

Reading for Pleasure



Pickhill C of E and
Leeming and
Londonderry Community
Primary Schools

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Our School Story

Once upon a time, there was a school where reading was at the heart of school life. The school was buzzing with chatter and excitement about books, from the corridors to the playground to the staff room. Casting your eye around the school, you were struck by the cosy reading areas, well stocked library, engaging displays and the sheer variety and number of books that were on offer. Children and teachers alike looked forward to story times where they could enjoy sharing and discussing their favourite books together. At the end of the day, children went home and continued their reading adventures with their families. Success in reading was celebrated at every level and by the time children left primary school they could all read fluently meaning that for them anything was possible. . .



Our Reading for Pleasure Pedagogy

Research conducted by The Open University and The UK Literacy Association (UKLA) in 2019, found that a 'robust Reading for Pleasure pedagogy' encompasses four practices:

- 1/ Reading Aloud
- 2/ Informal booktalk and recommendations
- 3/ Independent reading time
- 4/ A highly social reading environment

In addition to this, the research also found that Reading for Pleasure pedagogy must be explicitly planned for and be:

Learner-led

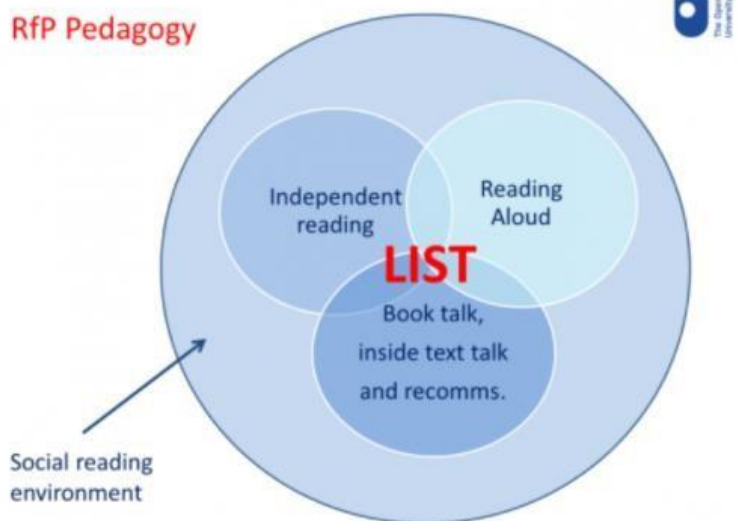
Informal Social and supported by

Texts that Tempt.

You can find out much more about this fascinating and ongoing research here:

<https://ourfp.org/reading-for-pleasurepedagogy/>

RfP Pedagogy



At Pickhill CofE and Leeming and

Londonderry Primary Schools, we have used this research to inform our own Reading for Pleasure to pedagogy so that we can best support all our pupils to develop a lifelong love of reading.

Reading Aloud

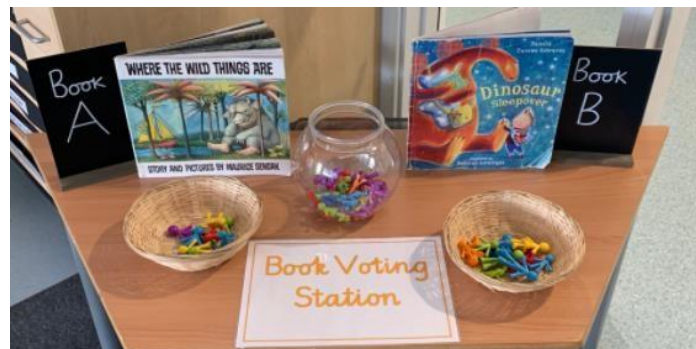
Reading aloud to children enables them to process challenging content, text features and vocabulary – even in subjects not normally associated with reading aloud, such as science and technology
Heisley and Kukan, 2010

Time to read aloud is found every day. Whether reading a story book, news article or poetry, it's a wonderful opportunity for staff to offer a model for independent reading and to demonstrate their own enthusiasm for books.

Each class has a class reader, which provides more challenge than texts children could access independently. These texts are shared purely for enjoyment and are uninterrupted by frequent questioning. Children are often involved in selecting their class reader, through a vote based on book covers or blurbs, though teachers may select a particular text they want to highlight. Having a class repertoire of texts in common helps to promote 'book talk' amongst pupils and helps to expand children's reading horizons.

It is not only class teachers who read aloud to their own class, once a month staff swap classes and share a favourite text with a different year group. Our dedicated Reading Ambassadors also enjoy visiting our younger children to read them stories and are excellent book buddies!

Reading aloud is encouraged at home as well as at school, and children in FS and KSI take home a 'sharing book' for their parents or carers to read to them in addition to a decodable book.



