

Reading for Pleasure

Reading, or more widely literacy, is an essential life skill that impacts an individual's ability to participate in society (Ofsted, 2022). It allows for creativity and critical thinking, broadens our knowledge and understanding of the world and aids the development of skills to engage positively within society (ILA, 2018). Without such skills, children, young people and adults face exclusion from society (ILA, 2018) as well as impacting on personal development according to Maslow's hierarchy of needs (Maslow, 1943). Maslow suggests that to reach self-actualisation, the ability to 'be' what you 'can be' (Maslow, 1943), individuals first need their basic care needs met, then to have the opportunity of developing and using skills such as creativity, which we have seen can be established through literacy and reading (ILA, 2018). Despite the understanding that literacy is a key skill for all individuals, illiteracy is still relatively high in the UK with one in five adults presenting with difficulties which can affect employment and mental health (NLT, 2025). Therefore, it is key for children to develop this skill in their early education. The All-Party Parliamentary Group (2011) suggest that 'reading for pleasure' is where literacy begins, and this is the key focus of this assignment with consideration given to its impact on educational attainment and personal wellbeing, issues effecting implementation in schools and suggestions for removing barriers and enhancing practice of reading for pleasure for all.

Reading for pleasure is described as reading that is done freely and voluntarily and that which is driven by the reader's own interests (Cremin and Scholes, 2024) or the anticipation of satisfaction from doing so (Clark and Rumbold, 2006). It is not determined by text type, location or the outcome of the act, but by the intended purpose (Duncan, 2014) and is not necessarily about the words on the page but the readers interpretation of images, symbols and letters that make up the whole text (Duncan, 2014). Reading for pleasure is incorporated within current UK educational policy and practice for schools as outlined within the National Curriculum (DFE, 2013) and research suggests that there are many benefits of reading for pleasure including to mental health, academic attainment and socioeconomic status (DFE, 2012; OECD, 2021) as well as reading above expected level (NLT, 2019).

Reading for pleasure is a higher indicator of future academic attainment than socio-economic status (OECD, 2021) and findings from McGrane et al. (2017) identified that positive attitudes to reading correlated with higher assessment scores.

Research also found that child-led free reading is more effective than teacher instruction at widening vocabulary (McQuillan, 2019) whilst reading at their own pace as opposed to out loud to a teacher, also improves comprehension of the texts (Hiebert, Wilson and Trainin, 2010).

Further, reading for pleasure not only supports cognitive development but it is also important in supporting mental wellbeing. A research study by Clark and Teravainen-Goff, (2018) found that the more young people enjoy reading and the more positive they feel about it, the better their mental wellbeing. In 2023, the National Literacy Trust reported children's voices about reading and their mental wellbeing; it was recorded that 46% of children and young people shared that reading made them feel happy, and 59.4% suggested reading helps them to relax (NLT, 2023).

Despite this recognition of reading for pleasure and its benefits, trends indicate that overall

enjoyment and engagement in reading is declining year on year (NLT, 2023) with 2 in 5 children stating they enjoy reading in 2023 (NLT, 2023) and only 1 in 3 eight- to eighteen-year-olds saying the same in 2024 (NLT, 2024). The latest data, reported in 2025 states that “reading enjoyment is at its lowest point in two decades” (NLT, 2025). The findings of the National Literacy Trust annual survey found girls are more likely than boys to report an enjoyment of reading, similarly younger children are more likely to enjoy reading than their older peers, trends that have been continuing for many years and seem to be linked to perceptions about reading not being ‘cool’ (NLT, 2024; NLT 2025). There was very little variance based on socioeconomic status (NLT, 2024). However, enjoyment in reading benefits all those who find it, regardless of gender, race or socioeconomic status (NLT, 2024). Famous author and previous Children’s Laureate, Julia Donaldson, was driven to expand her well-loved ‘Gruffalo’ series to help to reverse this decline in children’s reading as she recognises the joy that can be gained from sharing a story (2025, in Youngs, 2025).

