

**HAMPRESTON FIRST SCHOOL**  
**READING FOR PLEASURE POLICY**

<b>Name of School:</b>	<b>Hampreston First School</b>
<b>Member of Staff Responsible:</b>	Emma Richardson
<b>Review Date:</b>	September 2023
<b>Consultation:</b>	This policy has been drawn in consultation with staff and governors

EQUAL OPPORTUNITIES: This policy is drawn up with due regard to and operates within the school's Equal Opportunities Policy.

### **Ethos Statement**

It is the aim of the Governing Body of Hampreston First School to support the implementation of policies and procedures which support the vision of:

**“To love God and love one another.”**

At Hampreston First 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.

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.

Reading for pleasure aims to establish each child as a lifetime reader. Studies emphasise the importance of reading for pleasure for both educational as well as personal development. They show that promoting reading can have a major impact on children, their future and their life chances.

The Reading for Pleasure policy (although linked to the English Policy) stands alone focusing on the importance of reading and how we undertake it at Hampreston. This policy focuses on the promotion and encouragement of reading as an enjoyable activity.

**Please refer to The Reading Framework July 2021:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1050849/Reading\\_framework\\_Teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_July\\_2021\\_Jan\\_22\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf)

## 1. School Commitment

### 1.1 Access to a wide range of texts

We give pupils opportunities to read a wide range of texts within the classroom that accommodate all reading ages within a class. These texts include:

- Fiction and non-fiction books
- Picture books (age appropriate)
- Poetry
- Magazines and comics/graphic novels
- Newspapers (First News)
- Internet based texts (Bug Club)
- Children's own work (within books and displays)

### 1.2 Teacher's Role:

At Hampreston, 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:

#### ***Regular time spent reading by the teacher***

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. 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 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.

As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils. 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.

#### ***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.

Teachers also encourage reading for pleasure by ensuring that pupils can use the class 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 that are available and promote reading:

Every classroom within the school has a class library with a variety of texts including fiction, non-fiction, texts from different cultures and poetry.

There is also the school library to borrow books from as needed and the home reading book scheme.

### ***Reading displays and reading corners***

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

## **1.3 Activities to Promote Reading for Pleasure**

### ***Class novels***

Each year group has two class novels to be read to, and with, the children and this is focused on within planning. These class novels will also be used in writing and guided reading sessions in conjunction with developing children's wider literacy skills and appreciation of age appropriate, quality texts.

### ***Regular time for students to read self-chosen books silently***

'Quiet Reading' slots are built into the Year 3 and 4 class timetable (after lunch) to allow every child dedicated time for reading for pleasure. In Key Stage 1 and EYFS, quiet reading times are not fixed but encouraged throughout the day.

### ***Reading challenges***

Pupils are set reading challenges to complete during school holidays. These are encouraged by teachers and rewards given to pupils who are successful with the challenge.

### ***Book Days / Whole School Book Weeks***

Celebrating World Book Day is a good way of promoting reading and creating a buzz around reading. Pupils and staff are given the opportunities to dress up as their favourite book character and discuss this with their class. Activities for the day are based around reading and the sharing of experiences, books and authors.

As part of book days, pupils are encouraged to engage in activities including taking photographs of themselves reading somewhere unusual and making their own books.

Every year, the English lead / Curriculum lead organises a book fair around World Book Day. Author visits are also popular both live and online.

### ***Bug Club***

Bug Club is an online (and also in-print) reading scheme for EYFS to KS2 and promotes positive pupil behaviours towards reading, including enjoyment, engagement and independence. The 350+ books follow a defined, phonics progression which is aligned with the National Curriculum for England (2014).

All pupils have a personal log on and teaching staff are able to set books for children to read.

## ***Teacher Reads***

All staff display the book they are currently reading on their email footer. This has encouraged book discussion and book swaps among staff. There is a library for staff, including books for professional development and fiction for pleasure.

### **1.4 Reading for Pleasure and Links with Home and Parents**

Pupils take home school books to read with parents or independently as part of our normal school offer (children who read 1:1, change their books directed by the TA leading).

Reading recommendations for each year group are sent home for parents.

Information about book days/activities are shared with parents via the school website, newsletters, and year group Seesaw posts.

### **1.5 Library environment and Reading for Pleasure**

#### ***Reading Corners***

Every classroom within Hampreston First School will have a Reading Corner set up to promote reading for pleasure. Each one will have a 'special', inviting feel and will contain books from a variety of genres, by a variety of authors and cover a wide range of potential areas of interest.

The wide range of categories of reading materials on offer comprise:

- 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 and newspapers
- Joke books, comic books, word-puzzle books
- Student-authored books and stories

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 Reading Corner, as it serves as a constant stimulus for the child to pick up a book and start reading.

By providing access to a rich Reading Corner and to the whole school library, teachers promote increased reading frequency and more diverse reading experiences for each child. In addition, Hampreston First School believes such reading areas will increase pupils' literacy-related skills and promote phonemic awareness, vocabulary, comprehension and writing.

They include the following five important functions of an effectively designed space:

- 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

Children are encouraged to use the School Lending Library each week 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 Lending Library is managed by parent volunteers each Thursday to ensure the children have further access to the numerous books on offer and that books are organised efficiently.

## 2 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 INSET*
- *Discussions with SLT and English Subject Leader*
- *Discussions and good practice within teams*
- *Wider reading/research on 'Reading for Pleasure'*

## 3 SEND Provision / Enrichment and Challenge

As an inclusive school we recognise the need to tailor our approach to support children with SEND 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 differentiated learning to ensure all children make expected progress from their individual start points.

A range of targeted interventions provide opportunities to address gaps in knowledge and understanding / diminish the difference between peers. Pre-requisite skills address the specific needs of individuals and support the application of interventions into classwork.

### **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.