Reading for Pleasure Action Research

Lansdowne Primary School

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Read, Rave, Recommend

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Context

- Lansdowne Primary School, Sittingbourne. Part of the Stour Academy Trust.
- The proportion of disadvantaged children at our school is above average.
- Low levels of children reading at home has been a focus over the past 2 years, using different schemes and incentives.
- Our school development plan focuses heavily on reading. For example, embedding our new approach to teaching reading, so that children have a deeper understanding and enjoyment of texts. As well as developing the use of reading across the curriculum to promote reading for pleasure , use of reading skills and increase ‘reading miles’.

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Research

- OU Strand focus- 3; a reading for pleasure pedagogy: Social reading environments, reading aloud, independent reading, **informal book talk.**
- Teachers wanted to increase the amount of informal book talk from the children. Developing their understanding of texts and different genres, their own text preferences and recommending texts to others.

Aims

- To promote reading for pleasure. Understanding that their teachers and other role models are passionate readers that read for pleasure too.
- Creating a stronger reading community within the school, between peers, year groups and with the adults in the school.
- To increase the amount of informal book talk between children, parents and teachers.
- To encourage children to improve their understanding of text choices and preferences. Allowing them to make recommendations to others.

Our Approach

- Improving the library as a social and interactive reading environment.
- Author of the term. Books that children can read during lunch and play times. Story time in different classrooms, children to choose which class they would like to go to, to listen to the teacher read a text from the author of the term.
- Read, Rave and Recommend interactive display in the hall for all year groups to engage with- reading and recommending books to other children, displaying informal book talk.
- EYFS: Reading Ted. Displays in corridor and classroom to show the books children are reading and recommending, displaying informal book talk.
- KS1&KS2: Show and tell of books the children have been reading for pleasure at home.
- Launch of SLT's secret book buddy scheme
- Assemblies led by teachers talking about the books they have been reading for pleasure.

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EYFS
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EYFS Outline

- Reading Ted set up for children to take home every weekend to share a story with. A story of their choice, in a place of their choice.
- The stories shared with Ted become a focus each week in story times, group reading, Literacy and afternoon activities.
- The story is shared in story time, then the children are given an opportunity to discuss it with their peers. Child's voice is recorded and added to a display in the EYFS corridor. This display changes each time a new story is shared with Ted.
- Classroom displays to show the books the children are choosing to **'Read** and what they say about them, **Rave, Recommend'.** Adults use this to encourage other children to read the books.
- Bookshelf organised into different categories- books the children can read by themselves, books related to the topic, information books and then a section for 'our favourite stories' chosen by the children.

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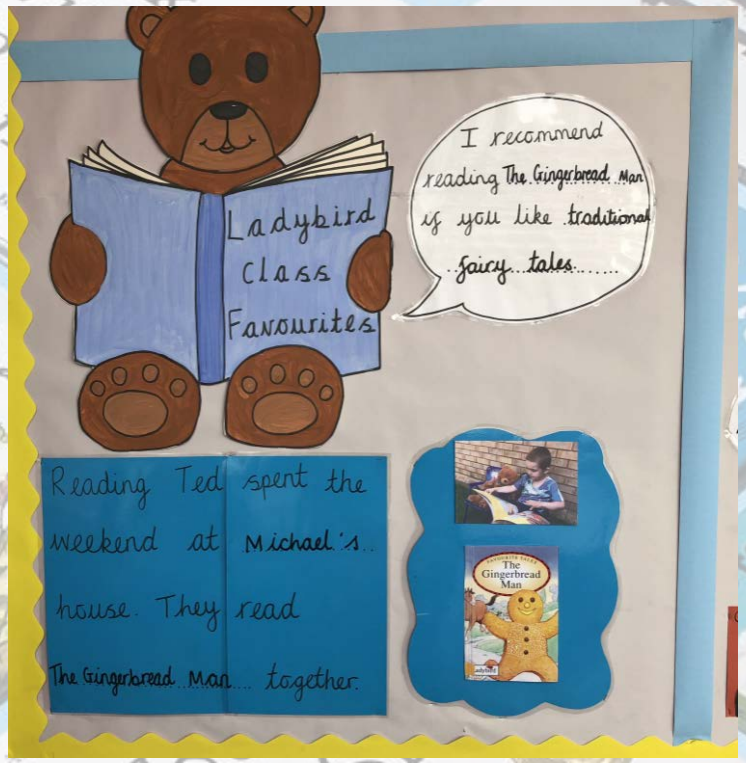

