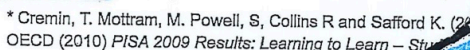
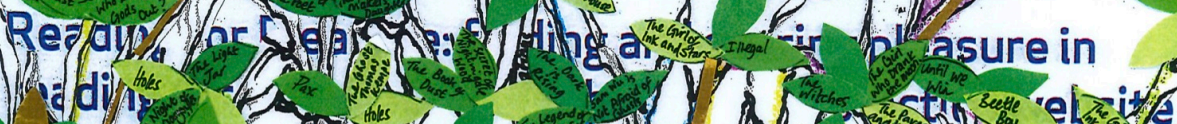
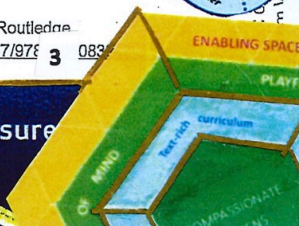


## 2018



To find out more @ [researchrichpedagogies.org/research/reading-for-pleasure](http://researchrichpedagogies.org/research/reading-for-pleasure)  
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For more about the research in WELSP, go to: [wels.open.ac.uk/research](http://wels.open.ac.uk/research)



Reading for Pleasure Tree, which represents all the elements that nurture Reading for Pleasure at UCPS.

Aimee Durning, University of Cambridge Primary School

1. The roots are entwined in the Research Rich Pedagogies Website research findings. The five strands (Teachers' knowledge of children's literature and other texts, Teachers' knowledge of children's reading practices, Reading for pleasure pedagogy, Reading teachers: teachers who read and readers who teach, Reading Communities) are shared with staff at UCPS's Teachers' Reading Group.  
<https://www.researchrichpedagogies.org/research/reading-for-pleasure>
2. The tree represents our school and all the many spaces that foster a love of reading. The research findings of Phase 1 and 2 of Teachers as Readers (2007/8), flow from the roots and travel up the trunk into the branches to nourish all the reading initiatives that we have at UCPS: Secret Book Club, Snuggle with a Story, Teachers' reading aloud daily, Learning Street Social Reading Time, Parent Book Club, Teachers' Reading Group, staff professional library, Teachers' recommending books and an outdoor reading area (Photo 1).
3. The golden threads from the school's curriculum model (page 2) flow from the curriculum to into the tree via one of the roots. The text rich element provides children with a plethora of authors and diverse texts which contribute towards golden memorable moments in class. Children make vital connections with everyday events, subjects, plots or information that they have retain from a text that they have previously read. Other golden moments have been where parents have commented on how RfP practice has had an impact on their child's reading habits especially on Twitter. These golden moments produce golden leaves on the tree.
4. UCPS's Reading Pedagogical Framework (page 2).
5. The leaves on the tree are all of the books that I have read in a year (Teachers' as Readers). Therefore, I am able to recommend books to members of the school community.
6. One leaf has fallen, representing a continuum of time and the tree feeding readers, books being borrowed and returned to my own personal library. (Photo 2, book recommendations and a book door in the learning street.)
7. A crucial piece (Jigsaw puzzle) of the reading for pleasure culture, UKLA Teachers' as Readers Executive Summary 2007-08.



Ofsted Inspection report: University of Cambridge Primary School, 20–21 June 2018. Extracts:

- **A consistently strong focus on staff participation in educational research, in particular into developing pupils' reading,** (page 4)
- Reading for pleasure is actively encouraged across the whole-school community through book clubs, not just for pupils but also for parents and school staff. (page 4)
- The school's senior teaching assistant is an impressive champion of the joy of reading. (page 7)
- By the end of key stage 1, pupils attain standards that are consistently above those of other pupils nationally in reading, (page 9)
- Pupils have numerous opportunities to practise and apply their reading (page 10)

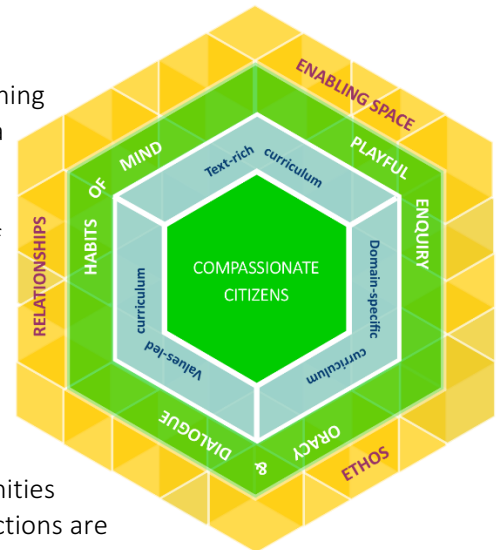
A curriculum design & reading pedagogical framework that enables reading for pleasure

James Biddulph & Luke Rolls University of Cambridge Primary School

The University of Cambridge Primary School is committed to exemplary teaching and learning. It aims to be bold, free thinking and rigorous; underpinned by a commitment to the values of excellence, equity and learner empowerment. Readers are empowered at UCPS, The Rights of the Reader (Pennac, 2006) is shared with all children. Time is allowed for children to explore all kinds of reading material including digital texts.

In order to develop compassionate citizens for now and the future, who engage in diverse texts, we realise that the ways we engage with children informally and formally throughout their time in school spaces and how they are engaged with at home, will determine how the principles are enacted. So, we aim to develop **enabling spaces** for possibilities to arise; spaces constructed collaboratively that foster agency and allow for reading communities to come together. Spaces where spontaneous book talk is facilitated. Connections are made between texts and teaching. **Text-Rich Curriculum** is crucial to exposing children to the diverse and complex world we now live in.

The culture of 'possibility thinking' enabled the type of reading behaviours that seemed to develop a pleasure in text. We wanted children to be playful with language and the multiple texts they were engaged in at school and at home, and inbetween. The environmental contexts are key to supporting the development of children's playfulness, oral language and other representational abilities, and their development as self-regulating learners. The relationships forged through the explicit nurturing of our school values creates the enabling space which contextualises the curriculum design and the learning and teaching within it (see the golden framing of our curriculum model).



In developing our English Policy at the University of Cambridge Primary School, we recognised value in the different perspectives of Reading and sought to synthesise these in a school approach that would attend to the development of reading will as well as reading skill. The reading framework here identifies the aims of a school reading culture that place texts central to curriculum design; as a powerful means for learners to make meaning of the world which is central to becoming a compassionate citizen:

- i) *Reading as a Social Act:* Children and teachers are supported to experience reading as part of a community at home and school. Texts and dialogue intermix to communicate reading pleasure and to explore different ideas.
- ii) *Reading as Empowerment:* A sense of learning autonomy is fostered in children. They feel a sense of agency and volition in relation to their reading experiences. This carries with it certain rights for their identity as readers - they are free to like/dislike books, they can stop reading them half-way through and they are given the space to follow personal tastes and interests.



- iii) *Reading as Intercultural Engagement*: Texts open up windows into other cultures, religions, morality, spirituality, issues around gender, ethnicity and more. They have the potential to grow knowledge and empathy for diverse human experiences, to foster tolerance and develop intercultural understanding.
- iv) *Reading as an Authentic Experience*: Through dialogue and recorded responses, children are helped to understand reading as a personal act. Readers are given the dialogic space to relate their experiences of texts to their own lives; to use the stories or ideas to better understand themselves and so also something of the human condition.

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