



Reading for Pleasure Policy

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1 Reading for Pleasure - Aims and Objectives

At Brookside Primary School the active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. Brookside School takes 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 at Brookside School aims to establish each child as a lifetime reader. Becoming a lifetime reader is based on developing a love of reading (Sanacore, 2002). Studies are accumulating that emphasise the importance of reading for pleasure for both educational as well as personal development. These studies show that promoting reading can have a major impact on children, their future and their life chances.

According to the Organisation for Economic Co-operation and Development (OECD), "finding ways to engage pupils in reading may be one of the most effective ways to leverage social change". Analysis showed that students whose parents had the lowest occupational status but who were highly engaged in reading obtained higher average reading scores than students whose parents had high or medium occupational status but who were poorly engaged in reading.

This policy, although linked to the English Policy, stands alone in its promotion and encouragement of reading as a pleasurable activity and should be used to engrain the philosophy for a wide range of reading within the fabric of the school.

2 What the School Will Do

2.1 Access to a wide range of texts / books

The school undertakes and implements plans to ensure there is a wide range of texts within each classroom. Texts include:

- Age-related fiction and non-fiction
- Magazines, newspapers (the school subscribes to First News), comics and Top Trump cards
- Internet based texts, accessed via tablets and PCs
- Children's own work (within books and displays)

Provision is made to provide texts that accommodate all reading ages within a class.

2.2 Teacher's Role

Regular time spent reading aloud by the teacher

Teachers at Brookside School regularly read to children. Children can benefit tremendously from being read to aloud. 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 all about creating a positive reading experience to engage the students, 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.

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. For example, "This looks like a good story. Let's give it a try!"

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.

Reading displays and reading corners

Each classroom within school has a reading for pleasure display and a book corner / library that focuses on a love of reading and promotion of books (e.g. via book review displays, displaying topic books / information, class book covers).

2.3 Planning Reading for Pleasure Activities

Class Novels

Each teacher will research class novels to be read to and with the children and indicate this within planning (between 6-12 novels per year, depending on book length and age-group). These class novels will also be used in writing and guided reading sessions in conjunction with developing children's wider literacy skills.

Regular time for students to read self-chosen books silently

'Quiet Reading' slots are built into each class every day to allow every child dedicated time for reading for pleasure. At a set time each day, all children AND teaching staff stop to read something they enjoy for 20 minutes. 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 along or having access to something they will enjoy reading

School Assemblies

School Assemblies are the perfect time to send out messages about reading to the whole school. Reading slots are included as a regular feature, as are award ceremonies for reading challenges, visits from members of the community to explain why reading is important to them and author / storyteller visits.

The Class Book Club

The Class Book Club will occur in each classroom and encourages children to read whole books and to talk about them. Children are involved in selecting the books to read from teacher recommendations. Teacher recommendations may be themed, for example by author or topicality.

Children will read or enjoy whole books and then be able say why they liked them. Teachers will routinely select a book listed in the Class Book Club and invite a child who has recommended it to say a few words to the class on why the book was a pleasure to read. In addition,

recommendations will routinely be presented by the children during school assemblies.

2.4 Reading for Pleasure and Links with Home and Parents

The school uses diaries to liaise with home and parents (this is about encouraging reading 10 to 20 minutes a day, 5 times a week). The children are encouraged to move through a series of award levels to reward their reading progress while reading for pleasure.

2.5 Libraries and Reading for Pleasure

Classroom Libraries

Every classroom within Brookside 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.

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, Brookside School believes a rich Classroom Library will increase pupils' literacy-related skills and promote phonemic awareness, vocabulary, comprehension and writing.

The Classroom Library will encompass the following five important functions of an effectively designed Classroom Library:

- 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

In order to fulfil these functions, each Classroom Library will offer a wide range of categories of reading materials, for example:

- 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, newspapers, catalogues, recipe books, encyclopaedias, maps, reports, captioned photographs, posters, diaries and letters
- Joke books, comic books, word-puzzle books
- Student-authored books and stories

Children are encouraged to use the School 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 Library is open at lunch times to ensure the children have further access to the numerous books on offer.

East Leake Library

The school will ensure that every child is encouraged to possess a library card.

Half-termly class visits are organised to East Leake Library so that each child can access books and texts from fiction to interest / topic-related non-fiction.

The school welcomes visits from East Leake Library staff.

Through such visits children are encouraged to visit the library in their own time.

3 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.

4 Professional Development

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:

- Attending training events
- Staff meetings and INSET days
- Discussions with senior leadership, including the subject leader for English

5 Special Needs Provision / Enrichment and Challenge

As an inclusive school we recognise the need to tailor our approach to support children with special educational needs 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 learning opportunities that are matched to the needs of children with learning difficulties. Our work in Literacy takes into account the targets set in the children's SEND plans.

