

A Guide for Parents and Carers





Dear Parents,

In our school, we want to keep the children excited and enthusiastic about reading and make them want to pick up books and read more independently. This leaflet gives information about what independent reading looks like in our school and why our school have adopted this approach.

A brief overview of Reading for Pleasure in our school can be found below. The following pages of this booklet then give more information and detail on what is listed below and some background on why independent reading continues to be so important for children as they progress through our school.

A brief overview of what Reading for Pleasure looks like in our school

- Every class has access to around 50 different titles that includes fiction, non-fiction and poetry books.
- These books are available in the reading area of your child's classroom or electronically on Sora for KS2 pupils (our school's eBook library that your child has access to).
- Children can take one book home at a time and should have it for no more than 3 weeks. (eBooks on Sora have a time limit of 2 weeks).
- Your child's class teacher will monitor what books have been borrowed and how long they've been borrowed for.
- Children should aim to read as many titles from their year groups' recommended reading for pleasure list by the end of the academic year.
- Children should aim to read these books independently or to an adult at home daily for the suggested time recommended for their year group (outlined on page 4). Parents and adults of younger KS1 pupils are encouraged to read some of the books to their children if they find these too challenging.
- Your child's reading outside of school should be recorded daily in their reading diary by the person who listened to them read. As children move through KS2, they can also fill this in more frequently themselves if they read independently. (More information on reading diaries on page 4).





And if you want to know more...

What do we mean by 'independent reading'?

We define 'independent reading' as children freely choosing quality and enticing texts that they want to read in their free time. This free time will mostly be outside of school and at home but there may be times in the week when children can independently read in the school library at lunchtime or for a few minutes in class when this is suitable. When children are doing independent reading, they can read to themselves or they can read to an adult. If this is done at home, this adult could be a parent, grandparent or an older sibling. A child reading to someone else is more beneficial to their reading development as having an audience to read to provides more purpose and can improve fluency and expression. Reading should also be a fun social activity for children and having someone to talk to about what they've read fuels their love of reading even further.

Why is reading for pleasure important for my child?

Research and studies that have been carried out into reading for pleasure show that there are many positive benefits to independent reading. The Reading Agency cites strong evidence that reading for pleasure has the following benefits:

- Children who read more frequently and independently are more likely to do well academically at school in all subjects
- It improves relationships with others
- It increases empathy
- Stress levels are lowered
- It improves mental health and wellbeing.

What are the expectations with independent reading?

We realise that getting some children to read at home can be challenging, particularly as they get older and technology and devices such as mobile phones, tablets and games consoles may seem more appealing to some children, especially in the increasingly technology dominated society we find ourselves in today. Lots of children also have various clubs and hobbies they do in their free time and we recognise that jobs and busy lifestyles that parents and family members have can make it difficult for independent reading to take place at home. We hope though that this approach to reading and the range of titles available in each classroom will encourage children to want to pick up a book more often.

Therefore, taking the above into consideration, below are our school's independent reading expectations for each year group.

<u>Year Group</u>	<u>Expectations</u>
Early Years	Children begin to choose books with adult support and develop a range of books they want to read independently or have read to them.
Year 1	Children begin to choose books with encouragement and/or support and are shared with an adult or read independently.
Year 2	Children read a minimum of 10 minutes daily or the equivalent spread over a week.
Year 3 and 4	Children read a minimum of 20 minutes daily or the equivalent spread over a week.
Year 5 and 6	Children read a minimum of 30 minutes daily or the equivalent spread over a week.

Children are encouraged to read to an adult where possible, but may read independently too. Adults may also read these books to their child.

What should be recorded in my child's reading diary?

At the end of each day when your child has finished reading, a short entry should be written in your child's reading diary. This should include the date, book title and pages read. These comments should focus on what your child is enjoying about the book, how they are finding it and any discussions you've had with them about the pages read in the book that day. It is also useful for teachers if the amount of time your child has read each day is recorded in their diaries. Reading diary entries can be filled in by whoever heard the child read and/or the child themselves. Your child's class teacher will collect in reading diaries on Monday every week to see how reading is going outside of school.

