Description of the principle
Successful writing teachers know that children who read more, write more and write better. A reading for pleasure pedagogy (Cremin et al 2014) assists a writing for pleasure pedagogy since the individual reading of good texts available in school and in class libraries provides children with models, and continually suggests and inspires ideas and themes for personal writing projects. Successful writing teachers also know that reading aloud poems and whole texts to the class in an engaged way has a significant effect on children’s vocabulary and story comprehension, and increases the range of syntactic structures and linguistic features the children will use in their writing.

What Writing For Pleasure teachers do
- Teachers look to build a community of readers and writers concurrently.
- They teach using a reading for pleasure pedagogy (Cremin et al 2014).
- They have print-rich classroom which also includes stories, non-fiction, poetry, newspapers, magazines and the children’s own published texts.
- Teachers read aloud every day to their classes with pleasure and enthusiasm. This includes poetry, picture books, chapter books, non-fiction texts and sometimes their own writing.
- Teachers encourage children to make links between what they were reading, their own lives and potential writing ideas. This includes discussing authors’ themes and analysing their craft, understanding and encouraging the use of intertextuality, and writing in personal response to texts read.
- They understand that volitional reading can lead to volitional writing, ensuring that during independent reading time children can also write in their personal writing project books if they feel an urge to do so.
- Children collect words, phrases and other good examples of a writer’s craft in the hope that they might come in useful at a later date.

Questions to consider
- Do you teach reading through a reading for pleasure pedagogy?
- Do you build a community of readers and writers concurrently.
- Do you have a print-rich classroom which includes books about writing.
- Do you read aloud a variety of texts regularly with pleasure and enthusiasm?
- Do you promote children to read like writers and write like readers – looking for links between the books they read and their own lives?
- Do you regularly talk about reading in general conversation, by discussing themes and analyze a writer’s craft?
- Do you encourage, model and give children opportunity to collect and use aspects of their own reading in their writing projects?

Why not share an example of your own writing practice? Visit: writing4pleasure.com