**ST.JOSEPH’S CATHOLIC PRIMARY SCHOOL**

**Reading for Pleasure Policy**



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**Reading for Pleasure Policy**

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 **1.Reading for Pleasure –Aims and Objectives**

At St Joseph’s Primary School the active encouragement of reading is a core part of every child’s educational entitlement, whatever their background or attainment. St Joseph’s School 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 St Joseph’s Primary aims to establish each child as a lifetime reader. Becoming a lifetime reader is based on developing a love of reading (Sanacore, 2000). 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.

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 school.

1. **What the School will do**
	1. *Access to a wide range of texts/books*

The school undertakes and implements the Power of Reading Scheme across each year group. There is a wide range of texts in each classroom. Texts include:

* Age related fiction and non-fiction
* Magazines, Newspapers (the school subscribes to First News), comics and Top Trump cards
* Children’s own work (within books and displays)
* Class Novel sets

Provision is made to provide texts that accommodate all reading ages within a class.

* 1. *Teacher’s Role*

*Regular time spent reading aloud by the teacher*

Teacher’s at St Joseph School 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 school both academically and socially. Teachers are encouraged to have a regular reading slot in which to read every day.

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 the students’ preferences and inviting them to try new types of books to expand their horizons and spark new interests.

* 1. *Pupil’s Role*

Children will rate books and review books to encourage other children to read more widely on a regular basis and will be kept in the Reading Corner. Alternatives to the traditional review could be:

***Tweet Review***- Similar to a Twitter blog, the students have 140 characters (approx. three sentences) in which to review their book.

*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.

*School Assemblies*

School Assemblies are the perfect time to send out messages about reading to the whole school. Reading slots are included as a regular feature, as are award ceremonies for reading challenges, visits from members of the community to explain why reading is so important to them and author/storyteller visits.

*Book Clubs*

*2.4 Reading for Pleasure and links with Home and Parents*

Pupils have reading records in which to liase with home and parents. Pupils are encouraged to read at home for pleasure and to bring in books from home that will interest their peers.

*2.5 Libraries and Reading for Pleasure*

St Joseph’s Primary has strong links with Birkenhead Central library; by taking part in the Summer Reading Scheme and a wide range of texts to borrow.

Every Classroom within St Joseph’s will have a Classroom 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.

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.

***3 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
* Discussions with senior leadership, including the English Leader
1. ***Special Needs Provision/Gifted and Talented***

As an inclusive school we recognise the needs to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented.

We teach English to all children, whatever their ability. English forms part of the school 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.

1. ***Equality, Diversion and Inclusion***

At St Joseph’s School, 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.

1. ***Policy Review***

This policy will be reviewed in keeping with the Policy Review Cycle.

***Appendix 1- Buddy Reading***

At St Joseph’s, we value the importance of peer learning and encourage positive relationships across the school. Buddy reading has so far proved a positive experience for all involved. This activity will take place half-termly with younger and older classes matched. Pupils are encouraged to share their favourite books, listen to each other read and discuss the text in an informal, relaxed way.

***Appendix 2 –Reading for Boys***

The school thinks carefully about providing texts and books that engage boys. According to research, boys generally like to read: books that reflect their image of themselves – what they aspire to be and to do; books that make them laugh and that appeal to their sense of mischief; fiction that focuses on action more than on emotions; books in series, such as the Harry Potter series, which seem to provide boys with a sense of comfort and familiarity; literacy fiction or fantasy (many boys are passionate about these genres); newspapers, magazines, comic books, sports cards, and instruction manuals – materials thatareoften not available in the classroom. Interestingly, when they read these materials, many boys do not consider themselves to be reading at all.

***Appendix 3*** *–****DEAR***

***D****rop* ***E****verything and* ***R****ead* is a popular activity for pupils as well as staff. It is aimed to be part of the school timetable on a weekly basis. Staff also share their current reading book on their classroom doors.

***Appendix 4 – Beanstalk Reading***

*Volunteer Readers from the Beanstalk organisation read weekly with the same pupils over the academic year. They build up a positive relationship with the pupil and bring along a wide variety of books that will be of interest to read and discuss with each pupil.*

***Appendix 5 – Encouraging Reading for Pleasure through Reading Games and Competitions***

The school will promote reading games and competitions to stimulate reading for pleasure. Some students, particularly reluctant readers, may respond better to efforts to encourage them to read for pleasure if it is introduced in a fun way. Boys can sometimes also behighly motivated by competition – below are a few ideas which may be helpful.

**Get Caught Reading Raffle** – In the lead up to a whole-school reading event, issue tickets to pupils every time they are ‘caught reading’. The more times they are caught reading, the more chances they have to win a prize in the raffle. Prizes should ideally be reading materials.

**Reading in an ‘unusual place’ photograph** – In the lead up to a whole-school event such as World Book Day, ask pupils to provide a photograph of themselves reading in a most unusual place. Book vouchers offered for prizes and a display of the winning photographs around school.

**Inter-class Reading Quiz or Treasure Hunt** – Hold an inter-class quiz or treasure hunt based on reading, either as a one-off session, or as part of a challenge that lasts a term/half term. Reward (eg, table points, cubes in a jar, certificate) the winning pupils or class during an assembly to raise the profile of the quiz/treasure hunt and the winning pupils’ achievements.

**Rating Books and Writing Book Reviews**

Children rate books and write book reviews to encourage other children to read more widely (note: carefully consider the frequency with which pupils are asked to write reviews of books they have read – too often and they may become resentful and think you are only interested in written work! It is encouraged, however, to keep up-to-date with what the pupils are reading and what they have enjoyed, so here are some alternatives to the traditional review to consider:

**Tweet review** – Similar to a Twitter blog, the students have 140 characters (three sentences or so) in which to review their book. The reviews can be put on display next to a board showing pictures or extracts from the books they have reviewed. The students could then guess which book matches whichreview*.*

**Desert Island Reads** *–* Ask pupils which five books, magazines or newspapers they would take to a desert island. You could make a related poster display using postcards or a “message in a bottle” motif.

**Graffiti Reading Tree** – Use part of a wall in the school to create a graffiti reading tree. Distribute graffiti leaves to pupils who want to recommend a good read and attach their comments / reviews to the branches of the tree.

**World Book Day** – On World Book Day hold a whole-school ‘top reads’ vote and announce the top ten for each Key Stage in assembly.

 **Class Group Poster** – Each class could have a wipe-clean laminate poster which could be used to recommend a book/magazine/ newspaper/website of the week. Every student should have the opportunity to recommend something they have enjoyed reading.

**School Website:** Reading Zone – Include a reading zone for pupils to post and read reviews.