

## Our Lady and St Joseph

### Reading for Pleasure

Date	Review Date	Coordinator	Nominated Governor
April 2021	April 2022	Judyta Ruminska	Julian Vennis (Curriculum Committee)

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National Curriculum in England: English programmes of study (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that children's 'love of reading steadily declines from the day they leave primary school to the day they leave secondary school and particularly when it comes to boys.' It seems that the main reasons for this are due to 'an increasing number of academic, social and leisure priorities, as well as a curriculum that puts more emphasis on homework and study.'

Therefore, we believe that we have not only a duty to encourage children to read for pleasure but to encourage each child to become a lifetime reader as this will have a positive effect on their chances in life.

We believe reading for pleasure is best defined as 'any reading that is primarily for enjoyment. It encompasses a wide range of genres and publications, and includes both fiction and non-fiction. Reading for pleasure is no longer restricted to the printed word but increasingly includes online reading, whether on a website, or via an e-reader such as a kindle.'

We actively encourage children to read both fiction (novels, short stories, jokes, comics, poetry, lyrics, plays and scripts) and non-fiction (reference books, newsletters, letters, emails, biographies, memoirs, newspapers, magazines and websites).

We want children to realise that reading should not be seen as a classroom-based activity but a major part of their everyday life.

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We are aware that reading for pleasure builds children's confidence, their self-esteem and self-awareness. It gives them a sense of achievement and it prevents boredom and reinforces their relaxation time.

Also, reading for pleasure has a major impact on children and their future as it improves their reading attainment, writing ability, text comprehension, grammar, and breadth of knowledge. It provides children with a better general knowledge, a better understanding of other cultures, a community participation and a greater insight into human nature and decision making.

We will believe reading should be carefully planned by enthusiastic teachers who read to children, talk and recommend books to them but also to allow them access to a wide range of reading material and thereby providing them with choice.

We are aware that 'parents and the home environment are essential to the early teaching of reading and for fostering a love of books.' Therefore, we have developed a strong relationship with parents in order to achieve this.

We aim to be judged and remain Outstanding in all school inspections by ensuring that we are actively encouraging children to read for pleasure.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

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- To encourage children to read for pleasure.
- To encourage to read both fiction and non-fiction.
- To ensure reading is not just seen by children as a classroom-based activity but as a major part of their everyday life.
- To build children's confidence, their self-esteem and self-awareness by encouraging them to read for pleasure.
- To develop a strong relationship with parents in order to develop the early teaching of reading and fostering a love of books.
- To share good practice within the school.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English and for developing reading for pleasure with children;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;
  - ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.

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- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure reading for pleasure is built into teaching and learning;
- raise the profile of reading for pleasure with all stakeholders and thereby developing this school as a reading for pleasure school;
- ensure children have the freedom of choice;
- ensure school personnel become reading role models by encouraging children to read widely through recommendations from their own reading;
- develop opportunities for reading for pleasure;
- provide the financial resources to develop reading for pleasure;
- develop home-school relationships;
- ensure good practice is shared throughout the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- celebrate the effort, success and achievements of pupils;
- annually report to the Governing Body on the success and development of this policy.

### Role of the Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

## Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- ensure the school library and class libraries have sufficient fiction and non-fiction books and a range of different texts;
- ensure pupils have access to internet based texts;
- ensure sufficient funds are in place to restock the school and class libraries;
- organise the annual World Book Day and associated planned activities;
- organise termly Children's Book Weeks celebrating different authors;
- invite local and national authors in order to discuss their work with the children;
- organise and run an a morning school reading group;
- organise visiting book fairs;
- invite parents to reading workshops;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

## Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- be enthusiastic in developing and encouraging a love of reading;
- carefully plan reading opportunities;
- read regularly to children;
- promote a wide range of books of a personal interest;
- create regular reading time when pupils can read a book of their choice silently;
- encourage pupils to:
  - choose books from the school and class library from a variety of genres, of a variety of authors and covering a wide range of interest;
  - book-share and swap;
  - group read;
  - read with a partner;
  - choral read;
  - write book reviews;
  - keep a book journal;
  - make book recommendations to the class;
  - choose and discuss their favourite author/s.
- encourage boys to read for pleasure by providing books that engage boys by:

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- reflecting their own image;
  - making them laugh;
  - grabbing their attention;
  - providing a sense of comfort and familiarity.
- encourage boys to read for pleasure by providing non-fiction texts that engage boys such as:
    - newspapers;
    - magazines;
    - comic books;
    - sports magazines; and
    - instruction manuals.
  - be aware of all other linked policies;
  - maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
  - work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
  - implement the school's equalities policy and schemes;
  - report and deal with all incidents of discrimination;
  - attend appropriate training sessions on equality;
  - report any concerns they have on any aspect of the school community.

## Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to read for pleasure;
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listening carefully to all instructions given by the teacher;
- asking for further help if they do not understand;
- treating others, their work and equipment with respect;
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaising with the school council;
- taking part in questionnaires and surveys.

## Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- encourage their children to read for pleasure by acting as role models;
- purchasing a wide variety of books for their children to read;

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- be invited to attend parent workshops;
- be invited to attend school book fairs;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- school events;
- meetings with school personnel;
- communications with home such as weekly newsletters and of end of half term newsletters;
- reports such annual report to parents and Headteacher reports to the Governing Body;
- information displays in the main school entrance.

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - National Curriculum programmes of study and attainment targets for all English
  - Curriculum
  - Teaching and learning
  - Planning
  - Differentiation
  - Assessment
  - Monitoring and Evaluation
  - Special Educational Needs
  - Academically More Able, Gifted and Talented Pupils
  - Key skills
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

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### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	April 2021
<b>Chair of Governing Body:</b>	Paul Mokwenye	<b>Date:</b>	April 2021