

Reading for Pleasure at Wath Church of England Primary School

The Research

We all know the long-term life benefits of being literate. We know that reading can improve a child's comprehension, vocabulary, spelling, speaking, listening, writing and overall general knowledge.

According to Ofsted, all subject teachers have a duty to improve student literacy and it should be prioritised to allow children to access the full curriculum. Not only does this improve the standards of reading, writing, spelling, listening and speaking but improved literacy skills are also linked with improved ability to understand and engage with wider concepts therefore it is key to success.

'There is a wealth of evidence to suggest that there is a positive relationship between reading frequency, reading enjoyment and attainment.' (Clark 2011; Clark and Douglas 2011).

In addition, research shows that reading not only makes a big difference to a child's educational achievement across the curriculum, but also to their personal, social and emotional development. Reading is a powerful factor in determining a child's future aspirations, irrespective of their parents' level of education or their socio-economic background.

The stories we hear and read as children can shape our view of the world. 'Most small children live their lives in quite a limited environment. Reading stories to children can show them far-flung places, extraordinary people and eye-opening situations to expand and enrich their world.' Scott Evans

It can also be a great way of helping them deal with real life situations that they need help to deal with. Researchers have found that the brain activity that occurs when we read fiction is very similar to experiencing that situation in real life, so reading about a situation helps children work out how to solve it in reality.

Intent

At Wath C of E we recognise the importance of raising confident and enthusiastic readers and the impact this can have on a child's future aspirations and achievements. Our aim is to create and sustain a positive reading culture throughout school, which alongside strategic reading skill development, will have a positive impact on attainment. Reading is a top priority in all our classrooms. Through a rigorously planned approach, we aim to infuse our children with a genuine love of reading and keep them engaged with reading throughout their school life and into their adult lives.

Implementation

Story Time/Reading to the Class

We believe that reading aloud to children is the first step in building a reading culture where books and stories are shared together and that it is the first step to creating a lifelong reading habit.

All classes participate in story time everyday. The expectation is that the teacher will read aloud to the class for 15-20mins each day. We make sure to protect this time in the face of the demands of a busy timetable and see it as crucial in encouraging a love of reading in our children.

Book Babble

As well as reading books to our children, we understand that talking about books is equally important. We make time to talk about books in our weekly 'Book Babble' sessions. Children are encouraged to bring in books from home and to discuss these with their peers. During these sessions, children will make recommendations to each other about the books they have enjoyed. This creates a buzz about books that carries on well beyond the classroom.

Reader Teachers.

At Wath we recognise the importance of being 'reader teachers.' We think the effect of seeing teachers reading and enjoying this is infectious. As well as reading quality texts to the children, we want to be able to signpost books that the children might like to read so they are expanding their range of interest and knowledge of authors they like. We do this through our book babble sessions and an in depth knowledge of the reading habits of the children in our class. Teacher recommendations are displayed around school. The headteacher also recommends books where he gives children from different year groups the chance to read books he has enjoyed. The children are selected by their class teachers for effort in reading in school. They choose a book with the headteacher so he can be part of browsing and discussion when each child selects a book. After they have read the book, the headteacher discusses the book with the child before they return it.

Reading areas

We believe that by surrounding children with books, we help them to realise that literature is an essential part of their lives. All classrooms have a reading area to further inspire our children to engage with reading. These areas provide children with a varied diet of books to choose from, including fiction, non-fiction and poetry. These books can be borrowed by children to enjoy at home.

Also in our reading area, children can find information to aid them in independently making informed choices about which books they may enjoy reading next. We have provided all children and parents with a list of 50 books that are suggested reads for their year group. As well as these, they are informed through Books for Topics branching out posters, Dean Boddington's tube and road maps and through information about websites such as,

www.thereaderteacher.com www.lovereadingschools.co.uk www.BooksforTopics.com
which can help them make choices about choosing books they will enjoy reading.

Guided reading

Whole class guided reading gives our classes another chance to share books and texts which further builds the reading for pleasure ethos. Guided reading takes place every day in Y2-Y6. In Y1 and Foundation Stage, stories are shared on a daily basis and these books are then fed into continuous provision activities so children have further opportunities to engage with them in a variety of ways. Guided reading still takes place in these classes but this is done in groups rather than as a whole class session.

Other incentives.

Children are rewarded for regular reading. If they record 5 reads per week they can put a raffle ticket into a box. At the end of each half term a raffle ticket is drawn out from each class box and that child can choose a book from our reading tree to take home and keep.

The headteacher also offers an incentive to children who show a strong interest in class reading. This child is chosen by the class teacher and is then invited by the headteacher to choose a book from his own library.

Impact.

Impact will be measured through pupil voice questionnaires, parent questionnaires, percentage of children reading 5 times per week, discussions with children and observations of classrooms.