

Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

Reading for Pleasure Policy

Updated: July 2025

Review Date: July 2026

Wellington School



Policy Title	<i>Reading for Pleasure Policy</i>
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Summary of Contents

The policy outlines the School's intent, impact and implementation of approaches and strategies to encourage and cement a culture of Reading in the School.

Date of Update	July 2025
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Status	Non-Statutory
Policy created by	E. Gilbert, LRC Manager
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Reading for Pleasure at Wellington

'The best moments in reading are when you come across something – a thought, a feeling, a way of looking at things – that you'd thought special, particular to you. And here it is, set down by someone else, a person you've never met, maybe even someone long dead. And it's as if a hand has come out, and taken yours.'

Alan Bennett, *The History Boys*

Why have a *Reading for Pleasure* policy?

The active encouragement of reading for pleasure should be a core part of every child's educational entitlement as extensive reading and access to a wide range of texts make a huge contribution to pupils' educational achievement and mental well-being.

"Reading books is the only out-of-school activity for 16-year-olds that is linked to getting a managerial or professional job in later life"

Oxford University 2011

In 2013, the Department of Education decreed that every school should have a *Reading for Pleasure Policy*, acknowledging the importance of this in the school curriculum. Likewise, the 2019 new Ofsted Framework emphasises the importance of reading for pleasure and a school policy could be used to demonstrate intent and implementation of *Reading for Pleasure* initiatives.

The aim is to embed *Reading for Pleasure* across the whole school community, with all staff promoting *Reading for Pleasure* and for all subjects to give pupils the opportunity to read regularly – for purpose – and enjoyment.

"Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status"

OECD 2002

Similarly, the effects of not reading regularly and for pleasure can be detrimental for pupils' welfare and academic progress. Pupils who do not regularly read may:

- Struggle to access the curriculum
- Have limited literacy skills
- Develop a less-varied and nuanced vocabulary which impacts on life chances and mental health

- Demonstrate a lack of empathy and tolerance
- Fail to make social relationships/interactions
- Exhibit poor well-being and mental health
- Have lower self-esteem
- Demonstrate poor behaviour

Aims

The *Reading for Pleasure* policy at Wellington School should encourage a lifelong enjoyment of reading amongst the whole school community. Recent studies emphasise the importance of reading for pleasure for both educational as well as personal development.

This policy, although linked to the *Teaching and Learning* Policy, stands alone in its promotion and encouragement of reading as a pleasurable activity.

As a reading-rich School, the School and its staff aim:

- To promote and establish a love of *Reading for Pleasure* amongst all our pupils
- To ensure pupils see themselves as readers who will read for both purpose and pleasure, and understand the value of this
- To ensure pupils have access to **their own choice** of reading material that they enjoy. It is important to identify and build on their own interests
- To ensure a broad variety of reading material is available for pupils on a regular basis and that there are clear and designated spaces to allow pupils to read as they wish
- To introduce pupils to new texts, genres and media within and beyond the curriculum and pastoral programmes
- To develop home/school links to support and encourage *Reading for Pleasure* at home
- To provide opportunity for pupils to see that staff/adults from all subject departments across the school foster a love of reading in different ways

Roles and Responsibilities

The LRC Manager

- Will establish strong links with parents/ carers to assist them in encouraging their children to choose to read, as opposed to other technological pursuits. This will include regular communications and parent voice activities, use of the School website to promote reading lists and platforms, LRC breakfasts, visits arranged for parents/ carers of specific cohorts, and articles in our weekly newsletter to keep parents up to date with activities in the LRC
- Will liaise with tutors and subject leads to encourage *Reading for Pleasure* within subjects and the pastoral programme, ensuring that the LRC best supports the School curriculum
- Will ensure staff are trained to navigate *Accessit*, and be aware of its advantages and direct pupils to subject-specific dashboards

- Will provide pupils with regular opportunities to access the LRC and its resources and allow pupils to withdraw books regularly
- Will provide a wealth of different types of reading resources to pupils in the LRC to support their academic progress and interests
- Will present “Book Slots” to assemblies (once a term), with awards for reading challenges, best borrowers within the year group, and update on news of recent additions to the LRC catalogue and events
- Will arrange visits from members of the community to explain why reading is important to them, storytellers and authors (maybe with links to a local bookshop to “share” authors)
- Will develop, and publicise, a school reading calendar of the literary year, of events and significant days, e.g. *National Poetry Day*
- Will establish links with feeder primary schools and supporting KS2-KS3 transition by organising a reading challenge for Year 6 pupils over the summer and display results in school at the start of Year 7 to ensure pupils keep them reading over the summer
- Will promote engaging social media channels to promote the LRC and to promote *Reading for Pleasure*
- Will seek and promote *Reading for Pleasure* activities to support key events in the global calendar as well as other initiatives such as ‘Book Buzz’ as well as hosting regular book fairs
- Will encourage all years to join local library (*Accessit* has Trafford libraries on its website app for students to peruse, and there is a link on the school website to Borrowbox where pupils can borrow ebooks for free, if a library member)
- Will be supported and line-managed by an SLT lead to ensure Reading is positioned highly in the School’s aims and vision

