

Reading for Pleasure Framework



Reading for Pleasure at Carterton Primary School

Rationale

At our school, we believe that reading is a fundamental life skill that opens doors to learning, imagination, creativity and future success. We are committed to developing a lifelong love of reading by providing rich opportunities for children to engage with high-quality texts and to experience reading as an enjoyable and meaningful activity.

Reading for pleasure is central to our curriculum and school culture. We aim to create enthusiastic, motivated readers who choose to read independently and who can discuss, recommend and enjoy a wide range of literature.

Aims

We aim to:

- Foster a love of reading from the earliest years.
 - Develop confident, fluent and engaged readers.
 - Provide access to a diverse range of high-quality texts.
 - Promote positive reading habits both in school and at home.
 - Develop children's vocabulary, imagination and understanding of the world.
 - Encourage children to see themselves as readers.
 - Celebrate reading achievements and reading role models.
 - Ensure all children, including those with SEND, EAL and disadvantaged pupils, can access and enjoy reading.
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Principles

We believe that:

- Every child can become a reader.
- Reading should be enjoyable as well as educational.
- Children need regular opportunities to choose their own books.
- Adults should model positive reading behaviours.
- Exposure to diverse texts helps children understand different experiences, cultures and viewpoints.
- Reading success is enhanced through strong home-school partnerships.

Roles and Responsibilities

Headteacher

The Headteacher will:

- Promote a whole-school reading culture.
- Ensure sufficient funding for reading resources.
- Monitor implementation of this framework.

English Subject Leader

The English Lead will:

- Monitor reading provision across the school.
- Audit and develop classroom libraries.
- Organise reading events and initiatives.
- Support staff in developing reading for pleasure approaches.
- Monitor pupil voice regarding reading.

Teaching Staff

Teachers will:

- Read aloud to pupils regularly.
- Provide daily opportunities for independent reading.
- Promote high-quality literature.
- Recommend books to pupils.
- Maintain engaging classroom reading environments.
- Model enthusiasm for reading.

Support Staff

Support staff will:

- Encourage positive reading behaviours.
 - Support reading activities and interventions.
 - Promote enjoyment of books through discussion and shared reading.
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Reading for Pleasure Provision

Daily Reading Opportunities

All pupils will have opportunities to:

- Listen to adults reading aloud.
- Read independently.
- Share books with peers.
- Discuss and recommend texts.
- Access a wide range of fiction, non-fiction, poetry and graphic texts.

Classroom Reading Environments

Each class will have:

- An inviting reading area.
- Age-appropriate, high-quality texts.
- Diverse and inclusive books.
- Regularly refreshed book selections.
- Opportunities for children to make recommendations.

Reading Aloud

Teachers will:

- Read high-quality texts daily.
- Model fluency, expression and enjoyment.
- Introduce pupils to authors, genres and texts beyond their independent reading level.

Inclusion

We are committed to ensuring reading for pleasure is accessible to all.

Provision may include:

SEND

- Audio books
- Accessible texts
- Visual supports
- Adapted reading materials

- Structured reading opportunities

EAL

- Picture-supported texts
- Bilingual books where available
- Opportunities for oral storytelling
- Vocabulary support

Disadvantaged Pupils

- Access to books within school
 - Targeted support and encouragement
 - Participation in reading events and clubs
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Home Reading

Parents and carers play a vital role in developing positive reading habits.

The school will:

- Encourage regular home reading.
 - Share recommended reading lists.
 - Provide guidance for supporting reading at home.
 - Celebrate home reading achievements.
 - Promote family reading opportunities.
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Reading Promotion

The school will actively promote reading through:

- World Book Day
- Author visits (where possible)
- Reading challenges
- Book fairs
- Library visits
- Reading assemblies
- Reading ambassadors
- Buddy reading
- Book recommendation displays

- Staff reading role models
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Reading Environment

To develop a strong reading culture, the school will:

- Celebrate books and authors throughout the year.
 - Display reading recommendations.
 - Promote children's reading achievements.
 - Ensure books reflect the diversity of modern Britain.
 - Encourage pupil voice in selecting texts.
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Monitoring and Evaluation

The impact of this framework will be monitored through:

- Pupil voice surveys
- Reading engagement data
- Library and book borrowing records
- Learning walks
- Monitoring of reading environments
- Parent feedback
- Staff feedback

Success will be measured by:

- Increased enjoyment of reading.
- Positive attitudes towards reading.
- Regular engagement in reading activities.
- Increased independence in book selection.
- Improved reading habits both in school and at home.