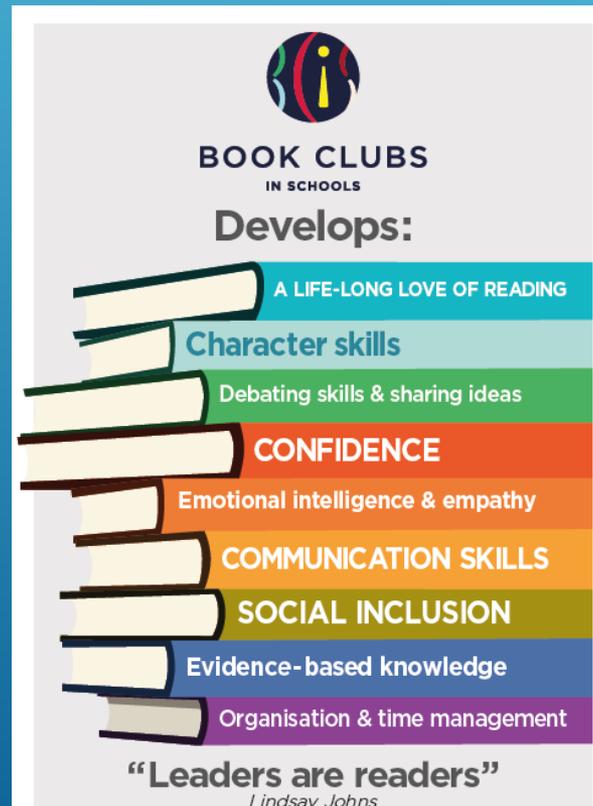


# TITLE: READING FOR PLEASURE WITH BOOK CLUBS IN SCHOOLS

NAME: WALWORTH ACADEMY

@walworthacademy



  
**BOOK CLUBS**  
IN SCHOOLS

**Develops:**

- A LIFE-LONG LOVE OF READING
- Character skills
  - Debating skills & sharing ideas
- CONFIDENCE
  - Emotional intelligence & empathy
- COMMUNICATION SKILLS
- SOCIAL INCLUSION
  - Evidence-based knowledge
- Organisation & time management

**“Leaders are readers”**  
*Lindsay Johns*



**BOOK CLUBS**  
IN SCHOOLS

*Where characters build character*

**HOW IT WORKS:**

-  We run real-time book clubs at school
-  We train older pupils to become book clubs leaders for younger pupils
-  We provide bespoke resources, training and mentoring
-  We measure the impact of the book clubs on ‘character’ skills such as listening and speaking, social interaction, leadership and confidence

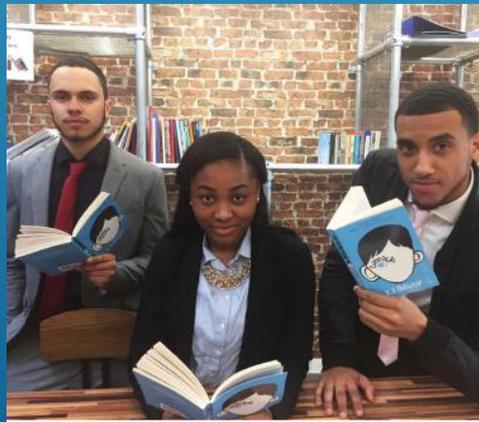
[www.bookclubsinschools.org](http://www.bookclubsinschools.org)

  Association  
for Character Education  
| Member

# CONTEXT

- ▶ Ark, Walworth Academy, London, England.
- ▶ An all through school, serving a diverse and vibrant community.
- ▶ A school dedicated to improving the literacy of its students, one reader at a time.



# OU RESEARCH INSPIRATION AND RATIONALE

Walworth Academy wanted to develop the Open University's Teachers as Readers finding number 3 & 5:

3. *A reading for pleasure pedagogy which includes:*

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

5. *Reading communities that are reciprocal and interactive.*



**BOOK CLUBS**  
IN SCHOOLS

# AIMS

- ▶ We wanted to get all year 7's across the school (approximately 210 students) reading a book during and after school.
- ▶ We wanted to foster an environment whereby year 12 students encouraged and motivated the reading.
- ▶ We also wanted to develop our year 12's maturity and leadership, by making them reading leaders.



**BOOK CLUBS**  
IN SCHOOLS

# OUTLINE

- ▶ From September 2018, we, alongside Book Clubs in Schools, trained up 25 year 12 students to become book club leaders.
- ▶ Throughout Autumn and Spring Terms, these book club leaders went into a year 7 tutor group, once a week to read with students.
- ▶ Year 12 students arrived to each session with a number of questions aiming to discuss the reading of the previous week and ones to develop the reading for the week ahead.



# IMPACT

- ▶ All the year 7 students carried around a book, that they all clearly enjoyed.
- ▶ Year 7 and year 12 students fostered a special relationship that continued outside of tutor time and extended to homework help and being on duty.
- ▶ Tutors noted a significant shift in student approaches to RfP, being enthused to participate, answer questions and volunteer for reading tasks.
- ▶ English teachers noted an improvement in the reading skills of students in the lower 4 sets.
- ▶ This initiative is being continued next year, to include all year 12's.



ROGO model evidence base, National Literacy Trust 2017, page 2



# REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

- ▶ Students are more likely to read when assisted by a peer learning mentor, close to them in age.
  - ▶ Reading levels and enjoyment go hand in hand and are increased when supported by whole class/ tutor initiatives.
  - ▶ Sixth Form leadership skills are developed through reading with young people.
  - ▶ The whole reading scheme has created a school reading community that has stretched across the years.
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