



# Sturry CE Primary School

Action Research Project:

Promoting Reading for Pleasure



# Aims

- To promote reading as a shared, positive experience
- To promote an open dialogue amongst children about the texts they read
  - To create reading communities



# Desired Impact

- For children to have the confidence to discuss the books that they are reading
- For children to be able to discuss key features of the book they are reading
  - For children to be able to recommend texts to others
  - For children to be confident reading aloud to others.



# Organisation

- Year groups are partnered up, with half a class swapping from each year group for approximately 30 minutes each week.

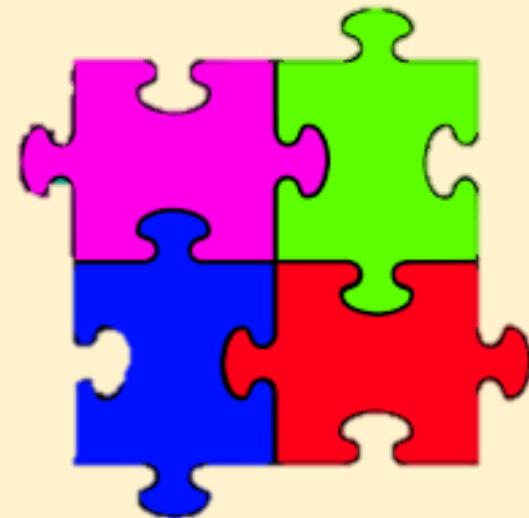
**Year 1 & 4**

**Year 2 & 6**

**Year 3&5**

**Year R\***

Children engage in different activities each week, which promotes discussion of a range of texts.



\*Year R had a “Mystery Reader” each week from around the school, including children and parents.

# Impact Analysis of Buddy Programme.

- Each class pair have produced a summary of the organisation and impact for their year group focusing on the aim of “promoting reading as a shared positive experience” and “creating an open dialogue about text.”
- Year R have produced an analysis of the Reading buddies programme, focusing on the aim of “creating reading communities”



# What did the Reading Buddy Programme involve?

## Year 1 and Year 4

- We used a range of texts to enhance their understanding of different books and to create a language rich environment.
- Each week had a different focus for discussion, often based on the reading skill that they were working on in their reading lessons that week (for examples prediction, or finding the gist).
- After a few weeks of sharing books, we started to develop discussion skills in order to increase understanding of texts.
- For the final stage, the children created book reviews to help recommend stories to other children.

## Year 3 and Year 5

- In year 3 and 5 children swapped for reading once a week. This promoted a love of reading as year 3 felt that sharing books with year 5 was a reward.
- Year 5 children developed their skills of informal book talk and guide year 3 children in their reading fluency, book choices and reading mileage.
- A weekly focus allowed a stimulus for children's informal reading discussions and gives all children to have a chance to contribute to the experience. Activities included drama, drawing and being non-fiction fact detectives.



## Year 2 and Year 6

- Using the reading gap analysis from our Target Tracker assessment system , we identified that reading for pleasure, especially poetry, was a focus for year groups.
- To address the gap we decided to expose children to a wider range of poetry, that was suitable for both classes.
- In Year 2, it was identified from summative assessments, that inference skills needed boosting.
- To address this gap we trained Year 6 pupils to ask appropriate inference questions and model evidencing inference.

