Invest heavily in reading resources that children will want to read and re-read including books, comics and poetry
- Have members of staff who are excellent reading role models. They lead by example, creating an environment that promotes reading as a socially engaging activity that is highly valued
- Promote books we think the children might enjoy or that staff are currently excited by
- Make use of interactive displays, competitions, incentives to encourage our pupils to read on a regular basis.
- Welcome reading volunteers to provide children with more opportunities to share a book with an adult
- Encourage parents and carers to spend time reading with their child
- We celebrate literature by organising events such as author and illustrator visits or theatre trips to experience author presentations.
- On days such as World Book Day we set aside the timetable and really celebrate books. (At Key Stage 2, this is a planned project linked with our Art curriculum).
- We sometimes dress up as our favourite characters or in our pyjamas! We create stories using characters and our own imagination. Every class also spends time sharing stories with their friends and often culminating with our parents and carers joining us to share stories together.
- Such events give children a real reason for understanding characters, expressing preferences, talking about books they have enjoyed and hearing about books from their peers. And perhaps, most importantly, it enables them to see the power of a shared love of reading.
- We have introduced a Sponsored Reading Challenge this year, where the children can undertake a series of different reading activities, for which they get sponsored. All of the money raised will be used to purchase more books for the schools.
- IN EYFS, we enjoy inviting in 'Mystery Readers' (parents, carers or family members) who share their favourite children's story with the children.

Our strategies to support reading for pleasure

Reading Aloud

- Reading aloud is one of the most important things our teachers do and is a frequent and regular part of each school day. Reading aloud enables children to experience and enjoy stories they might not otherwise meet. At ~~Wheatley~~ The Three Schools we make it a priority and ensure everyone understands the importance of it.
- Reading aloud is a non-negotiable, with time is set aside for it in all year groups.
- By reading well-chosen books aloud, teachers help classes to become communities of readers - ensuring that they can share in experiences of a wide repertoire of books they enjoy. This links to the commitment we have to deepening and broadening the children's vocabulary and our literacy focus for writing using quality texts.
- Opportunities are provided for the children to read aloud. This can be individually or as a group, with consideration being given to the audience and the 'performance' of the piece.

Dedicated reading areas

- Each classroom has a dedicated 'Reading area'. They are designed to be comfortable and relaxed, with a welcoming feel. Children can be sitting on comfy cushions and chairs - allowing their mind to get into a book, these serve as a constant reminder for the children to pick up a book and start reading.
- Classroom libraries with books from a variety of genres and covering a range of potential areas of interest increase pupils' literacy-related skills and promote phonemic awareness, vocabulary, comprehension and writing. These, alongside our school libraries, are accessible, welcoming places that are stocked with good-quality, appropriate books
- This year one of our schools has had a 'library make-over', so that the environment is stimulating and promotes the enjoyment of books.

Inspiring Reading

- Books and information about books are displayed attractively in classrooms and the libraries where browsing, choosing and reading can take place frequently.
- We know that there are books which lend themselves to being talked about, thought through, returned to and which are engaging for children for a variety of reasons. Powerful stories engage children, stir ideas and feelings and excite the reader's interest and imagination.

Outdoor Reading Areas

- We have developed Outdoor Reading Areas and 'Quiet Reading Sheds' and '~~Calm Corners~~' where the children can choose to spend their breaktimes and lunchtimes independently reading for pleasure.

Reading Dogs

- Key Stage 2 pupils are incredibly lucky to receive weekly visits from 'Minnie' our Reading Dog who visits and reads with our children in the library. Minnie and her handler Shelia are incredibly valuable contributors to our RfP culture.

Author Workshops and Visits

- Bringing a writer, poet, illustrator or storyteller into our schools is a great way to inspire children and bring reading to life. We look to do this several times per year. We do this through working with 'Our Bookshop' in Tring.
- KS1 children have the opportunity to visit the local theatre to be part of a workshop, carried out by a published author.

Book Recommendations

- Staff and children review and recommend books on a regular basis. This is done both formally and informally.
- This is planned to continue as a regular part of staff meetings.

