



Reading for Pleasure Policy

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Our Mission Statement

Together we grow in faith, knowledge and love.

Together we show respect, kindness and confidence.

Together our community shines.

Our Mission Statement highlights the power of unity and shared values in fostering growth and positive relationships within a community. At St Anne's we work together with respect, kindness and confidence to truly make a difference.

We aim to meet the needs of every child through a challenging, enriched curriculum. Providing a safe, secure and stimulating learning environment. We know when we come together our community thrives and shines

This policy outlines why St Anne's RC Primary School believes Reading for Pleasure is important to our school; why we wish to instill a Reading for Pleasure habit in all our pupils; and the key roles that pupils, staff and parents play in the process.

Introduction

At St Anne's, we are dedicated to ensuring that all our pupils 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 instill a good reading habit in all our pupils thus allowing them to take full advantage of the educational and wellbeing benefits of reading for pleasure.

The Reading for Pleasure Policy, although linked to the Reading Policy and Writing Policy, is its own policy focusing on the importance of reading and how we undertake it at St Anne's. This policy focuses on the promotion and encouragement of reading as a pleasurable activity.

According to research studies around the world, some of the benefits pupils 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, pupils and parents. This policy aims to outline how staff, pupils and parents work together to achieve a love of reading in all.

Roles and Responsibilities

English Leads:

- Ensure books are updated, engaging, culturally diverse and include a range of authors to reflect the unique cultures and experiences that our children bring to the school
- Promote wider reading prompts through offering help and new ideas e.g. displays and events;
- Ensure a variety of texts are available including comics, magazines (The Week), audio books;
- Create platforms where pupils can safely discuss and share their reading e.g. Padlet;

Teachers and Teaching Assistants:

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

Teachers regularly read aloud to pupils

Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Teachers have a selection of core texts which they read aloud to the pupils throughout the year so that by the end of year 6 the pupils have a common bank of stories that they all know. Effective reading aloud time is about creating a positive reading experience to engage pupils, so teachers model their enthusiasm for books and reading them. Teachers interact with the pupils during this reading time, sharing thoughts, putting on voices and using actions thinking out loud and asking questions to improve comprehension.

Teachers encourage a love of reading and promote the reading of a wide range of books

As role models to the pupils, teachers model themselves as readers by discussing their own reading experiences with pupils, e.g. display I am reading notices in classrooms. Teachers recommend books to pupils and promote books they have read. Teachers also encourage reading for pleasure by ensuring that pupils can use the library, that they can choose books to read at home from the take home books selection and that they record and get rewarded for wider reading.

Classes in Years 3 to 6 have Reading Challenges – a selection of 30 popular and high-quality texts that children are challenged to read before they leave that year group. Children receive bronze, silver and gold certificates for achieving this challenge.

The Role of Pupils

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

- Have a reading book of their choice at all times;
- Use the library, Reading Ambassadors, peer book reviews, teachers, Padlet and reading challenges 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 and Carers

Parents and Carers play a vital role and should:

- Ensure pupils have time to read at home;
- Model Reading for Pleasure at home and discuss your reading choices;

Activities to Promote Reading for Pleasure:

Class novels

Every teacher will read a core selection of class books to the pupils throughout the course of the year, which have been carefully selected. Alongside these core texts the class teacher supplements reading with their or pupil's choices of great texts.

Reading Challenges

Pupils are set reading challenges to complete during school holidays. These are encouraged by teachers and rewards given to pupils who are successful with the challenge.

Book Days

Celebrating book days is a good way of promoting reading and creating a buzz around reading. Pupils and staff are given the opportunities to dress up as their favourite book character or linked to a chosen book theme and discuss this with their class. Activities for the day are based around reading and the sharing of experiences, books and authors.

Links with the local library

All pupils from Years 3-6 have the opportunity during the school year to visit the local library. An important factor in developing reading for pleasure is choice. At the library, pupils are shown how to find and choose books of interest to them. Pupils also get the chance to borrow books to read and share with their friends at school and families at home.

Author Visits

The National Literacy Trust published a report which indicates that author visits to schools have a positive relationship with children and young people's reading skills, and their enjoyment and confidence in both reading and writing.

The report found that pupils who had had an author visit that academic year:

- Were twice as likely to read above the expected level for their age (31% vs 17%)
- Were more likely to enjoy reading (68% vs 47%) and writing (44% vs 32%)
- Were more likely to be highly confident in their reading (37% vs 25%) and writing (22% vs 17%)

Story Time

Protected ten minutes a day, dedicated to immersing our children in rich texts. The environment is calm, atmospheric and brings the book to life through use of images, sounds, props etc.

Book Nooks

Relaxed and comfortable reading areas are found across school where children can enjoy a good book at agreed times with their class teachers.

Teacher's Book of the Week

Teachers promote their book of the week and share with the children what they are reading through discussions and uploading to Padlet.

Family Reading Breakfasts – a chance for a family member to join their child in school to share what they're currently reading alongside a free breakfast.

Parental workshops

To promote importance of reading and love of reading.

Bedtime story days

KS1 children come to school in their pyjamas and parents/carers are invited at the end of the day to enjoy a cosy class story with their child.

Peer Recommendations – Padlet, Book Reviews, Library Speech Bubbles, Outdoor Book Shed.

An engaging range of books available for children to read at break and lunchtimes on the playground.

Monitoring

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

- Measure and monitor Accelerated Reader use
- Talk to the pupils to gather their views

The Senior Leadership Team will complete reading walks to monitor adherence to this policy.

Book Budget

An annual budget is allocated for books and meets the demands and needs for each academic year. The budget considers the need to replenish and update stock.

Professional Development and Support

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in promoting reading for pleasure through:

- Staff meetings and INSET
- Discussions with SLT and English Subject Leaders
- Discussions and good practice within teams
- Wider reading/research on 'Reading for Pleasure'