



West Witney Primary School and Nursery

Reading for Pleasure Policy

Autumn Term 2025

Headteacher: *Mr S Birnage*

Vision

At West Witney Primary School and Nursery, we are committed to *nurturing limited aspirations for all*. Central to this vision is our belief that reading for pleasure is a right for all children and a driver of academic success, personal wellbeing, and social development.

Rationale

Research shows that children who read widely and regularly for pleasure achieve better outcomes across the curriculum. Reading is also a key means of developing empathy, imagination, and resilience. Our policy ensures that children are supported to become motivated, confident, and life-long readers.

Intent

We aim to:

- Engage parents by creating strong home–school links that support reading.
- Increase motivation and social interactivity around reading so that pupils develop positive attitudes and share reading experiences.
- Use a wide range of high-quality materials to spark curiosity and create genuine pleasure in reading.

Implementation

We will achieve these aims through:

- **Parental engagement:** regular communication, parent surveys, workshops (e.g. *Book at Bedtime*), celebration events, and links with Witney Library.
- **Creating a reading culture:**
 - Holiday reading challenges (Christmas, Easter, Summer).
 - Book exchanges and book cafés across phases.
 - Staff book groups and visible teacher modelling as “readers.”
 - Child and adult recommendations displayed and shared in assemblies.
 - Celebrations such as World Book Day, Poetry Slam, and author visits.
- **Access to rich and varied texts:**
 - Development of a school-wide book spine and class library improvements.
 - Children contributing to class library book orders.
 - Regular “read aloud” sessions in Whole Class Reading.
 - Class and phase book groups to support deeper discussion.
- **Staff development:**
 - CPD on text awareness and teachers as readers.
 - Review of practice using OU resources and training.

Impact

Success will be measured through:

- Increased parental engagement, evidenced through surveys, reading records, and attendance at events.
- Pupil voice surveys (OU Children's Reading Survey) showing higher motivation and enjoyment of reading.
- Evidence from lessons, book reviews, and recommended reads demonstrating pupils' ability to articulate preferences and justify opinions.
- Improved fluency, comprehension, and attainment in summative assessments compared with previous years.
- Positive anecdotal evidence from staff, parents, and children regarding reading habits.

Monitoring and Review

- The Reading Subject Leader, alongside SLT, will monitor delivery through internal and statutory data, lesson visits, book scrutiny, pupil voice, planning checks, surveys, and staff discussions.
- Impact will be reviewed according to the School Termly Overview.
- The policy will be reviewed every three years and in line with school improvement priorities.