

## **Rationale:**

As part of our vision to ensure outstanding education for all your students and In light of the research indicating a correlation between reading for pleasure and academic attainment, The Turing School is committed to fostering a vibrant culture of reading that engages all students. This rationale underpins the outlined action plan, intended to inspire, encourage, and support our students to read for pleasure, thus impacting their academic success and personal development.

- 1. Access to Resources:** Ensuring that our students have access to a diverse range of books and reading materials is fundamental. The relationship between the number of books available to a child and their academic attainment is well-documented (Clark, 2011). We aim to bolster our students' access to books through initiatives such as partnership with local libraries and distributing books to students, particularly targeting our Pupil Premium (PP) students.
- 2. Choice and Ownership:** Choice and interest are inextricably linked to the development of a reading habit (Schraw et al, 1998; Clark and PhythianSence, 2008). Involving students in the selection of reading materials, fostering book-sharing discussions, and tailoring reading to their preferences is key to nurturing a genuine love for reading.
- 3. Reward and Recognition:** Positive reinforcement has a significant role in fostering a reading culture. Offering literacy-targeted rewards such as book vouchers can stimulate motivation and commitment to reading (Clark and Rumbold, 2006). We aim to celebrate and recognize our students' reading milestones throughout the year.
- 4. Parental and Home Environment Engagement:** The home environment has a pivotal role in fostering a love for reading (Clark and Rumbold, 2006). We aim to actively engage parents in our reading culture, updating them on our initiatives, advising them on promoting reading at home, and involving them in our reading strategy.
- 5. Teacher-Student Relationship:** A positive relationship between teachers and students significantly influences the development of a reading culture (Cremin et al, 2009). Through professional development and sharing best practices, our teachers will be equipped to effectively promote reading for pleasure.
- 6. Library Use:** Encouraging frequent library use among students is crucial as it has been linked with an increased likelihood of reading outside class (Clark and Hawkins, 2011). Through planned visits and library membership drives, we aim to expose our students to the wide variety of resources available in their local libraries.

The outlined strategy provides a summary of our research-informed approach to developing a sustained reading culture within our school. By systematically implementing these measures, we aim to stimulate and nurture a love for reading in our students, thereby positively impacting their overall academic attainment and personal growth.

## Draft action plan:

Term	Senior Leadership Team	English Department	Student Leadership
Term 1	<ul style="list-style-type: none"> <li>• MLE create research summary on reading for pleasure. Share with students and parents.</li> <li>• Distribute books to all PP students - allow choice through vending machine.</li> <li>• Organise tutor-time peer-led reading sessions (Y9, Y10 - least engagement in 22/23).</li> <li>• Baseline survey all students on current reading for pleasure statistics &amp; barriers.</li> <li>• Facilitate international literacy day (all departments)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate current reading provision - choice, allocation of time etc.</li> <li>• Request anonymous student feedback on interest to inform some curriculum reading time.</li> <li>• CPD for teachers on effective reading for pleasure strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Elect student reading ambassadors.</li> <li>• Design a year-long KS3 'Reading Challenge' - quantity, diversity and creativity.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Y7&amp;8 book buzz - distribution of books for all.</li> <li>• Non-fiction November (alternate focus).</li> <li>• Launch a reward program for reading milestones (book vouchers, special recognitions, specific praise.).</li> <li>• Conduct a school-wide survey to identify reading preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Form partnerships with local libraries for school visits - literacy stand at parents' evenings.</li> <li>• Curriculum adaptations based on student feedback.</li> <li>• Facilitate student and parent book-sharing discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Design a year-long KS3 'Reading Challenge' - quantity, diversity and creativity.</li> <li>• Launch 'Reading Challenge' in assemblies.</li> <li>• Pilot tutor time 1:1 reading with 1 year group.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Read November - DEAR.</li> <li>• Coordinate with local authors for school visits.</li> <li>• All teacher CPD on evidence-informed reading in their lessons.</li> <li>• Update parents about progress and upcoming initiatives - include parental involvement in events.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign students to present book reviews and recommendations to their peers.</li> <li>• Instruct teachers to include reading for pleasure in parental meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback to SLT on progress, including tutor time pilot.</li> <li>• Support scaling of tutor time pilot.</li> <li>• Update 'Reading Challenge' scoreboard.</li> </ul>

Term 4	<ul style="list-style-type: none"> <li>• Resolutions reading challenge.</li> <li>• Survey students to gauge impact and success of strategy.</li> <li>• Organise parental workshop (or information) on promoting reading at home.</li> <li>• Share strategy progress with students, highlighting “you said, we did”.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate author visits</li> <li>• Pilot the use of digital reading tools in lessons, e.g. <a href="https://studyhall.ai/deepReader">https://studyhall.ai/deepReader</a></li> <li>• CPD for teachers on reading promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Support scaling of tutor time pilot.</li> <li>• Feedback on use of digital reading tools.</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>• Ensure teachers social norm language is positive towards reading.</li> <li>• Arrange visits to local primary schools to understand their strategy to help inform 24/25 strategy.</li> <li>• Survey parents on home reading for pleasure culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the diversity of texts in the curriculum.</li> <li>• Create Y6-9 Summer reading list and activities for Term 1 24/25.</li> </ul>	<ul style="list-style-type: none"> <li>• Support planning of summer reading-focused activities.</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>• Revisit survey on reading for pleasure statistics. Evaluate feedback and plan necessary changes for the next academic year.</li> <li>• Celebrate successes and impact with students, parents and teachers.</li> <li>• Send home Y6 summer reading packs and reading challenge for KS3 and 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the year's reading initiatives and identify areas for improvement.</li> <li>• Distribute the 'Summer Reading List' to students and parents.</li> <li>• Prepare the reading curriculum for the next academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Support celebrations for progress in reading strategy.</li> <li>• Organise and elect next year's reading leaders.</li> </ul>