Book Swap

- We provide access to a wide variety of books at each site to ensure that our children and their families have access to high quality children's literature and that they have books in their homes.
- We actively promote our local library and raise awareness of events - the children from EYFS visit the library during the Spring Term.
- We ensure that every child has access to the school library as often as required.
- We occasionally host book swaps, where children donate some of their books and are able to take a new one. We have found that this is a positive motivator for RfP.
- Children change their reading book as soon as it is complete, to ensure that they always have a text to read that is pitched at the correct level of challenge.
- This year we have invested heavily in updating the reading stock in KS1 and EYFS, with many of the old/dated books being removed.
- Each half term every class receives a set of information books linked to their history, geography or art topics. This helps develop subject knowledge and inspire the children in those areas of the curriculum.

Reading for Pleasure - What works?

- We follow the guidance from *The Centre for Literacy in Primary Education's READING FOR PLEASURE What works?* *The Centre for Literacy in Primary Education* is a charity working to improve literacy in primary schools. Their work raises the achievement of children by helping schools to teach literacy creatively and effectively, showing teachers how quality children's literature can be placed at the heart of all learning. They exist to promote high standards in the teaching of literacy through high quality, trusted teacher professional development and classroom-based research. They particularly emphasise the importance of books and literature in enabling children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings.
- Since 2004 they have run the 'Power of Reading' project. This is a whole school development project where teachers attend high quality training, have access to a wide range of quality children's literature and work with their colleagues to develop practice around the teaching of reading in their school.
- Every year they collect data about children's achievement and progress and they ask teachers to share examples of how they have changed whole school practice. The practical examples are all collected on the project website. Their work with teachers, children and authors, illustrators and poets over the last forty years has given them a wealth of knowledge and understanding about teaching literacy in primary schools.

Their guidance brings together **ten things the Power of Reading** has taught them need to be considered and developed in schools that are successful in **encouraging a lifelong love of reading and literacy learning**.

1. Developing an ethos and an environment that excites, enthuses, inspires and values

- The way in which reading provision is set up and accessed is key to the engagement of children in the reading process. The role and attitudes of the teachers are key to creating an environment that promotes reading as a socially engaging activity that is valued and encouraged. Book areas where books and information about books are displayed attractively and where browsing, choosing and reading can take place are a visible way of establishing and promoting a positive ethos for reading for pleasure.
- Carefully consider the texts that are available to the children in individual classes and across the school community as a whole. The range of texts made accessible to children should cover a breadth and variety of genres and formats; ensuring children can experience a full and rich range of reading throughout their primary years.
- Consider the ways in which books are shared, shown and displayed in classrooms and in spaces throughout the school. Plan and allow for regular times and routines for children to access and enjoy the texts available to them. Raising the profile of literature and reading in this way explicitly communicates its value, as well as encouraging children to select texts for themselves.

2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter

- There are books which lend themselves to being talked about, thought through, returned to and which are engaging for children for a variety of reasons. They tend to be texts with powerful stories which engage children, stir ideas and feelings and excite the reader's interest and imagination. They are often books that children will want to re-read, to savour and will remember.
- Texts such as these can take many forms – poetry, picture books (with or without words), information texts, chapter books, modern stories or famous classics. It is important that schools have a range of quality reading material and that they plan to enable children to engage with the texts on a meaningful level. Choose books that lend themselves to sustained study in a primary classroom.
- These kinds of texts will offer in depth and real writing experiences, meaningful study of literary styles and rhythms, opportunities for response that are creative and open-ended, all whilst keeping children engaged with the characters and the story as a whole. These kinds of sustained study texts will need to balance with independent readers and the range of titles that will form the basis of a wider reading curriculum.

3. A read aloud programme

- Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day. Reading aloud slows written language down and enables children to hear and take in tunes and patterns.
- It enables children to experience and enjoy stories that they might not otherwise meet. By reading well-chosen books aloud, teachers help classes to become communities of readers – ensuring that they can share in experiences of a wide repertoire of books they enjoy and get to know well. Reading aloud is most effective when routines are prioritised, established and planned for across the school.

