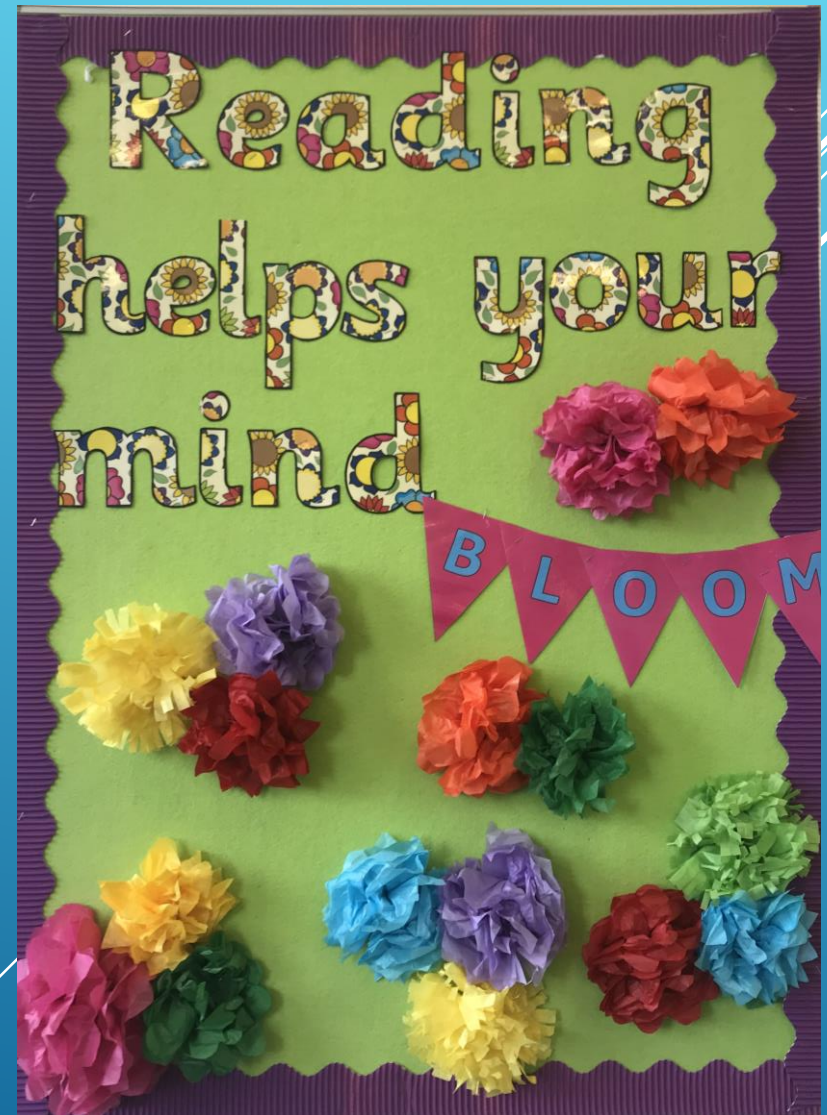


WHEN IN DOUBT, GO TO THE  
LIBRARY

SARAH MCINTOSH



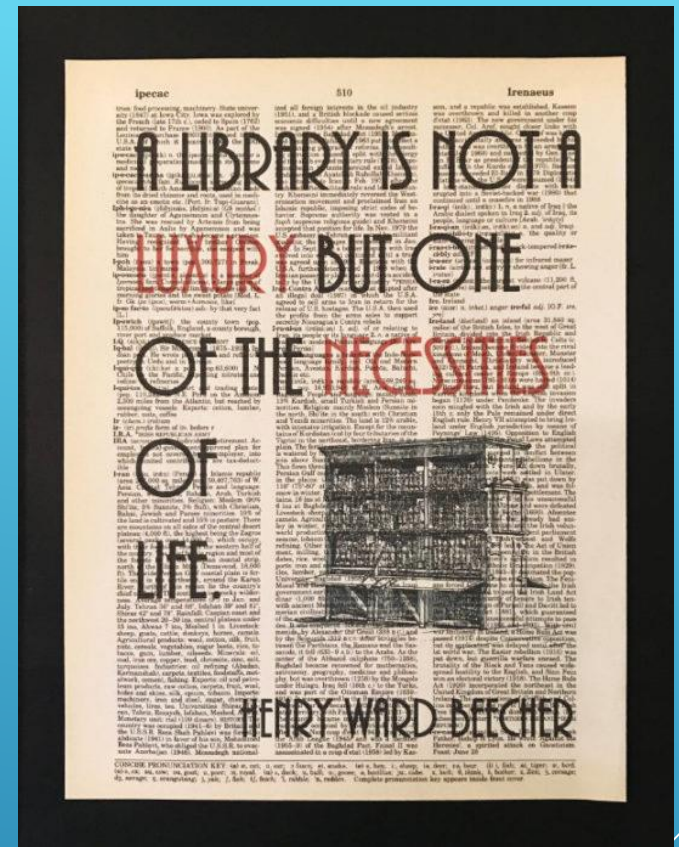
**Haseltine**  
PRIMARY SCHOOL



# CONTEXT



- ▶ I work at Haseltine Primary School in Lower Sydenham, Lewisham. I am a Year 2 class teacher and English Lead.
- ▶ 'To ensure that the children are receiving a whole school, consistent approach to reading that enhances vocabulary and comprehension skills' - SDP



# OU RESEARCH INSPIRATION AND RATIONALE

*A reading for pleasure pedagogy  