As such, it would seem that if we want to see children’s academic abilities improve across the curriculum, thus allowing for future successes in life and avoiding the complications posed by illiteracy and poor mental wellbeing, the starting point is to facilitate opportunities for children to develop motivation and enjoyment in reading allowing them to better access their learning and improve their mental health from a young age.

To help to reverse this decline in reading for pleasure and to ensure we are promoting lifelong benefits of reading, encouraging motivation is essential. Motivation is what determines why we do what we do (Schurmann et al, 2020) and regulates our intensity and focus on tasks (Reeve, 1996). Motivation, including motivation to read, can be influenced by both intrinsic and extrinsic factors including enjoyment, interest or a sense of belonging as well as rewards and achievements, yet intrinsic factors are more important for encouraging a lasting love of reading (Orkin et al, 2018) as well as increasing the likelihood of reading for pleasure and enhancing the reader’s self-image (McGeown *et al.*, 2012) which in turn feeds positively into esteem which is another area of development regarded in Maslow’s hierarchy of needs (Maslow, 1943). The national Literacy Trust have just published their latest data regarding children’s reading for pleasure, and a key focus within this report is linked to motivation (NLT, 2025). They found that children’s motivation to read was often linked to their interests including hobbies or movies they enjoy as well as being able to choose their own texts for reading with some such texts being digitally accessible (NLT, 2025). Unfortunately, the opportunities for children to engage with texts of their choosing, linked to their interests, is limited in schools and even more so if they are looking for digital media.

Michael Morpurgo, top children’s author and reading for pleasure advocate, identified that school reading culture is ‘skewed for results’ with a heavy focus on extrinsic rewards, but identified that this approach leaves little room for inspiring that love of reading (Morpurgo, 2011). This reflects the experiences I have had thus far in my own teaching career.

Policy in my previous school settings stated an aim to ‘create a culture of reading for pleasure’ (Gorseland, 2024, Appendix 1) or ‘inspire a love of reading’ (Bosmere, 2023 Appendix 2).

Bosmere’s reading policy states children are ‘given opportunities to read for pleasure’ (2023), whereas Gorseland talks only about structured reading times (2024) which more accurately reflects my experience of these policies in practice, the experiences linked to reading in both settings were much more weighted to structured learning; learning to read the words on the

page (decoding) or focussed questions and discussions around texts (comprehension) as opposed to opportunities for free and open reading. A research study carried out in 2018 also found that in some schools, allocated time for 'Reading for Pleasure' was also geared towards teaching the technical aspects of reading, despite each aspect of reading requiring different time and resources (Hempel-Jorgensen et al., 2018). Ball (2011) has also explored how, often, national policy can be interpreted in various ways by various settings and thus implemented very loosely, in order to meet the perceived wider picture of educational policy. The sessions I was expected to teach therefore, did not align with the definition of reading for pleasure, and it was clear they were not always enjoyable for all children owing to the fact that some felt pressure to know the answers to the questions posed whilst others perhaps recognised that their reading ability was not as strong as their peers. But also, at times simply because the text was not of their choosing. For those who were already stronger readers however, these sessions were often enjoyable. This was likely due to the fact those children were able to gain both intrinsic and extrinsic rewards from the sessions.

Considering this element of children's self-perceptions or specifically self-efficacy, a term coined by Bandura (1997) as an individual's self-belief in relation to succeeding at tasks, it is apparent that those who perceive themselves as 'good readers', are more likely to engage and develop as strong readers than those who have a lower perception of their own abilities. Not only this, but the same can be seen from teacher perceptions of readers when considering children as readers determined by scores and comprehension (Begeny et al, 2008). This in turn can lead to a self-fulfilling prophecy for the children in terms of how they see themselves as a reader and could potentially lead to those who perceive themselves as 'bad' readers withdrawing from the activity (Hempel-Jorgensen *et al.*, 2018). Self-efficacy impacts willingness to engage as well as resilience and persistence. This can be escalated further by extrinsic rewards implemented within the classroom such as reading rewards and sticker charts (Orkin *et al.*, 2018).

