

Reading for Pleasure

What do we do in our schools to promote Reading for Pleasure?

A wide variety of texts available in all classrooms
Designated independent reading time throughout the week
Accelerated Reader program
World Book Day
Teachers as readers – sharing own books and reviews.
Recommended reads
Author of the term
Reading areas in classrooms
Daily story read by an adult.
English taught through reading.
Quality texts in all subjects.
Reading passports
Book fairs
Library visits
Night of lights
Bedtime stories
Reading buddies



Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009)



1 million word gap.

Young children whose parents read them five books a day enter nursery having heard about 1.4 million more words than those who were never read to, a new study found.
(Sciencedaily.com)

What does reading do for us?

Children are individuals who necessarily progress, develop and grow in a myriad of ways. As they do, and whether consciously or otherwise, the wide-ranging life skills children gain from books of all types can never be underestimated.

While reading independently, sharing a book or listening to someone read to them, children can:

- be transported to other places
- begin to form opinions (and gain an understanding of others' opinions)
- develop a sense of humour
- become acquainted with people and characters (personified animals who talk and behave like humans) and their emotions
- develop empathy
- 'visit' parts of the world (and other worlds!) they had no idea existed
- develop their imagination
- learn facts
- make links between their own and others' lives
- become discerning readers, make informed choices.

What can I do as a parent to support Reading for pleasure?

Be a role model

Role models have the power to inspire children to read. If your child sees you (or other people they admire) enjoying a book, magazine or comic, laughing at the characters, hearing you enthuse about the story and valuing books, they will be inspired and more inclined to do the same themselves.

Sharing books

Be comfortable. Whether at bedtime, snuggled up on a comfy chair or even listening to a CD on a car journey, sharing books and reading together is one of the most important experiences children can have. Limit distractions to a minimum if possible; create a special reading area (a den or pop-up tent work wonders); allocate ten minutes in the day when everyone in the house stops and reads. Leave a variety of books lying around and accessible so they can be picked up at any time.

Find books to share that match your child's interests. Browse the children's section of charity shops and ask them if there's anything that takes their interest.

Look for books with characters that appeal (children aspire to, and like to read about, characters slightly older than themselves).

Suggest books with manageable amounts of texts i.e. funny poems, joke books etc.

Value the collection of cards (i.e. football, Minecraft, Pokémon); ask questions about the information on the cards.

Keep looking for books that match your child's interests. Keep browsing and inviting them to choose.

If your child is struggling to read, help by selecting some potentially tricky words from their book, write them on a piece of card and practise/learn the words prior to reading the book. This will give them confidence when they come across those words in the texts and realise that they know them (as well as helping their reading fluency).

If your child wants to read a book that is beyond their reading level, read it together; allow your child to 'have a go' then repeat back the sentences so they gain a 'flow' in the story/text.

Persist in trying to find books that match your child's interests. Entice them to choose.

Try to find texts that link to interests i.e. Lego instructions, short recipes etc. (i.e. have a 'real' purpose to reading).

Reading means better life chances

'16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.'

(Taylor, 2011)

'Reading is a more powerful factor in life achievement than socio-economic background.'

(Sullivan and brown, 2013)



Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).