which includes:*

- ▶ **Social reading environments**
- ▶ *Reading aloud*
- ▶ *Independent reading*
- ▶ *Informal book talk, inside-text talk and recommendations*

*As Reading Teachers: teachers who read and readers who teach*  
*Cremin et al. (2014)*

<https://greatschoolibraries.edublogs.org/>



Cremin, T et al. (2014) Building Communities of Engaged Readers: Reading for pleasure. London: Routledge

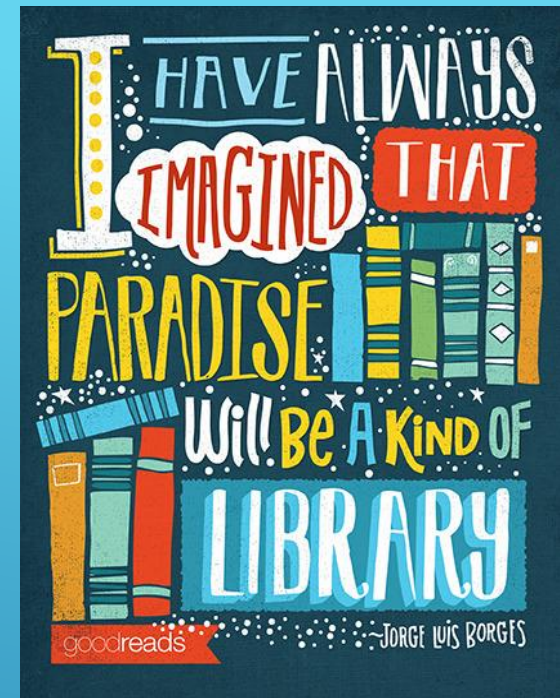
**THE LIBRARY IS THE  
HEART OF THE  
SCHOOL, IT'S THE  
HUB.**