Research suggests that social and relational opportunities are also key for supporting those more reluctant readers as opposed to the extrinsic rewards (Orkin et al., 2018) and a key environment for supporting self-efficacy and creating a sense of belonging in a social setting is school libraries. However, many schools are now lacking the resources to ensure that libraries are accessible to pupils as well as the time to prioritise unstructured, free reading. For instance, funding cuts in schools (NEU, 2025) seems to have hit libraries and in particular librarians with only 1 in 7 UK schools having a library and less than half of those schools having library staff due to budgeting issues (National Literacy Trust, 2023). This is despite the national curriculum (DFE, 2013) referring to the importance of ensuring schools provide access to library facilities and expertise. A lack of librarians in my experience, has meant libraries are not always used to their capacity to engage children in reading. However, when I have seen these opportunities used to their full potential, children's reading ability, engagement and enjoyment all seem to improve and findings from the National Literacy Trust (2017; 2018) supports this as does international research into the impact of libraries (Teravainen and Clark, 2017; Gildersleeves, 2012; Williams, Wavell and Morrison, 2013). It was found that library use does in fact improve engagement in reading, attainment and mental wellbeing across all pupils, regardless of socioeconomic status; further accessing libraries also encouraged reading for pleasure, independent choice and positive attitudes to learning (Teravainen and Clark, 2017; Gildersleeves, 2012; Williams, Wavell and Morrison, 2013). Findings published in 2019 (SLA, 2019) recognised the positive

impact that library use had on self-confidence around reading. This links back to Bandura's (1997) theory of self-efficacy and Maslow's (1943) hierarchy of needs, whereby mastery experiences such as positive outcomes linked to reading, are a key factor for building positive self-images and thus building self-esteem, and library spaces which offer child-led reading opportunities and plenty of choice in texts across varying media are more likely to create those positive experiences needed to reinforce self-efficacy. Loh *et al.*, (2017) also recognised that libraries and librarians support and help create reading cultures by curating book selections for readers, making books visible, offering programmes to excite readers and creating enticing spaces for reading.

A similar issue facing reading for pleasure is that despite the National Curriculum recommendations, many schools have reduced timetabled opportunities for free reading in order to allocate time to taught lessons with measurable outcomes and to ensure that specific curriculum content is taught. Dylan William (2020) stated 'there is no doubt that there's far too much stuff in our curriculum' and many educators suggest that the curriculum is 'overcrowded' (Stott, 2024). Cochrane (2024) writes 'it can take courage in a crowded curriculum to protect your reading space in the timetable'. Further, in a research study into reading for pleasure, one pupil voiced 'if there was more time' when asked what might make them want to read more (Reedy and De Carvalho, 2019) which highlights the importance of safeguarding that time during the school day.

This data demonstrates that both structural and pedagogical factors including the way in which reading is taught within schools can impact the progress of reading for pleasure and reading motivation (Hempel-Jorgensen *et al.*, 2018), therefore it is important that practical and systemic action is taken to counter current trends and to ensure that approaches used within the classroom are enjoyable and accessible to all readers as well as identifying appropriate intrinsic rewards alongside any existing extrinsic rewards for readers which are not focussed solely on technical proficiency.

There are a number of changes which should be explored including to the curriculum, access to texts, reward systems, training and culture.

First, I believe that the most effective way to encourage reading for pleasure within the early years of education and beyond, is to ensure that children have access to a wide variety of text types and have opportunities to access reading materials in a low stress, positive and social environment which allows for more positive reading identities for all. In order to achieve this, schools as a whole should look to ensure that there is a designated reading space and opportunities for all children to access this space for free reading. In many schools that I have worked in, the library space is often opened up for classes during lunchtimes. This is something I have seen enjoyed by strong readers, but less so for more reluctant readers. Therefore, the space also needs to be utilised effectively during adult supported times to ensure that those reluctant readers have the opportunity to identify texts that tempt them from a diverse range of comics, novels, magazines and multimedia, which are culturally diverse as well as being available in various languages in order to meet various interests and boost motivation of all readers (Orkin, 2018; NLT, 2025) alongside allowing for representation and diversity (Cremin *et al.*, 2014). This will require greater investment in libraries but is essential. As we have seen, they play a major role in fostering self-efficacy and engaging readers when they are embedded in school culture (NLT, 2018; SLA, 2019).

