



*Queen's Park C of E / URC  
Primary School*

*Reading For Pleasure Policy*

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## 1. Vision and Aims / Intent

At Queen's Park, the active encouragement of reading for pleasure is a core part of every pupil's educational entitlement, whatever their background or attainment. We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement thus reading for pleasure at Queen's Park aims to establish each child as a lifetime reader. Reading research emphasises the importance of reading for pleasure for both educational as well as personal development. This policy, although linked to the English Policy, stands alone in its promotion and encouragement of reading as a pleasurable activity and thus establishes the basis of the philosophy for a wide range of reading at Queen's Park.

Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment. At Queen's Park, we believe in both the importance of developing children's discrete word-reading skills, vocabulary and comprehension through our own bespoke Guided Reading structure and the need to engender a love of books and reading. We recognise that these two elements are intertwined: each relies on the other if children are to become life-long readers. With a very busy school day and curriculum, we ensure that place a culture of reading into the core of everything we do as a school. We place reading and books in the centre of the curriculum.

### Principles

#### Our Key Principles

Challenge

Resilience

Opportunities

Wellbeing

Knowledge

Challenge

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Through the 'challenge' curriculum driver, we promote high quality reading materials across the curriculum to enhance reading for pleasure.

### Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination when reading for pleasure.

### Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. We want our pupils to have a clear understanding of the link between a love of reading and having goals for the future. The children know that reading opens doors!

### Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core. We ensure we provide children with a range of reading materials by a diverse range of authors.

### knowledge

Through the 'knowledge' curriculum driver, we encourage our children to be resourceful learners through reading for pleasure. We ensure that they are exposed to a wide range of fiction and non-fiction texts and celebrate any knowledge gained from reading.

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## 2. Implementation

### How have we embedded a culture of Reading for Pleasure at Queen's Park?

Using the national curriculum as our guide, we have created our own bespoke reading curriculum which has reading for pleasure at the heart of it. We employ different elements of the curriculum to develop children as readers:

- Whole class English lessons which are based on a high-quality, engaging text suited to the children's interests or wider curriculum
- Daily guided reading sessions which include meticulously chosen texts to support learning and promote reading for pleasure
- Daily independent reading through 'DEAR' (Drop Everything And Read). We encourage children to choose their own reading material during this session. Staff also guide children to texts we feel they would enjoy.
- Listening to adult reading aloud, either in a 'story time' session or reading in curriculum areas other than English.
- We ensure children have time to talk about books with each other and with adults.
- We use 'Reading Plus', an online reading programme and celebrate the children who are reading for pleasure.
- We encourage children to read at home and ensuring we keep a record of this. We have Reading Rewards for children who are reading for pleasure regularly.
- We engage and involve parents to read for pleasure with their children in a range of ways: we invite them in each half term for 'Read & Feed' sessions, where they can have some cake and enjoy reading with their child. The aim is to ensure the Queen's Park culture of reading extends into home.
- We ensure there is a genuine two-way communication with parents about reading, both through formal evaluations, questionnaires and meetings and through informal conversations between families and staff members.

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- We invite parents into school for events connected with reading: special assemblies, author visits, as volunteers, for book fairs and to meet and talk regularly.
- We have bi-annual book fairs for children and adults to enjoy.
- We provide two books to our youngest readers: a book which matches their phonics learning and a book which enhances reading for pleasure to enjoy with their family.
- We have an extensive and well-equipped library and offer access to parents and children.
- We have a well-stocked Reading Garden which is accessed at break times, lunch times and after school.
- We have a 'Storytelling Station' on our school field which is well-used and much enjoyed in the Spring-Summer months.
- Each classroom has its own library / reading area where reading for pleasure is enhanced further as children have a vast choice of books to read and discuss with their peers and adults.

### Pedagogy

Both our staff and children are enthusiastic about reading. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the books and texts they read with the children and display a genuine passion and excitement for reading.