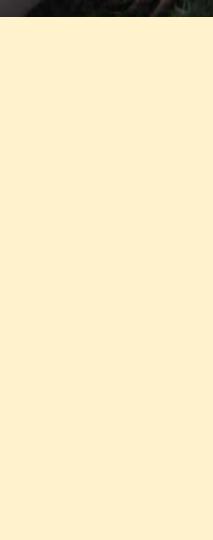
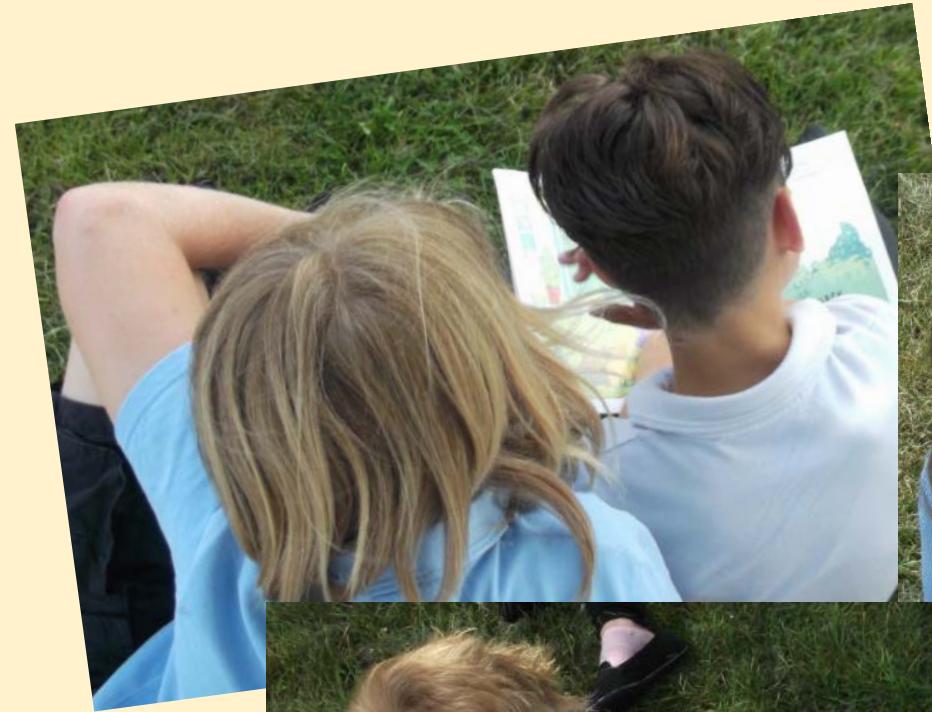
## Reception

- A Mystery Reader is a reader that comes into class, who the children know nothing about. It could be a parent, grandparent, school based adult or child.
- They are encouraged to read a book the children would not know. This could be a sequel to a well known book, a story from another culture, a fact book or even a story in a different language.
  - The Mystery Reader explained why they had chosen that particular book and shared where they enjoy reading this and other books.
- A wide variety of visitors has shown the children we are a reading community.