Similarly, classrooms should also offer a diverse range of texts, again in various formats, and time and space dedicated to free reading despite the overcrowded curriculum and drive for results. This will require more than a teacher committing time but also adjustments to policy, curriculum planning and leadership to ensure that this time is safeguarded and recognised for its importance to the wider outcomes of the school including to the mental wellbeing of pupils (Stott, 2024; William, 2020).

Alongside these commitments to free reading time and space, adjustments to reward systems should be considered. A shift from extrinsic rewards, such as stickers or achievement recognition, to more intrinsic rewards such as the enjoyment and social interactions related to reading freely should be highlighted and celebrated within schools. During free reading time, pupils should also be encouraged to discuss their favourite texts with peers, offer recommendations and to see the teacher's enjoying a book too (Cremin et al., 2014; Tonne and Pihl, 2012), creating a social environment in which the children can build that sense of belonging and boost their self-efficacy as well as creating opportunities for interactions around texts.

This change in practice should be facilitated by practitioners who are seen by the children as readers and who have a good understanding of their role in facilitating positive reading experiences. Therefore, it is also essential that all practitioners within classroom settings have access to training and CPD opportunities around reading for pleasure, motivation, up to date and varied texts and general strategies for supporting unenthusiastic readers. There needs to be a cultural shift from concerns for attainment in favour of enjoyment and teachers should have access to knowledge around new authors, illustrators and various ways to access reading materials but more importantly, knowledge of their pupils in order to guide them through their reading journey and help to foster that love of reading.

These steps should be embedded within a whole school culture. Teachers and classroom assistants are in front of the children daily and best placed to facilitate such changes to the day-to-day experiences of reading. However, senior leaders, admin, grounds and any other support staff are also well placed to encourage and demonstrate enjoyment for reading too. If schools can effectively change their culture the impact will be more sustainable and effective.

In conclusion, it is clear that reading for pleasure is fundamental for early literacy, personal and emotional development, and not just a luxury to be added in to the curriculum when it fits. Reading for pleasure holds benefits to academic attainment beyond the ability to read but across the whole curriculum as well as improving mental health for young readers and boosting self-efficacy. Further, it aids in adult life in terms of socio-economic factors, health and well-being. Despite this it is still proven to be lacking in schools across the country due to factors such as curriculum overcrowding, financial cuts and data driven teaching.

Whilst current educational policy acknowledges the importance of reading for pleasure, there are still many inconsistencies in its application. It is clear that there is a need for widespread systemic changes to school culture, curriculum priorities, teacher training and practices to ensure that reading for pleasure is truly appreciated and embedded in the everyday. Protecting free reading time and providing access to a range of texts and a space for reading are essential first steps alongside ensuring that there are reading role models, intrinsic rewards, social and inclusive practices aimed at reaching all children in all settings. All of this too needs to be prioritised above data driven practices.

These steps are crucial for inspiring motivation, confidence and enjoyment in reading and allowing early reading for pleasure which will ensure success for every child in education as well as laying foundations for positively engaged individuals in society in the future.

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Appendices:

1. Gorseland Reading Policy



Gorseland Primary School

Reading Curriculum Policy

Reviewed on: Spring 2024

Next Review due: Spring 2025

Signed by:

Chair of Governors



Signed by:

Headteacher

Introduction

It is our vision to inspire a lifelong love of reading within our pupils. At Gorseland Primary School, we see the importance of reading as an integral tool to expand the life opportunities of our pupils. This ensures that we develop individuals who can purposefully communicate and express themselves with confidence through creative and explorative learning sequences that encourage the development of reading skills alongside a love for reading.

