

2023

Reading for Pleasure Principles



Becton School
Together We Can

Scope

These principles are applicable to Becton School, part of Nexus Multi Academy Trust. The 'Reading for Pleasure Principles' document should be read in conjunction with the 'Quality of Education Principles' and 'Phonics Principles' documents.

Aims and vision

Reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences, and develop the vocabulary they need to effectively express themselves. It is important that children are motivated to read regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Furthermore, we know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. A child cannot self-regulate without recognising and starting to understand how they feel - book sharing can help them to understand their feelings and emotions.

The TaRs research project revealed that when teachers knew more about children's reading practices and experiences beyond school they were more effective in nurturing RfP and building communities of readers. They understood more about each individual child's interests and preferences. Thus they came to question what counts as reading in their classes, began to include more than just books and worked in collaboration with children to widen the variety of texts which were recognised for reading. (Cremin et al., 2014)

Our RfP practice is underpinned by the above philosophies.

Intent

At Becton School we work hard to:

- establish our pupils' belief in themselves as readers
 - foster a love of independent reading and to build communities of confident, discerning and reflective readers
 - build a reciprocal approach to reading whereby adults and students recognise and share their reading preferences, helping students to build their own identity as a reader
 - create a successful reading culture embedded in our school, fuelled by enjoyment and enthusiasm
 - develop understanding and response to texts, including questioning the content and ideas expressed
 - create opportunities to ignite and inspire passion for reading in both long-term and short-term pupils
 - achieve our aspiration for every child to have a strong love of reading and books
 - ensure our children will become life-long readers and learners
-

Implementation

We promote positive attitudes to reading across the school, and cultivate the behaviours that children need to become discerning readers by implementing the following approaches and strategies: -

- We have a clear, consistent, whole school approach to reading
 - Children are encouraged to read frequently and widely, and to discuss what they read
 - The curriculum is delivered through synthetic phonics, reading across the curriculum, regular opportunities for independent reading, hearing texts read aloud, and informal book talk. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers. The TaRs research project revealed that a robust RfP pedagogy encompassed four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment.
 - Becton and Chapel House have attractive library areas, providing social reading environments where the children can access a wide range of books, both fiction and non-fiction. Displays of books are regularly changed to ensure that library spaces are fresh and stimulating. We have reading themes each half term at every site, supported by additional books from the School's Library Service (SLS) (thrillers and horror, BAME writers, fantasy and magic, crime and mystery, romance and relationships, poetry). Students are involved in designing and making displays to promote the half termly theme.
 - Books are not found only in the library spaces – they are in classrooms and displayed around the school sites.
 - We encourage children to use libraries to access books, taking children on trips to our local libraries. We understand that libraries are essential engines of social mobility for children from deprived homes.
 - Staff are encouraged to be book advocates and to promote positive attitudes to reading. We read when the children read, we let children see us reading, we talk about the books we read. This sets a powerful example and fuels enthusiasm. The TaRs research project found that 'when teachers widened their knowledge and pleasure in reading children's literature and other texts, and became more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014)
 - We use reading surveys and reading rivers to help us learn more about our students' reading practices and experiences beyond school, for us to be more effective in nurturing RfP and building communities of readers.
 - We don't pretend that every book is great – we make conversations about books. Enthusiasm is infectious, but it must be genuine. We teach our children that it doesn't matter if someone may not enjoy a book as much as them – what counts is that children can see that books can make a person happy.
 - We build our pupils' belief in themselves as readers by showing our students that we value of all types of reading. For example, reading to enhance another pleasurable
-

activity (recipes, instructions etc), or reading that evokes pleasure (texting, social media etc)

- Children have access to a healthy and varied reading diet, including non-fiction, poetry, picture books, graphic novels, humour (including joke books), short stories, TV/film tie-ins, retellings of myths and legends, miscellanies, magazines, comic books and puzzle/activity books. We recognise that there are many routes to reading and that different children like different things.
- We have a rich supply of books from a close working relationship with the Schools Library Service and the charity Read for Good. At our Sheffield Children's Hospital site, we have a team of volunteers who distribute the books from Read for Good across all the wards daily.
- We have Drop Everything and Read (DEAR) time across all three sites, modified to meet the needs of each site. At Sheffield Children's Hospital, DEAR time takes place each Thursday afternoon. At Chapel House, DEAR time takes place every Friday morning. At Becton, DEAR time happens throughout the week on an individual basis. On all three sites, DEAR time aims to enhance children's motivation and involvement in reading and to develop their skills by reading with other children, reading with an adult, shared reading, guided reading, whole class guided reading, reading aloud, independent reading and reciprocal reading. We also have a schedule of engagement activities to encourage active participation in DEAR time.
- We celebrate reading together throughout the year by taking part in schools based, local, and national reading initiatives including the Sheffield Children's Book Awards, World Book Day, and topical reading challenges.
- Pupils with complex needs are supported in RfP through bag books, sensory stories, being read to, tactile books, sound books, and audiobooks.
- Staff are supported to be reading advocates for our students through the provision of well organised and fully resourced events throughout the year. All staff are encouraged to join in with our RfP initiatives, regardless of their subject area, promoting a whole school ethos to reading for pleasure which spans the whole curriculum. A reading manifesto is shared with staff, which champions the importance of, and the pedagogy behind, RfP.
- The RfP lead keeps abreast of current educational thinking and practice by attendance at Network meetings and any identified appropriate training, and reference to the Open University RfP hub..

