



Our Trust commitment to developing a Reading for Pleasure Culture

Primary Schools

Purpose

This document is based on and summarises the guidance for developing a reading for pleasure culture from 'The reading framework' July 2023.

As a Trust we prioritise reading for pleasure as a key life skill for all our pupils. It is impossible to mandate that pupils read for pleasure, but we can inspire our pupils and engage them in reading widely. We aim to develop a culture across our schools that values and supports reading for pleasure as a collective responsibility. We believe that pupils are disadvantaged if they do not choose to read for pleasure so across our schools, we adopt a strategic approach to promote RfP (Reading for Pleasure).

Professor Barbara Sahakian from the Department of Psychiatry at the University of Cambridge said:
"Reading isn't just a pleasurable experience – it's widely accepted that it inspires thinking and creativity, increases empathy and reduces stress. But on top of this, we found significant evidence that it's linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being."

Research demonstrates that RfP is associated with:

- Increased attainment in literacy and mathematics
- Wider general knowledge and vocabulary
- Enriched narrative/descriptive writing
- Enhanced psychological wellbeing

Strategies to support Reading for Pleasure

Core strategies (from the DfE Reading Framework 2023) to encourage sustained, voluntary reading include:

- Adults reading aloud regularly
- Informal book talk
- Encouraging library use
- Providing time to read
- Sociable reading environments

Book Club

This is a scheduled time on our timetables weekly for teachers to promote books and for pupils to make recommendations to each other. Book club should be seen as sacrosanct, an occasion for browsing, exploring and discussing books, where possible held in the school library. It is a time when adults encourage pupils to choose books they are interested in and support the development of positive attitudes to and pleasure in reading. Being able to choose is a powerful motivator and pupils are much more likely to enjoy reading if they have chosen the book because it appeals to them rather than because they have been told to read it. By reading widely, talking about books and discussing how to choose

them, pupils will gradually develop their personal tastes and interests and, find increased pleasure in reading.

We will ensure the following:

- Book club is timetabled for every class
- Teachers take time to get to know their pupils as readers and know their likes, dislikes and interests.
- Teachers have up to date subject knowledge of literature.
- Teachers use a range of promotional activities to 'hook' children into reading.
- Teachers emphasise the intrinsic rewards of reading for pleasure.

Promoting books

In terms of influences pupils' reading, teachers are the best promoters with pupils willing to trust the book recommendations of a teacher. Teachers can track the books which are most popular with pupils and advertise to others what pupils have already enjoyed. Pupils can provide a two- or three-word book review.

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We recognise that intrinsic motivation is more closely associated with reading achievement than extrinsic motivation. Our aim is that pupils' motivation is driven by curiosity, recommendations or engagement with familiar authors not a desire to gain a certificate or move on to a new level.

Where rewards are given in schools for attendance or behaviour, we will ensure rewards are related to reading for example book vouchers or books.

Class reading time

We will set aside time for pupils to read independently to build fluency, increase vocabulary and increase their reading miles. Our schools will consider where a time for reading can be set aside so that it happens regularly.

The most comfortable place for pupils to read may be at their tables. In primary, there may be book corners or library areas for pupils to spend time enjoying reading.

We will ensure the following:

- All pupils benefit from class reading time.
- Class reading time is timetabled.
- Space in classrooms is organised so that pupils can concentrate on reading.
- Teachers use class reading time to support pupils.
- Behaviour and routines are established so that pupils spend as much time as possible actually reading.
- Pupils have a book with them throughout the day.

Reading aloud to pupils

Reading aloud fosters positive attitudes and enhances pupils' motivation to read, developing vocabulary and knowledge of books, authors and genres that they might not choose to read themselves. It is important that pupils have the opportunity to listen to a wide range of whole books during their time at school rather than just a series of extracts.

In our primary schools' teachers will read aloud to their classes at least four times a week. As pupils become older, competing demands can make it harder for them to sustain their reading habit therefore as a Trust we have a responsibility to ensure that our pupils have the time and motivation to read widely and often. Through our English Teaching and Learning Networks our community of schools will share best practice and continue to review and develop our approach to reading for pleasure.