



**Winner**

**Egmont Reading for Pleasure Award**  
In partnership with the OU and UKLA 2020  
**Experienced Teacher Category**



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**Eve Vollans**

@evevollansMCA

Teacher, Reading and Phonics Lead. MA Early Education. PLE. OU/UKLA TRG Leader  
"Together we can encourage, motivate and excite the reader within every child".

## **From 'Beginners' to 'Bookish Bletherers': Motivating Key Stage 2 Boy Readers.**

**Eve Cairns Vollans**  
**@evevollansMCA**

# Context



I am the Reading/Phonics Leader and Year Four class teacher at Mayflower Community Academy, Plymouth.

Teaching in Year 4, (after 14 years in EYFS/KS1) has enabled me to see how the love of reading and reading for pleasure opportunities change as pupils reach a more confident stage in their own reading. I hope that I can create an environment and opportunities for children who can read, but choose not to read- to have their love of reading rekindled. I wanted to ensure that children in my class were continuing to see reading as a pleasurable activity, to be involved in reading and to create a real “buzz” about books.

I felt that it was important that the children in my class took ownership of Reading for Pleasure, encouraging other children and the local community, to read for pleasure.

# OU Research Inspiration and Rationale

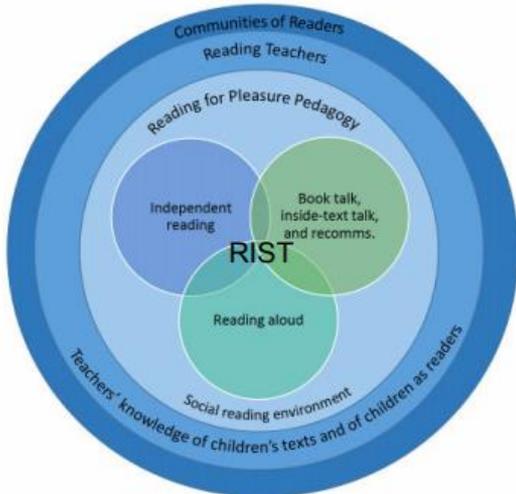


Figure 1: Research insights regarding the effective development of reading for pleasure (based on Cremin et al. 2014)

*“When practitioners enriched their repertoires of children's literature and began to get to know the interests and practices of the young readers, they were more able to skillfully book-match and tailor their recommendations to particular individuals” (Cremin, 2019)*

## Knowledge of Children's Reading Practices

I decided that I needed to investigate the reading habits of the children in Key Stage 2. The Education Endowment Foundation (2019) suggest that before implementation of a new project, you must “Explore and Prepare” Therefore, I spoke to every child in Key Stage 2 and asked them to complete the OU/UKLA Key Stage 2 Reading for Pleasure pupil voice survey.

Logan and Medford, (2011) suggest from their study, that “...either boys ‘motivation and self-belief about their abilities as readers are more dependent on their success as readers or that boys’ lower motivation and less assured self-beliefs about their competence as readers influence the effort they put into reading, thus holding them back” . This correlates with PISA 2018, showing that in the mean scores of the reading test, 2018 the girls scored 514 and the boys scored less with an average score of 494 (OECD Education Statistics: PISA: Programme for International Student Assessment, 2018).

# OU Research Inspiration and Rationale

A Reading for Pleasure Pedagogy includes: Social reading environments, Reading aloud, Independent reading, Informal book talk, inside-text talk and recommendations (Cremin et al., 2014).

*“Reading for pleasure is more closely associated with intrinsic motivation; it is reading that children do for themselves at their own pace, with whom they choose and in their own way.” (Cremin, 2019)*

Children want support and guidance with reading, BUT they do not want to be told what they should be reading (all of the time). As an adult, we choose what motivates us to read. It makes sense that children will be more motivated when a choice is given- but to create motivation, the range of books/texts available has to be matched to interests.

