



Reading for pleasure policy.

At Vernham Dean Gillum's Primary School we actively encourage reading for pleasure and recognise it as a core part of every child's education, regardless of their background or attainment. We make reading a key part of our curriculum and expose children to a wide range of texts in a variety of situations and representing our diverse world.

Reading for pleasure aims to establish each child as a lifetime reader with a love of reading. Reading for pleasure will help a child develop educationally as well personally. Promoting reading in school can have a major impact on children, their future and their life chances.

This Reading for Pleasure stands alone focusing on the importance of reading and how we deliver and share it at Vernham Dean Gillum's. This policy focuses on the promotion and encouragement of reading as an enjoyable activity.

Access to a wide range of texts.

We give pupils opportunities to read a wide range of texts within the classroom that accommodate all reading ages with in a class. Texts will include:

- *Fiction and non-fiction books
- *Picture books (age appropriate)
- *Poetry
- *Graphic novels
- * Newspapers (eg First News)

Teacher's Role:

At Vernham Dean Gillum's the teachers and other adults have the important role of fostering a love of reading with the pupils. This is done in a variety of ways.

*Teachers regularly read aloud to pupils – studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is about creating a positive reading experience to engage pupils , so teachers model enthusiasm for books and reading. Teachers do not only read to the class but interact with them: ask questions about what has been read and use the language of our school reading skills when discussing the book. This helps improve children's comprehension and reading skills.

As role models, teachers model themselves as readers by discussing their reading experiences with children. When choosing books to read aloud, a balance is struck between

thinking about children's preferences and inviting them to new types of books and authors to expand their horizons and start new interests.

Through discussing books of personal interest, regularly referencing books and promoting different types 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 using class rewards and reading records to stimulate this love of reading.

Reading displays and reading areas.

Every classroom within school has a class library with a variety of texts including fiction, non-fiction, texts from different cultures and poetry. Within the classroom is an area that focuses on a love of reading, the promotion of books as well as displaying the reading journey that the children are working through as a class.

Class readers.

KS1 and KS2 each have a class text that is read to them and discussed together. These texts may be books that are used as a stimulus for writing or in guided reading sessions. These books are chosen to widen the children's' reading skills and appreciation of age appropriate, quality texts.

Free reading.

Friday's reading sessions are dedicated time for reading for pleasure. This could be as part of 'Free reading Friday' or children using their reading journeys which they use to celebrate the books they are reading.

Book Days/ Book Weeks.

Celebrating World Book Day is an excellent way of promoting reading and creating a buzz around reading. Pupils and staff are given the opportunities to dress up according to a theme, giving opportunities to make links with other areas of the curriculum. Activities for the day are based around reading and the sharing of experiences, books and authors.

Every year, the English lead will choose a high quality picture book that is both accessible and suitable for EYFS through to Y6 and is explored through whole school book week.

Communicating with parents.

Each month a school 'Reading Newsletter' is sent out to parents and Governors, this is to celebrate and communicate the reading that is happening in school. Each month the English Lead will recommend a book, each class will have a section which will either be a recommendation or sharing a guided reading text and another member of staff recommends a book. Some newsletters also include book reviews/ recommendations from children or Governors, reading challenges may also be attached.

Professional development and support.

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:

*Staff INSET

*Discussions with English Lead

*Discussions and good practice within teams

*Wider reading/research on 'Reading for Pleasure'

SEND Provision/ Enrichment and Challenge.

As an inclusive school we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge.

We teach English to all children, whatever their ability. A range of targeted interventions provide opportunities to address gaps in knowledge and understanding.