# Year 1 and 4 Photos

# Year 2 and 6 Photos



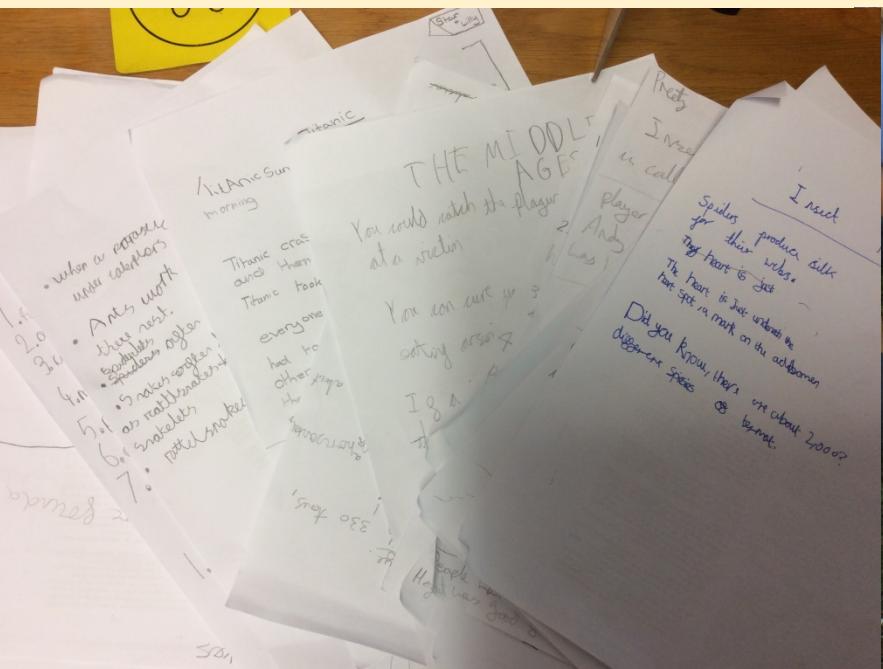
# Year 2 and 6 Photos



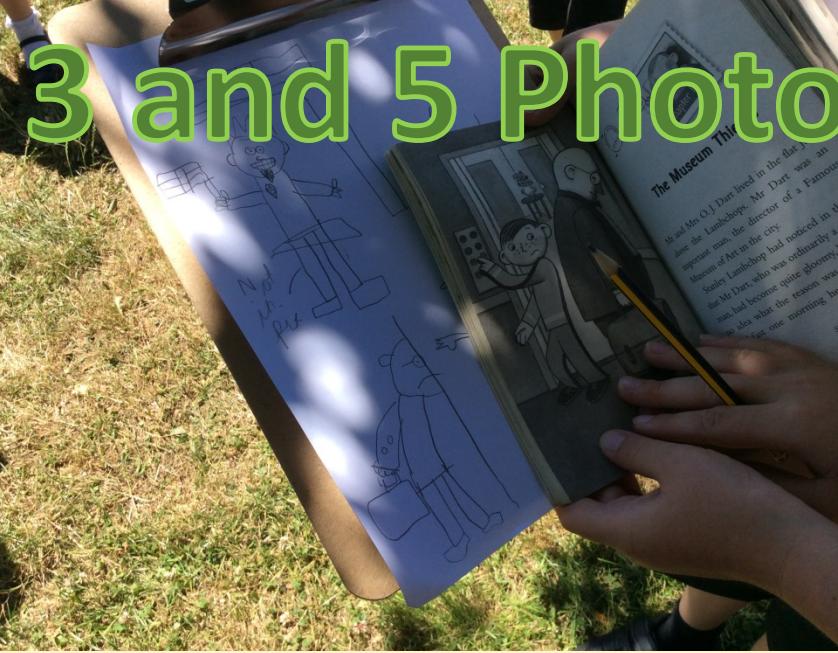
# Year 3 and 5 Photos



Being Reading Detectives: Hunting out crazy facts in our non-fiction texts



# Year 3 and 5 Photos



**Describe and Draw Challenge: Sharing description of main characters and using retrieval and inference skills to draw out a representation.**



# Year R Mystery Reader



# Child voice – Year 1 and Year 4

It has helped me reading to year one as I wasn't very confident before and now I feel like I can make my voice heard.

Harrison  
Year 4

It has really helped me and I enjoyed doing the book review because I've not done one before and it might help other children choose my favourite book.

Lara  
Year 1

It has helped me to be more social and interactive.

Reuben  
Year 4

They have inspired me with reading because I thought reading was boring but it is exciting now and I do it every night.

Freyja  
Year 4

I have found it hard to use my voice when reading but now I feel a little bit more confident because my year 4 buddy says I'm good.

Dylan  
Year 1

I liked reading with year 1 because they showed me lots of new books.

Holly  
Year 4

I've moved up two book bands and I am so happy!

Tyler  
Year 1

It was great. It could help me read higher level books.

Holly  
Year 4

# Child voice – Year 2 and Year 6

My year six partner used lovely expression and they taught me how to express when I read.

Year 2

The older books are interesting . I want to read them when I get to Year 6.

Year 2

I loved helping the year 2 read out difficult words as it was great when they finally read it!

Year 6

I liked reading to the year 2 because I like when I have someone to read to.

Year 6

I like reading with my new friend because she's nice.

Year 2

It's been really fun getting to know the younger children ad getting to read different books with them.

Year 6

I liked reading to someone older than me and them helping me with difficult words.

Year 2

# Child voice – Year 3 and Year 5

I like reading more now because it fun to read with my buddy

Charlie, year 3

We laughed together about the book!

Jack, Year 5

My buddy was really good at reading and they made me want to try hard so I can read more hard books.

Morgan, Year 3

I've listened to the recommendations from my reading partner and I started reading that book. It's really good!

Savera, Year 5

It was cool doing the activities about the book. Reading isn't just about reading the words.

Olli, Year 5

I felt excited to read with my partner because we shared all different ideas for books.

Demi, year 3

I think I'm more better at reading than I was because I'm a free reader now and I know that I can read more confidently.

Mihai, year 3

I don't normally read out loud, but it made me think about the expression of the characters.