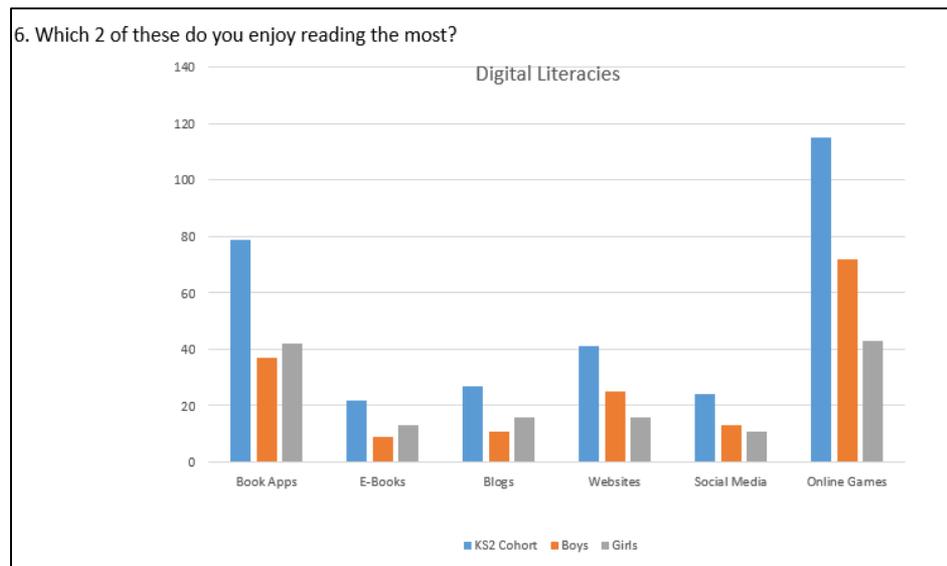
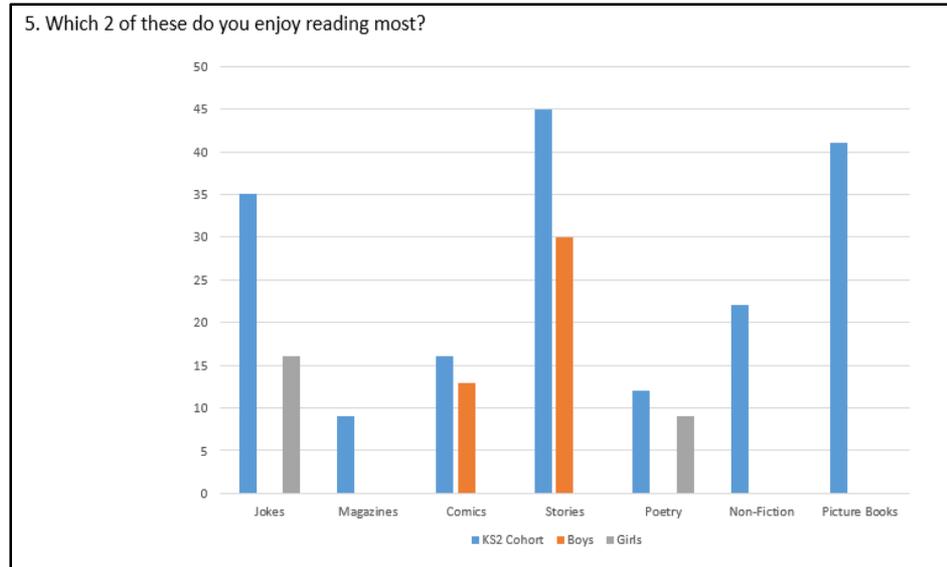
This then links back to knowing the children as readers, which is why I have chosen to focus on developing my Knowledge of Children’s Reading Practices alongside creating a RfP Pedagogy.

# Children's Needs

From analyzing the surveys, it became clear that children **who did not like to read for pleasure, quite often were the less confident readers, children who felt that they were not very good at reading or children who thought that reading wasn't very important.** I was able to look back at individual reading records of these children and try to establish the stumbling blocks in their reading journey- was it Phonemic Awareness? Phonics? Decoding? Comprehension? Specific difficulties such as Dyslexic Tendencies? Choice and range of books available at home and at school?

I became even more inspired. The children had told me that they watch a lot of YouTube videos, if they did read at home then they enjoyed reading with younger children in quiet areas which were comfortable or outside in the fresh air. I decided these children would have **access to a bespoke reading package,** which would boost their confidence in the skill of reading, combined with the opportunities to access a plethora of texts that were of high interest to them, but suited to their reading confidence.

I discussed the survey results with the children in my class and they decided that they would like to take ownership of a **KS2 YouTube style Book Review Club, and influence the termly Reading Challenges as well as the Reading Event Calendar.** This was extremely exciting, as the children who were reluctant to read were amongst the children who wanted to drive Reading for Pleasure across the Academy.



# Aims

- To establish a clear understanding of the KS2 boys' reading practices at home and in the community.

## Knowledge of Children's Reading Practices...

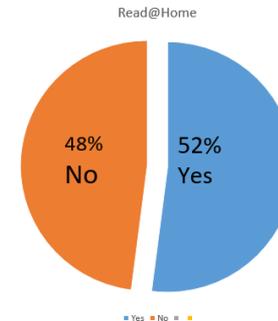
- To research into prior reading attainment and look for patterns or areas which could be supported in the teaching of reading.

## Knowledge of Children's Reading Practices...

- To provide opportunities throughout the extended school day to support the boys with reading skills **but also to give opportunities to enjoy and discover new texts and ways of reading** [A Reading for Pleasure Pedagogy ...](#)

- To motivate the KS2 boys so that reading becomes a **social activity**, offering **choice and variety**. [A Reading for Pleasure Pedagogy...](#)

4. Do you read with anyone at home?

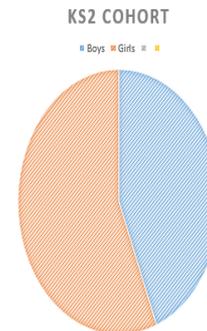


Of the 48% who said "No"...

68% were boys  
32% were girls

## Key Stage Two – Reading Pupil Voice Survey Autumn 2

1. Do you like reading?



KS2 Cohort 56% Girls and 44% Boys enjoy reading.

- 26% of KS2 do not enjoy reading, 80% of this are KS2 boys.

# Outline

The Reading Diet **Aim**-To provide opportunities throughout the extended school day to support the boys with reading skills **but also to give opportunities to enjoy and discover new texts and ways of reading.**

## The Reading Diet-

Enabling pupils to have a wide variety of supportive reading experiences throughout the extended day.

### Synthetic Phonics

Daily synthetic scheme (Phonics Bug Club) lessons x 4 phonemes per week.  
Daily after school Phonics Club.  
Key Stage Two daily Phonics focus groups (No Nonsense Phonics scheme).

### Frequency of Reading Experiences

Whole class end of day reading sessions, every child with a book in chorus style reading, eyes and pencils tracking, 20 minutes.  
Daily 1-1 reading after school club.  
Daily small group reading after school clubs.  
Saturday School reading sessions.  
Daily own choice "Reading for Pleasure" sessions.

### Own Broad Library

Community Book Shop.  
Block Reading for Pleasure areas.  
Project/topic based and reference texts in classes.  
Benchmarked, decodable phonic phase matched home reading books and "bedtime story book" to be given each day.  
Outdoor reading areas.  
Book swap opportunities.

### Educated Network of Support

TA 1-1 reading after school reading club.  
Parent Reading Champions.  
Parent Phonics Champions.  
Reading Role Models Community Support.  
Teacher Reading CPD sessions.  
TA Reading CPD sessions.  
OU/UKLA Teacher Reading Group

### Teaching

EYFS and KS1 daily structured Phonics sessions-30 minutes.  
Daily structured Teaching of Reading sessions, 30-45 minutes.

### Targeted Interventions

Target Readers 1-1.  
Phonics Support.  
A.R.R.O.W.  
Precision Teaching.  
Intensive 1-1 Reading.  
Reading Comprehension.  
Saturday School Reading.

### Buddy and Role Models

Before and after school reading buddies.  
Key Stage Two- Key Stage One/EYFS reading buddies.  
Parent Reading Champions- role models.  
Plymouth Argyle sports reading role models.

### Real Life Experiences

Reading within the community e.g. local Retirement Home and Church.  
Reading at the local library.  
Community Bookcase Project.  
Community Reading sacks/Reading Boxes.  
Optional termly Reading Challenges.  
Community Reading Calendar of Events (Monthly Reading Events).  
KS2 YouTube Style Book Review Club  
Termly Home/School Reading Challenges



## Phase Two Set One and Two (s,a,t,p,i,n)

sat 	same 	save 	say 	said 	sea 	season 	seat 
second 	section 	security 	see 	seek 	seem 	sell 	send 
senior 	sense 	series 	serve 	set 	seven 	side 	sign 
similar 	simple 	sing 	sister 	sit 	situation 	six 	size 
so 	some 	somebody 	someone 	something 	sometimes 	son 	song 

# Staff training /CPD in reading skills and RfP (Teachers, TA's and Governors).



Reading Skills 2023-2024		
1. The student can identify the main character in a story.	2. The student can identify the main setting in a story.	3. The student can identify the main problem in a story.
4. The student can identify the main events in a story.	5. The student can identify the main outcome in a story.	6. The student can identify the main message in a story.
7. The student can identify the main theme in a story.	8. The student can identify the main genre in a story.	9. The student can identify the main style in a story.
10. The student can identify the main tone in a story.	11. The student can identify the main mood in a story.	12. The student can identify the main atmosphere in a story.
13. The student can identify the main characters in a story.	14. The student can identify the main settings in a story.	15. The student can identify the main problems in a story.
16. The student can identify the main events in a story.	17. The student can identify the main outcomes in a story.	18. The student can identify the main messages in a story.
19. The student can identify the main themes in a story.	20. The student can identify the main genres in a story.	21. The student can identify the main styles in a story.
22. The student can identify the main tones in a story.	23. The student can identify the main moods in a story.	24. The student can identify the main atmospheres in a story.



**Reading Books-** Books chosen to match the children's interests. Classics and newly published books sourced from book awards and recommendations, phonetically decodable books and high interest low reading confidence books.

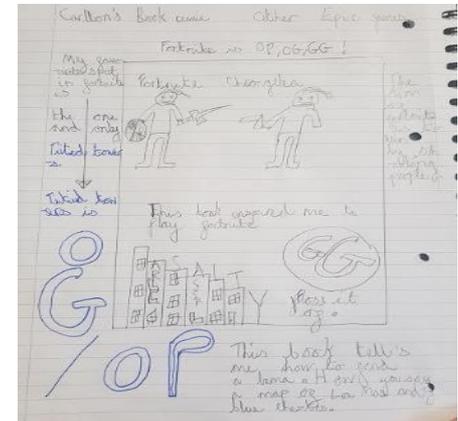
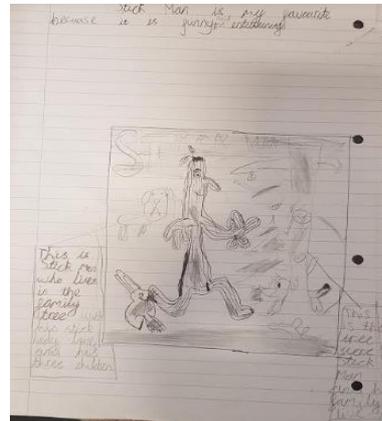
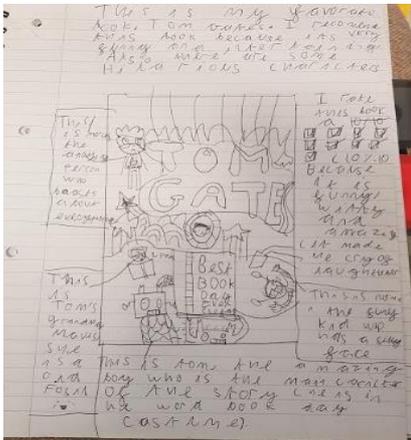


# KS2 Twitter Book Review Club- Every Friday, the KS2 boys arrange a 1 minute book review session which is posted on Twitter.

**Eve Vollans** @evevollansMCA · 10 Jan  
 Friday Book Review Time! 1st review The Jungle Book. Which do you prefer, the book or the film? @Nursery\_MCA @Mayflower\_MCA @DavidSammels @helenjMCA @\_Reading\_Rocks\_ @OpenUni\_RIP @TeresaCremin



**Reading Reviews-** The KS2 children have decided to create a Book Review Journal which is taken home by a child each night and a book review is completed. It is kept on the class bookshelf for children to read for recommendations.



# Reading Challenges/ Reading Journals-

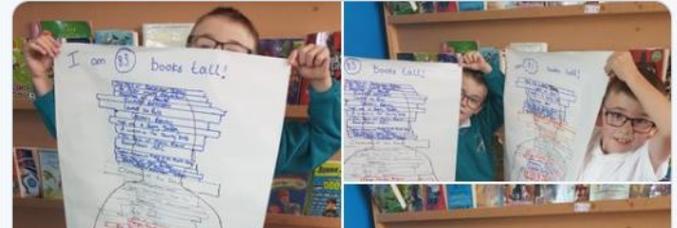
Termly "Reading Challenges" are created and sent home for every child. They are optional, designed to encourage reading as a family and to give the children a choice in which challenges they wish to complete. The KS2 boys helped to create these reading challenges for Spring 2020.

**Eve Vollans** @evevollansMCA · 7 Jan  
 Here they are... New Reading Challenges for Spring 2020 @Nursery\_MCA @Mayflower\_MCA Enjoy the reading and we can't wait to see your pictures/photos/reviews #mayflowermakesreadingrock @OpenUni\_RfP @TeresaCremin @DavidSammels @helenjMCA @PlymouthSLS @\_Reading\_Rocks\_@SchoolReading

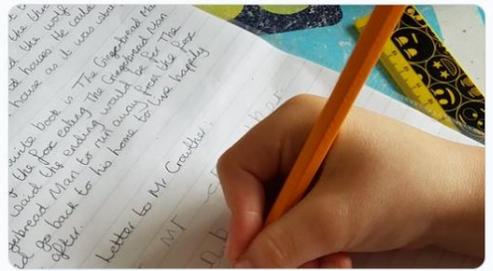
**SPRING TERM 2020**  
 Reading Journal Challenges "Can I read a book that...?"

1. Can I listen to an audio book retelling of a story?	2. Can I read a comic or a magazine in a comfy place?	3. Can I read a book that links to my class project question?	4. Can I read a book that makes me laugh?	5. Can I read a book that is about a true story?
6. Can I read a book that has been made into a film?	7. Can I read a book that inspires me to try something new?	8. Can I read a book to a child younger than me?	9. Can I re-read my favourite book and explain why I love it so much?	10. Can I listen to a podcast/audio recording of my favourite poet?
11. Can I record myself reading?	12. Can I read a silly poem?	13. Can I read a picture book?	14. Can I read a book every day for a week?	15. Can I read a book to my friend?

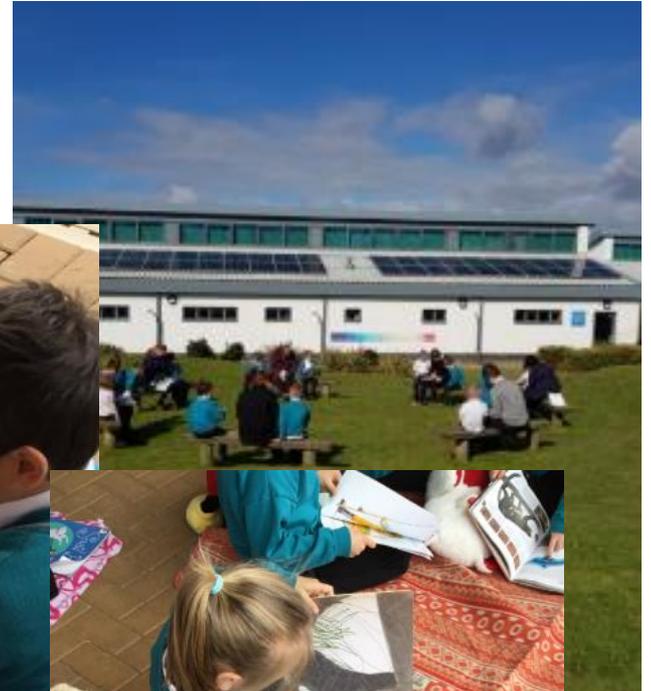
**Eve Vollans** @evevollansMCA · 5 Sep 2019  
 Well done for completing the @Mayflower\_MCA @Nursery\_MCA summer reading challenge of reading your height in books! Wow 83 and 81 books in 6 weeks! Impressive @OpenUni\_RfP @\_Reading\_Rocks\_@SchoolReading #mayflowermakesreadingrock @DavidSammels @helenjMCA @CatherineactMCA



**Kerry Lowe** @kezza5883 · 9 Mar 2019  
 Lucas writing his Thank you letter to Mr Crowther for visiting the school earlier in the term...another challenge ticked off ✓✓ @Nursery\_MCA @Mayflower\_MCA @evevollansMCA @amyparsonsMCA @carlyannroseMCA @DavidSammels #mayflowermakesreadingrock #readingchallenge



**Outdoor Reading-** Pupil survey feedback indicated that children enjoy reading outside in the fresh air. We started to develop this area by asking the KS2 boys which books/texts they would enjoy reading outside. We purchased the books and now have an area of the playground designated to outdoor reading. Weather permitting, classes read outdoors as often as they can. The KS2 boys have identified this an area that they wish to develop further.



**Book Shop-** Books are sold significantly below the RRP and are chosen based on the children's interests- influenced by the pupil voice surveys. Book shop vouchers are awarded to children when completing book challenges/competitions.



# #mayflowermakesreadingrock- A portal for the community to share reading

**Kerry Lowe** @kezza5883 · 6 Oct 2019  
Little L completing another 2 in 1 #readingchallenges today, he has read a book everyday for a month & this book set in the future #TheKingOfSpace thank you to @sarahmurphyMCA & R for lending us the book 🙌🙌  
@evevollansMCA @DavidSammels @Mayflower\_MCA  
#mayflowermakesreadingrock



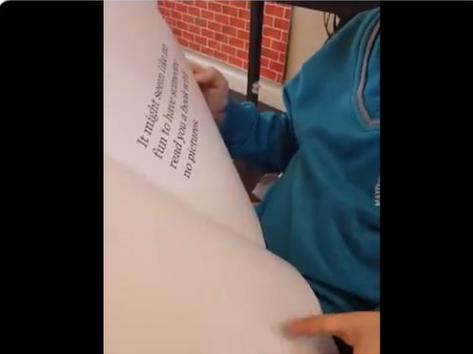
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**Eve Vollans** @evevollansMCA · 25 Apr 2019  
Brilliant to see! Such a reading role model. Really well done! @Nursery\_MCA @Mayflower\_MCA #mayflowermakesreadingrock @DavidSammels

**Rose Tynan** @TynanRose051182 · 24 Apr 2019  
#mayflowermakesreadingrock both enjoying bug club time after school Ophelia read 10 new books on bug club  
Show this thread



**Eve Vollans** @evevollansMCA · 10 May 2019  
Enjoying exploring some of our favourite books at reading club tonight!  
@Nursery\_MCA @Mayflower\_MCA @DavidSammels @helenjMCA  
#mayflowermakesreadingrock #readingforpleasure



**Jennifer Brindley** @JenniferBrind19 · 22 Apr 2019  
@Mayflower\_MCA @evevollansMCA  
Clapping along to a poem, Now We Are Six by A.A Milne  
#mayflowermakesreadingrock



**zoe purnell** @zoenlitwo · 8 May 2019  
Then lil sis had to have a go too @Mayflower\_MCA @Nursery\_MCA @evevollansMCA @DavidSammels #mayflowermakesreadingrock



**Eve Vollans** @evevollansMCA · 1 Jun 2019  
#readingforpleasure today in Paignton #toppingup #sunshine #TorbayAirshow2019 @DavidSammels @Nursery\_MCA @Mayflower\_MCA  
Where and what are you reading today? #mayflowermakesreadingrock



**Eve Vollans** @evevollansMCA · 21 Apr 2019  
Egg hunt in the garden... can my children answer the questions?  
#alwaysateacher #toppingup #mayflowermakesreadingrock @DavidSammels @Nursery\_MCA @Mayflower\_MCA



**Natalie Berry** @natzeh · 17 Apr 2019  
You know when something special is happening when you hear "Daddy can I read a book with you" it's true #mayflowermakesreadingrock @Mayflower\_MCA @carlyanroseMCA @Mayflower\_MCA @amyparsonsMCA @evevollansMCA



**Eve Vollans** @evevollansMCA · 16 Apr 2019  
Wow! You can share this with us too please! Smashing the challenges and showing us again that #mayflowermakesreadingrock

**Carly Hobbs** @chobbs1983 · 16 Apr 2019  
Can you use a recipe to bake something you haven't tried before?  
@evevollansMCA @DavidSammels @sarah\_sandey @Mayflower\_MCA



# Community Reading Events- Working together with the local community to support reading.



**Eve Vollans** @evevollansMCA · 29 Nov 2019  
 WOW!! Look how many books these pupils @Nursery\_MCA @Mayflower\_MCA have won! Can you carry them all? How long will it take you to read them? #readingforpleasure @OpenUni\_RFP @TeresaCremin @DavidSammels @helenjMCA @carynannroseMCA @elliebaileyMCA @LomafrankMCA



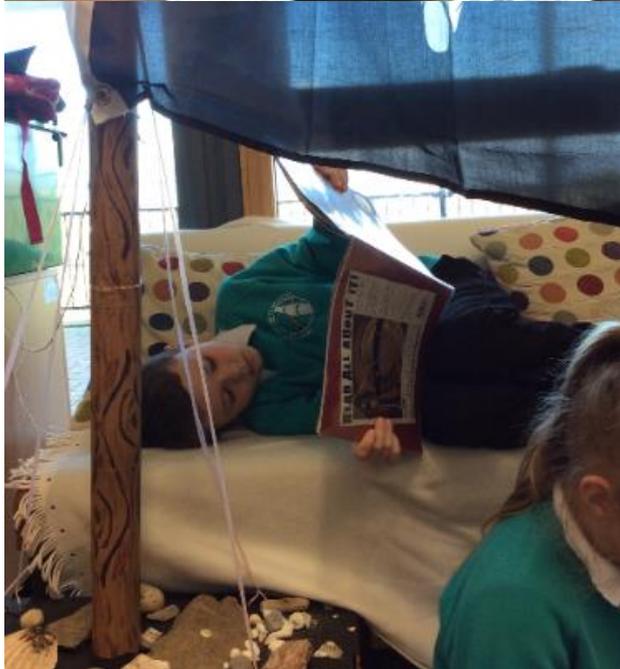
## What's On? Community Reading Events 2019-2020



**Eve Vollans** @evevollansMCA · 10h  
 Thankyou so much to the children and community @Mayflower\_MCA for coming along to our 1st story. Cant wait to make them next week! @DavidSammels #mayflowermakesreadingrock



**Reading Areas-** Comfortable reading areas in classrooms and in the shared areas around the school, as inspired by the pupil voice surveys. Kick your shoes off, curl up and enjoy a book of your choice!



# Impact: Example Child A and Child B



**Cognitive Processes-** Child A (Year 4 boy) over the past 6 weeks has increased +6 months reading attainment and is now reading at a 7 year olds reading attainment. Child B has a reading age of 12+.

**Affective Processes-** Child A and B actively join in each week with the KS2 Reading Review Twitter Club- taking home books to review together with their brothers and sisters so that they are prepared for the camera on Fridays. Child A requested to take home Beowulf after we had read it as a class novel because “I want to read it to my mum. She will be so proud of me!” Child B often reviews 2 or 3 books at a time! Child B does now identify himself as a reader and has discussed with me how he prefers to read “in his head” rather than read aloud as a class.

**Behaviours-** Child A now requests (instead of being asked) that he reads to his teacher every day. He is thrilled that the new KS2 high interest, low confidence books area is available- with coloured pages so that he doesn't need to use his overlay. He enjoys reading the short chapters and always keeps his book in his toolkit “just in case”. He recently said, “I really love to read. These books are so awesome. I like the short chapters. They are really funny too! Can I read a bit to the class?”

Child B suggested that the KS2 boys create the Spring Reading Challenges saying, “We think we should choose the challenges because we are the ones that do them! We know what types of things that we like to do and what we like to read. We want them to be fun, but not take really ages to do and we'd like the challenges to be the same for everyone, then we can do them with our brothers and sisters”

Both boys encouraged their friends to work alongside me to design the Reading Events calendar.

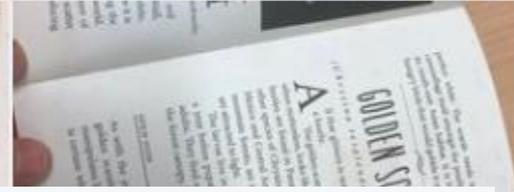
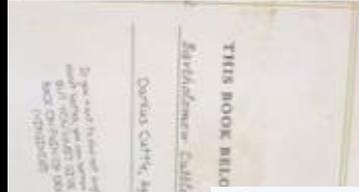
# Reflections on impact the TaRs research had on practice

**1. Knowledge of Children's Reading Practices** The project has demonstrated to me that before you can begin any kind of development in RfP, you must have a secure knowledge of the children's reading practices. It is imperative that you know the children and their likes/dislikes and preferences for reading. It was in some cases an eye opener when reading the pupil voice surveys, that some practices that we do as adults, wanting to help children with reading- are actually demotivating them from wanting to choose and enjoy reading. It has been so important to lead staff CPD on how children read and RfP practice.

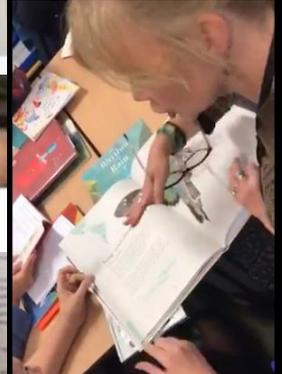
**2. RfP Pedagogy** From the research that this project has involved, after securing knowledge of children's reading practices, you can begin to develop the RfP pedagogy. It is about knowing the children, knowing the books/texts/genres that the children want to read and designing into the curriculum, how you can make RfP happen. On reflection, I feel that giving the children the opportunities to discuss and choose and have some self-regulation about their reading is key.

**3. Reading Teachers : Teachers who Read and Readers that Teach** After leading 2/ 6 (so far) OU/ UKLA Teachers Reading Group meetings, where on average 35 teachers have met to discuss reading, it has made me reflect upon myself as a Reading Teacher. It has opened up discussions and reviewed patterns of reading that we all face as classroom teachers. It is wonderful to work collaboratively to discuss and put into action steps to support readers and promote research based RfP.

# OU/UKLA Plymouth TRG.



 **Eve Vollans** @evevollansMCA · 16 Nov 2019  
Sat waiting for my sons footy match to start, reading this fantastic book by @gill\_lewis -thinking which class would enjoy this the most @Mayflower\_MCA Looking 4wardto meeting you on the 30th @OpenUni\_RFP conf @gill\_lewis @DavidSammels



# Next Steps...

- To discuss with the whole school staff “The Rights of A Reader”.
- To work together with the KS2 boys to develop the Outdoor Reading areas.
- To continue to support the KS2 Book Review Twitter Club and to expand it to a YouTube channel and an online blog.
- Pupil voice reading surveys each term.
- To invite more visiting authors and to invite authors to send books for KS2 to review.
- To continue to work **together** with the children to create the termly reading challenges and to design the community events.
- To continue to read children's literature, to read the online reviews, to follow the book awards, to continue to lead the OU/UKLA TaRs group and attend the OU/UKLA conferences.
- To participate in events such as reviewing online books/websites **together** with the KS2 children.

[#mayflowermakesreadingrock](#)

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