SLT

- All SLT should be reading role models
- SLT should ensure that the LRC is funded to ensure that it best complements the School Curriculum and *Reading for Pleasure*
- SLT should promote Reading on a School-wide capacity when given opportunity, e.g. assemblies
- The SLT Teaching and Learning lead should ensure the value of reading is reflected in lesson observation, work scrutiny and pupil voice activities
- The SLT Teaching and Learning lead should ensure that Reading is regularly featured as part of School CPD programmes and teaching and learning practice and resources
- The School has a designated Reading lead in the SLT who regularly meets with the LRC manager to discuss *Reading for Pleasure*

Heads of Department & Key Stage, Teaching Staff, Tutors and Teaching Assistants

- All leaders, teachers and teaching assistants should be reading role models
- All leaders, teachers and teaching assistants must encourage pupils to read widely by promoting reading for pleasure across the curriculum

- All leaders, teachers and teaching assistants should to model and give examples of what they are reading to pupils; they should engage in initiatives through the school year to promote what they are reading or similar activities as well as making recommendations that complement the curriculum
- Leaders to ensure that the LRC content and *Accessit* subject dashboards reflect and support their curriculums
- Pastoral leaders should include regular reading time within their pastoral programmes; tutors will reinforce and model the importance of regular reading
- Leaders should ensure that their departments make regular use of the LRC in their programmes of study where applicable; the English department should lead on this with Y7/8R LRC lessons timetabled to support this
- Tutors and subject-staff will support all interventions by ensuring attendance at 1:1 reading interventions pertaining to guided reading

Diversity and Inclusion

The School prides itself on its ethos to have a School cultures which embraces diversity and is inclusive; similarly, it seeks to ensure that pupils have equitable opportunities.

- The School will provide access to a wide range of texts for students e.g. fiction and non-fiction, magazines, comics, student-authored stories, recipe books, articles, essays, biographies, diaries, puzzle books, ebooks and audiobooks, (accessed via tablets and pcs), diverse and inclusive literature and further material that reflects the whole school community
- The School will ensure equity of access to Reading with material appropriate to reading ages, dyslexia-friendly texts, big print versions, bilingual texts and references books available to all pupils
- The School will provide reading lists through displays, the School website and the *Accessit* platform to support a “reading rich” curriculum and encourage further reading (fiction and non-fiction) linked to subjects
- All staff and students will have access to the *Accessit* website where students can log into to write reviews, access local library collections, see recommendations on what to read next, access bespoke reading lists linked to projects, as well as view *Ted Talks* and wider academic databases.
- The LRC is open at times when students can access it as they wish; it will be maintained as a pleasant and inclusive hub at the centre of the School community, full of good-quality, relevant resources.
- Year 7 (and 8R) LRC lessons provided literacy, reading and research opportunities and allow pupils to be supported in their own independent reading choices as well as receiving additional guided reading support as necessary

- Regular reading time is facilitated in tutor periods, promoting a range of diverse writers, and ensuring all pupils are regularly *Reading for Pleasure*
- Weekly KS3 guided reading sessions will be delivered to all struggling readers as identified by reading age and SEND/EAL assessment data
- The School will respect that pupils can come to reading through other avenues, e.g. gaming, YouTube, Instagram, online articles and forums, social media influencers and TikTokkers and embrace list when encouraging greater *Reading for Pleasure*

Monitoring and Evaluation

- All pupils will be surveyed on Reading for Pleasure – beginning from Year 7 via Class Charts. The data analysed will be compared to the subsequent survey data at the end of the academic year
- Borrowing statistics will be analysed termly as will use of the *Accessit* website
- Termly analysis of LRC room bookings
- Individual case studies
- Termly Reading Age progress analysis
- Fortnightly line management meeting between SLT and LRC manager to discuss and evaluate progress

Further Reading Information

Staff Folder: <Q:\Curriculum\Reading>

School Website: <https://www.wellington-school.co.uk/curriculum/reading-at-wellington/>

“At the moment that we persuade a child, any child to cross that threshold into a library, that magic threshold into a library, we change their lives forever, for the better.”

Barack Obama