



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

2019-2021 Reading for Pleasure Policy

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Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy

Lynda Harris (Librarian) is responsible for reviewing and updating this procedure.

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Reading for Pleasure

This policy outlines why King Edward VI Handsworth School for Girls believes Reading for Pleasure is important to our school; why we wish to instil a Reading for Pleasure habit in all our students; and the key roles that students, staff and parents play in the process.

Introduction

King Edward VI Handsworth School for Girls is dedicated to ensuring that all our students achieve academically to the best of their ability whilst acquiring long lasting skills enabling them to protect their mental health and wellbeing throughout their life time. Reading for Pleasure is a life skill with lasting effects on both academic results and wellbeing.

Definition of Reading for Pleasure:

“Reading for Pleasure is any reading that is primarily for enjoyment; something that you want to read. It includes both fiction and non-fiction in book, newspaper or journal form and can be printed or electronic media.”

Repeated research findings link reading for pleasure with both educational and wellbeing benefits.

There is strong evidence that reading for pleasure can increase empathy, improve relationships with others, reduce the symptoms of depression and improve wellbeing throughout life. [findings from The Reading Agency Literature Review: The impact of reading for pleasure and empowerment June 2015.]

Children who read for pleasure do significantly better at school. Children who read for pleasure make more progress in mathematics, vocabulary and spelling, as well as in reading. (Institute of Education, University of London research 2013)

Policy aims

To create a school environment where Reading for Pleasure is a natural part of the school ethos.

To instil a good reading habit in all our students thus allowing them to take full advantage of the educational and wellbeing benefits of reading for pleasure.

According to research studies around the world some of the benefits students can gain by reading for pleasure are:

- Feeling less stressed – your heart rate slows down;
- Switching off from worries;
- Aiding sleep (less stress);
- Providing peace from demands of other people;
- Helping you understand other people better (be empathetic);
- Helping you face and understand difficult situations;
- Helping you know more about the world – including facts;
- Improving imagination/creativity;
- Exercising lots of areas of the brain;
- Helping you to succeed academically;
- Increasing vocabulary;
- Creating better writers;
- Raising confidence and self-esteem;

- Helping you work through your own worries or problems;
- Letting you feel emotions you want to feel – you can choose to be scared or sad or happy (with your choice of book);
- Raising your spirits by making you laugh;
- You can take risks and face adventures in a book while staying safe;
- You can choose to read about people in similar situations or people who are different;
- Letting you think about things you'd never thought about – opens your mind;
- Letting you escape into another world for a while.

To successfully deliver all its potential benefits, Reading for Pleasure needs the support of all staff, students and parents. This policy aims to outline how staff, students and parents work together to achieve a love of reading in all.

Roles and responsibilities

The Librarian and the English Department work together to:

- Provide all students in Key Stage 3 with a Reading Challenge designed to introduce a wide variety of authors, genres and levels of challenge;
- Provide Reading Challenges in Key Stages 4 and 5 including fiction and varieties of non-fiction they may enjoy;
- Provide each form class with a box of books that are appropriate for their reading age and standard;
- Provide easy access to the school library for all students;
- Promote wider reading prompts through offering help and new ideas e.g. displays and events in the library;
- Create platforms where students can safely discuss and share their reading e.g. google classrooms;
- Introduce the concept of Readaxation and use it to promote reading for relaxation and wellbeing.
- Read and Review in English lessons allowing students to catch up with their Reading Challenge.

The role of staff

All teaching and support staff have a responsibility to encourage a love of reading and support and adhere to this policy by:

- Allocating time in forms to allow students to read material of their own choice;
- Displaying good reading habits by also reading during form time;
- Allowing time in forms for discussions about reading;
- Providing opportunities and ideas for further reading in their subject areas beyond the classroom;
- Being reading role models showing a positive attitude towards Reading for Pleasure and enjoyment e.g. I am reading notices in classrooms.

The role of students

In order to improve emotional mental wellbeing as well as academic attainment, students should:

- Carry a reading book of their choice at all times;

- Use the library, librarian, English staff, google classroom, fellow students and Reading Challenge for help and advice to find new reading material;
- Use any given time at school to read but create time outside school to carry on.

The role of parents

Parents play a vital role and should:

- Support Reading Challenges e.g. an explanation letter is sent out to parents and they are invited to be passport controllers by asking questions and signing off their daughter's reading;
- Ensure students have time to read at home;
- Model Reading for Pleasure at home and discuss your reading choices;
- Encourage your daughter to develop her critical thinking skills by debating non-fiction as well as the themes of fiction texts.
- Discuss online news and the validity of information. How do we know what is fake news?

Monitoring

Reading for Pleasure is an activity which can and should be done anywhere at any time. To gain maximum benefits students should enjoy what they read and read because they want to. As school we can introduce the concept and support the students towards this end. Reading for Pleasure is difficult to measure but the following can be monitored in school:

- Measure and monitor library borrowing for all years;
- Monitor participation of Reading Challenges;
- Talk to the students during English Read and Review sessions.