## 3. Impact - How have we made a difference?

Our well-constructed and well-taught curriculum, which has reading for pleasure at the heart of it, has led to great results. Our results are a reflection of what our children have learnt in reading and the love of reading they have developed during their time at Queen's Park. At Queen's Park, there is no conflict between an excellent culture of Reading for Pleasure and achieving success in statutory tests and examinations. National assessments are useful indicators of

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*the outcomes our children achieve and reading results are strong year on year.*

*We ensure all groups of children are given the opportunity to read for pleasure: whether we enhance their cultural capital or recognise any potential barriers they may have. To be lifelong readers and learners, we strive to ensure that our children are equipped with the skills (through a growth mindset approach) to read fluently and enjoy reading. We believe that all children can learn to love reading, they just need to find the right book.*

*The impact of Queen's Park's bespoke reading curriculum, where reading for pleasure is at the heart of it. We measure impact through the following:*

- Pupil Voice*
- Parent questionnaires / responses*
- Curriculum Enhancement Plans to measure impact of 'Book Week' and 'Reading Enhancements'*
- Progress evident in children's books and record of experiences*
- Reading results and data*

#### *4. Roles and responsibilities (including Monitoring & Evaluation)*

*The English Subject Leader will provide professional leadership and management for the whole Reading Curriculum, with an emphasis on the importance of promoting Reading for Pleasure.*

*The Subject Leader will complete the following roles and M&E:*

- Manage/audit the resources*
- Create annual surveys of children, parents and staff*
- Analyse pupil questionnaires and reading attainment data*
- Conduct lesson visits of Read, Write, Inc. Phonics, Guided Reading, English*
- On-going dialogue with parents and governors*
- Scrutiny of teachers' planning at different levels*
- Audits of the physical environment.*
- Audits of staff / volunteer knowledge of teaching reading.*

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The Subject Leader will monitor teaching and learning within the subject and will initiate reviews of the work and meet with children to give them a voice. This evaluation will form the basis for an action plan, which will then inform the School Development Plan. Staff meetings will be held to review how we can further embed an excellent culture of reading for pleasure at Queen's Park. 'In-house' training opportunities provided by the subject leader to support staff, volunteers and parents. The governor for English is responsible for meeting once a year with the English Subject Leader, for discussing subject strengths and areas for development, and for reporting these to the governing body.

### 5. Equal opportunities:

Every child is entitled to develop a love of reading. Reading for Pleasure is open to all - we ensure we have a suitable range of books, texts and programmes to ensure that all children have the best possible opportunities. Any barriers to reading are identified (see appendix) and more able readers are provided with appropriate material to enhance their reading ability.

### 6. Organisation:

Reading for Pleasure is embedded within these sessions:

Key Stage 1	
Read Write Inc.	5 sessions per week, 45 minutes per session
English	5 sessions per week, 45 minutes per session
Guided Reading	4 sessions per week, 30 minutes per session
Drop Everything & Read	4 sessions per week, 15 minutes per session
Story time	4 sessions per week, 15 minutes per session

n.b. Reading for Pleasure will also take place in other areas of the curriculum. Children are heard read by an adult during the school day.

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Key Stage 2	
English	5 sessions per week, 1 hour per session
Guided Reading	4 sessions per week, 30 minutes per session
Drop Everything & Read	4 sessions per week, 15 minutes per session
Independent Reading / Story time	4 sessions per week, 15 minutes per session

n.b. Reading for Pleasure will also take place in other areas of the curriculum. Children are heard read by an adult during the school day.

#### 4. Homework/parent partnership:

See implementation for information on homework and parent partnerships.

#### 5. Review:

The English Subject Leader will be responsible for the implementation of this policy and for its review in 2022. The English school governor will work alongside the subject leader and will report on this to the curriculum committee annually. This will include feedback and summarising the monitoring of Reading for Pleasure, evaluation the subject action plan and formulating of the next action plan.

