WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations · Unlocking Potential · Inspiring a Generation

Reading for Pleasure Policy

Written by: J. Williams

Approved by: Governing Body

Date: September 2026

Next Review: September 2029

1. Relationship Between Charter, Policy and Planning

Reading for Pleasure contributes to Woodmansey's vision by widening horizons, strengthening empathy and helping pupils see themselves as readers with agency, interests and a place in a shared reading community.

This policy sits beneath the Reading Charter and alongside Early Reading & Phonics, Guided Reading, Story Masters and Vocabulary. Long-term curriculum planning protects daily reading aloud and access to varied texts; class and library provision, the reading spine and pupil knowledge translate this entitlement into a living culture.

2. Subject Overview

Reading for Pleasure is reading chosen primarily for interest, satisfaction, curiosity or connection. It may be independent or social and may involve books, magazines, poetry, graphic texts, information, audio-supported texts and other worthwhile forms.

Woodmansey distinguishes teaching pupils to read from nurturing the desire to read, while recognising that the two support one another. Reward systems and events may create invitations, but lasting engagement grows through choice, access, knowledgeable adults, social recommendation and regular positive experience.

3. Intent

Our intent is that every pupil develops a positive and increasingly independent reading identity, encounters texts that act as mirrors, windows and doors, and chooses to read beyond what is required in lessons.

We ensure that we:

- give every pupil daily experience of an adult reading aloud with enjoyment
- provide meaningful choice from appealing, diverse and well-organised collections
- help pupils discover authors, genres and formats that interest them
- build social reading communities through recommendation and informal talk
- include pupils who are not yet fluent through read-aloud, audio and accessible texts
- connect reading with curiosity across the wider curriculum without turning every choice into a task
- understand pupils' attitudes and remove practical or emotional barriers to reading.

4. Implementation

i. Daily Reading Aloud

Every class is read to daily by an adult who knows and enjoys the text. The selection includes stories, poetry and non-fiction and is usually beyond what many pupils

could yet read independently. Reading aloud is protected from routine written comprehension and allows pupils to experience the flow, language and pleasure of a complete work.

ii. Choice, Access and Book Knowledge

Class collections and the library are inviting, current and easy to browse. Adults know children's reading lives and a wide range of books well enough to recommend without controlling. Pupils learn how to browse, sample, abandon appropriately and try something new.

iii. A Social Reading Community

Pupils and adults talk informally about books, share recommendations, create displays, offer brief 'big ups', take part in book tastings and respond to one another's interests. Teachers model an authentic reading identity and make space for peer influence.

iv. Representation: Mirrors, Windows and Doors

Collections include books in which pupils can recognise aspects of themselves, encounter ordinary and extraordinary lives beyond their experience and enter imagined worlds. Diversity is sustained across the year and across genres rather than limited to special events.

v. Reading Time

Protected independent reading includes genuine choice and an environment conducive to attention. Adults may confer, recommend and support, but the session is not converted into silent worksheet completion or a public contest based on number of books.

vi. Inclusion and Reluctant Readers

Pupils who do not yet identify as readers are approached with curiosity rather than deficit labels. Adults explore interests, confidence, access, format, fluency and prior experience. Read-aloud, paired reading, comics, graphic novels, non-fiction, poetry, series, audio and high-interest accessible texts may provide entry points.

vii. Families and Community

The school helps families share books, understand the difference between a decodable practice book and a sharing book and access library resources. Workshops, events and communications celebrate reading without implying that families need specialist teaching knowledge.

viii. Wider Opportunities

Author encounters, Reading Explorers Week, library visits, book fairs, pupil recommendations and creative projects are used when they strengthen the everyday culture. Their value is judged by the reading they inspire before and after the event.

5. Impact

The intended impact is a community in which pupils talk about books, know how to find texts they value and read voluntarily with increasing frequency, range and stamina.

- describe themselves as readers and articulate interests and preferences
- choose books with increasing independence and openness
- recommend and discuss reading socially
- read across a widening range of authors, genres, cultures and formats
- sustain attention and return to reading voluntarily
- use libraries and classroom collections confidently
- experience belonging and empathy through texts.

6. Assessment

Reading for Pleasure is evaluated, not graded. The school uses pupil conversation, reading-attitude surveys, borrowing patterns, observation of choice and participation, and the diversity and accessibility of provision to identify barriers and next steps.

Records are light-touch. Pupils are not required to prove every act of reading through quizzes, lengthy logs or written reviews, because this can displace the pleasure and agency the policy is intended to protect.

We prioritise:

- reader identity, attitudes and sense of agency
- frequency and stamina of voluntary reading
- range of authors, genres and formats encountered
- quality of social recommendation and book talk
- access and participation of pupils who read less frequently
- representation, condition and use of class and library collections.

7. Leadership, Monitoring and Review

The English subject leader supports staff in understanding the curriculum, maintaining consistency and securing strong outcomes for all pupils. Leadership is developmental: monitoring identifies strengths, tests whether the intended curriculum is being learned and leads to precise support, coaching or curriculum refinement.

The subject leader will:

- conduct and respond to age-appropriate reading-attitude surveys
- review class libraries, school library use and representation
- talk with pupils, especially those who read least often
- observe daily read-aloud and independent reading routines
- support staff to develop knowledge of children's literature
- evaluate whether events create sustained changes in everyday reading.

This policy is reviewed every three years, or sooner when statutory expectations, the adopted programme, school priorities or evaluated pupil need require a change. Any revision must remain aligned with the relevant charter, long-term planning and unit-plan hierarchy.

8. Subject Specific Pedagogy and Non-Negotiables

The following expectations preserve the distinctive quality of reading for pleasure at Woodmansey. They should be read alongside the relevant charter, long-term plan, unit or medium-term planning and agreed teaching resources.

Read Aloud Every Day

Every class hears a skilled adult read an engaging text daily. Storytime is protected and not routinely followed by a task.

Choice Is Real

Pupils can choose, browse and sometimes abandon a book. Adults guide and recommend without reducing reading to a narrow level or points system.

Know the Reader

Recommendations begin with knowledge of the pupil's interests, identity, confidence and current reading experience.

A Rich and Diverse Collection

Collections include current, attractive fiction, non-fiction, poetry, graphic texts and varied representation. Damaged, dated or unused stock is reviewed.

Do Not Turn Pleasure into Compliance

Quizzes, logs, competitions and rewards are used sparingly and only when evaluation shows that they broaden participation rather than produce performance or avoidance.