**Audit: Reading for Pleasure (RfP) Provision**

There are four specific practices that, combined, motivate children to choose to read and become frequent readers.

1. **High quality reading aloud for pleasure.** This is in addition to reading aloud as part of literacy teaching. Reading aloud for pleasure enables children to access rich, challenging texts, offers a model for silent reading, prompts affective engagement and creates a class repertoire of ‘texts in common’ to discuss.

2. **Talking about texts reader to reader**. Talk about texts is essential to all literacy teaching, but this reader to reader talk is more informal, often spontaneous, and includes reciprocal book recommendations between children and teachers.

3. **Choice-led independent reading time.** Children need time to read and support for making informed choices from a range of texts that tempt.

4. **Social reading environments in and around school.** These are key to creating a strong reading culture. Successful environments invite readers to engage and share the pleasures of reading.

**All of the above depend on teachers’ knowledge of children’s literature and non-fiction.**

Use the short checklist, below, to decide if:

1. Staff have a wide and deep knowledge of children’s literature and non-fiction;

2. Staff are familiar with and skilled in the 4 practices that motivate children to choose to read and become frequent readers;

3. Your books for RfP are high-quality, promote diversity and equality and are organised coherently;

4. Your reading/literacy leader is able to plan, support and monitor high-quality RfP provision.

**If you have mostly Bs and Cs, please contact Ilsham National English Hub:** [**dcooke@lapsw.org**](mailto:dcooke@lapsw.org) **who can support you or signpost you to CPD around research-based professional development, including web-based resources and other materials.**

A = Strong;

B = Some development required;

C = Significant development required.

**Is the reading for pleasure provision across your school the best it can be?**

| **1.Check your staff know and can enthuse about**: | **A** | **B** | **C** |
| --- | --- | --- | --- |
| - Authors, illustrators and poets whose work they value (both traditional and contemporary) - books which skilfully promote equality and diversity. |  |  |  |
| - A shared set of age-appropriate RfP texts that children get to know well and grow to love. |  |  |  |
| Comments |  |  |  |

| **2. Check your school RfP provision includes:** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| - Daily read aloud sessions for pleasure, that are engaging and develop a love of language - regular informal opportunities for talking about stories, non-fiction and poetry to each other and their teachers. |  |  |  |
| - Time when children to read to themselves or each other. |  |  |  |
| Avoid  A random mix of reading activities that are not rigorously planned, offered or monitored. |  |  |  |
| Comments |  |  |  |

| **3. Check your social reading environments in and around school includes:** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| * High quality texts that reflect all children’s realities. |  |  |  |
| * Well displayed, accessible book collections, with multiple copies of the shared set - appealing and relaxing spaces for reading alongside others |  |  |  |
| * Book recommendations by teachers and children. |  |  |  |
| Avoid   * Emphasising the physical space at the expense of the book choices available. * Making reading a competition or offering rewards as this reduces intrinsic/long-term motivation. |  |  |  |
| Comments |  |  |  |

| **4. Check you have a reading/ literacy leader who:** | **A** | **B** | **C** |
| --- | --- | --- | --- |
| * Ensures rigorous RfP provision alongside the teaching of reading (SSP) and teaching within the literacy curriculum. |  |  |  |
| * Organises training on staff knowledge and the 4 core RfP practices:  1. Social reading environments 2. Reading aloud 3. Informal book talk, inside-text talk and recommendations 4. Independent reading time**.** |  |  |  |
| * Monitors RfP provision and uses evidence to plan continual improvements. |  |  |  |
| * Provides support for all parents so that they understand: the importance of RfP; how this how this relates to learning to read through phonics; and how to read aloud well and talk about books with their children. |  |  |  |
| Comments |  |  |  |