St Mary's Catholic Primary School

# Reading for Pleasure Policy

*We grow and learn in the footsteps of Jesus*

| **Approved by** | |
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**Reading for Pleasure- Aims and Objectives**

At St Mary's 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 Mary'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 focussing on the importance of reading and how we undertake it at St Mary's. This policy focuses on the promotion and encouragement of reading as a pleasurable activity.

**Intent**

Our intent is to foster a love of reading in the children at St. Mary's that they can carry through into their adult life. There are many benefits of reading for pleasure and a growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

At St. Mary's the we intend to develop: -

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Evidence suggests that reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.

**School Commitment**

1.1 Access to a wide range of texts/books At St Mary'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
- internet based texts
- other pupils' work e.g. book reviews, work on displays
- Literature that focuses on the diverse world that we live in.

**Diversity in literature**

We are dedicated to providing our children with texts that mirror themselves but also help them see into the lives of others. We discuss the themes of the book, focusing on diversity, inclusion and representation. Encourage our children to share their thoughts and feelings on the characters, setting, and themes of the book and encourage them to ask questions about cultures and traditions that are different from their own.

**Implementation**

In order to implement our intention, we as a school will ensure that there is a range of excellent quality reading materials for the children. Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).

We ensure that children who do not have a range of books at school are given the opportunity to borrow books from our school library. Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).

An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian Sence, 2008). Every child in the school has access to books for pleasure as well as their reading book.

**Teacher's role**

At St Mary'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/ spine 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 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 has a class library with a variety of texts including fiction, non-fiction, texts from different cultures and poetry. We try to limit the number of books at one time, following the advice from the updated Reading Framework (2023) and refresh stock on a regular basis. All children have access to the school library. Displays 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.

**The Library**

We have a newly renovated library. Within the library there is a wide variety of novels which cover a range of genres including: adventure, comedy, mystery and historical. There is also a large selection of non-fiction books which cover a wide range of topics and some also link to the topics being studied in class. In addition to books there are also magazines and newspapers for children to borrow from the library. All children have access to the library which is run by a team of trained librarians (KS2 pupils) and is overseen by Mrs E Nice.

The library is open for children to exchange books during morning task time, KS2 break time and lunch time. The librarians are there to help children make an appropriate choice. If there are any books that a child wishes to read but is not available in the library then they can make a Reading Request where they note down the title of the book and the author. This information is regularly reviewed and when possible, the requests are purchased.

There is a dinnertime club where children are able to access the library and choose a book for pleasure. We also ensure that children at St Mary's have the opportunity to visit our local library.

**Reading Competitions**

In school, we have different competitions depending on what is happening in school. The children follow the Accelerated word program whereby their word count is monitored. When children reach the million target, they then become part of the 'Millionaire's Club' and are given an award based around reading- this could include a book of their choice, a trip to a book store or an audio book.

We ensure that prizes at school are literacy based - Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).

We have frequent meetings with parents regarding reading in school and how best they can support their children. Parents and the home environment are essential to the early teaching of reading and

fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).

**Talking About Books**

Within classes there are times when the teacher will share their reading preferences with the children and also allow children to share their recommendations with others. We have displays around school whereby the teachers show what they enjoy reading. The whole class guided reading books are sent home so that children can share these high-quality texts with their parents. Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009)

**Visits and Visitors**

We provide opportunities for the children to meet established authors and to work with them. For example, a local author, Helen Haroldsen, has worked closely with our children to develop an audio book. Liz Million has worked with children from Nursery to Year 6 to talk about her work as an author and an illustrator.

The Year 3 and 4 children visited Glasgow Theatre to watch the Charlie and the Chocolate Factory show, linked to their Year 3 guided reading book and Years 5 and 6 children will be visiting Newcastle Theatre to see The Lion, The Witch and The Wardrobe in the Spring term, linked to their guided reading book too.

Termly visits to the library are timetabled. This can include class visits, inviting parents to join their children in the library session and taking parts in workshops at Christmas.

We encourage 'Mystery Readers' to come and read to our children. Which excites and engages the children in the books that are being read to them.

**Special Events**

Every year we celebrate World Book Day and National Poetry Day. We have also celebrated National Storytelling Week and National Nursery Rhyme Week. Each class has the opportunity to complete activities designed to inspire reading and children are given their book token to receive a World Book Day book.

**Impact**

The impact of reading for pleasure we hope will result in life long readers. Research finds that reading for pleasure can result in increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing. When children read for pleasure, when they get 'hooked on books', they acquire, involuntarily and without conscious effort, nearly all of the so-called 'language skills' many people are so concerned about: they will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance." — Linguist Stephen D Krashen (1993, p. 85)

**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
- Little Wandle reading for pleasure training webinars and tools
- Discussions with SLT and Subject Leaders
- Discussions and good practice within teams
- Wider reading/research on 'Reading for Pleasure'

Policy Review:- This policy will be reviewed annually.