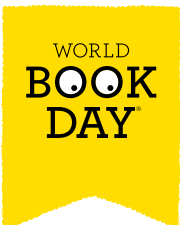


# Our Approach

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WORLD  
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## 1. Introduction

World Book Day's mission is to change lives through a love of books and shared reading.

Our mission is to promote reading for pleasure, offering every child and young person the opportunity to have a book of their own. In 2021 the National Literacy Trust's Annual Literacy Survey stated that for 1 in 7 (13.2%) children a WBD £1 book was the first they owned with this rising to nearly 1 in 5 (18.8%) for those who receive Free School Meals.

We know that reading for pleasure is the single most important indicator of a child's future success (OECD, 2002).

World Book Day wants to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them.

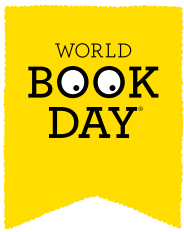
We also know that WBD has an impact on children's reading with the National Literacy Trust's Annual Literacy Survey (3,451 responses) reporting that 50% of those in primary school had read more books as a result of World Book Day activities. 1 in 3 had shared more books with their family and friends. World Book Day also appeared to have stimulated more interest in reading, with 2 in 5 saying that they had bought more books and 3 in 10 saying that they had borrowed books from their library.<sup>1</sup>

World Book Day can be a popular and accessible route into encouraging and promoting reading for pleasure. We bring quality and depth to celebratory, accessible activities.

The aim of this framework is to ensure that all resources presented by World Book Day:

- **Bring quality and depth to fun, celebratory and accessible activities.**
- **Reach those who are reluctant readers or would not otherwise have access to books.**
- **Have the confidence of teachers, educational practitioners, parents and carers and others working with young people.**
- **Be well used by teachers, librarians, other education practitioners and parents and carers.**

<sup>1</sup> Picton, Irene et al, *Exploring the impact of World Book Day on the reading lives of children in the UK 2019-2021*, National Literacy Trust, 2021.



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 printably packs.

World Book Day has developed this framework in partnership with the National Literacy Trust, Centre for Literacy in Primary Education and The Open University. We have drawn on their extensive research evidence and they have quality assured this framework. We hope this framework will result in longer term and deeper engagement in the reading for pleasure pedagogies and practices provided by our partners.

We have been able to complete this work with support from The Charity of Sir Richard Whittington, a charity associated with the Mercers' Company.



**READING  
FOR PLEASURE**



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## 2. How World Book Day supports and promotes reading for pleasure

Reading for pleasure is a seemingly simple concept, but it is more complex to describe what it looks like and how it is developed.

World Book Day's definition of reading for pleasure is:

**Feeling a sense of satisfaction or pleasure<sup>2</sup> by engaging with chosen reading material in their free time.**

The book may be a hard copy text, digital book or audio.

**What supports the development of a reading for pleasure habit and how does World Book Day's activity map to this?**

There are six classroom and home practices that have emerged as being successful in creating a reading for pleasure culture and encouraging children to develop their own reading habits.

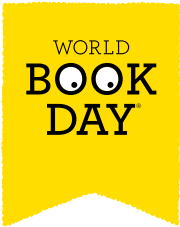
Reading for pleasure elements	World Book Day activity
1. Being read to <b>regularly</b> – has a significant impact on a child's willingness to engage with books. <sup>3</sup>	• Supporting and encouraging parents and carers to read with children from an early age and encouraging maintaining that habit for as long as possible.
2. <b>Access</b> to books at home and school. <sup>4</sup>	• Supporting access to books – using the £1 book selection and our partnerships with publishers, booksellers and libraries.

<sup>2</sup> Adapted from *Reading Unbound: Promoting the Power of Pleasure Reading*, Jeffrey D. Wilhelm and Michael Smith, 2016 for our definitions of reading pleasures:

- Immersive Pleasure – when the reader is lost in a book
- Intellectual Pleasure – when the reader figures out the story, developing deep understanding
- Social Pleasure – when the reader connects with others and is better able to understand their own identity
- Work Pleasure – when the reader develops a tool for getting something done (develop writing skills, for instance)
- Inner Work Pleasure – when the reader begins to develop a personal growth mindset

<sup>3</sup> Focus on developing reading attitudes (choice, pleasure and interest) rather than skills (Greenberg 2014).