4. Teachers who are knowledgeable about children's literature

- When teachers develop their own experience, preferences and enthusiasms in reading, their personal engagement and reflective involvement as adult readers helps them to be very clear about the nature of reading and the experience of being a reader.
- This has an impact on teaching practice. Teachers who read widely are able to source and recommend books to suit the interests, tastes and needs of children and draw on this knowledge to inform book choices and planning

5. Planning for talking about books and stories, providing structures within which to do this

- Children need frequent, regular and sustained opportunities to talk together about the books that they are reading as a whole class. The more experience they have of talking together like this, the better they get at making explicit the meanings that a text holds for them, helping the class as a whole to reach shared understanding of ideas and issues.
- Talking about books is supportive to all readers and writers but is especially empowering for children who find literacy difficult. Put rich texts at the heart of the curriculum that allow children to meaningfully engage, share preferences, make personal connections and ask questions. Plan plentiful opportunities to facilitate reader response in whole class, small group and individual contexts. Facilitate these sessions to support children to develop confidence in clarifying unknown vocabulary, inferring and deducing ideas beyond the text and linking ideas and themes within and across texts.

6. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text

- Illustrated and picture books are tremendously important resources for all readers. Understanding how pictures and illustrations work with the text to create meaning for the reader is a high-level reading skill. Opportunities to draw in response to texts can help and encourage children to move into an imaginary world or understand a character.
- Drawing helps children to begin to articulate their response to what they read and can help them to analyse the ways in which the writer has used language and images. Source and ensure access to a wide range of high-quality age appropriate picture books across the primary years. Spend time reading the book to children and discussing the pictures and the way they combine with the text to tell the story.
- When using picture books in the classroom unfold texts slowly, allowing time for reflection and response. Plan time, particularly with older children to linger over pictures, developing inference and critical thinking skills. Give licence to children to articulate responses to texts through drawing and use this to plan and compose ideas for their own writing.

7. Using drama and role-play to help children to understand and access texts

- Drama and role-play provide immediate effective routes into the world of a story allowing children to explore texts actively. Dramatic approaches enable children to put themselves into a particular character's shoes and imagine how things would look from that point of view.
- Through drama and role-play children can deepen their understanding and imagining of characters and events. They can then extend this understanding to their reading and into their writing. Enable children to respond to texts through role-play. Revisit and re-enact using small world play, puppets or story props. Use real or imagined stimulus for oral rehearsal, enabling children to assume authentic voice in more strongly imagined roles; writing for information, instruction, storytelling, recount, persuasion, debate and discussion.

8. Using literature beyond the literacy lesson cross-curricular planning with quality literature as the starting point

- Teachers have told us again and again how successful they have been when they use a text as the centre of their planning. Many schools are now taking a cross-curricular approach starting with a quality text and using it to link other subjects. This puts reading at the heart of the curriculum and shows the importance and value of learning to read. Provide stimulating texts that represent children's interests as well as those that are curriculum related. Start with a text that enthuses you rather than shoehorning in books to fit a topic.
- Look at where authentic cross-curricular links can be incorporated. Choose books and plan experiences that enable children to meet vocabulary in different contexts, introduce new knowledge and to develop, explore and extend their thinking around key topics and themes

9. Working with authors and author/illustrators to understand the process of creating books

- In our work we have found how important it is for children to hear from, to work with or to watch professional writers and illustrators. Seeing a writer bring their own work to life and beginning to understand what that means in terms of the creation of their own writing helps them to see themselves as writers. Teachers too have benefited from working alongside writers and illustrators as they have found their teaching is improved by understanding the creative process.
- Most writers immerse themselves in writing and enjoy the pleasures of reading; replicate this in the classroom. Listen to writers talk about their writing process; what inspires them, how they work, how they draft, edit and redraft - all this yields a wealth of information to consider the freedoms and support we give children in their own writing. A visit from a writer or illustrator brings this experience directly to the children and can be hugely enriching and inspiring.

10. Creating a community of readers with opportunities to share responses and opinions

- Reading is fundamentally a social phenomenon. Early shared experiences are internalised and become the basis of what children can do independently and what they understand reading to be. It is really important that the invitations to be part of the school reading community involve as many people as possible and include all staff as well as parents and families.
- Book groups, book shops, interactive displays, reading competitions, reading volunteers and book related fundraising activities are all ways of involving the wider community and helping to create a community of readers. Encourage a routine of reading aloud at home. Use observations, records and conferences with families and children to establish and build upon perceptions, reading preferences and engagement. Develop a culture of formal and informal book groups throughout the school community to promote engagement in reading, wider discussion skills and inferential understanding.

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