5 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

6 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.

7 Appendix 1 – Reading for Boys

Choosing Appropriate Classroom Resources for Boys

The school thinks carefully about providing texts and books that engage boys. According to research, boys generally like to read: books that reflect their image of themselves – what they aspire to be and to do; books that make them laugh and that appeal to their sense of mischief; fiction that focuses on action more than on emotions; books in series, such as the Harry Potter series, which seem to provide boys with a sense of comfort and familiarity; literacy fiction or fantasy (many boys are passionate about these genres); newspapers, magazines, comic books, sports cards, and instruction manuals – materials that are often not available in the classroom. Interestingly, when they read these materials, many boys do not consider themselves to be reading at all.

There are a number of specialist guides and resources to help schools and teachers select reading materials which will be attractive to boys.

Riveting Reads: Boys into Books lists for Key Stages 1-4 are available to download from:

<http://www.sla.org.uk/riveting-reads.php>

Books and Boys: acts as a portal to a range of boy-related reading lists, reviews and articles:

<http://booksandboys.blogspot.com/>

Engaging in more reading:

Reading The Game – A national programme to motivate reading through football. At www.readingthegame.org.uk you can access downloadable football-related literacy activities. Resources, practical ideas, case studies and quizzes all aimed at using the great love of football possessed by many children (especially boys) to help create a love of reading are available at:

<http://www.literacytrust.org.uk/Football/RTGResources/rtgresources.html>.

Reading Champions – Supports primary and secondary schools in involving boys and men in creating a reading culture. The scheme supports schools in changing boys' attitudes to reading by using the motivational power of male reading role models.

At www.readingchampions.org.uk you can see the resources it offers, which encourage boys to champion reading activity. To find out what Reading Champions can offer to a school, including Reading Champion posters and booklists visit:

<http://www.literacytrust.org.uk/campaign/Champions/resources.html>

Set up reading groups for boys – Involve the boys in setting up a reading group. Work with the boys to find themes of books that will interest them.

Organise fun reading activities – For example, Fantasy Sports League: have boys nominate players for a fictional “dream team” by having them read about their favourite sports figures and make a case for why those athletes should be on the team.

Dare to read – have students read horror or mystery books packaged in black bags.

Reading recommendations – Get the boys to create posters of themselves, promoting their favourite reads. You could use these as screensavers, posters or leaflets. Do not restrict displaying posters to the classroom or library; put them up in places they would be least expected such as toilets, hall, art areas, shared areas. Make sure you regularly rotate them to keep the boys interested.

Extreme reading – Get the boys to take photographs of themselves reading in odd or unusual situations. Display these images around the school and offer prizes to the most original or funniest photo. Use TV and film clips on the whiteboard as a stimulus for Big Write activities, such as the first time Doctor Who and Amy meet. For when they have finished writing, make sure books are available which tie in with what we have been writing and talking about. Display them with the cover to the front as it makes them look more attractive and easier to choose – it can also inspire them with their writing. Most of the children choose something without any prompting now.

Boys are particularly keen at the moment on the Doctor Who, Merlin and Robin Hood series of novels, as well as the tie-in books for the new Famous Five cartoons, which have updated the original stories. Football novels are always popular, such as those by Rob Childs and Michael Hardcastle. As well as an attractive cover, the number of pages in a book seems to be more important to boys than to girls – the less confident or reluctant readers will be

put off if they think it will take too long to read, so make sure there is a good selection of comics, magazines and children's annuals.

Encourage the children to make their own choice of reading materials – The main rule is that they do not swap more than twice in any class reading session

For more information on encouraging girls to read and equalities issues in reading go to www.teachers.org.uk/reading

8 Appendix 2 – Guidance for Staff when Reading Aloud to Children

- **Do the voices** – Try to make sure each character talks differently – this makes the story come to life for the listeners. You could try making them talk higher or deeper, faster or slower, or even in different accents. If you have trouble thinking up voices, ask your audience to give you ideas for how a certain character might talk – they could even read one character’s lines for you...
- **Get with the programme** – Make sure you have a regular slot in which to read every day. This makes sure you don’t forget about it, and stops everyone forgetting the plot!
- **Go for a journey** – With a regular reading time every day, the option exists to choose a longer chapter book. It’ll be more of an experience for you and your listeners, and helps build their memory and understanding.
- **Keep them guessing** – Ask questions every so often to find out what everyone thinks might happen next. This can help to build the suspense and make it more interesting for your listeners.
- **Make sure they’re still with you** – Recap what’s happened every few pages to make sure your listeners know what’s going on (especially important if they are younger).