Kennedy, Year 5

It was lots of fun to choose any book I wanted and I read more non fiction books than I normally would.

Ruby, Year 5

# Child voice – Reception

The 'Mystery Reader' initiative seems to have shown children that everyone can be reader.

Reception Teacher

The stories had funny things in them – my favourite was called Boo.

Reception

My Mum came. It was nice to hear her reading. She was funny.

Reception

Year 1 came and read a big. It was very good. The teacher was nice.

Reception

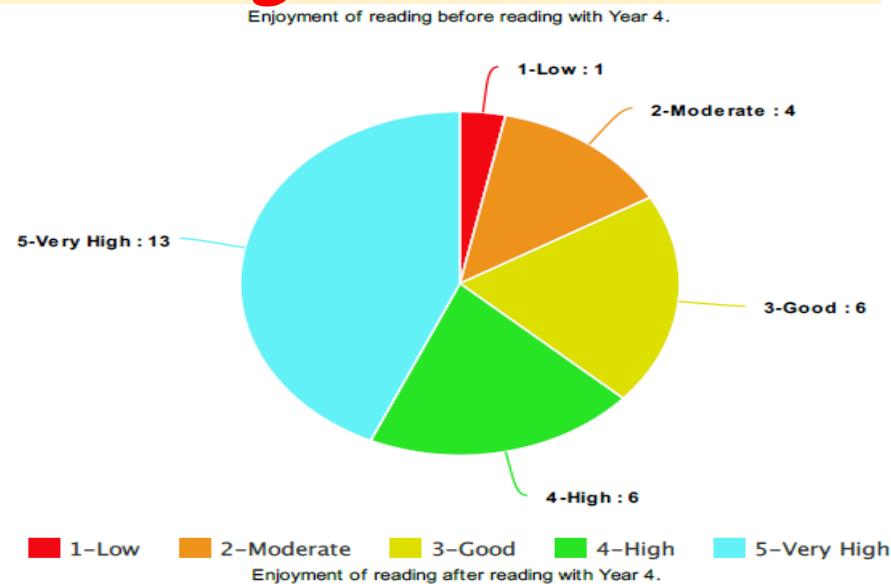
I feel that the children's experience of reading in school is very enjoyable for them. Children often come in and get excited that their group is reading with the teacher or another adult, showing their love of shared reading.

Reception Teacher

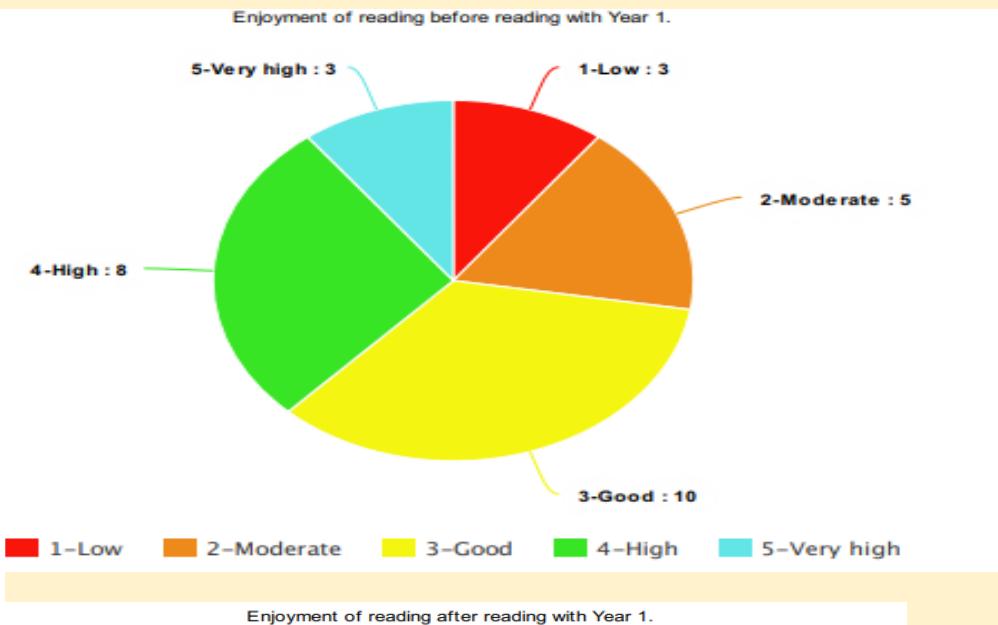
# Evidence and Impact – Year 1 and Year 4

