

Creating Reading for Pleasure Resources

World Book Day defines resources as its outputs that can be used in the classroom and at home. They include our £1 books, video content and reading recommendations as well as classroom or family printable packs.

A good quality World Book Day resource is celebratory and accessible. **Fun, celebration and enjoyment are at the heart of World Book Day.** They are key to a child developing their own habit of reading for pleasure and are the essence of our work.

We have explored the evidence and have identified **6 elements that support the development of reading for pleasure.** World Book Day aims to ensure that all resources and activities produced by or associated with us enable the development of these elements.

Reading for pleasure element	Quality of activities which support this element ¹	Ask yourself does the resource...
Being read to regularly – has a significant impact on a child's willingness to engage with books.	Promotes the SOCIAL enjoyment of reading both in language and in content.	... offer children a range of ways to access text, some of which reduce the burden on children to decode? ... offer opportunities to discuss how they feel about a text they have read?
Access to books at home and school.	Considers which TEXTS WILL TEMPT the learners in the classroom.	... make connections to contemporary issues and other cultural phenomena? ... reflect today's children, and is it relevant to their goals and interests?

¹ (Cremin, 2019, Reading communities: why, what and how?). https://cdn.ourfp.org/wp-content/uploads/20210301105855/Reading_Communities_TCremin_2019.pdf?_ga=2.143626037.1047564709.1632085596-2008111907.1613423023

<p>The ability to, and experience to choose what they want to read.</p>	<p>Provides engaging ideas and activities for a LEARNER LED reading environment.</p>	<p>... let children control more of their own reading and exercise their rights as readers?</p> <p>... need every child to be reading the same book?</p>
<p>Trusted peers and adults who share and recommend books to them.</p>	<p>Makes positive connections with learners' knowledge, experience and identity.</p>	<p>... encourage affective booktalk² – opportunities for the children to discuss their feelings about a book with each other?</p> <p>... encourage children to share their reading enthusiasms with their peers and supporting adults?</p> <p>... offer opportunities for children to receive reading recommendations from their peers and supporting adults?</p> <p>... encourage children to check and challenge their preconceptions?</p>
<p>The reading experience being enjoyable (often this begins with social and shared experiences with adults and peers).</p>	<p>Promotes opportunities for pair/ group work and interactive activities allowing for INFORMAL interactions around a text.</p>	<p>... offer opportunities for children to engage with books without decoding?</p> <p>... offer a sense of fun/ celebration that children might connect with a broader cultural experience?</p>

² Chambers, Aidan, *Tell Me, Children Reading and Talk*, Thimble Press, 1993.

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<p>Time to read – at first this might need to be imposed as a routine to build a habit.</p>	<p>Creates space and atmosphere for children to spend time reading. Might consider how and where children read in the classroom.</p>	<p>... provide time and space for children to 'get lost' in the book?</p>
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What does success look like?

- Children choosing to engage with reading in their free time.
- Children show preferences and can discuss what they do and don't enjoy.
- Children talk about books with their peers and trusted adults.
- Children are happy to receive recommendations and are willing to offer their own.
- Children include book language or story structure in their play, talk or writing.
- Children refer to books to discuss their experiences.

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**READING
FOR PLEASURE**



Changing lives through a love of books and shared reading.

World Book Day® is a charity sponsored by National Book Tokens.