<sup>4</sup> Although evidence points to home environments being more influential in this regard (OECD 2002).



<p>3. The ability to, and experience to <b>choose</b> what they want to read.<sup>56</sup></p>	<ul style="list-style-type: none"> <li>• Supporting choice – introducing new texts in a variety of formats (including video stories and audiobooks).</li> <li>• Supporting children to see themselves and their world in books – promoting books by authors representative of the UK demographic and books which show a range of cultural, social and geographical experiences.</li> </ul>
<p>4. Trusted adults and peers who <b>share</b> and recommend books to them.<sup>7</sup></p>	<ul style="list-style-type: none"> <li>• Supporting personal response – encouraging conversations that go beyond comprehension and decoding to invite children to explore texts through talk, play and recreation at home or school.</li> </ul>
<p>5. The reading experience being <b>enjoyable</b> (often this begins with social and shared experiences with adults and peers).<sup>8</sup></p>	<ul style="list-style-type: none"> <li>• Creating the event – party/celebratory atmosphere including dressing up, permission for adults and children to behave differently.</li> </ul>
<p>6. <b>Time</b> to read – at first this might need to be imposed as a routine to build a habit.</p>	<ul style="list-style-type: none"> <li>• Encouraging a reading habit/hobby.</li> </ul>

This support for enabling reading for pleasure is achieved through World Book Day’s resources. These include:

- **The £1 book selection.**
- **Author and Illustrator Academy content.**
- **Classroom or home packs and activities.**
- **Reader Recommendations.**
- **Book Club.**
- **Share a Story Corner.**
- **Free audiobooks.**

<sup>5</sup> Enables children to develop their reading preferences and style (Pennac, 2006).  
<sup>6</sup> Providing books which represent readers and their interests – recognising there are multiple pleasures in reading (Wilhelm and Smith 2016).  
<sup>7</sup> Requires modelling every aspect of being a reader (Cremin 2019) – L(earner led) I(nformal) S(ocial) T(exts which tempt). <https://ourfp.org/>  
<sup>8</sup> Connecting reading lives to wider life and cultural activity (National Literacy Trust 2021).





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## What does success look like?

When we evaluate the success of World Book Day's resources we will measure children's reading for pleasure by inviting observation of the following behaviours:

- **Children choose to engage with books in their free choice time (included non-printed texts).**
- **Children show preferences using either technical or non-technical vocabulary and can discuss aspects of texts that they don't enjoy – this suggests that they are able to recognise that liking a book isn't the 'right answer' and that they are engaging with their rights as a reader.<sup>9</sup>**
- **Children's unprompted discussion about books connected to text and not proficiency – e.g. talking about how books made them feel, making personal connections to text.**
- **Children's engagement with informal book talk (outside of literacy lessons).**
- **Children's receptiveness to recommendations and willingness to offer their own.**
- **Children's spontaneous inclusion of book language or story structure in their writing/play or talk (unmodelled).**
- **Children's use of book comparisons to their own experiences.**

World Book Day's aim is to use our reach to stimulate interest in reading for pleasure through fun, celebratory and accessible activities. We will also promote longer term reading for pleasure engagement with our partners the National Literacy Trust, CLPE and OU. These organisations provide in-depth programmes to support the development of reading for pleasure pedagogies.

<sup>9</sup> The right not to read. The right to skip. The right not to finish a book. The right to re-read. The right to read anything. The right to "Bovary-ism," a textually transmitted disease (the right to mistake a book for real life). The right to read anywhere. The right to dip in. The right to read out loud. The right to be silent. Pennac, Daniel, *The Rights of a Reader*, Candlewick Press, 2006.

A yellow banner with a ribbon-like bottom edge. Inside the banner, the words "WORLD BOOK DAY" are written in a bold, black, serif font. "WORLD" is at the top, "BOOK" is in the middle, and "DAY" is at the bottom.

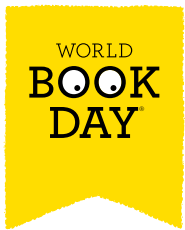
WORLD  
**BOOK  
DAY**

### 3. World Book Day's Approach

World Book Day has, using the evidence base and with our partners, developed the following framework for a good quality reading for pleasure resource.

#### A good quality World Book Day resource...

- Is celebratory and accessible.
- Models and promotes reading for pleasure behaviours.
- Is organised by outcome and easy to find and use.
- Includes a range of engaging texts.



