

Reading For Pleasure

Intent, Implementation and Impact



At St Thomas More Primary School we value each child as an individual with a unique potential for learning. We strive to be an inclusive community where children grow, learn and achieve together in the presence of God. With a culture of equality, we aim to ensure that every child believes in themselves and are empowered to aim high. All that we do in school is underpinned by our values: Unity, Humility, Respect, Determination and Fairness. We link these to our British Values and these are the key drivers for our curriculum intent. Our ethos is set to remind our pupils to be proud of our achievement, encourage them to want to achieve high standards and supports our relational approach to behaviour and promote the formation of the complete person.

Intent	Implementation	Impact
<p>At St Thomas More Primary school we believe that reading should be a pleasurable and inspirational experience and is a core part of every child's entitlement, whatever their background or attainment.</p> <p>We want our children to be enthused by books and grow into adults who will actively <i>choose</i> to read. We believe that children who read for pleasure deepen their understanding of the world around them and develop their compassion towards others.</p> <p>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 life-chances.</p>	<p>To promote a love of reading, we have developed a Reading for Pleasure Policy which, although linked to the Reading Curriculum, stands alone in its promotion and encouragement of reading as a pleasurable activity.</p> <p>Developing an ethos and an environment that excites, enthuses, inspires and values</p> <ul style="list-style-type: none"> ● Book areas where books and information about books are displayed attractively and are easily accessible in every classroom. ● Provide access to a wide range of texts, including non-fiction, fiction, magazines, poetry, newspapers, online and digital reading material, children's own work ● Whole school core Reading for Pleasure Spine where texts are carefully considered as a minimum entitlement to ensure children can experience a full and rich range of reading throughout their primary years ● Commitment to invest in high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter ● Daily Read Aloud programme in every class where adults read aloud texts and promote book talk and interaction to help improve pupils' comprehension. These texts could be class novels, poetry, non-fiction, picture books, books related to the curriculum, but the emphasis is always on reading for pleasure ● Use drama and role play to explore stories and story-telling. Dramatic approaches enable children to put themselves into a particular character's shoes, develop empathy, imagination and inference skills. 	<p>Children will display an enthusiasm for books and will be able to talk about what they have read and explain what their preferences are and why. They will actively share reading material with their peers and demonstrate an enjoyment of reading. Children will continue to make progress across the curriculum and show motivation for learning. They will be able to draw upon their reading experiences as part of their emotional and personal development, displaying empathy and understanding of the needs of others and themselves.</p>

- Particularly in Early Years and Key Stage One, children are encouraged to develop role play, puppets or story props, and small world to extend and deepen their understanding of characters and events and to motivate them

Teachers and staff who are knowledgeable about children's literature

- Ongoing CPD for staff to develop their own experience and enthusiasms in reading through regular training, INSET, coaching, discussions with SLT and English subject leader and opportunities to share and recommend books
- Adults actively encouraging a love of reading through discussing books of personal interest, regularly referencing books and promoting different kinds of books to pupils
- Texts are invested in and used to support the school curriculum and children's needs. Teachers have planning time to share resources and to explore quality texts that can be used at the heart of the school curriculum, including high quality picture books and books that promote diversity and take into account SEN and emotional well-being

Creating a community of readers with opportunities to share responses and opinions

- Encourage and establish a routine of reading aloud at home and regular communication between school and parents about reading preferences, progress, engagement through conversations, home/school reading diaries, parents meetings
- Parents and members of the community are involved in reading with children at school and at home. Adult volunteers actively encouraged to read with children in school (including ARCH program for Year Two)
- Ongoing communication between school and home about opportunities for reading within the community via newsletters, school website, workshops, reading diaries, surveys
- Local library visits take place during the school year.

Providing a culture where reading is regularly celebrated and promoted across the school

- Continued investment in books for children to read for pleasure
- Book Buddies where children visit other classes to share stories
- Summer Reading Challenge
- World Book Day – focus on the reading aspect rather than ‘dressing up.’
- Class visits to local library
- Reading diaries to recognise dedication to reading and to provide ongoing motivation
- Children write book reviews and share recommendations with others