



READING FOR PLEASURE POLICY

Our Vision

At Distington Community School the active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. 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. This aim of this policy is to make sure that our children not only have the opportunity to learn to read (a time-limited skill) but to become lifelong readers for purpose and pleasure. They will become people who not only can read, but do read from a choice of wide variety of texts on paper and on screen. By giving our children the gift of reading, we show them that books, especially literature and poetry, have the power to inspire, to console, to heal and transform for the rest of their lives.

Recent research from 'What and How Kids Are Reading (2019) by Renaissance identifies that 'less than 1/4 of children read for pleasure for the recommended time'. Their findings also state that 'Children that read for 15 minutes a day present accelerated growth in their academic attainment'. These findings underpin our vision and passion for promoting reading for pleasure.

Good Literacy skills are a direct effect of reading for enjoyment therefore this policy and our English policy are supportive of each other in order for children to access English as a whole.

Our Strategies to Develop Life Long Readers

To achieve this aim of creating a community of lifelong readers, we will use the following strategies:

- Reading will be at the heart of the curriculum with links to planning for reading for pleasure for all pupils across all subjects and classes. Every topic, theme or subject area will include specific linked texts, poems and appropriate websites many of which are suggested Power of Reading books / Pie Corbett reading spine.
- All staff will act as role models for active, engaged reading by sharing their pleasure and enjoyment of texts of all kinds in the planned curriculum and informally. Sharing and talking about books and other reading materials will be frequent and regular, inside the classroom and outside, during lessons and at other times. Adults will make explicit how reading has an essential role in their lives.

- All pupils will have access to a wide range of fiction, poetry and nonfiction in different formats, and support in enjoying them, where necessary. This includes high quality books in every classroom that the children can loan as they wish. We will widen our knowledge of what is available to interest all our children, to include picture books, comics, graphic texts for all ages and the use of technology.
- We will harness the power of reading aloud as the key driver in increasing reading for pleasure and developing pupils' positive attitudes to reading through a systematic, planned read aloud programme of whole books for each class from Nursery-Y6. Staff will choose from a selection of high quality texts for each year group, supplemented by texts of their choice, and make daily reading aloud sessions an integral part of each day
- Listening to adults read aloud is enormously beneficial as it allows pupils to soak up the tunes and rhythms of the language. Being removed from the need to translate the marks on the page gives freedom for the mind and imagination to move at leisure. Older pupils need this experience just as much as younger ones. Pupils can access texts of greater difficulty and depth than their current independent reading skills allow, mediated through the expressive reading of a skilled adult, creating meaning through the text and the voice.
- We will provide time for shared, guided and independent reading across the curriculum, as well as read aloud sessions. Guided reading allows children to read at a level at the edge of their independent skill alongside children of similar reading ability, with adult support. Independent reading is wide-ranging, so children choose to read or re-read texts on their own, deciding for themselves the level of difficulty and what interests them. Becoming an independent reader with preferences and the willingness to 'have a go' takes dedicated time and needs to be developed from an early age.
- We will encourage and help parents/carers to support their children's reading through a range of strategies suitable for each age group. We will stress that teaching reading does not stop once children have gained decoding skills and that reading aloud to children is as important as listening to them read. We will show them how to maintain interest and enthusiasm in reading throughout primary school and involve them in as many ways as possible in supporting reading at school and at home. We will also hold regular parents' sessions where parents can come into school to celebrate children's reading achievements.
- We will audit our reading resources regularly, involving the pupils in the process of choosing books and other reading materials for class and library stock. We will keep book areas and displays up-to-date, tidy and attractive, again involving the children in maintaining a high standard. The message that

our school is a vibrant reading community will be clearly visible in all areas of the school.

- We will make sure that our school library is a central learning resource, well-used and well-maintained by staff and pupils. We will make the library welcoming, accessible for all ages and comfortable. We will audit the stock regularly to make sure it is relevant, up-to-date and attractive.
- We will improve our links with the local public library and encourage families to become members. We will encourage children to become owners of books at home.
- We will provide training and professional development for all staff so that we develop an embedded, sustainable culture of reading for pleasure which is not dependent on the enthusiasm of one or two people.
- We will actively promote a reading culture, share experiences and celebrate children's achievements with parents and the community through communication tools such as Earwig, school website and social media.
- We will provide rewards for children who act as role models and demonstrate outstanding effort related to reading.

Ratified by governors March 2019