

Reading for Pleasure Policy 2021

At Fortismere, we believe that reading is fundamental to learning, and that literacy is a direct effect of reading for enjoyment. Reading is the prime medium through which pupils learn and academically achieve. In 2012 the Organisation for Economic Co-operation and Development (OECD) identified it “as the single most important skill you need, in order to get through school confidently, as well as succeed in later life.” We are therefore aware that reading for pleasure links to wider academic, social and emotional development. For this reason, we prioritise reading for all age groups and across all subject areas, including tutor time. Our aim is to create a culture of reading for pleasure, encouraging students to see reading as enjoyable as well as beneficial. With this mind-set students are best placed to succeed across the curriculum, accessing and interacting with new information and new concepts. We aim to embed this approach as soon as students arrive at Fortismere by using Renaissance Learning [See Appendix 1] to motivate and monitor progress. Students follow the Renaissance Learning scheme in years 7 and 8, and their reading ages and progress are checked in Years 9 and 10.

When do students read?

Students read in tutor time, the beginning of English lessons and Year 7 and 8 students also have a 1 hour library lesson per fortnight. The library is open to students for further reading and quizzing from 8am-5pm every day. We recommend students read for at least a further 30 minutes at home every day for optimum progress.

What do students read?

We understand the importance of using different media to ensure all students are enjoying what they read. Comics, graphic novels, audio books, dyslexia-friendly publications, parallel text language books and a range of non-fiction are available in the library alongside a vast range of up to date and appropriate fiction.. We also welcome the use of students’ own e-readers.

What happens when students struggle?

Students who struggle with reading will be invited to join our Chapter 2 (Year 8) and Chapter 3 (Year 9) groups which are held in the library during tutor time. They work with teachers and older reading mentors on furthering their reading and comprehension skills via computer programmes and book extracts. Our Linc department also runs a range of interventions, including ReadingWise, literacy classes with a SEN teachers and small group dyslexia support. Linc and the SEND department work closely with the library to identify students in need of additional help with reading.

What happens when students succeed?

We regularly monitor students’ progress to ensure that those who are working hard are recognised at school and at home.

What can teachers do to help?

The role of teachers, librarians and other school staff in fostering a love of reading is vital. We acknowledge that role models are necessary to support the promotion of reading for pleasure; every member of staff is responsible for reinforcing a positive attitude.

What can the school library do to help?

Students have regular and free access (before and after school, break and lunchtimes) to a properly staffed library when they can browse, borrow and get expert advice on books. The library has a reasonable budget which ensures that stock is very regularly updated. [See *Appendix 2*] We encourage the desire to read by holding many author events, workshops and cross-curricular activities. Fortismere also has its own Patron of Reading – an author who comes to school several times over the year to encourage and promote the joy of reading.

What can parents/carers do to help?

The most important thing is to model reading for pleasure. Show the child that reading is valued and enjoyed on a daily basis. Encourage them to read a wide variety of books to introduce different types of language and style, while ensuring that they understand any new vocabulary. Ask open questions about what they are reading, developing their expression and imagination. Ensure that the child is a member of the local public library.

For more information on reading please see the following:

Renaissance learning: Accelerated Reader

<http://www.renlearn.co.uk/accelerated-reader/>

Ofsted Reading for Pleasure Report

<http://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure>

Revisiting Reading for Pleasure: Delight, Desire and Diversity (Cremin, Teresa)

<http://oro.open.ac.uk/12950/2/>

OECD Reading for Change Performance and Engagement Across Countries – Results from PISA 2000.

<http://www.oecd.org/education/school/programme-for-international-student-assessment-pisa/33690904.pdf>

Appendix 1:

What is Renaissance Learning?

Renaissance Learning is an online program that identifies students' reading ability and appropriate level books they should be reading. This data is obtained from STAR reading assessments which students take every term. These assessments are used by over 800,000 students in UK schools and are aligned to the new national curriculum. With this information, teachers can direct students to accessible, and occasionally challenging, texts. This information is also used to inform planning supporting students' needs. To be successful, it requires a minimum of 35 minutes daily reading and regular quizzing.

What is Accelerated Reader?

Accelerated reader uses the information from the STAR reading assessments to monitor and manage independent reading practice. Students will receive their own username and password, enabling them to log on to accelerated reader (AR) to take a quiz every time they complete a book. This is not only motivating, but it enables us to see how well students have understood what they have been reading. The quizzing is also important for the development of comprehension and inferential reading skills, testing explicit and implicit understanding of texts. When embraced, AR produces an average of two years' reading age growth in just one academic year, while promoting reading for pleasure.

Appendix 2:

"It is their entitlement to read literature that challenges them to imagine a world beyond the limited confines of their own. It should provoke them to consider times, places, peoples and ideas that they would not encounter in everyday life. It should open doors to new and fascinating experiences...If we deny them the opportunity to read new and challenging literature, we become complicit in a kind of elitism that deems only a certain calibre of child worthy of reading a certain quality of text. This can, unwittingly, perpetuate the social and cultural divides in our country". [Andy Tharby – Making Every English Lesson Count].

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