We acknowledge that reading supports our pupils to review, retain and process information, making connections through their education.

Our reading curriculum and reading spine are influenced by our school drivers. These are:

- Culturally diverse texts - reflecting an inclusive society and avoiding stereotypes
- A mix of female and male protagonists
- Environmentally significant texts
- Historically significant texts
- Picture books to promote dialogic talk

Therefore, at Gorseland, our aims are to ensure pupils experience a wide breadth of study and genres that dovetail our ambitious writing curriculum.

Our curriculum maps are carefully crafted and available in school. The curriculum content is also available on our website.

Intent

By the time pupils leave Gorseland, they will have:

- an excellent knowledge of phonics and decoding

- fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- the ability to read common exception words, noting and discussing unusual correspondences between spelling and sound.

See [separate Phonic policy](#) for the above concept understanding

- knowledge of an extensive and rich vocabulary, with an awareness of authorial choice and figurative language.
- an ability to infer and predict, including consideration of character development and viewpoint.
- progressive experience of explaining and performing texts, including poetry,
- retrieval skills, identifying key details to support their own responses and interpretations.
- the capacity to summarise and sequence events from a range of high-quality texts.
- developed a clear understanding of comparisons within and across texts, identifying and discussing common themes, in both fiction and non-fiction.

Implementation

Reading begins where the pupils begin: in the Early Years Foundation Stage.

We maintain a high level of subject knowledge of reading in our school by regular training and professional development for teachers and subject leaders. Teachers create a positive attitude to reading learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in reading. We are committed to **creating a culture of reading for pleasure**. We have a wide range of highquality texts at the heart of our Gorseland ethos.

We have an extensive collection of fiction, non-fiction and poetry texts in our Accelerated Reader collection and school library, which the pupils visit regularly. In addition, each year group has multiple copies of our bespoke 'Reading Spine' books (pitched slightly above chronological age expectations) for use in reading lessons and as class daily readers. Teachers read aloud regularly to their classes to model and **promote reading for pleasure**. Our librarians and reading ambassadors also **promote a love of reading**.

Reading Conferences

Every two weeks, the pupils have the opportunity to read an appropriately-leveled book to their class teacher. Teachers can gauge a pupil's interest and understanding of their

book, identifying whether it is at the right level for the pupil and, most importantly, discuss the book, make connections to other books/authors and recommend other texts the pupils may enjoy. This helps to support each pupil's reading skill and will. In addition, conferences provide a positive way of addressing individual misconceptions as well as a vital opportunity for teachers to verbally model and facilitate effective reading fluency (including features such as intonation, expression, pitch, volume, tempo, rhythm and the use of pause).

Pupils within the lowest 20% for their reading ability, ascertained from termly Read, Write Inc. and Star Reader assessments, are heard to read daily by an adult.

Daily Reading Lessons (up to 45 minutes)

We teach whole-class shared reading from Summer Year 1 through to Year 6. This entails daily 30-45 minute reading lessons, delivered by the teacher that are focused on the key skills, as outlined in our INTENT: daily vocabulary, initial text responses, retrieval, inference, explanation & performance, and sequencing, summarising, comparing & contrasting. Pupils look at extracts from a range of genres in classic and modern fiction, non-fiction and poetry. Each week, a passage will be explored through the lens of each skill, with vocabulary taught in context every day. During these lessons, teachers will engage pupils to read aloud and explore each text in turn. Assessment for learning will happen 'live' to ensure misconceptions are addressed in a timely way and competency in skills is identified for every pupil over time. Other means of gathering assessment for learning may include: discussion with pupils through oral responses and some written responses. Greater depth pupils will be challenged during these lessons and personalised feedback will be given to individual pupils to enable progress.

Termly Reading Assessment

EYFS and Year 1 pupils will complete half termly online phonic assessments, on the Read, write inc portal.