#### 6. Other documents and appendices:

##### Four Areas of Need: Potential Barriers in English (Reading)

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> <li>Verbally taking part in reading activities (e.g. reading aloud or with a partner)</li> <li>Processing of verbal/non-verbal information of reading comprehension questions</li> <li>Interaction with others during any question/answer</li> </ul>	<ul style="list-style-type: none"> <li>Concentrating on task and concentrating when others are reading aloud or sharing answers.</li> <li>Lack of understanding of social expectations in group work during TTYP sections / group work</li> </ul>	<ul style="list-style-type: none"> <li>Immature social skills may make accessing the pitch of the text really difficult</li> <li>Likely to disrupt other's learning in group/whole class tasks</li> <li>May require explicit teaching of social skills before even being able to engage with a group task.</li> </ul>	<ul style="list-style-type: none"> <li>Hearing difficulties impact on ability to hear but possibly also impacting speech</li> <li>Speech difficulties leading to frustration when participating/others finding them difficult to understanding.</li> <li>Colour blind difficulty engaging with tasks</li> <li>Gross motor difficulties making it difficult to complete tasks in reading activities</li> </ul>

<p>task or group work during the 'TTYT' section of Guided Reading lesson</p> <ul style="list-style-type: none"> <li>• Seeing other people's point of view. This may be an issue in 'PJ' (Point &amp; Justify questions)</li> <li>• Inference questions may be difficult - further intervention or modelling may be needed</li> <li>• Following instructions to complete reading tasks (particularly verbal instructions)</li> <li>• Word finding difficulties to communicate ideas during the 'vocabulary check' section of lesson</li> <li>• Responding to instructions in time e.g. fastest finger first in vocab/dictionary work</li> <li>• Understanding spoken modelling/spoken instructions - too much teacher talk during 'Ask The Teacher'</li> <li>• Inferring information from texts</li> <li>• Delay in responding to visual cues (impacting on speed of lesson when following GR structure)</li> <li>• Learning and applying new vocabulary into answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty decoding texts and questions</li> <li>• Difficulty with inferring information from a text</li> <li>• Low self-esteem impacting on confidence when reading (may appear as a reluctance to engage).</li> <li>• Visual spatial difficulties - when looking at a text and then looking at questions / writing out answers to questions</li> <li>• Difficulty processing language / vocab in a text - causing difficulty to respond.</li> <li>• Difficulty with sequencing</li> <li>• Poor concentration impacting ability to access the whole reading text or the reading activity</li> <li>• Easily bored so possibly reluctant to engage in reading for sustained periods of time.</li> <li>• Difficulty with basics in Literacy/gaps in learning impacting ability to access curriculum</li> <li>• Difficulty with phonics/decoding certain fonts</li> <li>• Difficulty reading their own handwriting when writing answers</li> <li>• Low self-esteem - reluctance to</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with engaging in the role of another character/exploring emotions of another character</li> <li>• Refusal to participate</li> <li>• Difficulty maintaining attention during modelling and extended writing</li> <li>• Impulsivity impacting sentence structure (missing words/random sentences)</li> <li>• Difficulty to engage in character</li> <li>• May become over emotional to the content of a text (particular one which provokes an emotional response)</li> <li>• Likely to disrupt learning of other when not engaged.</li> <li>• Refusal to complete task.</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor difficulties making recording ideas difficulties - reluctant to write.</li> <li>• Sensory impairments impacting inference skills</li> <li>• Overload in sensory input resulting in disengagement/behaviour escalation/survival mode.</li> <li>• Hearing difficulties resulting to lost learning</li> <li>• Speech difficulties impacting on reading aloud</li> <li>• Eyesight difficulties - impact on reading or following/tracking the words</li> <li>• Mobility difficulties impacting posture when reading at length</li> <li>• Sensory impairments impacting on behaviour in lesson, engagement in video clips etc, pain when holding pencil</li> <li>• Overload in sensory input resulting in disengagement/behaviour escalation/survival mode.</li> </ul>
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	<i>write/engage in lesson</i>		
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