



St Barnabas CE Primary School

“Preparing for a positive future, achieved through faith.”
Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

“Let your light shine.”
Matthew 5:16

Reading for Pleasure Policy

Policy Updated:	November 2023
Date reviewed and agreed by Governors:	December 2023
Date of next review:	December 2024
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

The Rationale

Active encouragement of reading for pleasure should be the core part of every child's educational entitlement, whatever their background or attainment, as extensive reading and exposure to a wide range of texts makes a huge contribution to pupils' educational achievement. This policy is separate from the school Reading Policy and sets out the ways in which our school promotes 'Reading for Pleasure'.

Aims

Our aim is to provide experiences and learning which will enable children:

- To develop different strategies to approach reading.
- To provide children with a rich curriculum, which encourages extensive reading of whole books and other kinds of texts.
- To give children access to a wide range of texts in different formats and genres whilst gaining an increased level of fluency, intonation, accuracy, and independence and understanding.
- To develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
- To provide parents with the information they need to support school in its aims to promote reading for enjoyment.
- Use their reading skills as an integral part of their learning throughout the entire curriculum.

The children should:

- Relate reading to their own and other's experiences and their environments.
- Have a daily opportunity to read silently or share books with the realisation that reading time is valuable and should occupy everyone's attention including that of the teacher.
- Broaden their understanding and use of vocabulary.
- Develop the ability to read aloud to others with appropriate intonation, expression and inflection. Children will read aloud to an adult on a regular basis.
- Be able to discuss books they have read, relating to plot, characters, themes and their own responses.
- Access texts that are of great interests to them.
- Be able to share books with others both at home and school.
- Be encouraged to continue to continue the reading process at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Be an excellent reading role model.
- Value books and show an interest in them by setting a personal example.
- Keep up to date with new releases of high-quality children's literature.
- Make teacher recommendations.
- Provide a well-organised reading area, stocked with high-quality texts that appeal to all learners.
- Actively and consistently, encourage reading for pleasure, both in and out of school.
- Plan interesting, varied and enjoyable lessons in which strategies are developed.
- Read aloud (fiction and non-fiction) daily within and outside of Reading lessons.
- Run a weekly Book Club.
- Keep records of children's achievements through evidence collated in lessons, and teacher assessments including whole school tracking systems.
- Highlight the specific links between reading and writing.

The school should:

- Maintain reading as a valued, high-profile activity, which is accessed through the whole of the curriculum.
- Encourage staff to be reading role models; supporting staff with up-to-date knowledge of high-quality children's literature, including authors and genres.
- Promote reading for pleasure through stimulating, interactive displays of a range of books throughout the school, especially in the Reading Retreat and classroom reading areas.
- Create additional opportunities for reading for pleasure experiences, including outdoor reading and afterschool book clubs.
- Plan whole school events, visits, visitors.
- Maintain a varied library area and introduce children to a wider range of fiction and non-fiction books through the library system.
- Ensure texts for each key stage are maintained and supplemented appropriately and kept up to date texts.
- Consider new and innovative resources available to support the teaching and learning to read.

Equal opportunities:

- Staff recognise the need to have a positive attitude towards reading with all children regardless of gender, ability or background.

- Provision of resources, teaching time and organisation of the reading materials will endeavour to provide all children with equality of opportunity.

National Curriculum

- The EYFS Statutory Framework and the National Curriculum outline which areas should be covered in each year group. Reading skills are integral to all cross-curricular work and, as such, are embedded throughout all learning.

Resources

- A range of up-to-date fiction and non-fiction books reflecting diversity and also, taking account of children with SEND are kept in classroom reading areas, library collections, Superstar Readers collections and the Reading Retreat.
- Our Collins Big Cat Little Wandle scheme enables us to provide decodable books to our pupils accessing our phonics programme.
- Pupils with secure phonics knowledge and skills can independently select a book from our Collins Big Cat scheme as well as a reading for pleasure book from their classroom library.
- Each week, pupils in EYFS and KS1 select a book from our class libraries to take home and share with their family.
- Children in EYFS and KS1 have access to the Bedtime Story Bag. They can take this home and share the contents (quality texts, hot chocolate a cuddly toy) with their families.
- Our Two-Year Olds take home a Story Bag each week to share with their families. They include a high-quality text and props which promote and encourage language development.
- Afterschool Book Clubs will be provided for pupils across the school.

Monitoring the policy

- The Reading lead will monitor the implementation of the policy through learning walks, book scrutinies and pupil voice.