Every Monday from 8:35 am – 8:55 am students in KS3 and KS4 should be reading in their form rooms. This session is led by Sixth Form Prefects and Form Tutors (from 8:45 am). Prefects and Form Tutors will model good reading habits and also encourage discussion and debate around the books being read.

Pastoral Leaders and members of the Senior Leadership Team are doing reading walks to monitor adherence to this policy. Pastoral Leaders and Mrs Harris will also hold termly focus groups with all year groups to gather feedback from students on Reading for Pleasure.

Appendix A Key stage 3

Resources and support given to students to encourage and enable Reading for Pleasure

		Year 7	Year 8	Year 9
	Reading Challenge to be completed in own time but monitored by the English Department and Librarian	Different Genres	Award Winning Books	19th Century and present day
Allocated school sessions	Resources introduced in school but can be used in school or at home	Google classroom for fiction/ non-fiction reviews and recommendations	Google classroom for fiction/ non-fiction reviews and recommendations	Google classroom for fiction/ non-fiction reviews and recommendations
	Registration in the library. One week for each form	The Reading Game designed to introduce lots of different authors and genres. The game aims to also teach the art of browsing to find the most interest book for each student.	Introduction to award winning fiction and non-fiction. How to use the library catalogue and online resources to find suitable reading suggestions.	Introduction of Readaxation and the Older Teens collection in the library.
	Registration in forms throughout the school year	Monday reading sessions with form prefects	Monday reading sessions with form prefects	Monday reading sessions with form prefects
	English sessions	Read and review sessions where students are given time to read and catch up with their Reading Challenge	Read and review sessions where students are given time to read and catch up with their Reading Challenge	Read and review sessions where students are given time to read and catch up with their Reading Challenge
	Subject staff input	Recommendations for further reading in subject area. Take a general interest in reading e.g. Asking about a book they see a pupil carrying or reading.	Recommendations for further reading in subject area. Take a general interest in reading e.g. Asking about a book they see a pupil carrying or reading.	Recommendations for further reading in subject area. Take a general interest in reading e.g. Asking about a book they see a pupil carrying or reading.

	Librarian	Administration of Reading Challenges, intervention when a student needs inspiration of what to read next.	Administration of Reading Challenges, intervention when a student needs inspiration of what to read next.	Administration of Reading Challenges, intervention when a student needs inspiration of what to read next.
		Displays	Displays	Displays
		One to one recommendations	One to one recommendations	One to one recommendations
		Author visits	Author visits	Author visits
		Half termly newsletters giving reading ideas for over the holidays	Half termly newsletters giving reading ideas for over the holidays	Half termly newsletters giving reading ideas for over the holidays

Appendix B Key Stage 4

Resources and support given to students to encourage and enable Reading for Pleasure

		Year 10	Year 11
	Reading Challenge to be completed in own time but monitored by the English Department and Librarian	Shared google document with lots of different categories aimed at sharing ideas and suggestions e.g. Something recommended by a friend or teacher	Shared google document with lots of different categories aimed at sharing ideas and suggestions. Something recommended by a friend or teacher
Allocated school sessions	Resources introduced in school but can be used in school or at home	Google classroom for fiction/ non-fiction reviews and recommendations	Google classroom for fiction/ non-fiction reviews and recommendations
	Registration in the library. One week for each form	A reminder of the concepts and benefits of Readaxation. An introduction to the year 10 upwards fiction section.	Readaxation
	Registration in forms throughout the school year	Monday reading sessions with form prefects	Monday reading sessions with form prefects
	Subject staff input	Recommendations for further reading in subject area. Take a general interest in reading e.g. asking about a book they see a pupil carrying or reading.	Recommendations for further reading in subject area. Take a general interest in reading e.g. asking about a book they see a pupil carrying or reading.
	Librarian	Displays	Displays
		One to one recommendations	One to one recommendations
		Half termly newsletters giving reading ideas for over the holidays	Half termly newsletters giving reading ideas for over the holidays

Appendix C Key Stage 5 and Staff

Resources and support given to students to encourage and enable Reading for Pleasure

	Year 12	Year 13	Staff
Reading Challenge to be completed in own time but monitored by the English Department and Librarian	Shared google document with lots of different categories aimed at sharing ideas and suggestions. Something recommended by a friend or teacher	Shared google document with lots of different categories aimed at sharing ideas and suggestions. Something recommended by a friend	Shared google document with lots of different categories aimed at sharing ideas and suggestions e.g Something suggested by a class I teach
Registration in forms throughout the school year			Monday reading sessions with form and any other allocated time
Subject staff input	Recommendations for further reading in subject area. Take a general interest in reading e.g. asking about a book they see a pupil carrying or reading.	Recommendations for further reading in subject area. Take a general interest in reading e.g. asking about a book they see a pupil carrying or reading.	
Librarian	Displays	Displays	
	One to one recommendations	One to one recommendations	
	Half termly newsletters giving reading ideas for over the holidays	Half termly newsletters giving reading ideas for over the holidays	