

# A COMMUNITY OF READERS

Red  
(little to  
not at all)

Amber  
(somewhat but  
could improve)

Green  
(lots, do this  
really well)

## PARENT/GUARDIAN COMMUNITY

Parents and guardians are engaged and involved in children's reading. Reading is encouraged and perceived positively at home. Children have access to reading material at home (books, comics, eBooks or audiobooks) and visit the public library with their parents/guardians. Parents/guardians are encouraged to participate in reading events and competitions alongside pupils. Parents/guardians have opportunities to attend reading groups, clubs and workshops.



## LINKS TO PUBLIC LIBRARIES

School links to the local library and its community are strong and collaboration is a regular feature for events and activities. The school signposts pupils and families to the library provision. The school is a member of the Schools Library Services, Islington Education Library Service or similar scheme.



## READING FOR WELLBEING

Time is made for independent and class reading every day. Reading is perceived by pupils as a fun and relaxing activity. Pupils know they can use reading as a wellbeing tool- e.g. to connect/empathise with others, to 'escape' into when times are difficult, and to relax when they are stressed.



## TRANSITION FROM PRIMARY TO SECONDARY EDUCATION

Transition projects with local secondary schools involving reading for pleasure are a regular feature and provide consistency in the importance and profile of reading behaviours and attitudes for pupils. Teachers pass on pupils' reading history and preferences to the secondary school. Pupils leave year 6 with an idea of what they might read during the summer holidays and when they start at their new school. Books that explore themes of transition are recommended and explored with year 6 pupils.



## WHOLE STAFF ENGAGEMENT

All school staff (including administrative, pastoral and custodial staff) talk about what they are reading, and promote positive attitudes to reading. Staff communicate with each other about books, perhaps in the form of a staff book group, staff-room bookshelf, posters or notice boards. Staff understand the importance of being a good reading role model. The school might employ a librarian or this may be the Literacy Lead or other designated member of staff, who disseminates knowledge about children's literature and reading research.



## SCHOOL LIBRARY

There is a dedicated, welcoming and attractive space for the school library, ideally a specific room with enough space for a whole class to access it at the same time. The library is open all day, as well as before and after school. Time is built into timetabling to make use of the space. During the COVID-19 pandemic, access to the library remains a priority, and adaptations have been made that allow access to the library (this might be in the form of library trolleys to bring the books to the pupils). Pupils know how, and are encouraged, to use the school library. Pupils are active in organising the library environment, displays and activities such as reading clubs.



## READING DISPLAYS

Reading displays are evident in all classrooms and throughout the whole school environment, such as book corners, murals, 'what we are reading' posters, recommendations from pupils and staff, challenges, roadmaps, reading trees/ rivers, notice boards about clubs and events etc.



# BOOK TALK AND RECOMMENDATIONS

## SOCIAL BOOK TALK AND PEER-TO-PEER RECOMMENDATIONS

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Pupils can talk knowledgeably about books, their own reading habits and personal preferences and recommendations. Pupils are able to make recommendations to others based on interests. Pupils communicate about books out of lesson-time in a systematic way (buddying, mentoring etc), and informally.

## SCHOOL VISITORS

Booksellers, librarians, authors and storytellers visit the school (this is likely to be digitally during the pandemic) to talk about books. They are asked to share their favourite books and recommendations. Conversation about books is facilitated between visiting adults and children.

## TEACHER KNOWLEDGE OF LITERATURE AND RECOMMENDATIONS TO PUPILS

Teachers are knowledgeable about popular children's literature and the stock in the library or book corner. Knowledge about children's literature is shared amongst staff so it can be used to support pupils with their reading. Teachers are able to make recommendations to readers using their knowledge of pupils' interests.

## REPRESENTATION

Teachers and librarians recommend books that represent the local community and pupil demographics. A conscious effort is made to ensure visitors, booklists, recommendations, displays and other collections of titles feature diverse characters, authors and illustrators. Pupils have a lead role in informing, planning and delivering the school's reading for pleasure policy and activities.

# READERS' INDEPENDENT CHOICE OF BOOK

## BOOK CHOICE STRATEGIES

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Pupils are able to choose their own reading material, outside of any curriculum or banded reading. Book choice strategies are made explicit. Pupils are guided and supported to choose books that suit their preferences, and occasionally stretch their comfort zone.

## BREADTH AND DIVERSITY OF CHOICE AVAILABLE

The school library or book corner is well stocked with a wide range of titles in different genres, both recent and classic, including comics and graphic novels, poetry, and non-fiction, and is refreshed regularly. Multi-lingual books, and books for dyslexic readers are available. The school library or book corner is well stocked with stories from varying cultures and countries. Books by people of all faiths, ethnicities, genders and sexualities are featured and celebrated equally. Pupils are encouraged to view books as 'mirrors and windows', to explore their own cultures and backgrounds, and those of others. Diversity is celebrated through reading the whole year round.

## DIGITAL

Digital reading games and programmes are used in school and at home. Reading on screens is perceived as a positive and legitimate way to access reading for enjoyment. Access to reading online in a variety of different forms is encouraged and demonstrated through the school website/learning platform and by excellent technology provision across the school, such as use of iPads, Kindle access and Accelerated Reader. Digital tools are used to improve access for disadvantaged pupils, including those who may be isolating at home in the context of the pandemic.



# FUN AND CREATIVE OPPORTUNITIES THAT PROMOTE CONFIDENCE AND ENJOYMENT

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## EXCITING EVENTS IN SCHOOL

Reading is celebrated throughout the school year through a calendar of fun events, such as author visits, challenges, clubs, and other activities outside of literacy lessons. Regular visits from authors are organised. Events are planned in partnership with the local public library.



## READING ALOUD IN SCHOOL

Time is made each day for teachers to read aloud to pupils. Teacher reading is engaging and enjoyed by pupils. Discussion happens before and/or during reading to check comprehension, build tension and engage pupils. Time is set aside for creative responses and dialogue around shared reading. Access to audiobooks is provided. Older pupils might read to younger pupils in reading assemblies or reading buddy pairs.



## ENGAGEMENT OF RELUCTANT OR LOW-ACHIEVING READERS

The school runs effective reading schemes for reluctant or struggling readers who have been identified by attainment data and reading attitudes surveys. Creative and fun ways to engage these groups are employed such as connecting literacy and sport, games, digital approaches, and events. All staff have high expectations of boys' reading attitudes and abilities.



## WHOLE CURRICULUM APPROACH

Reading is celebrated in STEM subjects, arts, history, and sports. Curriculum links are drawn through books. Cross-curricular class topics are based on a chosen book. During curriculum and extra-curricular time teachers ensure pupils read a wide variety of texts including fiction and non-fiction, whole books and literary texts (in print and digital forms) to develop their enjoyment of their subject.



## OUT-OF-SCHOOL LINKS TO LOCAL LIBRARY ACTIVITY

Out-of-school activities and events at local libraries are signposted and promoted. The school takes an active part in organising library events such as clubs, talks, Q&As and visits.



## SIGNPOSTING TO OUT-OF-SCHOOL CONTENT RELATED TO READING

Staff suggest and pupils seek reading-related content, activities and events outside of school such as author events and talks, (online or in-person), online storytelling, researching favourite authors, researching topics they have read about, following news about favourite authors and books, seeking out YouTube videos, listening to podcasts, watching TV shows and films that relate to reading.



How has your reading approach and provision shifted in light of the current context of COVID-19? Is there anything you miss? Is there anything you have gained?

What else do you do to support reading for enjoyment?

Is there anything in particular you would like to focus on as part of this project?