## *Enjoyment of reading*

Before



After



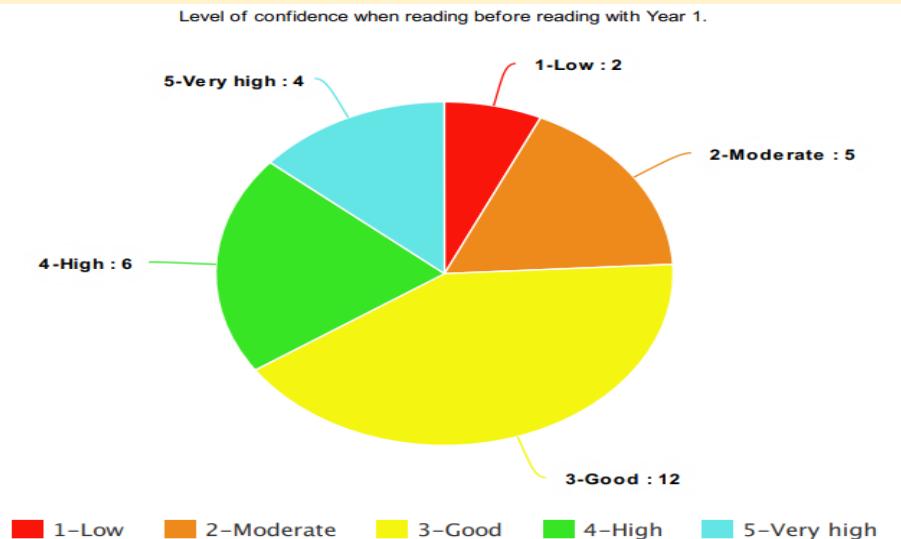
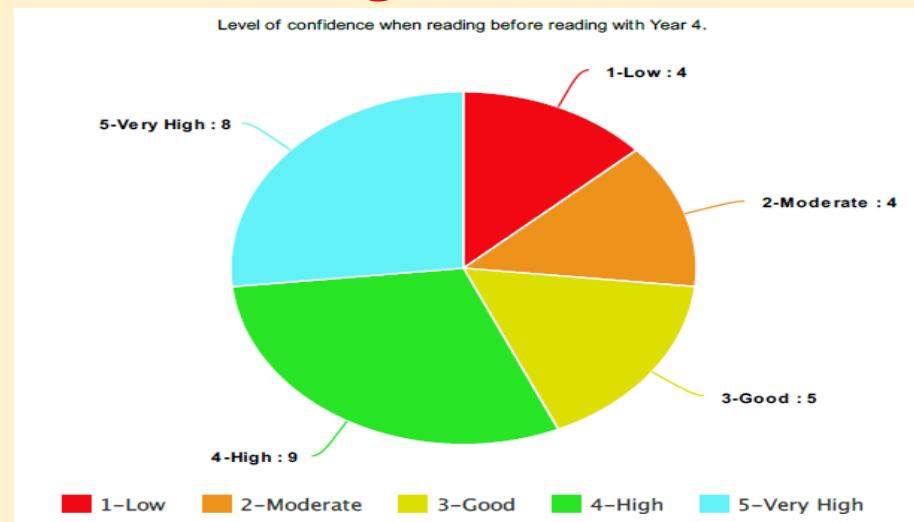
Year 1

