

Children Who Love to Read
Mayflower Community Academy
@evevollansMCA @Mayflower_MCA



For consideration within the Egmont RfP Awards – Whole School Award

Context



Mayflower Community Academy is in an area of regeneration in Plymouth, South West of England. We have a high percentage of Pupil Premium, Service and Children in Care. We also have an inclusive Support Centre providing high quality teaching for children with autistic needs.

Key areas of focus from the Academy Improvement Plan show that the amount of time/ accessibility to high quality texts that children have when reading at home and in school, needed to be increased dramatically. As an Academy, we decided that the key driver for this to happen should be through Reading for Pleasure.

OU Research Inspiration and Rationale

The whole academy research project was based on the teachers as readers wanting to encourage and promote reading communities that are reciprocal and interactive through reading for pleasure. As an Academy, we understood that teachers needed to have a considerable knowledge of children's literature and other texts, to enable them to communicate the passion for reading for pleasure, to the children and the local community.

In 2018 a new Mayflower Community Academy Teaching of Reading policy was introduced, encouraging teachers to read whole novels and texts before teaching and sharing with the class, to base their class novels and texts not only on the project question, but to have a secure knowledge of the types of genres that their children would love to read. This policy was based on research from the EEF (2018), UKLA

(2018), CLPE (2018) and The National Curriculum (2014). Teachers were given recommended book lists from the UKLA (2018), Simon Smith (@Simsmith) and Mat Tobin (@MatTobin) and the Plymouth Schools Library Service.

Aims – To encourage “Reading Communities that are Reciprocal and Interactive”

- To provide the children with high quality texts within school but also to provide every child with high quality books to be read at home.
- To involve the parents and the local community in supporting their child with reading and encouraging the love of reading.
- To provide training for parents and the local community who are interested in reading and to provide opportunities to use their new skills to help children with reading within school.
- To encourage families to enjoy the love of reading, together as a family.

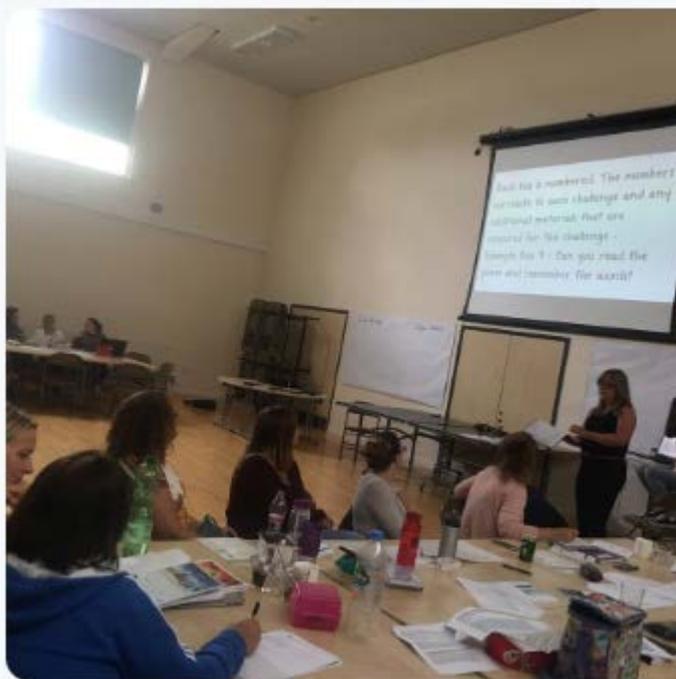
Outline #mayflowermakesreadingrock

Reading Challenges/ Reading Journals- Each half term, every child from Nursery- Y6 are given Reading Challenges to be completed with their family. Each child has a Reading Journal. The front of the Journal is to be used in a scrap book style with children showing evidence of them completing the Reading Challenges with their families. The back of the Journal is a traditional Reading Log- parents and teachers having dialogues about reading at home.



