

1. Value your own reading identity and share this with others

Teachers who understand the value of volitional reading, and read for pleasure themselves, are more likely to successfully support children to become independent readers.

- Share your reading preferences with the children.
- Read and make your reading habits visible: show the children what you are reading and why you have chosen to read it.
- Challenge yourself to read widely, particularly children's literature, and share this experience with your class.

2. Understand how the will to read relates to the skills children need to read fluently and with confidence

- As the children learn the skills needed to read well, provide them with opportunities to apply these skills in ways that interest them – e.g. read a book by a favored author, find out about a topic they are personally interested in or read a newspaper to talk about what's happening in the world.
- Ensure that children have plenty of time to give a personal response to what they are reading in lessons. Don't expect the class to always like the texts you choose to teach from.

3. Make books tempting and accessible

- Ensure that it is the books that are the centerpiece of any book area or reading corner.
- Use labels and displays to signpost children to the books that might interest them - e.g. novels, picture books, information, comics, graphic novels, poetry, magazines and newspapers.
- Present the children with a wide range of reading material. Consider choosing books that fulfill these criteria:
 - *Classic*: well known titles by revered authors that have stood the test of time
 - *Contemporary*: high-quality texts written in recent years that will appeal to young people today
 - *Award winning*: keep an eye on the annual book awards or discover award-winners from previous years
 - *Reflective*: high-quality books that relate to the broad range personal experiences and identities of the children you teach
 - *Knowledge rich*: books on wide reaching topics that may support the children's understanding of the broader curriculum but might also extend their knowledge and vocabulary beyond what they are taught

4. Create an ethos that encourages and enables children to read for pleasure

- Ensure that children have to time and space to read - e.g. during lunchtimes and breaks, before and after school
- Ensure the environment reflects a positive view of reading; encouraging children to read widely and often.
- Find those children who are great reading role models and enlist them to support their peers by:
 - Setting up reading clubs
 - Keeping book areas fresh and enticing
 - Recommending the books they love
 - Shadowing the book awards
 - Looking after the library

5. Understand and value the readers you teach

- Know who your readers are. Find out their reading preferences and ensure they have access to reading material they would enjoy.
- Once you know your children's reading preferences encourage them to read more widely and take risks with their choices while never judging the reading choices children make themselves.
- TALK ABOUT BOOKS...indulge in informal book talk every day; make it an expectation for all the children in your class to talk freely about what they are reading and how it makes them feel.

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