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EYFS impact

- Children are confident talking about the books they enjoy and are beginning to take recommendations from others on what to read next.
- Children are choosing to spend their child initiated time in the book corner sharing stories and talking about them.
- Reading levels have improved greatly, in part due to the number of children who are now actively reading for pleasure and their increased interest in discussing stories with their friends and teachers.
- Reading survey results: 100% of children said they 'love reading' and also that they were 'good readers'. Children said that they had the opportunity to share books and talk about them every day with both the teachers and adults at home.

EYFS case study

N began his reception year uninterested in books, finding them 'boring'. He also found reading challenging and became disengaged. With our increased focus on reading for pleasure, and engaging the children in a range of new and exciting books, N began to talk about the types of stories he was enjoying, liking funny books the most, and even recognising they were by the same author. N had the opportunity to take Reading Ted home several times this year, and has often selected stories by Sue Hendra to read at home with Ted. He then began to bring in books from home, which he had recently got as a birthday present, for us to share in story time. He now spends a lot of his child initiated time in the book corner with his friends, discussing the books they share and is now discovering a love for non-fiction books about animals. N has also made substantial progress in reading, now beginning to read above the expected level for his age.

KS1

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Outline

- Year 1 and Year 4 pupils paired into reading buddies to meet 3 times a week to share a book.
- Year 1 pupils have been bringing their favourite books into school to read to their peers at the end of the school day.
- Children are having more time dedicated in the day to informal book talk for example; discussing their book of the week, reviewing books shared by teachers and other children.
- Year 2 children have been bringing in the own books from home to present to the class.
- Staff have created a display in the classrooms for reviewing and recommending books so that children can be inspired by other's recommendations when choosing a new book to read.

Butterflies Reading Adventures!
RECOMMEND
RAVE
READ
Our class book of the week
Oliver's Vegetables
The book was really funny
We have been bringing books from home and then reading them to each other during story time!
It's fun being able to share books from home!
Who are your favourite book characters?

