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# The value of reading

Reading can relax, inspire, educate and motivate. When you find a book which grips you (and, despite my general love of technology, I confess am still somewhat of a luddite with a preference to unplug with a traditional paper book), pages and minutes fly past. Some students will say reading is boring or they do not have the time; I would argue that if it is boring they are reading the wrong books (recommendations are in our Library) and if they do not have time they ought to review their priorities. Students seem to find plenty of time for Instagram and Snapchat; so perhaps rather than whiling away half an hour on the internet they might instead get through a few chapters of a great fiction or non-fiction title; it is about priorities. More practically, reading improves the reader's vocabulary, spelling, punctuation, grammar and teaches how to write fluently and coherently. Who could possibly argue that such skills will not be of benefit to any subject at school, as well as beyond education?

With all this in mind, at Godolphin we are proud to be launching our Reading Strategy to develop and broaden the reading of our students and staff. You will see from this leaflet that we have divided it into several strands with ambitious goals in each one. We are placing books around the buildings in mini-libraries and, of course, the Library will be at the heart of our planned new building developments through the Learning and Technology Exchange.

**George Budd**  
Deputy Head, Academic  
@GodolphinEd

*“Evidence suggests that reading for pleasure is a more important determinant of students’ education success than their family’s social-economic status.”* OECD 2002



# Reading for pleasure

Why do we watch a film, go to the theatre – or read a book? We do it for pure enjoyment, for the pleasure of being immersed in a story. Reading broadens our minds, helps us empathise and stirs our imaginations, but most vitally reading is hugely relaxing and it can be done almost anywhere.

A gripping novel is sometimes the small miracle that leads to the downing of electronic distractions and the disappearance of the mind into a faraway world.

Our relationship with a book we have read is very personal – we hold the story in our head and it becomes ours – and perhaps this is why the ‘film version’ doesn’t always match up or a book club cannot agree on the brilliance of a particular author. When I listen to a girl eagerly recommending a book her enthusiasm is a delight, as is her wish for everyone else to share in the pleasure it has brought her.

Reading is a habit best formed young – if only to make a start on the magnificent wealth of stories out there.

**Davina Jones**  
School Librarian  
@GodolphinRead

*“There is more treasure in books than in all the pirate’s loot on Treasure Island.”* Walt Disney



# Just read

Reading forms the basics of our education and without it we would not be able to progress intellectually. However, reading does not have to be a chore, if you find the right book you will find yourself absorbed for hours, whether it is a fictional story about vampires or a biography about your favourite celebrity. When asked why reading is so important, the prefects all agreed that reading is something they enjoy doing at the end of the day to relax and de-stress. It can broaden your horizons, influence your way of thinking and let your imagination run riot.

I recommend the Harry Potter books because they can transport you into a magical world – if you haven't read them yet, you must start now! Reading improves your enjoyment of the arts because you can appreciate and understand more if you are able to relate and refer to other knowledge gained from books. Finding a favourite book enables you to get lost in a different place and time, helping your brain to cope with day to day worries. It can also be useful to help you unwind before and after exams.

When it comes round to applying to university, reading is one of the best tools to help you widen your perspective of a subject. If, at interview, you can talk in depth about a book you have read that links to your subject, you will prove your passion and commitment to the course. If you have decided that 'reading is not for you' then I promise it is simply because you have not yet found the right genre. It doesn't matter if it's not Dickens or Shakespeare – just pick up a book.

Anna van der Horst  
*Head Girl (2016–17)*



## Library

### Current Provision:

- ◆ Library open until 8pm daily
- ◆ 'Libraries beyond the Library' – books and places to read them are available in houses and around the school
- ◆ Book clubs
- ◆ Coordinates the Salisbury Schools' Book Award
- ◆ Author visits and a biannual literary festival for girls, parents and the community
- ◆ An eight week Library Skills course for First Years
- ◆ Displays about authors, reading and news from the world of literature
- ◆ Regularly updated 'First Pages' of books distributed around the school to advertise interesting or topical books
- ◆ Advertises and promotes access to free eBooks at council libraries via internet and phone apps
- ◆ Use of twitter @GodolphinRead
- ◆ Subscribes to subject-specific magazines, newspapers and digital resources relevant to students across all year groups
- ◆ Library pages on Firefly

### Planned Provision:

- ◆ Audit and cataloguing of all books held in departmental libraries to facilitate cross-subject interests and topics
- ◆ Appointment of Student Library Representatives
- ◆ Heritage book search facility available on all school computers

## Students

### Current Provision:

- ◆ Fill in their Personal Reading Log in student planners
- ◆ Reading log for Bronze, Gold and Silver Awards
- ◆ Reader-to-Reader personal book recommendations displayed in the library
- ◆ All students can join Book Club or Scholars' Reading Group

- ◆ Students can request the Library buys specific titles they want to read (both academic and fiction)

### Planned Provision:

- ◆ Breakfast club for staff and girls to read together
- ◆ Current First Years send postcards saying what they are reading over the summer to new First Years
- ◆ Extreme reading photo competition for all year groups

## Teachers

### Current Provision:

- ◆ Scholars' reading group
- ◆ Annual Poetry Evening
- ◆ Academic and pedagogical Professional Development Library in the staff room
- ◆ Subject reading lists on library page on Firefly
- ◆ Subject reading lists available in the Library and online
- ◆ Bronze, Silver and Gold Book awards
- ◆ First and Second Years have reading time weekly in the Library
- ◆ Third Years read for 10 minutes at the start of each English lesson

### Planned Provision:

- ◆ Book assemblies
- ◆ Stickers with mini reading lists for exercise books
- ◆ Reading Week in the Summer Term
- ◆ Promotion of related books at relevant points in lessons
- ◆ Create a 'Caught Reading' campaign that features 'Teachers as Readers' with displays in the library and around the school

## Tutors

### Current Provision:

- ◆ Discuss what their tutees have been reading during regular one-to-one conversations and encourage breadth and depth

### Planned Provision:

- ◆ Silent reading in tutor time during Reading Week
- ◆ A display in some tutor rooms of the spines of books girls have read, a visual graph of reading
- ◆ Teaching internet research skills (in conjunction with PHSCEE)

## House

### Current Provision:

- ◆ House libraries of Godolphin Library books
- ◆ Encourage girls to read newspapers

### Planned Provision:

- ◆ House book swapping shelves for the students
- ◆ Host a Read-In: a books, pizza, and PJs party

## Parents

### Current Provision:

- ◆ Help foster a love of reading
- ◆ Discuss with your daughter what she has been reading recently
- ◆ Let us know if there are any books you think we should have in our Library

### Planned Provision:

- ◆ GPA book club for parents, run by parents



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