Year 4

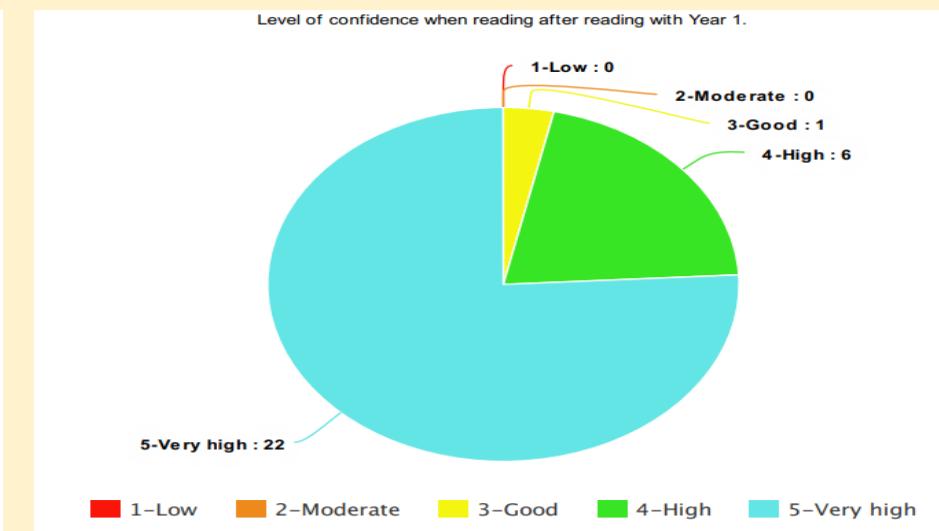
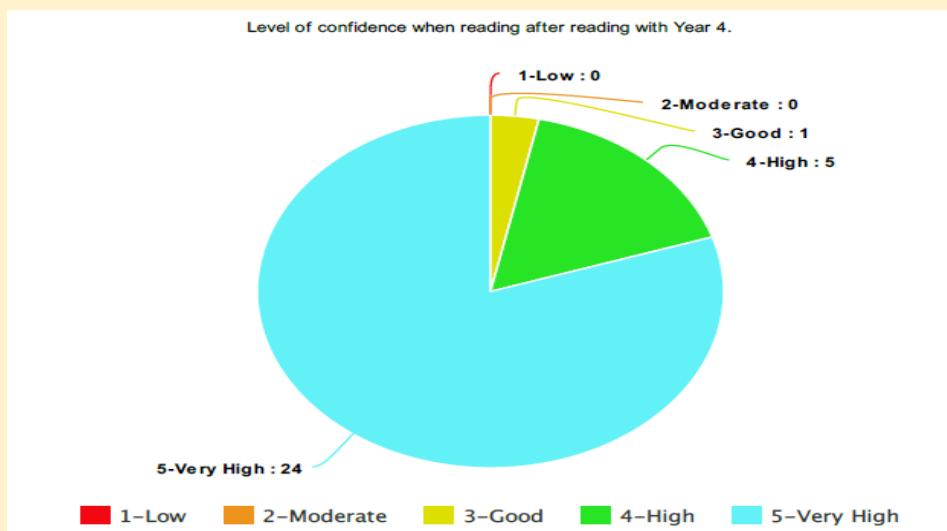
# Evidence and Impact – Year 1 and Year 4

## *Confidence when reading aloud*

Before



After



Year 1

Year 4

# Evidence and Impact – Year 1 and Year 4

This has been an opportunity to secure the children's knowledge of reading tools to help with comprehension. These are tools such as inference, prediction, visualisations and summarising.

All children have an increased engagement in reading and look forward to not only these sessions but reading in general. Children of all backgrounds and abilities have benefitted from this and have developed higher levelled reading skills. We also have seen more reading at home as children want to share stories. This research has led to more positive attitudes to reading.

In year 4, all pupils now have the confidence to share reading with the class and enjoy recommending books to each other.

In year 1 we have seen an increased amount of children moving up book levels because they have become more confident due to increased positive feedback from year 4 pupils.

# Evidence and Impact – Year 2 and Year 6

Children were much more engaged when reading to another person especially the year 6 children when they read to year 2.