Impact

- Pupil surveys are carried out twice yearly to gather pupil voice about their reading habits in and out of school, and to gauge the impact of our RFP programme. This information is collated into line chart form for analysis.
 - Pupil and parent voice feedback forms are given to parents and students at the end of reading teaching sessions, and DEAR sessions, at SCH. This data is collated and analysed termly.
 - The yearly plan for RfP is RAG rated regularly throughout the year, reviewed at the end of the year and used to inform next year's plan.
 - Each site has a journal which documents RfP events and achievements throughout the year.
-

- Learning walks are conducted by the RfP lead across all sites, termly. These include audits of the library spaces to ensure they are rich and stimulating.
- Individual case studies are used as audits of impact, where appropriate.
- The effectiveness of this policy will be reviewed through the systematic process of whole school self-review and evaluation.

Future plans and developments

- By September 2023 we will have subscriptions to comics/magazines/periodicals for each site. We will carry out surveys to find which titles our students would like to see, and these will be reviewed each term to ensure that the titles are up to date and relevant to our current cohort.
 - We will have an ongoing programme of author, storyteller and illustrator visits to inspire our children to become readers.
 - To promote parental engagement in reading for pleasure, we will run parental workshops which are designed to facilitate engagement between parents, the school and their children's reading. They will begin with an information pamphlet about the importance of reading for pleasure, which will be accompanied by an invitation to informal parent/children reading time, supported by teachers where necessary.
-

Appendix 1 - A Reading for Pleasure Manifesto



A READING FOR PLEASURE MANIFESTO

1. Read books yourself! (Including children's books!)

Why?

- It makes you knowledgeable about all the super literature out there!
- It sets a powerful example
- It fuels enthusiasm

Let children see you reading. Read when they read. Read at breaks. Have a book with you.

2. Have books around

This doesn't mean just in the library spaces. Quality books of all kinds can be in classrooms, on display, around the school and in your hand!

Make it plain for anyone who enters the building that books are loved, valued, important, enjoyable, incredibly varied, beautiful, interesting, funny and essential.

Talk about books.

3. Enthuse!

Enthusiasm is infectious, attractive, positive, and engaging. It must be genuine – just be natural. It doesn't matter if someone may not enjoy a book as much as you – what counts is that children can see that books can make a person happy. Don't pretend every book is great – make conversations about books.

4. Get everyone on board

If everyone is behind the instituting of a book culture, then it has more chance of success. Prioritising RfP need not replace other initiatives. It can underlie all the other things that a school needs to be doing. Once a book culture is embedded it runs itself, fuelled by enjoyment and enthusiasm. Make it fun!

Remember that where children are reading we see:

- Improved academic performance
- Higher levels of concentration
- The development of thinking skills
- Increased awareness
- More empathy
- The unlocking of imagination
- Lower levels of stress and worry

5. Have a rich supply of books

A healthy reading diet should include non-fiction, poetry, picture books, graphic novels, humour (including joke books), short stories, TV/film tie-ins, retellings of myths and legends, miscellanies, magazines, comic books and even puzzle/activity books. There are many routes to reading and different children like different things.

Use the SLS - we do not need to buy every book. Encourage children to use libraries to access books – libraries are essential engines of social mobility for book-captured children from deprived homes.

Appendix 2 - DEAR Schedule



DEAR Schedule Academic year 22/23

Each session to last 30 mins
(15 mins cosy corner reading time, 15 mins engagement activities)

Engagement activity ideas - week commencing:

- 5 Sep 22 - Book 'dingbats', anagrams, wordsearches, Boggles, etc.
- 12 Sep 22 – Design your own bookmarks
- 19 Sep 22 – Discuss an article or news story from that week (use First News)
- 26 Sep 22 – Group 'story writing' - Consequences
- 3 Oct 22 – True/false quiz about books / authors / characters
- 10 Oct 22 – 'Book Pong'
- 17 Oct 22 – Halloween theme – read one of the Gothic/Horror graphic novels during Cosy Corner time (photocopy for students?) and then design their own comic strip (small number of boxes due to time constraints; if students enjoy this could be continued outside of DEAR slot)

HALF TERM

- 31 Oct 22 – Discuss an article or news story from that week (use First News)
- 7 Nov 22 – Design tiny flip books
- 14 Nov 22 – Group 'story writing' – un/fortunately; telling a story 3 words at a time
- 21 Nov 22 – Name in the Hat game
- 28 Nov 22 – Play 'Fictionary' (Call My Bluff)
- 5 Dec 22 – Students bring a book they like, to recommend (could also choose Christmas movies if more appropriate to the group; they're still narratives)
- 12 Dec 22 – Christmas theme – Pass the Parcel with Christmas book theme (can make your own, or there's a leftover one in my cupboard – but it's more 'persuasive writing' themed than easy book questions).

