





# Westmoor Primary School

## Reading for Pleasure Policy

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Signed by:			
	Head teacher	Date:	24.9.21
	Chair of governors	Date:	24.9.21

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## **Statement of intent**

We, at Westmoor Primary, believe in encouraging pupils to develop pleasure for reading. Pupils who read on a regular basis, in school, and at home, have a higher chance of fulfilling their academic potential.

Independent reading, and reading as a group, is integrated into the existing curriculum, with aspects of this policy used in everyday teaching. A wide variety of texts and electronic sources are available in order to provide pupils with a range of reading options.

The aim of this policy is to instil passion for reading in pupils, which they will carry on into subsequent phases of education, and into later life.

## **1. Teachers' roles**

- 1.1. Teachers act as role models and encourage pupils to view reading as a pleasurable activity.
- 1.2. Teachers read aloud to pupils on a daily basis, in order to create a positive reading environment.
- 1.3. Teachers actively encourage pupils to read aloud to the whole class, in order to build their confidence.
- 1.4. Pupils are encouraged to ask questions and interact with teachers when they are listening or reading.
- 1.5. Teachers maintain a balance between the types of reading materials, for example, inviting pupils to break away from their preferences, encouraging them to read new types of books, in order to expand their horizons and spark new interests.
- 1.6. After teachers finish reading a book with the class, they encourage pupils to provide their opinions on the book in group discussions.
- 1.7. Teachers encourage pupils to read outside the classroom and make book recommendations to each other.
- 1.8. Teachers regularly undertake CPD to improve engagement with their pupils and enhance their methods of encouraging reading.

## **2. Reading materials**

- 2.1. A wide range of reading materials are available in the library and classrooms, which include the following:
  - Age-relevant fiction and non-fiction books
  - Educational magazines/newspapers

- Internet based text, accessed via tablets
  - Comic books
  - Pupils' work
  - Audio books
  - Books in other languages
- 2.2. The school actively seeks to add new reading materials to their collection, through purchases and contributions from the wider community.
- 2.3. Any books which are donated to the school are reviewed in order to ascertain whether they are age appropriate and suitable for pupils.

### **3. The school library**

- 3.1. All pupils at Westmoor Primary are made aware that they have access to the library when they are not in class.
- 3.2. Each year group at the school is allocated time to spend in the library.
- 3.3. Pupils are given access to tablets and electronic devices to access online reading materials.
- 3.4. All pupils are permitted to borrow books in accordance with the school's Library Policy.

### **4. Classroom libraries**

- 4.1. All classrooms have a designated reading corner for storing books.
- 4.2. Reading corners are effectively designed, in order to provide the following:
- Support for literary instruction
  - Pleasure in reading
  - Interaction between pupils
  - Support for Independent reading
  - A central location for classroom reading resources
- 4.3. A variety of age-appropriate classroom reading resources are made available in the reading corner, which will include the following:
- **Fairy tales and folk tales**
  - **Picture books**
  - **Information books**
  - **Magazines/newspapers**
  - **Encyclopaedias**
  - **Recipe books**
  - **Joke books**
  - **Comics**

### **5. Reading at home**

- 5.1. Communication is maintained with parents/carers throughout the academic year, in order to keep them updated on their child's progress.
- 5.2. Pupils are encouraged to read at home through the following methods:
  - Family introduction to reading sessions/meetings
  - After school meetings with parents/carers
  - Book swaps
  - Notifications for parents/carers informing them of their child's progress

## **6. Pupils with SEND and academically more able pupils**

- 6.1. All pupils are encouraged to read books that are suitable for their reading ability.
- 6.2. Pupils with special educational needs and disabilities (SEND) receive additional support from teaching assistants to enable them to develop a passion for reading.
- 6.3. The special educational needs and disabilities coordinator (SENDCO) makes reading for pleasure part of the individual learning plans for pupils with SEND.
- 6.4. Academically more able pupils are provided with reading materials which challenge them and keep them interested in reading new material.

## **7. Equality and diversity**

- 7.1. is fully committed to ensuring the equal treatment of all its pupils and staff, and this is reflected in the reading materials which it uses, the school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:
  - Ethnicity
  - National origin
  - Culture
  - Religion/beliefs
  - Gender
  - Disability
  - Sexual orientation
- 7.2. Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's Equality Policy and Anti-bullying Policy.

## **8. Policy review**

- 8.1. This policy is reviewed every two years by the Literacy subject leader.
- 8.2. The scheduled review date for this policy is June 2022.