Eve Vollans @evevollansMCA · Jan 24

Spring Reading Challenges EYFS-Y6 being launched today! Let's get reading
@Nursery_MCA @Mayflower_MCA @DavidSammels @_Reading_Rocks_
#readingchallenges #mayflowermakesreadingrock



Build a Bookshelf Project- Families volunteering their skills to come into school to help design and build bookshelves with their children. The bookshelves were then filled with donated books and given to the families so that the children had high quality

books of their own, in their own homes.



Helen Jennings @helenjMCA · 18 Oct 2017

Family collaboration @Mayflower_MCA today #community
#everypupileveryhome #buildabookcase @PlymCommHomes @Literacy_Trust



Community Bookshop- At Mayflower Community academy, we buy high quality books and resources and we sell them at a discounted price for the families and the community. This enables the children and families to have new titles, in their homes at a cheaper price. This is not a profit orientated shop, all monies buy new reading stock to provide books in homes.

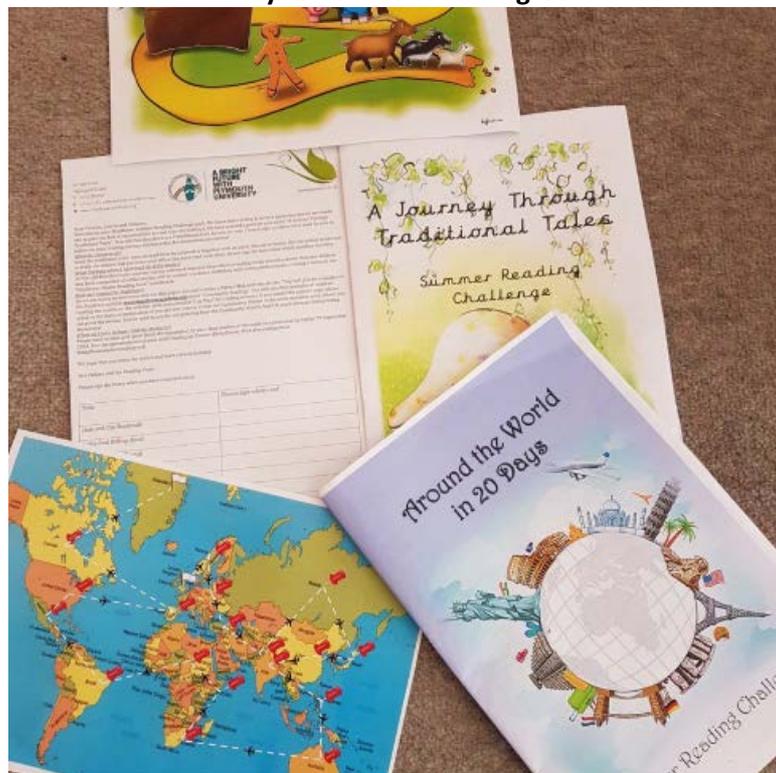


Sponsored Reads- How many words can we read in a day? Sponsored reads across the Academy. For each £1 raised, the children received a £1 book voucher to be spent in the Academy book shop. The days are huge successes, lots of different texts read, a real reading buzz around the school and an enormous amount of high quality, newly

released texts in the homes of the children. All monies earned were then spent on replenishing the Community Bookshop.



Summer Reading Challenges- Can you read the stories in your holidays? Challenges given to YN-Y6. Children who completed the challenges were then given the opportunity to record their voices to make a Hip Hop style recording- they then had a day dancing to their own reading track with Toby G from Street Factory CIC and performed their reading track and hip hop dance, with reading props to their parents [#mayflowermakesreadingrock](#)





Supporting the local library services- We feel that it is imperative to support the local library service. We actively support their schemes and we use their services to access the newest titles for our children, including whole class sets of books.



Parent Reading Champions- Training parents and members of the local community with the different stages and strands of reading. Therefore, parents feel empowered by reading and want to come into school to help to encourage reading for pleasure.



High Quality Home Reading Texts- Children receive a daily reading book according to their assessed reading stage. Alongside this book, children choose their own “Bedtime Book” from a range of high quality books, comics, graphic novels, poetry and non-



fiction books.

After School Clubs- Teachers have volunteered to lead and facilitate reading clubs for children and their families after school.



