

Reading for Enjoyment and Choice Early Level to Fourth Level

<p>Where are you? Assessments: In order to determine where your school is with regards to 'enjoyment and choice', use the reading perception surveys below to benchmark teacher, parent and pupils knowledge and skill levels.</p> <ul style="list-style-type: none"> * Highland Reading Perception Survey for teachers * Reading for Pleasure KS1 Children's reading survey * Reading for pleasure Children's reading survey * Parent Reading Survey * Action Plan Template * Enjoyment environment survey 	<p>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p>	<p>Background Research * National Literacy Trust * Read On Get On * Open University * Reading for Pleasure - Education Standards * Open University—Strategies for whole school development</p>
<p>Teacher reflections -What key messages does my learning environment tell learners about reading for enjoyment? - Does my class/school library reflect every learner's lives, needs and interests? - What are the opportunities for reading enjoyment and choice in the school year, reflecting pupil voice? - Do I know the current top authors of fiction, non-fiction, poetry and graphic novels?</p>	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a</p>	<p>Additional Support -Encourage reading for pleasure by supporting pupils to extend their reading stamina e.g. begin with 5 minutes and extend this by small incremental periods -Provide texts appropriate to the independent level of the pupil – this should be at least 95% at independent reading level</p>
	<p>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a / LIT 2-11a</p> <p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources to develop the range of my reading. LIT 3-11a</p>	

Whole School Approach

A whole school approach to enjoyment should be established, taking pupil voice into consideration. Enjoyment and choice should be embedded across the school. Reading for Enjoyment should be a daily occurrence and pupil reading experiences (e.g. book reviews, book cafes, reading challenges, genre pizza, Read, Write, Count bags, BookBug, First Minister's Reading Challenge, Book Blethers, Scottish Book Trust Authors Live) should be shared and celebrated. Pupils should have access to quality examples of literature which are well matched to each level/stage in the school i.e. a literature spine (reading backbone). A variety of reading materials (not just novels) should be freely available within an inviting class library. The school has a role in promoting and supporting parental involvement in reading for enjoyment e.g. story sacks, book bags, information leaflets, parent/child reading sessions.

Next Generation Literacy: Reading for Enjoyment

Emerging literacy (Early Level)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<ul style="list-style-type: none"> -Teacher models and supports simple discussions on story/genre preferences. -Regular storytelling, story reading, songs, rhymes and poems throughout the school day, also linking to IDL and cross curricular activities. - Use story boxes to support enjoyment through collaborative storytelling and drama. 	<ul style="list-style-type: none"> -As children develop skills in reading, they should be provided with regular opportunities to practise these skills in a way of their choosing. -Pupils could keep an 'Author's idea jotter' with them at all times to support creativity. -Use informal literature circles to model and encourage book talk and recommendations. -Read regularly to classes and allow daily reading for enjoyment time, using audio/e-books if necessary. -Encourage paired reading or buddy reading. 	<ul style="list-style-type: none"> -Learners are encouraged to continue to read for pleasure and this is embedded throughout the school. - Book clubs, run by pupils, set up across year groups. -Reading challenges - Drama linking to reading for pleasure. - Novel studies linked across the curriculum for 1st to 4th year. -Possible paired reading i.e. Pupils supporting less able pupils
Classroom Environment:		Classroom Resources:
<p>Pupils should have access to a reading area or library corner which is welcoming, inspiring and dynamic. National literacy trust class library ideas</p> <p>Classroom practitioners and pupils model reading habits and thinking skills</p> <p>From time to time, pupils could make links between literature and drama e.g. acting out stories and developing expression by reading texts aloud.</p> <p>Reader's Theatre</p>		<ul style="list-style-type: none"> * National literacy trust resources and ideas * Highland Literacy – Literacy Circles * Michael Rosen - 20 tips to embed reading for enjoyment. * Full use of your local and in school library * Videos and pictures from pilot schools – example action plan and PowerPoint case study from 3rd day (to be added soon) * Example of whole school policy for reading for enjoyment and choice (to be added soon).