

## Developing a Reading for Pleasure School – Audit for Action Planning

What We Know Works	Prompt for Discussion	Notes
<b>Develop an ethos and an environment that excites, enthuses, inspires and values</b>	<i>Does the reading environment – in each class and across the school – promote reading as a socially engaging activity that is valued and encouraged?</i>	
	<i>Are books displayed attractively and in a way that promotes and supports browsing and selecting?</i>	
	<i>Does the way in which books are categorised and labelled support the selection process while allowing for pupil preference and genuine choice?</i>	
	<i>Are routines in place to support students in accessing and enjoying the texts within the reading environment regularly?</i>	
	<i>Do routines raise the profile of literature and explicitly communicate the value of reading?</i>	
	<i>Can families and other stakeholders access the reading environments and understand how to browse and select books?</i>	
	<i>Is the value and importance of reading for pleasure shared with and understood by all stakeholders across the school community?</i>	
	<i>Do all adults in the school promote reading for pleasure through their enthusiasm, knowledge and practice?</i>	
<b>Access to high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter</b>	<i>Is there a breadth of books and other reading material available in school library and in all classrooms, featuring classic and contemporary voices, and including poetry, picturebooks, information texts, chapter books, novels, comics, graphic novels, magazines and newspapers?</i>	
	<i>Can all adults across the school recognise a high quality texts in a variety of forms and how it might serve different purposes?</i>	
	<i>Are you confident that there is a wide range and rich stock of books that authentically reflect the realities of all children and that act as ‘windows, mirrors and sliding doors’?</i>	
	<i>Is book stock refreshed and updated regularly?</i>	
	<i>Do adults have a good understanding of the texts that children in each class and across the school are looking for and interested in?</i>	

	<i>Are high quality texts available, chosen and used effectively in the teaching of English, for independent reading, reading aloud, across the wider curriculum and to take home to share with families?</i>	
	<i>Are quality books in other languages available for children and families who have English as an additional language or are poly- or bilingual in order to support literacy development and recognise the importance of heritage languages?</i>	
<b>A read aloud programme</b>	<i>Are there daily opportunities for reading aloud for pleasure in every class intended to develop a love of literature and language?</i>	
	<i>Are all adults confident in choosing quality texts to read aloud?</i>	
	<i>Do selected texts for reading aloud demonstrate a breadth of genre, form, author and subject matter?</i>	
	<i>Is reading aloud also used as a key approach to support broader literacy development and across the wider curriculum?</i>	
	<i>Do all stakeholders across the school community recognise the importance and potential impact of reading aloud to children?</i>	
<b>Teachers who are knowledgeable about children's literature</b>	<i>Do teachers read widely and use their knowledge to source and recommend book to suit the interests, taste and needs of children?</i>	
	<i>Are all teachers familiar with the books available in their classroom reading environments so that they are more confident in recommending these and supporting children's browsing skills?</i>	
	<i>Do teachers have a wide ranging knowledge of class and contemporary literature and have an awareness of a variety of authors, illustrators and poets producing work for young people?</i>	
	<i>Are all adults confident in choosing and identifying quality texts for different purposes (as the basis for a unit of work, to teach reading skills and strategies, to read aloud, to recommend for independent reading, etc.)?</i>	
	<i>Do adults have a good understanding of the texts that children in each class and across the school are looking for and interested in?</i>	
	<i>Can teachers identify potential gaps in current book stock in terms of form, genre, voice, diversity, subject matter, etc. so that these can be addressed?</i>	
	<i>Are all adults in the school able to draw upon knowledge of their own experiences, preferences and enthusiasms so that they can model, promote and encourage reading for pleasure?</i>	

<b>Creating a community of readers with opportunities to share responses and opinions</b>	<i>Does practice across the school recognise that reading is a social phenomenon and encourage children and adults to talk about what they have read, and provide opportunities for children read together as well as independently?</i>	
	<i>Do classroom and school reading environments and other book displays reflect pupil voice and ownership?</i>	
	<i>Are children and adults confident in recommending books to one another and are opportunities found for this to happen?</i>	
	<i>Are there regular opportunities for children to share response formally and informally in every class?</i>	
	<i>Is it clear and explicit that a reader's response is individual and unique and that this is valued?</i>	
	<i>Are children clearly developing and have an understanding of their own identity as a reader and can talk about their own preferences, favourite authors, illustrators, etc.?</i>	
	<i>Are children confident listening to the opinions and experiences of others which might be different their own?</i>	
	<i>Are all adults confident sharing their own reading preferences and experiences?</i>	
	<i>Are there regular opportunities for reflection on books that have been read together?</i>	
	<i>Do informal and formal book groups provide further opportunities to promote engagement, wider discussion and understanding for identified students?</i>	
	<i>Are routines around 'reading to..', 'reading with...' and 'reading by...' at home encouraged and explained where necessary?</i>	
	<i>Do conferences with families build upon perceptions, reading preferences and engagement?</i>	
	<i>Are reading records or diaries used effectively in a manner that is biographical and not onerous or judgemental?</i>	

