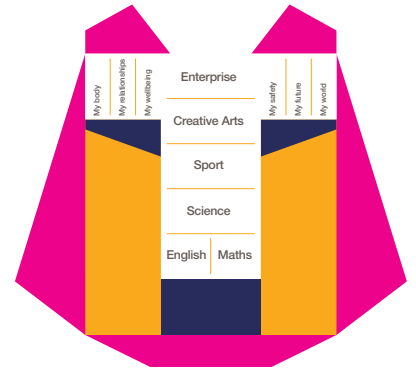


Reading for Pleasure



At Progress Schools, we understand that reading for pleasure is important for both educational advancement and personal development, especially given the positive relationship between reading frequency, reading enjoyment and attainment.

The “Reading for Pleasure” curriculum ensures that during their time at Progress Schools, students engage with and enjoy reading, often for the first time in their lives. This, in turn, will support their comprehension and grammar, reading attitudes, pleasure in reading in later life and increased general knowledge. By the time students leave Progress Schools they should be able to view or describe themselves as readers and have an insight into their reading habits.

Progress Schools curriculum for “Reading for Pleasure” aims to ensure that all students:

- Have the opportunity to read a wide range of fiction and non-fiction materials including magazines, websites and emails, poems, newspapers and comics, as well as other forms of material.
- Read regularly and have active involvement in choosing the texts they read.
- Understand the reasons we might read include skills-based reasons, learning and understanding and emotional responses as well as enjoyment
- Develop self-confidence as a reader
- Engage in conversation around the texts they are exploring

Build

Grow

Launch

The knowledge and skill to:

- › Knowledge of the different types of texts that exist including a range of fiction and non-fiction materials
- › The skill to form opinions about books they read and share their views on elements of plot, character, setting or content .
- › Knowledge of the reasons people read including skills-based reasons, learning and understanding and emotional responses as well as enjoyment
- › The skill to build relationships with others by discussing, sharing or reading books together as part of a community.
- › The skill to choose reading materials they will find enjoyable using factors including the cover, blurb, topics included and preferences for particular authors.
- › The attitudes of a student who can see themselves as a reader and engage in conversation with others about the reading materials they explore at Progress Schools.