Independent reading time

The will to read influences the skill and vice versa
OECD, 2010

At Brompton-on-Swale CofE Primary School, we build in as many opportunities for reading as possible within our school day, both for purpose and for pleasure. For children to develop as self-reliant readers, they need to be able to select a book and sustain their concentration. With a reported decrease in the time children spend reading at home, it is especially important that children can read for a sustained period at school.

A highly social reading environment

We know that certain elements promote a love of reading, which include freedom to choose reading materials; a print-rich environment; access to a variety of texts; time for reading in school; encouragement to readers; and quiet, comfortable places to read.
National Literacy Trust, 2006

Reading displays (and areas) can be powerful and provide a focus for favourite books, reading recommendations and reading behaviours. As well as being aesthetically pleasing, we recognise that reading displays should be purposeful and the children should have some ownership of them. For example, by being involved in the creative process or by adding to displays with post-its or reviews.

In our reading areas, books are accessible, appealing, and changed often. Where appropriate, they are organised and labelled by genre or even author. It's important for children to realise that reading is linked to everything, so you may also find books within the continuous provision in Early Years, or to support Maths, Science or contexts in other classrooms.

Reading can happen anywhere! We are working on making our school a reading-rich environment and giving children opportunities to read beyond the classroom, whether in the hall, library, or even in the playground.

If you visit our school between 15.15 – 15:30, you will see Class 1 engaged in listening to an adult read a class text— what better way to end the school day?! As well as this, the younger children have a daily SSP (phonics) input or Group Reading session. Whilst in KS2, children engage in independent reading at various point in the day – don't be surprised if you spot the class teacher reading their own book too as they are all active reading role models!

In FS and KS1 children are encouraged to read independently through the provision of attractive and welcoming book corners with a range of texts displayed for children to help themselves too. The children are encouraged to handle books carefully and try to retell familiar stories to their friends or to toys, using the pictures as prompts.

Learner-led

Reading for pleasure is more closely associated with intrinsic motivation; it is reading that children do for themselves at their own pace, with whom they choose and in their own way. Cremin et al., 2019

By being learner-led, our reading for pleasure pedagogy allows children to exercise their rights as readers. We understand that children need the chance to build their stamina as readers but will only do so if they want to read.

We give our children opportunities to:

- select what we read in class
- choose a book to take home
- ask for new books for our school
- read in different places

The Rights of the Reader

by Daniel Pennac
illustrated by Quentin Blake



Informal

In schools that have success with their pupils' reading, teachers read, talk with enthusiasm and recommend books, the results of which are seen not only in test results but also in an enthusiasm for reading which extends beyond the classroom. Excellence in English, Ofsted, 2011

To nurture readers for life, it is essential that as a school staff we position ourselves as fellow readers. Walking through the school you will find displays that demonstrate 'we read too'. Although reading skills such as inference and understanding of vocabulary are important and are taught discretely in reading lessons – it's equally as important that we value our pupil's personal thoughts, feelings and views on books. We achieve this through seizing informal opportunities, such as:

- Engaging in 'book blether' at playtimes, lunchtime, when walking through the school etc.
- Through our Reading Ambassadors who love chatting to their peers
- Asking our children for recommendations for us – it's a two-way process!
- Modelling book talk amongst staff – did you know we have our own staff book club?
- Walking around school holding a book to prompt discussion

Social

Beyond being able to read, having the emotional motivation to do so is important. There is a virtuous cycle in which the more a person reads the better a reader they become. The better a reader they become the more they enjoy reading. The more they enjoy reading the more they read.
Willingham, D., 2017

Reading for pleasure is a social process so it is important to create a community of readers around children with whom they can have reciprocal conversations about books.

We celebrate reading as a school weekly during Celebration Assembly when we announce the winners of our reading raffle.

At present, our priority is building our own in-school reading community. Once that is established, we hope to widen our reading community to include parents and carers who we hope will be drawn in by their children's own engagement. We look forward to when it is safe to invite our school families into school and share good reading practice with them and demonstrate quality 'book talk'.

Texts that Tempt

If you don't like to read, you haven't found the right book.
JK Rowling

It's vital to ensure that children have access to a wide range of texts and reading opportunities, such as:

- Non-Fiction texts
- Poetry
- Audiobooks
- Magazines, newspapers, comics, graphic novels
- Books with characters that reflect all the children in the school and include stories from other cultures
- A range of genres; fantasy, mystery, classics, adventure etc.
- Wordless books

Our teachers are currently working on creating a 'book spine' of 25 books that children should read in each key stage. These texts will be carefully selected to ensure that they represent a diverse range of books (as referenced in the list above) as well as a clear progression in complexity of text as children move up through the school. Lists may also feature one or two 'key authors' who will be revisited throughout the year. In Early Years, these books will be shared during storytime and be kept in a special box, looked after by our class librarians. In KS2, children can choose the key books to read for pleasure and will be challenged to play 'book bingo' to see if they can read them all within the year.