### 3.1 A good quality World Book Day resource... is celebratory and accessible.

Fun and celebration are at the heart of World Book Day and are key to a child developing their own reading for pleasure habit. This sense of excitement and celebration will be the essence of our resources so that reading for pleasure becomes associated with fun and enjoyment through the World Book Day brand.

Resources should be informal in style and content, to allow for flexibility of delivery.

<p><b>Key questions.</b></p>	<ul style="list-style-type: none"> <li>• Is the resource inclusive and respectful regardless of a child’s background or experience?</li> <li>• Does the resource have an appealing design in-line with World Book Day’s ethos and high production values?</li> <li>• Is the format suitable for its audience, with clear and appropriate fonts, visual features, imagery and layout?</li> <li>• Does it ignite excitement for learning more about the book or subject?</li> <li>• Is the language positive, encouraging, welcoming and supportive?</li> </ul>
<p><b>World Book Day produces resources for three key audiences; teachers, parents and children.</b></p>	<ul style="list-style-type: none"> <li>• Resources will be clear about their intended audience.</li> <li>• Resources for teachers will embed curriculum links, learning intentions, and will articulate the rationale for each activity.</li> <li>• Resources for parents will include guidance and state the purpose.</li> <li>• Resources for children will present the activity and might include signposts for where to find more or to deepen the activity.</li> <li>• Resources for all three audiences might include signposts to other agencies to deepen the experience. Research evidence may also be included (this is most likely in resources intended for adults).</li> </ul>



**Changing lives through a love of books and shared reading.**

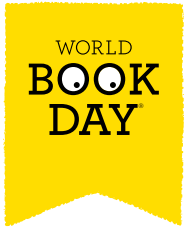
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### 3.2. A good quality World Book Day resource... models and promotes reading for pleasure behaviours

Reading for pleasure element	Quality of activities which support this element <sup>10</sup>	Ask yourself does the resource...	In practice
Being read to <b>regularly</b> – has a significant impact on a child's willingness to engage with books.	Promotes the <b>SOCIAL</b> 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?	Encourages a Read Aloud and discussion.
<b>Access</b> to books at home and school.	Considers which <b>TEXTS WILL TEMPT</b> 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?	

<sup>10</sup> <https://ourfp.org/reading-for-pleasure-pedagogy/>



<p>The ability to, and experience to <b>choose</b> what they want to read.</p>	<p>Provides engaging ideas and activities for a <b>LEARNER LED</b> reading environment.</p>	<p>... let children control more of their own reading and exercise their rights as readers?  ... need every child to be reading the same book?</p>	<p>Your resource might include moments/activities for children to think about and share their reading by:</p> <ul style="list-style-type: none"> <li>- Making recommendations.</li> <li>- Creating reading lists for specific audiences.</li> <li>- Reflecting on what they have read and might like to read next.</li> </ul> <p><u>RECOMMEND:</u> <i>What books have you read that are similar to this one? Recommend one to a partner. Share your recommendations with us!</i></p> <p><u>READING LISTS:</u> <i>Create a list of books similar to this one for your classmates. Send us your Reading Lists, we might even include them on our website!</i></p> <p><u>REFLECT:</u> <i>What have you learned when reading this book? What would you like to read next?</i></p>
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<p>Trusted peers and adults who <b>share</b> and recommend books to them.</p>	<p>Makes positive connections with learners' knowledge, experience and identity.</p>	<p>... encourage affective booktalk<sup>11</sup> – 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>Resources will encourage students to consider their own identity and place within the world and whether/how this is reflected in their reading.</p> <p>Adults will be guided towards reading recommendations to support children's reading choices.</p>
<p>The reading experience being <b>enjoyable</b> (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 <b>INFORMAL</b> 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>	<p>Your resource might include practical elements incorporating art or drama.</p> <p>You might make connections to current cultural phenomena.</p> <p>You might consider how children being dressed up for the day could lead to booktalk.</p>

<sup>11</sup> Chambers, Aidan, *Tell Me, Children Reading and Talk*, Thimble Press, 1993.

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<p><b>Time</b> to read – at first this might need to be introduced 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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### 3.3 A good quality World Book Day resource... is organised by outcome and easy to find

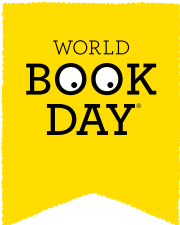
Our reading for pleasure resources will be easy to access and will support engagement with each of the 6 elements.

