

Reading for Pleasure (RfP) audit

This audit tool is designed to support you to evaluate your school's Reading for Pleasure provision.

A = strong B = nearly there C = development required

Area of provision	A	B	C	Notes
<p>Teachers' knowledge of children's Literature and children as readers</p> <ul style="list-style-type: none"> • Teaching staff have a good knowledge of children's literature and keep up to date with newly published work. • Teachers select and read high quality, age-appropriate reading materials. • The books in the school promote equality and the diversity of the Calderdale community. • Teachers have strong knowledge of children's reading habits and know what children enjoy reading. 				
<p>RfP Pedagogy</p> <ul style="list-style-type: none"> • The school offers daily reading for pleasure time. • The school provides regular opportunities for children to talk informally to each other and their teachers about stories, non-fiction and poetry. • Staff have had recent training on how to develop RfP in their classroom. • Texts are displayed in an inviting and accessible way. • A range of reading materials are available, including comics, graphic novels, picture books and poetry. • Teachers read aloud daily to the class (for pleasure). <p>https://cdn.ourfp.org/wp-content/uploads/20210205161313/Reading_Aloud_Review_final.pdf?_ga=2.225288218.1602051733.1668785462-2062552341.1616686849</p> <ul style="list-style-type: none"> • The school works with parents to share the importance of RfP. 				
Monitoring				

- The school has an appointed Literacy or Reading Leader who oversees the development of RfP.
- RfP provision is monitored and additional support and training is provided when needed.
- Children who require more support are quickly identified and additional provision is put in place.

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