



Kinnerley CE Primary School

Reading for Pleasure Policy 2024 - 2025



THE
WESTCLIFFE
FEDERATION

Reading for Pleasure Policy

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1. Reading for Pleasure- Aims and Objectives

At Kinnerley CE Primary 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.

At Kinnerley we aim that every child becomes a lifelong reader. The national Literacy Trust has noted that becoming a lifelong reader is based on developing a deep love of reading. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). As well as this, reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002)

The Reading for Pleasure policy, although linked to the English policy, is its own policy focussing on the importance of reading and how we undertake it at Kinnerley. This policy focuses on the promotion and encouragement of reading as a pleasurable activity.

2. School Commitment

2.1 Access to a wide range of texts/books

At Kinnerley we give pupils opportunities to read a wide range of texts within the classroom. These texts include:

- fiction and non-fiction books
- picture books (age appropriate)
- poetry
- graphic novels
- newspapers and magazines
- internet based texts
- other pupils' work e.g. book reviews, work on displays

2.2 Teacher's role

At Kinnerley 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:

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. Teachers have a selection of texts which they read aloud to the pupils throughout the year so that by the end of year 6 the pupils have a common bank of stories that they all know.

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 interact with the pupils during this reading time, sharing thoughts, putting on voices and using actions and asking questions to improve comprehension.

Teachers encourage a love of reading and promote the reading of a wide range of books

As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils. Teachers recommend books to pupils. Teachers also encourage reading for pleasure by ensuring that pupils can use the 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 are available and promote reading.

Every classroom has a class library of age appropriate texts with a variety of texts including fiction, non-fiction, texts from different cultures and poetry. All children have access to the school library. Displays promote adults as readers and display their favourite books and related book reviews.

2.3 Activities to Promote Reading for Pleasure

Class novels

Every teacher will read a selection of class books to the pupils throughout the course of the year usually linked to the topic of specific interests of the children. In the Foundation Stage and Year 1 these include a spine of 12 great picture books with which the pupils can build a strong acquaintance. Year 2 pupils will be read a mixture of great picture books and chapter stories. In Key Stage 2 each year group studies a selection of novels, picture books and no-fiction texts. Alongside these core texts the class teacher supplements reading with their or pupils choices of great texts.

Reading challenges

Pupils are introduced to the local Library reading challenges to complete during school summer holidays via an assembly in July. These are encouraged by teachers and their challenge success is celebrated in September upon return. Periodically throughout the year pupils are given reading challenges such as 'extreme reading' or 'read to someone new' and these are celebrated and rewarded.

Pupils are encouraged to read at home by completing a reading owl challenge to collect raffle tickets, which are then drawn weekly to receive prizes. Pupils are celebrated in the weekly celebration assemble and receive certificates when challenge cards are completed.

Book Days

Celebrating book days 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.

'Reading is Cool' Club

This is an after school club for all readers (both frequent and reluctant) to engage them in reading and discussing books. Pupils will read books selected by the teacher, at home and at school and then share ideas, explore differences of opinion and find common interests. Pupils receive a badge to show them as book club members. Activities are completed to engage the readers fully.

'Choose a book Tuesday'

Once a month parents are invited into school to read with pupils. Pupils are grouped into mixed age groups and given an area of the school as a base. They then have a selection of books, and can bring their own to share with group members. This can be older once reading to younger or visa versa.

2.4 Links with home and parents/guardians

Pupils take home school books to read with parents or independently every night. Pupils/Parents fill in a comment in a reading record. Information about book days/activities is shared with parents via the school website. Phonics and reading workshops are held for the parents.

2.5 Use of the school library

Pupils are given regular opportunities to use the comprehensive school Library. They are encouraged to find new books and/or authors, share reading experiences and give recommendations. Primarily this time is used for the pupils to browse the broad selection of books and choose what is of interest to them. The library is also open for lunch time sessions and is monitored by the year 5/6 Librarians and the pupils can choose to come and read quietly in the library on selected days.

3. Reading for Pleasure across the Curriculum

At Kinnerley we recognise that pupils often want to read more about the subjects they are learning within the curriculum. To facilitate this we have a range of books linking to areas of learning in science, history and geography, art, computer science and English units of study. Pupils are encouraged to read and discuss these texts with their peers. Pupils are given independent reading time daily. To supplement this independent reading time, a range of activities based on what pupils have read have proven successful in engaging pupils in reading for pleasure. These activities include:

Recommended reads: Pupils (and/or the teacher) present their 'recommended reads' to the rest of the class.

4. 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 meetings and INSET

Wider reading/research on 'Reading for Pleasure'

5. Policy Review

This policy will be reviewed annually.