



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Reading for Pleasure

Wednesday 7th February 2024

‘Phonics teaching gives children the tools they need to become effective readers. However, *choosing to read* is also crucial in order for children to reap the benefits of being a reader in childhood.’ — *Little Wandle*

Reading for Pleasure



One of the key aims of the National Curriculum in England is to ensure that all pupils ‘**develop the habit of reading widely and often, for both pleasure and information**’. – DfE, 2013

We want children to become capable and **engaged** readers. Learning to read is crucial because it is through reading that children are able to access other areas of learning and achieve their full potential.

We use [‘The Reading Framework’](#) to support us in creating a ‘Reading for Pleasure’ culture in our school.



**The reading
framework**

July 2023

Benefits...

The benefits of engagement with books begins in the early years; a study found that children who are read to regularly at age four to five achieve higher levels of attainment in reading, maths and cognitive skills at age eight to nine (Kalb and van Ours, 2013). These are the children who are supported in developing the vital habit of reading.



Benefits...

Speech - Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

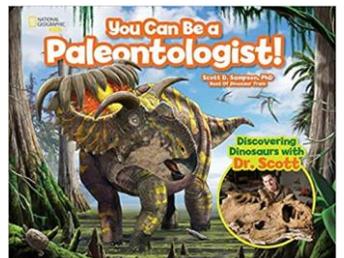
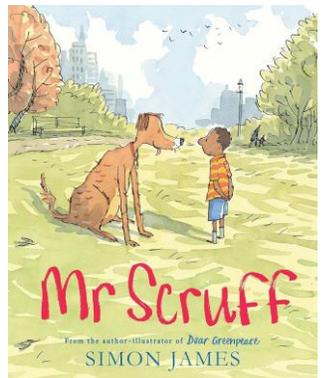
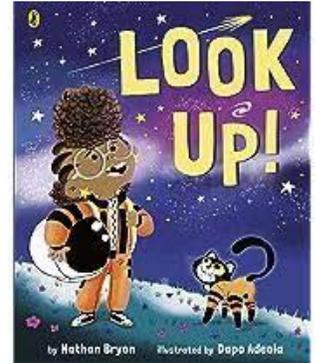
Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.'

New Vocabulary – Children 'meet words they would rarely hear or use in everyday speech'.

Rhythm and Rhyme – 'Building blocks for Communication'

Sequencing/sentence structure – Children gain an understanding of how stories are structured.

Awareness and Understanding of the World Around Us – 'Non-fiction and high-quality texts such as story books, encourage children to make sense of the world around them using language.'



Developing a ‘Love of Reading’ culture...



High-quality, systematic phonics teaching is crucial for children to learn to crack the alphabetic code, and to support children to learn to read. However, it can be a challenge for teachers to give equal time and attention to teaching children *how to read* and teaching them *to want to read* – the desire to do so. This must be addressed if we are to raise the reading and wider educational attainment of all children.

‘Developing the skill to read influences the will to read, and developing the will to read influences the skills to read.’ - OECD, 2002

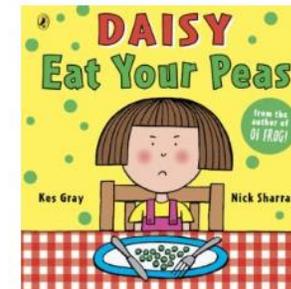
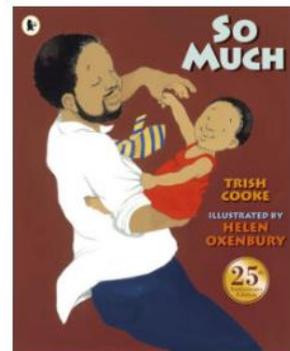
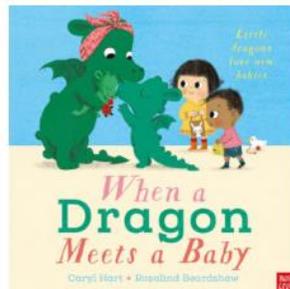
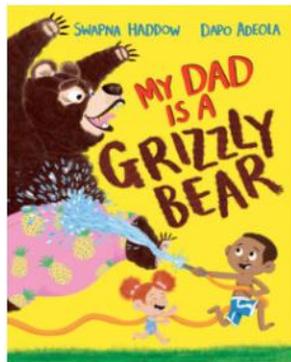


Sharing book



In order to encourage your child to become a **lifelong reader**, it is important that they learn to **read for pleasure**. The sharing book is a book they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!



The Reading Area at School

The reading area should spark **curiosity**, enticing children's volitional engagement with reading. This can be achieved through **attractive** displays of **high-quality books** within easy reach, a balance of familiar and new titles, comics, digital collections, wall displays, and story sacks and props. A well-designed reading area, along with reading materials in other classroom areas, should enable children to take control of their reading, exercise their rights as readers and contribute to building the classroom **community of readers**.



Consider your reading area at home...



- How many books are in the reading area?
- Are they facing forward so children can see the front cover?
- Do they get the chance to re-read the same book for repetition and familiarity?
- Are they regularly rotated to keep it fresh? E.g. Every few weeks



Time to think...



- How often does your child see **you** read?
- How often do you read with your child for pleasure? E.g. every night before bed? Over the weekend?
- Does your child have a good selection of books?
- Could you visit the library to borrow books and make this a weekly activity for you and your child that they look forward to?
- Could you do a book swap with another family?
- Can you make reading fun by setting aside a special time for your family to read together? e.g. Build a den and read

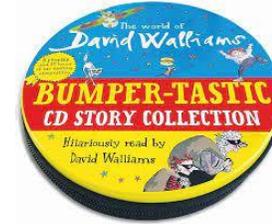


Why not try...

Making a family tradition
e.g. Every Saturday 'Hot
Chocolate Night' where you
drink a warm drink and
read together...



Audio books e.g. Tonies and CDs



Cbeebies

Story Time App



Storyteller Videos



My Busy Books



Visiting Dorking Library

World Book Day

We'll be giving the parents the opportunity to come and read with a group/class during the week.

Book tokens will be handed out during Book Week

World Book Day is **7th February 2024**

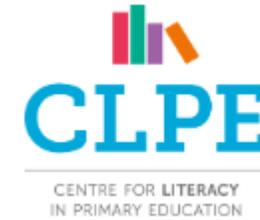
Children and staff will bring in their favourite book and come dressed as an interesting word. See examples below – for archaic, accident and absorbent!

More details about Book Week will be sent later this week.



Useful websites

[CLPE](#) – Centre for Literacy in Primary Education



[Little Wandle Letters and Sounds](#) – Everybody Read!



[The Reading Framework](#) – Department for Education



**The reading
framework**

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[GOV.UK](#) – Exploring Language



Feedback

Thank you for attending the workshop.
Please complete the feedback form:



Reading for Pleasure workshop -
Feedback form

