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**Audit: Reading for Pleasure (RfP) Provision**

There are four specific practices that, combined, motivate children to choose to read and become frequent readers.

1. **High quality reading aloud** **for pleasure.** This is in addition to reading aloud as part of literacy teaching. Reading aloud for pleasure enables children to access rich, challenging texts, offers a model for silent reading, prompts affective engagement and creates a class repertoire of ‘texts in common’ to discuss.
2. **Talking about texts reader to reader**. Talk about texts is essential to all literacy teaching, but this reader to reader talkis more informal, often spontaneous, and includes reciprocal book recommendations between children and teachers.
3. **Choice-led independent reading time.** Children need time to read and support for making informed choices from a range of texts that tempt.
4. **Social reading environments** **in and around school.** Theseare key to creating a strong reading culture. Successful environments invite readers to engage and share the pleasures of reading.

**All of the above depend on** **teachers’ knowledge of children’s literature and non-fiction.**

Use the short checklist, below, to decide if:

1. staff have a wide and deep knowledge of children’s literature and non-fiction;
2. staff are familiar with and skilled in the 4 practices that motivate children to choose to read and become frequent readers;
3. your books for RfP are high-quality, promote diversity and equality and are organised coherently;
4. your reading/literacy leader is able to plan, support and monitor high-quality RfP provision.

**Is the reading for pleasure provision across your school the best it can be?**

A = strong; B = some development required; C = significant development required

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| --- | --- | --- | --- |
|  | A | B | C |
| **1.Check your staff know and can enthuse about**:- authors, illustrators and poets whose work they value (both traditional and contemporary) - books which skilfully promote equality and diversity- a shared set of age-appropriate RfP texts that children get to know well and grow to love.*Avoid**Relying on a few enthusiastic and well read staff.* *Every child deserves to be taught by a well informed Reading Teacher who reads children’s books widely and deeply.* |   |  |  |
| **2. Check your school RfP provision includes:** * daily read aloud sessions for pleasure, that are engagingand develop a love of language
* regular informal opportunities for talking about stories, non-fiction and poetry to each other and their teachers
* time when children to read to themselves or each other.
* staff who are well-informed about their individual children as readers.

*Avoid**A random mix of reading activities that are incoherent, not rigorously planned and flexibly offered to all.**The impact of RfP pedagogy, particularly on the least advantaged 20% needs to be closely monitored.*  |  |  |  |
| **3.Check your book provision within social reading environments in and around school includes:*** high quality texts that reflect all children’s realities
* well displayed, accessible book collections, with multiple copies of the shared set
* appealing and relaxing spaces for reading alongside others
* book recommendations by teachers and children.

*Avoid* *Emphasising the physical space at the expense of the book choices available or making reading a competition.**Readers are intrinsically and socially motivated by their curiosity, involvement and sense of satisfaction in the experience and related conversations*. |  |  |  |
| **4. Check you have a reading/ literacy leader who:**- ensures rigorous RfP provision alongside the teaching of reading (SSP) and teaching within the literacy curriculum **-**  organises training on staff knowledge and the 4 core RfP practices  - monitors RfP provision and uses evidence to plan continual improvements  - provides support for all parents so that they understand: the importance of RfP; how this how this relates to learning to read through phonics; and how to read aloud well and talk about books with their children.  |  |  |  |

**If you have mostly Bs and Cs, you are invited to contact your nearest Hub and to examine The Open Univeristy’s research-informed website** [**https://ourfp.org/**](https://ourfp.org/) **for resources and CPD materials to support your journey as a school.**