Always leave ‘em wanting more – Stop reading at an exciting point in the story – maybe at the end of a chapter or even in the middle of a sentence! TV dramas use cliff-hangers like this to make sure their audience comes back tomorrow to find out what happened – yours will too.

9 Appendix 3 – Pennac’s Inviolable Rights of the Reader

In his book ‘Reads Like A Novel’, best-selling French author Daniel Pennac outlines the following ten ‘inviolable’ rights of the reader.

1. The right not to read
2. The right to skip pages
3. The right not to finish a book
4. The right not to re-read
5. The right to read anything
6. The right to ‘bovarysme’ (to read for the instant satisfaction of our feelings)
7. The right to read anywhere
8. The right to browse
9. The right to read out loud
10. The right to remain silent (not to have to comment on what has been read)

10 Appendix 4 – Encouraging Reading for Pleasure through Reading Games and Competitions

The school will promote reading games and competitions to stimulate reading for pleasure. Some students, particularly reluctant readers, may respond better to efforts to encourage them to read for pleasure if it is introduced in a fun way. Boys can sometimes also be highly motivated by competition – below are a few ideas which may be helpful.

Book Associations – Students make up clue words or phrases unique to a book. Other students must then guess the book title from the clue. Clues can be put up around the school with book titles separate from clues. Classes can be invited to try and match as many titles to clues as possible. Example, CLUE: “A cat who loves lasagne!” TITLE: Garfield.

Inter-class Reading Quiz or Treasure Hunt – Hold an inter-class quiz or treasure hunt based on reading, either as a one-off session, or as part of a challenge that lasts a term/half term. Reward (eg, table points, cubes in a jar, certificate) the winning pupils or class during an assembly to raise the profile of the quiz/treasure hunt and the winning pupils’ achievements.

Get Caught Reading Raffle – In the lead up to a whole-school reading event, issue tickets to pupils every time they are ‘caught reading’. The more times they are caught reading, the more chances they have to win a prize in the raffle. Prizes should ideally be reading materials.

Self-Chosen Books – Regular time for students to read silently

KidsReads – An American website featuring information about books and series, reviews of new titles and author profiles, games, competitions and links to other book-related sites (Key Stage 2+): www.kidsreads.com

Rating Books and Writing Book Reviews

Children rate books and write book reviews to encourage other children to read more widely (note: carefully consider the frequency with which pupils are asked to write reviews of books they have read – too often and they may become resentful and think you are only interested in written work!). It is encouraged, however, to keep up-to-date with what the pupils are reading and what they have enjoyed, so here are some alternatives to the traditional review to consider:

Tweet review – Similar to a Twitter blog, the students have 140 characters (three sentences or so) in which to review their book. The reviews can be put on display next to a board showing pictures or extracts from the books they have reviewed. The students could then guess which book matches which review.

Desert Island Reads – Ask pupils which five books, magazines or newspapers they would take to a desert island. You could make a related poster display using postcards or a “message in a bottle” motif.

Graffiti Reading Tree – Use part of a wall in the school to create a graffiti reading tree. Distribute graffiti leaves to pupils who want to recommend a good read and attach their comments / reviews to the branches of the tree.

World Book Day – On World Book Day hold a whole-school ‘top reads’ vote and announce the top ten for each Key Stage in assembly.

Library Challenge – Read four books a week and keep a boxed worksheet. For each box, if you read four books and complete a worksheet, you will get a special certificate in assembly. When you have completed a trail by reading twelve books, you will receive a fabulous prize! The completed worksheets, usually pictures of the main characters or mythical beasts etc, can be displayed on a board outside the library.”

Class Group Poster – Each class could have a wipe-clean laminate poster which could be used to recommend a book/magazine/newspaper/website of the week. Every student should have the opportunity to recommend something they have enjoyed reading.

Our Students Read: The Movie – Ask students to video interviews with each other about their favourite reads. Encourage them to use a simple video editing programme, such as Windows Movie Maker, to create a montage film of all of the video clips. Upload the film to the school website or play it on the screen in reception if you have these facilities.

School Screensavers – Tap into the skills of the pupils who enjoy ICT and get them to make a screensaver of a recommended read of the month. Upload the screensaver to the school’s computers for a month.

School Website: Reading Zone – Include a reading zone for pupils to post and read reviews.

Internet Radio Programmes – Involve pupils in making internet radio programmes about what they are reading that can be podcasted. This is a good activity to raise the profile of pupils’ reading with parents and the

local community. www.radiowaves.co.uk is an example of this kind of platform.