At the end of each term, pupils undertake either a SAT or NFER reading assessment paper (Year 2-6). Star Reader assessments will be carried out termly to inform teacher assessment. Scores aid teachers in their judgements but teacher assessment prevails.

Impact

The successful approach at Gorseland results in an engaging, high-quality reading education that provides pupils with the foundations and knowledge for understanding the world.

Frequent, continuous and progressive learning is embedded throughout the reading curriculum. Through World Book Day, Travelling Book Fair events and author visits, pupils are immersed in a culture of reading where reading is valued and promoted as a life-long tool that will unlock opportunities for every pupil. Representation of different groups is considered so that every pupil, whatever background, can identify with books and be provided with positive role models. We know that a pupil's reading ability influences their overall attainment in school and also their life opportunities as they grow up. Therefore, we have sought to provide a diverse, broad and robust reading curriculum that enables every pupil to reach their fullest potential in the skills of reading and, importantly, the will to read.

At Gorseland, pupils are immersed in reading through the following opportunities:

- Regular reading and discussion of class books by teachers
- Regular opportunities to read age and level-appropriate books independently, to an adult and with peers
- Weekly access to our extensive library collection
- Fortnightly 1:1 reading conference with the class teacher
- Stories in assemblies
- Daily story times
- Termly book fair visits
- Annual World Book Day celebration
- Reading Ambassadors to support Reading for **Pleasure**
- Virtual Author Visits

2. Bosmere Reading Policy

Bosmere Community Primary School



Learning to Read at Bosmere Phonics & Reading

Policy

January 2023

Prepared by	<i>Sara Thorpe</i>
Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
Date approved	
Review date	<i>January 2022</i>

Learning to Read at Bosmere

Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving

Collaboration: opportunities to learn with and from each other

Oracy: talk for learning to develop a rich vocabulary and clarity in communication

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

We work to use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills through fluency and guided reading sessions, alongside a systematic synthetic phonics programme. When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics. However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading.

To **inspire a love of reading**, *Bosmere's Reading Spine* provides a breadth of engagement with books and reading experiences, spanning Nursery through to the end of Year 6. The books have been carefully selected to represent a wide range of diversity in authors and content, with a diet of fiction and non fiction and 'anchor

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texts' selected to explicitly link with topics taught each term/half term. Children will engage with reading and books throughout the school day as part of topic learning, as class readers, within assemblies or guided reading sessions or during times where they are given opportunities to read for pleasure.

It is our intent is that our children will learn to read and develop a joy of reading through becoming fluent and expressive readers, eager to immerse themselves in the world of print and books. As competent readers, Bosmere children will leave our school being able to read fluently and explore the subtleties and deeper meanings within the texts and books they encounter. This, alongside an engagement with texts that show them the diversity of the world around them, will ensure they are ready for the next stage of their learning.

Implementation

Language comprehension is developed by talking, listening to and talking about stories, and by learning poetry and songs – these skills will be a focus of fluency and guided reading sessions.

Decoding and encoding skills are taught through our systematic synthetic phonics (SSP) programme.

In EYFS

Children thrive on repetition and by re-reading stories to children, teachers work to deepen familiarity with a story and increase emotional engagement. Re-reading a story allows children to hear new vocabulary over again, helping them commit the meaning of new words into their long-term memory. Children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.

What you may typically see in EYFS

- Children reading books (Rhino Readers) matched to the phonics sounds they are taught
- Story books taken home weekly (3 per week in Nursery)
- Teachers modelling reading using class readers from the reading spine, key vocabulary linked to our topic extracted and highlighted
- Regular opportunities for reading children's choice of books, 1:1 or in small groups
- Reading with class teacher 1:1 weekly in Reception
- Common exception words sent home, in line with SSP, alongside parental guidance information

In KS1

When the children are proficient enough in their reading, children will take a Star Reader assessment, using the Accelerated Reader programme to determine their ZPD (a range within which they are able to read). Books will be taken home to be shared with an adult. The children will then participate in a quiz to develop comprehension skills, prior to choosing a new book.

