

# Touch Point

*The new model of professional growth*



## Reading for Pleasure



## Ceilidh Leisure

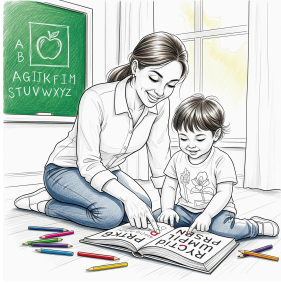
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Sharing knowledge, shaping lives



# Reading for Pleasure



## A course for educators of students aged 4–11

This five-month professional development programme supports teachers to create authentic, sustainable Reading for Pleasure (RfP) cultures in their classrooms and across their schools. Each month explores a key dimension of RfP through an introductory video, a practical classroom task, and a live online feedback and reflection session.

The course is underpinned by research from the Open University Teachers as Readers research team (TaRs), the National Literacy Trust, and leading international RfP studies.

## Programme Outcomes

By the end of this programme, you will:

- Understand the research underpinning reading for pleasure
- Develop strong reading identities for yourself and your pupils
- Implement strong classroom RfP practices
- Build sustained reading communities rooted in joy, choice, and belonging
- Create a long-term RfP action plan tailored to your context

## Each month, there will be:

- An introductory video highlighting key research and strategies, which you will be able to watch at your leisure.
- Independent teacher tasks to help hone your practice and environment.
- A live online session where we will provide feedback on our tasks and build a community.

## You will always have access to your nominated mentor:

Ceilidh Leisure, Education Consultant and Literacy Lead: [ceilidh.leisure@korueducation.uk](mailto:ceilidh.leisure@korueducation.uk)



# Course Calendar

## January 2026

### Theme: Audit of reading identity in your classroom

Understanding what Reading for Pleasure is, why teacher reading identity matters, and how to create an environment where reading identities flourish.

Introductory Video	<ul style="list-style-type: none"><li>• What the research says about the cognitive and emotional benefits of RfP</li><li>• The concept of teacher reading identity</li><li>• Features of high-quality RfP classroom environments</li></ul>
Teacher Tasks	<ul style="list-style-type: none"><li>• Complete a teacher reading identity questionnaire</li><li>• RfP environment audit of the classroom/library space</li><li>• Create a 'what I am reading...' display</li></ul>
Live Session	<ul style="list-style-type: none"><li>• Sharing environments and identity reflections</li><li>• Troubleshooting early challenges</li><li>• Practical swaps and classroom ideas</li></ul>

## February 2026

### Theme: Choice, Access & Diversity in Texts

Ensuring all children have meaningful choice and access to a wide range of texts that reflect identity, experience, and world.

Introductory Video	<ul style="list-style-type: none"><li>• The importance of autonomy and genuine choice</li><li>• Diversity as mirrors, windows, and sliding doors</li><li>• Expanding formats: comics, audiobooks, magazines, digital texts</li></ul>
Teacher Tasks	<ul style="list-style-type: none"><li>• Host a readers' rights session and display the outcome</li><li>• Observe student choices and emerging reader preferences</li><li>• Identify students who are struggling to find books or RfP</li></ul>
Live Session	<ul style="list-style-type: none"><li>• Sharing readers' rights and patterns in book choices</li><li>• Low-cost solutions for broadening text collection</li></ul>



# Course Calendar

## March 2026

### Theme: Reading Communities & Social Reading Relationships

Building rich, informal, social reading communities that ignite motivation and belonging.

Introductory Video	<ul style="list-style-type: none"><li>• The role of informal book talk</li><li>• Space and time for readers to discover books</li><li>• Reader-to-reader conversations and “book blethering”</li></ul>
Teacher Tasks	<ul style="list-style-type: none"><li>• Introduce or enhance a book-talk routine</li><li>• Create a simple recommendation space (“What I’m Reading”, “Book of the Week”)</li><li>• Record student engagement observations</li></ul>
Live Session	<ul style="list-style-type: none"><li>• Sharing new routines &amp; student responses</li><li>• Using talk to build inclusive reading communities</li><li>• Supporting reluctant talkers</li></ul>

## April 2026

### Theme: Reading Aloud with Purpose

Harnessing reading aloud as a powerful, immersive practice that shapes reading attitudes and communal joy.

Introductory Video	<ul style="list-style-type: none"><li>• Why reading aloud is transformative</li><li>• Techniques for performance reading</li><li>• Selecting effective read-aloud texts</li><li>• Creating anticipation, emotion, and shared experience</li></ul>
Teacher Tasks	<ul style="list-style-type: none"><li>• Implement a new or enhanced read-aloud routine</li><li>• Try two new reading-aloud techniques</li><li>• Gather student reflections or responses</li></ul>
Live Session	<ul style="list-style-type: none"><li>• Modelling and discussing read-aloud strategies</li><li>• Overcoming barriers (time, behaviour, mixed ages)</li><li>• Selecting texts with intention</li></ul>



# Course Calendar

## May 2026

### Theme: Sustaining RfP: Long-Term Projects & School-wide Vision

Embedding Reading for Pleasure into long-term planning, school culture, and teacher professional identity.

Introductory Video	<ul style="list-style-type: none"><li>• What sustainable, whole-school RfP looks like</li><li>• Long-term initiatives (reading ambassadors, clubs, author links)</li><li>• Monitoring impact without formal testing</li><li>• Working collaboratively across the school</li></ul>
Teacher Tasks	<ul style="list-style-type: none"><li>• Develop a term-long RfP action plan for your classroom</li><li>• Choose a sustainable initiative to lead (e.g., a buddy reading scheme)</li><li>• Set goals, measures, and a simple timeline</li></ul>
Live Session	<ul style="list-style-type: none"><li>• Presenting action plans for peer review</li><li>• Identifying potential barriers and solutions</li><li>• Celebrating teacher growth and next steps</li></ul>



## FAQs

Question	Answer
Who is it for?	This course is primarily aimed at class teachers of primary-aged students (4-11), but it would be useful also for: support staff, librarians, literacy leads and other members of the school community who have an interest in promoting RfP.
What is the time commitment?	The total time each month will vary, but is expected to be around 3-4 hours split over the three parts of the course: watching and responding to the initial video, completing the independent tasks and attending the one-hour live session.
What will I be expected to do?	You will be invited to engage with the course materials and the community of teachers taking the course throughout the training. Each month, there will be independent tasks to complete and your mentor, Ceilidh, will be there to help and assist if needed.
What will my mentor's role be?	Ceilidh's role is to facilitate your engagement in the course. She will be available to clarify anything, provide all the course materials and videos and will host the online sessions each month.
What is the timeline of materials each month?	Each month, the new materials will be posted on the first working day. You will have access to both the introductory video, which you will be able to watch at your leisure and will continue to be available until the end of the course, and independent teacher tasks. The live session will be held on the last Wednesday of the month.
When will I start?	The course starts in January, and all the materials will be available from January 5th. Each month, the new materials will be posted on the first working day of the month. Please reach out to us through booking a discovery call if you have missed the start date but are interested.
When will I finish?	The course runs until the end of May 2026.

To book - <https://korueducation.uk/for-teachers>  
 To chat some more - <https://korueducation.uk/discovery-call>