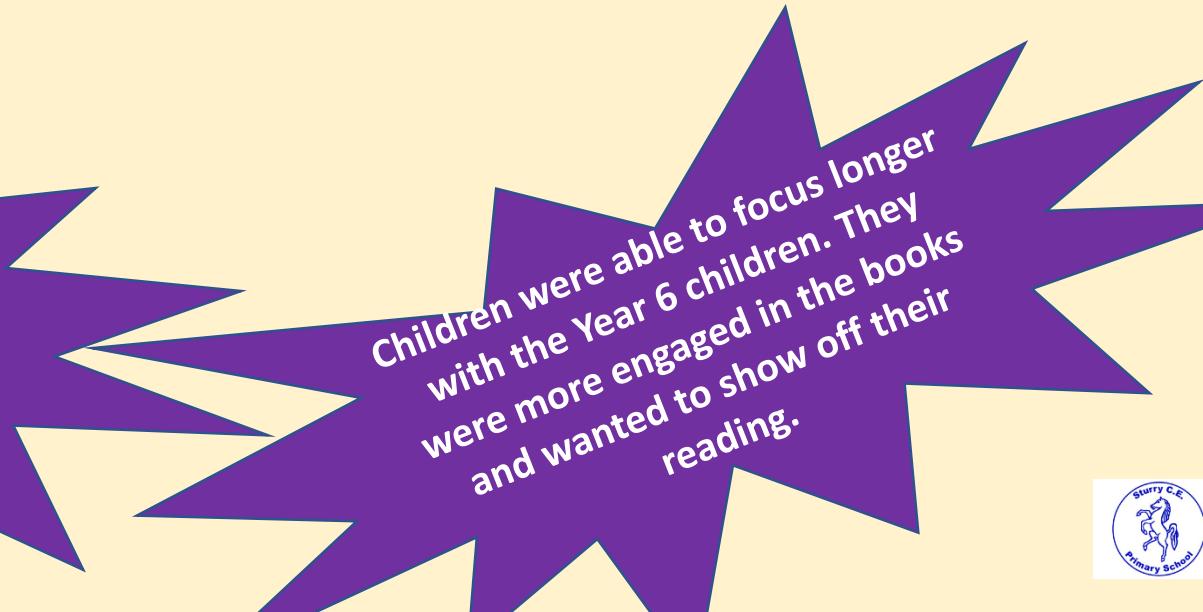
Year 2's fluency and expression increased due to hearing the year 6's great expression when reading.

Year 6 developed their questioning skills and year 2 developed their comprehension skills.

They got an enjoyment out of reading, evidenced by the fact they constantly asked when they were reading with their buddy again.



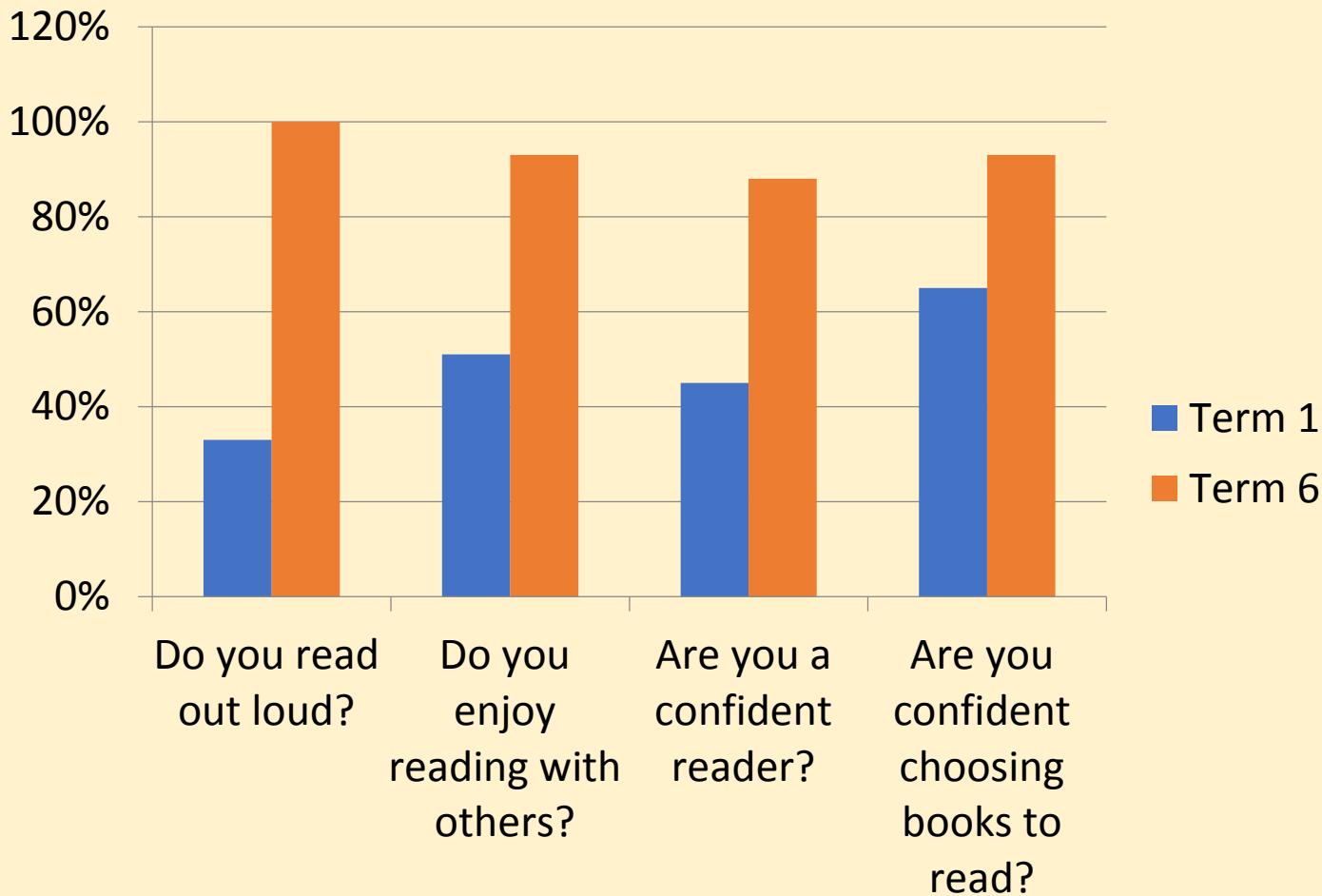
Such a buzz in the classroom all pairs of children were really engaged, listening to each and taking turns to share their ideas.