In addition:

- Picture books are chosen at the beginning of each week to be shared at home to develop fluency, alongside a Rhino Reader matched to the phonemes being taught as part of the SSP

Across KS1 and KS2

Children will take a Star Reader assessment, using the Accelerated Reader programme to determine their ZPD (a range within which they are able to read). Books will be taken home to be shared with an adult. The children will then participate in a quiz to develop comprehension skills, prior to choosing a new book.

Children will experience a range of ways to develop their reading skills, fluency sessions, guided reading or whole class guided reading.

What you may typically see in a fluency session:

- Children will be taught in differentiated ability groups which are reviewed half termly by class teachers after a phonic assessment
- Children reading books/poems/rhymes which move beyond the phonics they are currently being taught
- Teachers modelling reading
- Guided oral reading instruction - fluent reading of a text demonstrated by an adult as the model, children then reading the same text aloud, emulating their reading. Children are then given appropriate feedback
- Repeated reading - children re-reading a short passage a number of times until they reach a suitable level of fluency. Strategies such as choral (in groups, children read their section aloud, echoing the initial reading by the adult) or echo reading (children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation) will be used to provide oral support for reading
- Children reading the same piece multiple times, developing accuracy, fluency and comprehension

What you may typically see in a guided reading session, in KS1

- All children accessing a book, in small ability groups
- Children taking it in turns to read a sentence of the text each, following the text whilst others are reading
- Children reading the same text 3 times each week to develop fluency skills
- An adult will read alongside 1 group daily, 2 groups receiving support at a time
- The bottom 20% will read with an adult for the first session of the week to enable the adult to assist with any decoding, and to provide a model for the children in order to support their independence during future sessions

What you may typically see in a whole class guided reading session, in KS2

- All children reading their own copy of the same text, as a whole class
- Children responding (verbally and in written form) to a range of comprehension questions, focussing on the 6 *VIPERS* reading/comprehension prompts (vocabulary, infer, predict, explain, retrieve and summarise) during the process
- *Book Talk Bonus* words (tier 2 vocabulary) being explored, explained and used
- TAs supporting the bottom 20%, circulating during the session

How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of those who are able:

- All children in EYFS, Year 1 and 2 have a phonics session every day
- All children in Year 1 and 2 have a reading session every day
- All children in Year 2 who did not pass the phonics screening in Year 1 continue the phonics programme into Year 2, at the level they were assessed to have reached at the end of Year 1
- All children in Year 3 who did not pass the phonics screening in Year 2 continue the phonics programme into Year 3, at the level they were assessed to have reached at the end of Year 2
- Phonics intervention sessions, either rapid recall of unfamiliar phonemes or Fast Reading sessions, are in place for the children who have not retained the phonemes taught in their last block of teaching, to improve decoding and encoding skills
- Priority readers are identified and heard read on a 1:1 basis by an adult
- For those children using Accelerated Reader, the weekly diagnostic report will be used to identify and respond to any difficulties, or to review ZPD's and move children on
- Pre-teaching of text being used for whole class guided reading sessions for bottom 20% to prepare for the week¹ ahead

Impact

Formative assessment

- Immediate feedback used so that teachers/TAs intervene swiftly to help children who are struggling
- Assessment takes place daily during guided reading sessions and is used to identify individual needs and to inform future planning
- Half termly input onto assessment spreadsheet, using national curriculum statements

Summative assessment

- All children taking Accelerated Reader books home will quiz regularly and the results of this monitored by class teacher
- Ability to read decodable words and common exception words will be assessed in line with Twinkl Phonics
- Reading comprehensions assessments, such as SATs papers and NFER, to be used termly
- Main Assessment Reports produced, tracking progress and attainment and identifying priority readers for future intervention
- *Progression Map* used to track the progress of interventions and respond accordingly

Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes