



## Reading for Pleasure Policy

### Introduction

At Rainbow Forge Primary Academy the active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment. Rainbow Forge Primary Academy 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 Rainbow Forge Primary Academy 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 Academy.

### What the Academy Will Do

#### Access to a wide range of texts / books

The Academy 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 Academy subscribes to First News), comics and Top Trump cards
- Graphic novels & picture books
- 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.

#### Teacher's Role

Regular time spent reading aloud by the teacher Teachers at Rainbow Forge Primary Academy 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 Academy 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.

#### 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.



## Rainbow Forge Primary Academy

A L.E.A.D. Academy

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

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

### **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 a short time.

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

#### **World Book Day**

We celebrate World Book Day each year. The teacher, with their class, decide on an author/ book to focus on throughout the day. The teacher then uses this author/ book to create a range of reading activities including quizzes, story writing, and creative arts for the children to take part in and enjoy.

#### **Book Clubs**

Book clubs are offered as extra curricular clubs to promote reading and discussion of the text in a more informal way.

#### **Academy Assemblies**

Academy Assemblies are the perfect time to send out messages about reading to the whole Academy. Reading slots are included as a regular feature. A reading award is presented every half term.

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

The Academy uses diaries to liaise with home and parents (this is about encouraging reading 10 to 20 minutes a day, 5 times a week). In Key stage 1 the children are encouraged to move through a series of award levels to reward their reading progress while reading for pleasure. Children can read online books using Bug Club or they can take 'real' books home. Throughout school teachers monitor reading at home using the child's reading diary. They then mark this in school each morning. The child who completes the most reads by the end of the week receives a certificate and bookmark in our special mentions assembly.



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A L.E.A.D. Academy

## Reading Corners

Every classroom within Rainbow Forge Primary will have a Reading Corner set up to promote reading for pleasure. Each Reading Corner will contain books from a variety of genres, by a variety of authors and cover a wide range of potential areas of interest. These books have also been specifically chosen to include BAME authors as well as books that have local links to our area. 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, teachers promote increased reading frequency and more diverse reading experiences for each child.

### All Reading Corners will:

- 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

### Contain a wide variety of texts including:

- 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

## 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

## Special Needs Provision / Enrichment and Challenge

As an inclusive Academy 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 Academy 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



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in Literacy takes into account the targets set in the children's SEND plans. All Reading Corners provide a range of books appropriate to the abilities of the children in the cohort.

### **Equality, Diversity and Inclusion**

At Rainbow Forge Primary, 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 Academy 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.

### **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.

### **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 Academy Improvement Plan.