Children were able to focus longer with the Year 6 children. They were more engaged in the books and wanted to show off their reading.

# Evidence and Impact – Year 3 and Year 5

## *Book Talk: Confidence sharing and recommending*



- In both year groups children have developed a more positive approach to reading. In year 3, children aspire to reach new reading levels. In year 5 children can recommend new books and are developing a shared language about reading.
- Across both year groups the impact has been that children are significantly more likely to engage with reading sessions.
- 93% of the children after the reading programme enjoy reading with others and could confidently choose, and recommend books.

# Year R Mystery Reader – Evidence and Impact

-80% of children now say they love reading.

Compared to just 60% in term 1

- 90% of children now believe they are a good reader, that is a 49% rise

-77% of the class are trying harder to read at home. They are bringing books more regularly and engaging with daily reading.

- Children learn that reading can happen anywhere, for example on the beach.

-Children are so excited to see who is reading to them, but also what book is being read and why. They love to find out what other people's favourite books are.

- During choosing time children have taken to imitating the 'Mystery Reader' session by sharing a book with a friend. They have even requested that cushions be placed in our outside area so that they can again, re-create the experience.



Adults have been impressed and enjoyed the level of engagement they get from the children, especially if it is a story they are somewhat familiar with.

# Overall Impact

- Across the school, children have engaged in paired/shared reading, with the aim of promoting positive approaches to reading and opening up a dialogue about books. Our focus was decided upon, due to the School Improvement Plan, which emphasised engagement in reading as a priority, and improving reading data.
- Individual class analysis shows a marked improvement in attitudes to reading and book talk.
- Children across the school can speak eloquently about the texts they are reading.
- There is an overall sense of enjoyment during reading buddy time, which has also impacted on focus and interaction during class reading lessons.
- The school has become a reading rich environment, with many reading spaces being utilised during children's playtime.
- Based on recent data, progress in reading is now in line with other core subjects.





# Next steps

- 
- We need the younger children to take a more active role when reading with older children.
  - Further develop the environment that the children are reading and get the children to choose where they would like to read next. Consider outdoor learning opportunities.
  - Continue the Reading Buddy Programme into year 18/19, changing the paired classes – to ensure that book talk and reading for pleasure remains a part of the school ethos.
  - Reaching out into the community to role models from the community to share reading for pleasure with our children, and to utilise the community library.
  - Now that children are positively engaged in reading, we would like to instil this into our families by further engaging parent community.