Ron Black



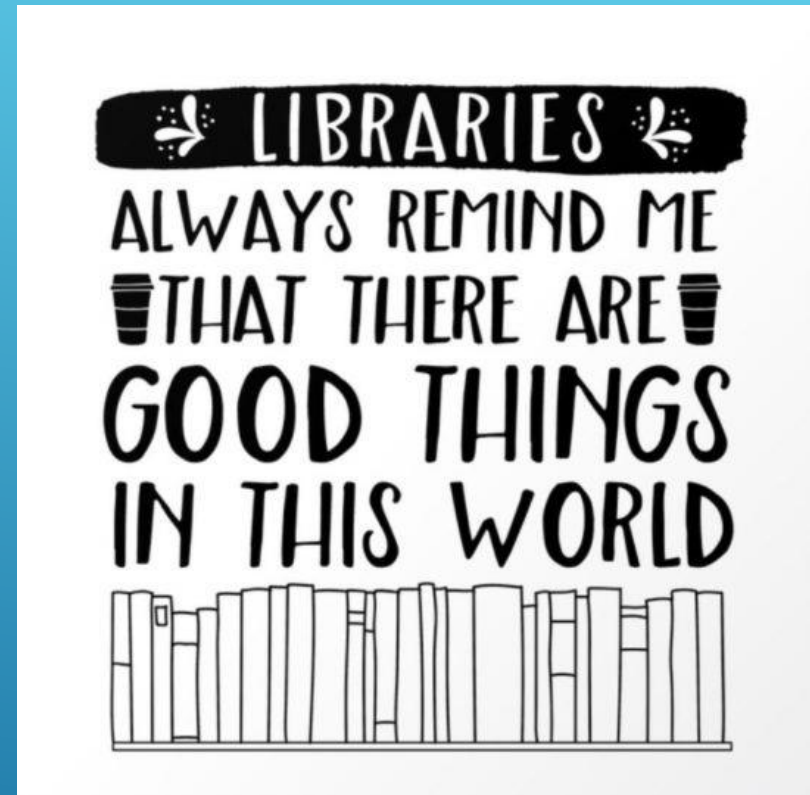
# AIMS

- ▶ To promote Haseltine as a Reading for Pleasure school
- ▶ To make the most of the space we are lucky to have in London!
- ▶ To share books informally
- ▶ To help the children understand how to respect and look after books
- ▶ To encourage children to engage and discuss texts and stories (and make comparisons, GD)
- ▶ Can an improved library, improve our reading data?
- ▶ To create a safe, comfortable reading space without judgement



# OUTLINE

- ▶ Made a budget bid to purchase new books and furnishings
- ▶ Redecorated!
- ▶ Promoted the 'new' library during World Book Day
- ▶ Engaged the children in what they wanted the library to deliver
- ▶ Children participated in the redesign
- ▶ Pupil Feedback

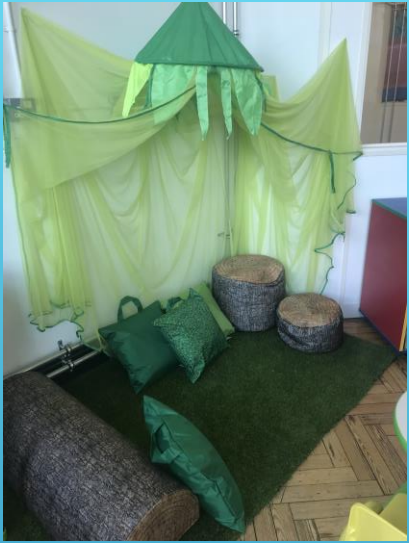




## BEFORE







AFTER













# IMPACT



- ▶ People talking about the library
- ▶ Children requesting buddy reading
- ▶ Staff asking for a timetable for September
- ▶ Lates moved to garden
- ▶ Engagement with parents – PP review
- ▶ Staff asking for furnishings and texts for their own book corners
- ▶ Staff and children spending more time in the library – SEN and interventions also







'It's like being  
In a real forest!'

'Which book am I  
allowed to take?'



'It's obviously better to be comfy  
when you read.'



'It's like reading at bedtime.'

'I'm going to borrow non-fiction.'





‘I like reading next to people’



# REFLECTIONS ON IMPACT ON YOUR PRACTICE

- ▶ How to keep the momentum?
- ▶ Making the library a timetabled event
- ▶ Books!
- ▶ Management of the library (KS2 Librarians?)
- ▶ Events and parent engagement