<b>Planning for talking about books and stories, providing structures within which to do this</b>	<i>Are there frequent, regular and sustained opportunities for children to talk together about the books they are reading?</i>	
	<i>Are all children supported and encouraged to meaningfully engage with texts read, share preferences, make connections and ask questions?</i>	
	<i>Are there regular planned opportunities to facilitate reader response in whole class, small group and individual contexts in every phase?</i>	
	<i>Are all readers confident in seeking to clarify unfamiliar vocabulary, ideas, images or subject matter in books that are being read as a class as well as independently?</i>	
<b>Understanding the importance of illustration in reading both in terms of creating a text and responding to a text</b>	<i>Do all stakeholders in the school community recognise the importance of pictures, picturebooks and other visual texts within the process of developing readers and reading for pleasure?</i>	
	<i>Are picturebooks, comics and graphic novels available in reading environments across the school? Do adults promote the reading of picturebooks within all phases of primary education?</i>	
	<i>Are children supported in understanding how pictures and illustration work with a text to create meaning for the reader?</i>	
	<i>Do children have time to discuss pictures and illustration? Are they encouraged and supported in reading the image, sharing their response and developing inference and critical literacy skills?</i>	
	<i>Is drawing used as an approach that supports children in articulating response to what has been read?</i>	
<b>Using drama and role-play to help children to understand and access texts</b>	<i>Do all stakeholders across the school community recognise the role that drama can play in supporting children's development and engagement as readers, as well as more widely?</i>	
	<i>Are teachers confident at identifying, planning and drawing upon opportunities for classroom drama to facilitate response, support engagement and develop empathy and understanding?</i>	
	<i>Are teachers and students confident in using a variety of classroom drama approaches effectively?</i>	
	<i>Are there opportunities to revisit, re-enact or retell familiar stories and storybook worlds through small world play, puppets and story props?</i>	
	<i>Are there regular opportunities for children to work towards a rehearsed performance of text (poetry, prose, playscript or non-fiction) with consideration around how they might effectively communicate meaning to their audience?</i>	

	<i>Does in-role work support children’s understanding of different voices that they might encounter in their reading and utilise in their writing?</i>	
<b>Working with authors and author/illustrators to understand the process of creating books</b>	<i>Do all stakeholders recognise the importance and opportunities provided by author visits to the school?</i>	
	<i>Prior to a visit from an author, illustrator, poet or storyteller, is there clear communication so that expectations, outcomes and possible programmes are realistic and well-prepared?</i>	
	<i>Do children have regular opportunities to hear reading aloud directly from a wide variety of authors, poets and storytellers?</i>	
	<i>Are opportunities provided for students to meet, hear from and work with authors, illustrators, poets and storytellers – in-person and/or online?</i>	
	<i>Do children have an awareness of a wide range of authors, illustrators and poets and understand their role in the process of creating books?</i>	
<b>Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point</b>	<i>Are quality texts placed at the heart of the curriculum in a way which feels purposeful, meaningful and demonstrates the value of reading?</i>	
	<i>Are stimulating, well-researched, quality texts related to children’s interests and wider curriculum learning displayed and made available for borrowing, shared and independent reading as well as for reading aloud?</i>	
	<i>Are texts and experiences chosen so that children meet vocabulary in different contexts, are introduced to new knowledge and can develop, explore and extend their thinking around key topics and themes?</i>	
	<i>Are texts related to school values, annual events, or significant moments displayed in communal areas and shared or read aloud in assemblies or referenced in newsletters?</i>	

Download: CLPE’s [Reading for Pleasure What We Knows Work](#) booklet

**Key Texts:**

- *The Power of a Rich Reading Classroom*, Centre for Literacy in Primary Education (Crown)
- *The Reader in the Writer*, Myra Barrs and Valerie Cook (CLPE)
- *The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing*, Charlotte Hacking and Dominic Wyse (Routledge) publishes June 2024
- *Representation in Children’s Literature: Reflecting Realities in the Classroom*, Farrah Serroukh and CLPE (Crown) publishes May 2024
- *The Reading Environment and Tell Me: Children, Reading and Talk*, Aidan Chambers (Thimble Press)
- *How Texts Teach What Readers Learn*, Margaret Meek (Thimble Press)
- *Building Communities of Engaged Readers*, Teresa Cremin et al (Routledge)
- *The Power of Reading: Insights from the Research*, Stephen D. Krashen (Heinemann)
- *The Read Aloud Handbook*, Jim Trelease (Penguin)