CHRISTMAS HOLIDAYS

- 9 Jan 23 – 'Who Am I?' using book characters
- 16 Jan 23 – Design your own bookmarks (or make as a gift for someone)
- 23 Jan 23 – Discuss an article or news story from that week (use First News)
- 30 Jan 23 – Sporcle website quizzes about books / authors / characters
- 6 Feb 23 – Valentines theme – acrostics and word searches, anagrams, etc.

HALF TERM

- 20 Feb 23 – Discuss an article or news story from that week (use First News)
- 27 Feb 23 – **World Book Day** on 2 March – assuming there will be a drop down day at some point this week. Activities TBC by current staff group, but Book Scavenger Hunt went very well in 2022.
- 6 Mar 23 – Group 'story writing' – Rory's Story Cubes or printable Storytelling Dice
- 13 Mar 23 – Students bring a book they like, to recommend
- 20 Mar 23 – Acting out / guessing 'blurbs' from a small selection of books
- 27 Mar 23 – Easter theme – pop up card design / mindfulness colouring

EASTER HOLIDAYS

- 24 Apr 23 – Book ‘dingbats’, anagrams, wordsearches, Boggles, etc.
- 2 May 23 – Design your own bookmark (or make as a gift for someone)
- 8 May 23 – Discuss an article or news story from that week (use First News)
- 15 May 23 – Multiple choice quiz about books / authors / characters
- 22 May 23 – Book themed Pictionary or Charades

HALF TERM


- 5 Jun 23 – Discuss an article or news story from that week (use First News)
- 12 Jun 23 – Group ‘story writing’ – look at this selection of photos and invent storylines that join them; what happened before/after this photo
- 19 Jun 23 – Students bring a book they like, to recommend
- 26 Jun 23 – **National Writing Day** end of June – Blackout Poetry (if students enjoy this could be continued outside of DEAR slot)
- 3 Jul 23 – The Paperback Game
- 10 Jul 23 – Making Your Mark cards, then use them to tell stories (if students enjoy this it can be extended outside of DEAR time)


LAST WEEK AND END OF ACADEMIC YEAR

Library Themes

Autumn 1	Autumn 2
Topic: Thriller & Horror	Topic: BAME Writers (Linked in with Black History Month)
Spring 1	Spring 2
Topic: Fantasy & Magic	Topic: Crime & Mystery Please include some Shakespeare (linked in with Shakespeare week)
Summer 1	Summer 2
Topic: Romance & Relationships	Topic: Poetry

Appendix 4 – Reading Survey (Chapel House example)





The Chapel

Reading Survey

We would love to hear how you feel about reading so that we can learn more about how we can make reading fun. Please would you have a go at answering these questions: -

How often do you read at school?

Every day

Once a week

A few times a week

Less than once a week

How often do you read at home?

Every day

Once a week

A few times a week

Less than once a week

How much do you enjoy reading?

Very much

A little bit

Not at all

Who do you like to read with?

I like to read on my own

I like to read with friends

I like to read with adults at school

I like to read with adults at home

What do you like to read?

Blogs

Poems

Comics

Letters

Magazines

Newspapers

Fictional stories

Non-fictional texts

Our school reading books

How good are you at reading?

I am very good at reading

I am ok at reading

I find reading difficult

Are you a member of a local library?

Yes / no

Do you enjoy reading in school? Give a score between 1 (absolutely hate it) and 10 (absolutely love it)

1 2 3 4 5 6 7 8 9 10

Do you enjoy reading at home? Give a score between 1 (absolutely hate it) and 10 (absolutely love it)

1 2 3 4 5 6 7 8 9 10

If we ordered comics, periodicals or magazines for our school, what would you request?

What could we do at Becton School to make reading even better?

thank you!

Appendix 4 – Parental Feedback Form



Becton School
Together We Can

We would love to hear how you feel about reading so that we can make reading at the Children's Hospital fun – please have a go at answering these questions: -

Disagree (1)	Partially agree (2)	Agree (3)	Strongly agree (4)	(Please circle)
I was given lots of opportunities to read	1	2	3	4
I could choose from lots of different books	1	2	3	4
I enjoyed reading with the hospital school	1	2	3	4

What could we do at Becton School to make reading even better?

Name: **Year Group**

Date