Reading for pleasure element	Resources
Being read to <b>regularly</b> – has a significant impact on a child’s willingness to engage with books.	Resources which take away the need for decoding. These resources: <ol style="list-style-type: none"> <li>a) offer a reading.</li> <li>b) offer suggestions to support reading aloud.</li> </ol>
<b>Access</b> to books at home and school.	Reading lists and reading maps or recommendations to support book discovery by highlighting the best recent publishing for children across fiction, non-fiction and poetry. The £1 book selection for each year provides an accessible showcase of today’s children’s authors. Resources in this category might also focus on the act of choosing a book. <p>Our author and illustrator content will also be part of this section, recognizing that children might respond to contact with the creator of a text.</p> <p>These resources:</p> <ol style="list-style-type: none"> <li>a) develop teachers’ or parents’ reading knowledge and provide ‘widespread reading’ opportunities.</li> <li>b) provide scope and choice for children to become autonomous readers.</li> <li>c) represent the breadth and diversity of books available – classics and contemporary literature, fiction and non-fiction.</li> <li>d) reflect the society that our children are growing up in and be representative in author and character and setting.</li> </ol>

<p>The ability to, and experience to <b>choose</b> what they want to read.</p>	<p>Resources which are designed to give a glimpse of the world of the book – these might include recipes or suggestions for roleplay/dress up to offer opportunities to walk in the shoes of characters or might be tempting extracts to support exploration of multiple texts before choosing one.</p> <p>These resources:</p> <ul style="list-style-type: none"> <li>a) provide a starting point for teachers, parents and other partners. who are looking to complete quick activities with children at home or in school.</li> <li>b) offer an insight into the world of the text or the experience of a character.</li> <li>c) provide opportunities for children and adults to make informed choices about books they might want to read.</li> </ul>
<p>Trusted peers and adults who <b>share</b> and recommend books to them.</p>	<p>Resources which encourage social exploration of books. These activities might invite children to share their preferences and make recommendations or consider their reading.</p> <p>These resources:</p> <ul style="list-style-type: none"> <li>a) Encourage children’s emotive and critical responses.</li> <li>b) Promote informal conversation about reading.</li> <li>c) Draw on children’s book knowledge and preferences and encourage them to share these with others.</li> </ul>
<p>The reading experience being <b>enjoyable</b> (often this begins with social and shared experiences with adults and peers).</p>	<p>Resources which have an explicit focus on a group of children or a child and an adult reading the same text together. These resources are distinct from class read study packs as they encourage sharing for pleasure rather than explicit learning purposes. Some of the focus of these resources might be on strategies for sharing books and making reading fun.</p> <p>These resources:</p> <ul style="list-style-type: none"> <li>a) promote reading as a social experience either peer to peer or adult and child.</li> <li>b) might suggest strategies for engaging with children.</li> <li>c) might model book recommendation.</li> </ul>

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<p><b>Time</b> to read – at first this might need to be imposed as a routine to build a habit.</p>	<p>Resources to support creating time and space to read in the classroom or at home. These might include incentivised tasks to build the habit.</p>
<p><b>Celebrate World Book Day.</b></p>	<p>Materials to help celebrate World Book Day. These are designed for widespread use at home, in school and across other hubs for children on the day itself.</p> <p>These resources:</p> <p>a) Provide an opportunity for parents and teachers to deliver educational value around the event itself in March. These resources lead with World Book Day branding and focus on the celebratory elements of the campaign.</p>

The logo for World Book Day, featuring the words "WORLD BOOK DAY" in a bold, sans-serif font. "WORLD" is in a smaller font size above "BOOK", which is above "DAY". The text is black on a yellow background that has a ribbon-like shape at the bottom.

### 3.4 A good quality World Book Day resource... includes a range of engaging texts

At the heart of a reading for pleasure experience is the text.

To support the delivery of this framework World Book Day creates guidance for publishers to identify titles that might lead to all children reading for pleasure. At the heart of our selection process is the identification of texts which young people will want to read for themselves. The most recent guidance is <https://www.worldbookday.com/for-publishers/>.



