



READING FOR PLEASURE POLICY

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Reading for Pleasure Policy ~ Teagues Bridge Primary

Rationale:

Reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment.

At Teagues Bridge Primary School, we believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that these two elements are intertwined: each relies on the other if children are to become life-long readers.

With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader.

Our aim is that every child leaves the school able to read well, with a love books and reading, regards of background.

Principles:

At Teagues Bridge Primary School, we:

- Believe that every child can learn to read with the right teaching and support
- Acknowledge that not all children will have has the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school – just like any other area of the curriculum
- Place reading and books at the centre of the curriculum.

Provision for reading for pleasure

At Teagues Bridge Primary School, we seek to develop children's love of reading through:

- I. Supporting staff:

- Encouraging every staff member to be a role model, sharing and promoting a love for reading.
 - Devoting time to professional development for staff so they are effective teachers of reading, are advocates for reading, promote a love of reading in all children, and have a good knowledge of children's literature.
2. Teaching the reading curriculum:
- Employing different elements of the curriculum to develop children as readers: whole class English lessons, guided reading, independent reading, listening to adult reading aloud and reading in curriculum areas other than English, allow an important part of teaching children to enjoy reading.
 - Building time every day for all children to read independently, read aloud and be read to during the school day.
 - Ensuring children have time to talk about books with each other and with adults.
 - Promote reader of the Month - encouraging children to read at home and ensuring you keep a record of them reading at home.
3. Engaging parents:
- Involving parents to ensure the culture of reading that the school has developed extends into home.
 - Ensuring there is a genuine two-way communication with parents about reading, both through formal evaluations, questionnaires and meetings, and through informal conversations between families and staff members.
 - Providing advice and support for families with reading in as clear and accessible manner as possible, making use of written, online and face-to-face communication.
 - Inviting parents into school for events connected with reading: special assemblies, author visits, as volunteers, for book fairs and to meet and talk regularly.
 - Working to encourage reading and families who can find it difficult to connect with school.

- Providing books and other reading resources, such as Read, Write, Inc. sacks, games, puppets and IT resources
- Offering parents access to our school library and book resources.
- Ensure that children change their books regularly if they have been reading regularly at home.
- Allow parents to change books.

4. Developing the reading environment:

- Ensuring our school library is used effectively to support pupils' reading.
- Developing well-resourced, attractive book corners/reading areas in all classrooms.
- Making sure books, reading material and resources are attractively displayed and well organised.
- Displaying children's own published books, comments, book reviews, reading journals etc. prominently.
- Ensuring children are responsible for setting up/maintaining/organising book areas.
- Ensure book areas reflect a theme and are areas where children want to be and enjoy being.
- Ensure reading areas have a range of books for everyone's interests.

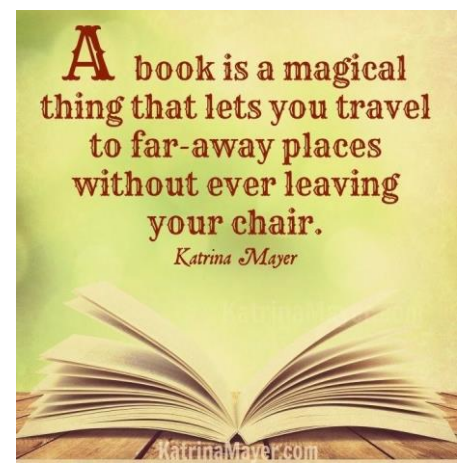
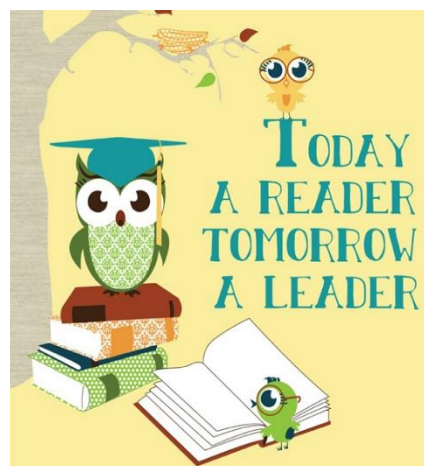
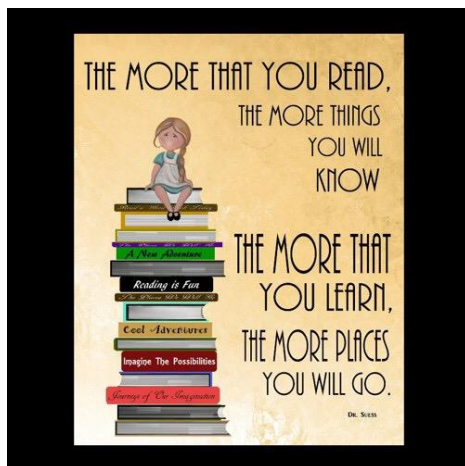
5. Targeting resources:

- Providing motivating books and resources to engage children with reading. Drawn from a range of genres and types, including books and resources appropriate for: Children who speak English as an additional language (EAL), children with identified Special Educational Needs and Disabilities (SEND), and that reflect a wide range of children's cultural and social experiences.
- Utilising the school's library and library service to provide a range of books to meet and develop children's needs and interests.

- Making effective use of electronic texts such as eBooks or online texts (Oxford Owl and Bug Club).
- Involving staff with specific expertise about children's reading materials in purchasing/developing reading resources.
- Involving children in the resourcing of reading across the school.

6. Celebrating reading:

- Taking part in national events or initiatives such as World Book Day or National Poetry Day.
- Regularly hosting visits by authors or illustrators.
- Giving children opportunity to talk about books through reading with a reading volunteer (Beanstalk - target 6 children), attending lunchtime library club, reading clubs run by children in Keystage 2.
- Using the school website to promote and share books and reading.
- Maintaining close links with a range of partners, including the local library.
- Reader of the month.
- World book day
- Reading champions
- BERT - Boys enjoying reading team
- Display quotes around the classroom about reading:



Monitoring reading for PLEASURE:

At Teagues Bridge Primary School, we evaluate our provision for reading for pleasure through:

- Annual surveys of children, parents and staff.
- Analysis of pupil questionnaires and reading attainment data.
- Audit of resources.
- Observations of Read, Write, Inc. Phonics and Love for reading.
- On-going dialogue with parents and governors.
- Observations of teaching.
- Scrutiny of teachers' planning at different levels.
- Audits of the physical environment.
- Audits of Staff knowledge of teaching reading.

