

St Thomas More Catholic Primary School

Reading for Pleasure Policy

At St Thomas More Catholic Primary School, we prioritise every facet of pupils' reading development as they progress on their learning journey through the school from Early Years Foundation Stage to Year 6. Once pupils' early reading skills are embedded, we foster a love of reading through a rich range of reading opportunities which provides breadth, challenge and no cap to their reading enrichment and development.

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 aim for every child to become a lifelong reader and 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, 2022). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) and therefore has a positive impact on a child's emotional wellbeing. We strongly believe that reading stimulates the brain, fostering critical thinking, problem solving and analytical skills enabling children to analyse information, make connections and draw conclusions which are essential skills for academic success and every day life.

The Reading for Pleasure Policy, although linked to the English policy, is its own policy focusing on the importance of reading and how we undertake it at St Thomas More Catholic Primary School. This policy focuses on the promotion and encouragement of reading as a pleasurable activity.

Staff at St Thomas More Catholic Primary School

Staff at St Thomas More Catholic Primary School have the important role of fostering a love of reading with the pupils. This is done through a wide range of activities such as:

- Reading aloud regularly as studies show that children who are read to aloud are more likely to experience success in school both academically and socially.
- Teachers choose from a selection of core texts which they read aloud to the pupils throughout the year. 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 pupils during reading time, sharing thoughts, putting on voices, using actions and asking questions to improve comprehension.
- Teachers encourage a love of reading and promote the reading of a wide range of books based on the '5 Plagues of Reading' (Archaic Language, Non-Linear Time Sequences, Narratively Complex, Figurative/Symbolic Text and Resistant Texts).
- Teachers recommend books to pupils and make suggestions to children based on authors and genres they enjoy.
- Teachers promote 'book talk' between pupils by encouraging them to make recommendations to each other.
- Teachers encourage reading for pleasure by ensuring that pupils can access and independently use the library which they can access during break, lunchtimes and during timetabled slots.

- Teachers ensure reading for pleasure by ensuring that all pupils are accessing ability appropriate home-school reading books.
- Teachers focus on disadvantaged pupils being prioritised ensuring that they are listened to at least once a week, provided with experienced staff to deliver programmes such as, 'Better Reading Programme and Reading Reflex' and are provided with book bundles and books from the book fair to choose from.
- Teachers take their class to the book fairs within school to promote reading for pleasure.
- Teachers read a class novel from 3.00pm-3.15pm at least 3 times per week that are not linked to literacy core texts.
- Teachers promote reading challenges to complete during school holidays, the book fair, World Book Day, visits to the school library and local libraries.
- Teachers organise visits from authors including online author and illustrator activities.
- Teachers provide 'Bring Your Parent to Reading' sessions and in EYFS, 'Bring your Parent to Storytime termly', Reading and Phonic Workshops.
- Teachers provide an environment conducive to promoting reading with reading corners and a selection of high-quality texts for pupils to choose from.
- Teachers prioritise vocabulary within every area of the curriculum and promote spoken language as a key aspect of reading development through poetry, drama and oral rehearsal opportunities.
- From Year 2 upwards, pupils have access to Accelerated Reader which helps create a culture of reading through choice which transforms into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and builds skills.
- Teachers choose Reading Ambassadors to promote reading for pleasure with their peers.
- Teachers provide story telling opportunities for all peers including reading in Key Stage Assemblies or Whole School Assemblies.
- Teachers provide fun activities such as; The Masked Reader, whereby pupils have to guess who the teacher reading is.

We are passionate about ensuring all pupils become enthusiastic, confident readers and writer and aim to create a love of reading, writing and spelling through consistent, high quality teaching to positively affect the lives of all pupils at St Thomas More Catholic Primary School.

Review Date: September 2024

Next Review Date: September 2026