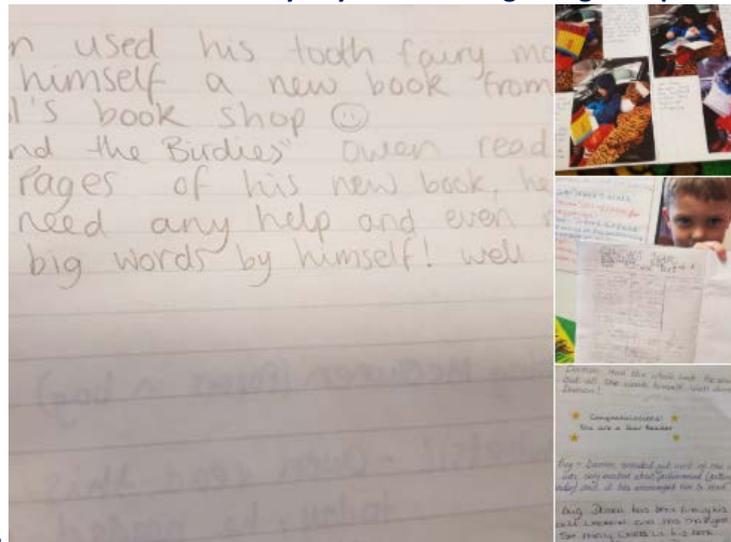
Impact

- A family/ community questionnaire sent to parents in December 2018 showed that the majority of families were enjoying supporting their child with reading for pleasure at home- through the reading challenges as well as having the opportunity to share new high quality books on a daily basis with their child.



- The bookshelf project continues and the aim is that all Pupil Premium children within the school and Children in Care will have their own bookshelf filled with their own choice of books.
- Parent Reading Champions are now training new parents to become Phonics and Reading Champions.
- The Community Bookshop continues and recently sold over £1500 in books- from the Sponsored Read £1 earned £1 book voucher scheme- over 200 families benefited on that day alone with new books in their homes. £1500 has now been invested in new books for the children and families to enjoy.
- The new Teaching of Reading policy has been embraced by teachers. Teachers now have a range of recommended books per year group.

- Reading at home on a daily basis is continuing to increase, over 30% of children have now read every day since the beginning of September-Christmas



2018.

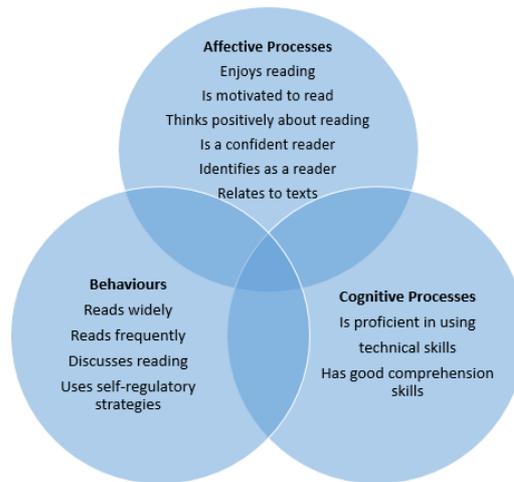
- Children have tweeted their own book reviews and videos of themselves reading to authors and have been enthused to read and write after receiving



replies.

- Through music and dance, the children have realised that reading can take shape in many forms and that all forms of reading are celebrated by their teachers.

Reading...



ROGO model evidence base National Literacy Trust 2017, page 2

Reflections on impact the TaRs research had on practice

The research by the UKLA (2018) and the EEF (2018) has helped to reinforce the importance having Teachers as Readers and how we can influence Reading for Pleasure through our own practice. Throughout the school, it is evident that teachers are taking the time to carefully choose the books and the genres for the children to access. The teachers are listening carefully to the needs and the wishes of both the community and the children, to find texts that will stimulate and excite, not only for books that fit with the project being explored, but also texts that will promote secondary knowledge learning.

We will continue to find ways of reaching out to the community and families to enjoy reading and to continue to work together to make sure that every child has access to high quality books at home and at school and that we create opportunities for the children, the families, the teachers to all explore and enjoy reading together.