#### 4. Method Statement

World Book Day's purpose is to create a celebratory event which supports and signposts towards the wider reading for pleasure pedagogies. In order to do this most effectively we are seeking to promote impactful pedagogies using the strength of our campaign. We have therefore drawn on data from our research lead partners – OU, CLPE and the National Literacy Trust to develop our own practice.<sup>12</sup>

World Book Day will focus on the desire to read (whilst acknowledging that skill improves with more reading exposure).<sup>13</sup> For this reason we are referring to engagement with books rather than reading – allowing for children who engage with books for pleasure without reading themselves i.e. by being read aloud to or engaging with digital or audio texts.

Developing as a reader is a journey<sup>14</sup> which requires the support of adults and recognises that success in this journey is a child who is motivated to engage with books and book choice without support.

We recognise our responsibilities as annual curators of a high profile collection of books – knowing that **'Texts that Tempt'** (Cremin 2019) are key for a reading for pleasure experience, we and our partners (OU, CLPE and the National Literacy Trust) are developing our book selection criteria to reflect and broaden children's experiences and interests. As stated in the introduction to CLPE's Reflecting Realities report 2020:

*Books have a role to play both in supporting children to become literate individuals and in shaping their sense of self, their outlook and their understanding of the world around them.*<sup>15</sup>

There is still much to do with the National Literacy Trust's 2020 Reading Behaviours Survey finding:

*32.7% of children and young people aged 9 to 18 say that they don't see themselves in what they read, and 39.8% would like more books with characters who are similar to them.*<sup>16</sup>

<sup>12</sup> Cremin, T. Mottram, M. Powell, S. Collins R and Safford K. (2014) *Building Communities of Engaged Readers: Reading for pleasure*. London and NY: Routledge.

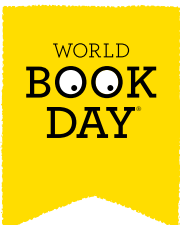
<sup>13</sup> Becker, McElvany & Kortenbruck, 2010.

<sup>14</sup> <https://clpe.org.uk/teaching-resources/reading-and-writing-scales>

<sup>15</sup> <https://clpe.org.uk/clpes-reflecting-realities-survey-ethnic-representation-within-uk-children%E2%80%99s-literature-published>

<sup>16</sup> [https://cdn.literacytrust.org.uk/media/documents/Diversity\\_and\\_children\\_and\\_young\\_peoples\\_reading\\_in\\_2020.pdf](https://cdn.literacytrust.org.uk/media/documents/Diversity_and_children_and_young_peoples_reading_in_2020.pdf): Best, E., Clark, C. and Picton, I. (2020). *Seeing yourself in what you read. Diversity and children and young people's reading in 2020*. London: National Literacy Trust.

Key findings of the research report: <https://literacytrust.org.uk/research-services/research-reports/diversity-and-children-and-young-peoples-reading-in-2020/>



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To develop this framework World Book Day has:

- Carried out a review of the available evidence in particular, we have taken into account the Teachers as Readers (TaRs) Research carried out by the OU/UKLA – which establishes effective reading for pleasure (RfP) pedagogies in a school setting. In 2019 Teresa Cremin defined the features of this pedagogy using the acronym LIST (Learner Led, Informal, Social and with Texts that Tempt).<sup>17</sup>
- Identified key partners – CLPE, the National Literacy Trust, OU -whose evidence-based practice most strongly resonates with our purpose and whose research continues to inform the content of our work.
- Worked with consultants Shapes for Schools to audit our current resource offer taking into account most downloaded resources, feedback from the teacher survey, markers for pedagogical success and best practice in teaching/encouraging reading for pleasure. Shapes for Schools also provided early drafts of this framework.
- Reviewed the framework with our partners.
- Shaped a programme of work with schools which tests the efficacy of the framework and its associated resources.

To monitor the continued effectiveness of this document we will:

- Continue to monitor the response to World Book Day resources through the Teacher Survey and peer assessment from partners.
- Ensure that our evidence is high quality - drawing on The Reading Agency's Reading Outcomes Framework Toolkit when designing evaluation materials to be clear about the outcomes we are trying to deliver with each activity.<sup>18</sup>
- Review it annually to ensure it is still serving its purpose.

<sup>17</sup> Cremin, T. Mottram, M. Powell, S, Collins R and Safford K. (2014) *Building Communities of Engaged Readers: Reading for pleasure*. London and NY: Routledge.

<sup>18</sup> <https://readingoutcomes.readingagency.org.uk/>