**Reading for Pleasure**

At St Dunstan’s RC Primary School, the active encouragement of reading for pleasure is a core part of every child’s educational entitlement, whatever their background or attainment.

We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child’s educational achievement. Reading for pleasure aims to establish each child as a lifetime reader. Becoming a lifetime reader is based on developing a love of reading (Sanacore, 2002). Studies are accumulating that emphasise the importance of reading for pleasure for both educational as well as personal development. These studies show that promoting reading can have a major impact on children, their future and their life chances.

The school undertakes and implements plans to ensure there is a wide range of texts within each classroom. Texts include:

• Age-related fiction and non-fiction

• Magazines, newspapers and comics

• Internet based texts, accessed via tablets and PCs

• Children’s own work (within books and displays)

Teachers regularly read to children. Children can benefit tremendously from being read to aloud. Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is all about creating a positive reading experience to engage the students, so teachers model their enthusiasm for books and reading them. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students’ comprehension of the story.

When choosing books to read aloud, a balance is struck between following the children’s preferences and inviting them to try new types of books to expand their horizons and spark new interests. For example, “This looks like a good story. Let’s give it a try!” By actively encouraging a love of reading; promoting reading of a wide range of books through discussing books of personal interest, regularly referencing books and promoting different kinds of books, the teachers foster a love of reading that is passed onto the children. Our teachers also encourage the children to read widely by promoting reading within their classroom. Each classroom has a reading book corner / library that focuses on a love of reading and promotion of books (e.g. via book review displays, displaying topic books / information, class book covers).

Class books are read aloud to the children daily to further encourage their love of reading and develop vocabulary and wider literacy skills. Regular time for students to read self-chosen books are built into each week to allow every child dedicated time for reading for pleasure.

The key to a successful ‘Reading for Pleasure’ is:

• Getting all staff and students to take part

• Consistency as to when and how often it takes place

* Providing a comfortable reading space

Our classroom libraries encompass the following important functions of an effectively designed classroom book area:

• Provide a central location for classroom reading resources

• Help each child learn about books and the pleasure of reading

• Provide opportunities for independent reading and curricular extension

• Serve as a place where each child can talk about and interact with books

• Stories and narrative accounts, e.g. Fairy tales, folk tales, and biographies

• Picture books with thought-provoking images and examples of artistic talent

* Short reads and long reads

• Information books

• Miscellaneous reading materials, such as popular magazines, newspapers, catalogues, recipe books, encyclopaedias, maps, reports, captioned photographs, posters, diaries and letters

• Joke books, comic books, word-puzzle books