21/02/2018 15:17

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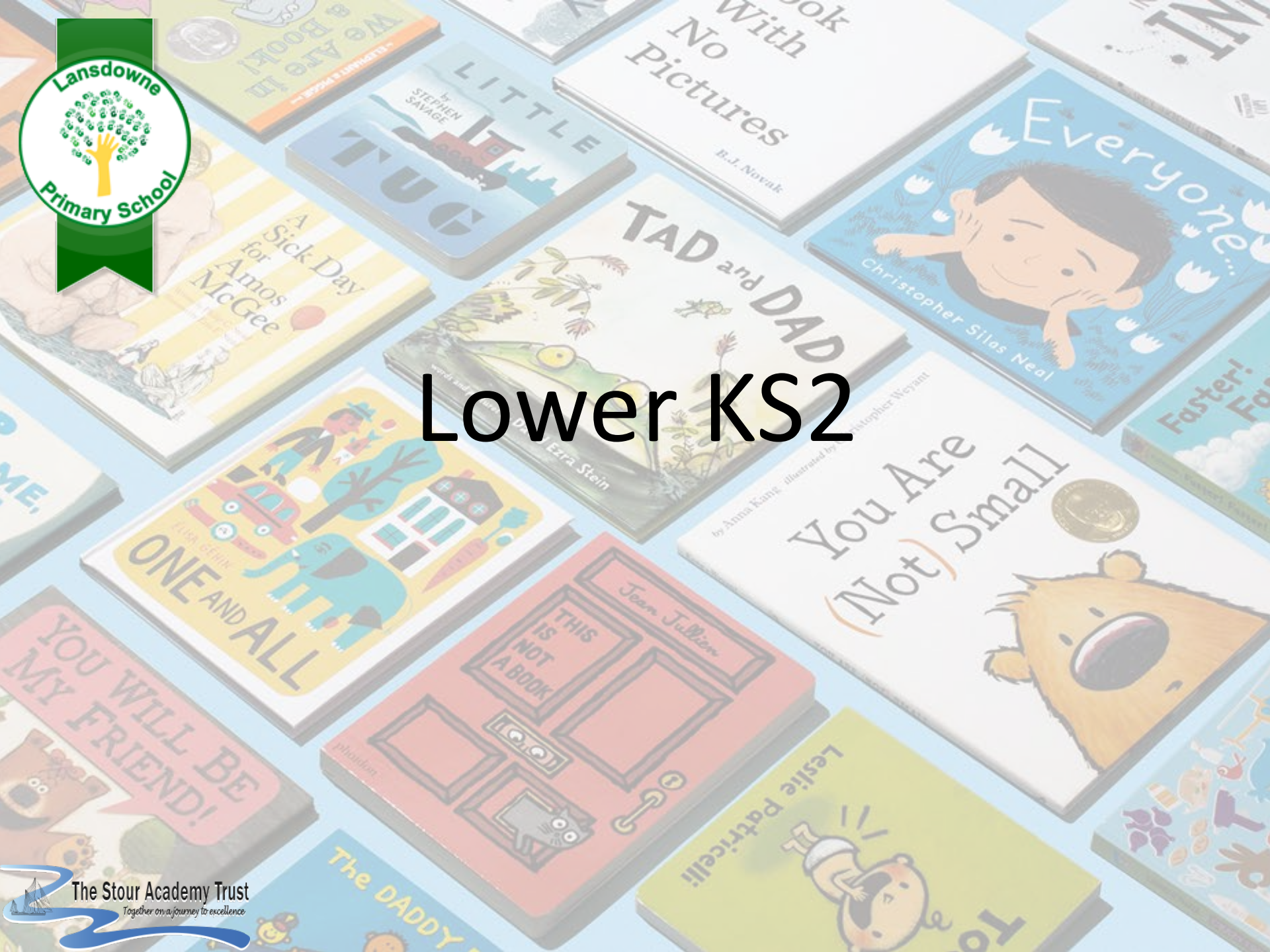
KS1 impact

- Children have shared their own opinions and thoughts about different books.
- Along with adapted reading lessons, children have gained deeper understanding of books and are more confident expressing their opinions
- Children have been increasing their reading mileage with their Year 4 reading buddies.
- Reading levels have improved.
- Children are more aware of themselves, and each other, as readers.
- Children are choosing to do shared reading activities with their friends and are actively talking about books.

KS1 Case Studies

- Child D wasn't an engaged reader, he struggled to decode and didn't enjoy the experience of reading at home or in school. Following the introduction of Read, Rave, Recommend, Child D started to discuss a range of texts with peers and staff. This interest developed and he became enthusiastic; bringing texts he enjoyed from home into school to show and talk about with his friends. The consequence of this was that his reading mileage increased, both at home and in school, and this had a positive effect on his fluency. This also had a improved his well being and gave him a sense of pride in his reading ability.

Lower KS2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Outline

- Reading for pleasure was a concern and children did not read regularly at home.
- To boost the children's reading mileage and give them more opportunities to experience different texts, we created a Read, Rave, Recommend washing line. The children then chose books they would like to hang to recommend to friends.
- Alongside the display, the children take part in a read and tell at the end of the day. This gives the children the chance to express their love for books and become confident it sharing reading experiences with their friends.

READING
READING CAN BE
MAGICAL

READING CAN BE
MAGICAL

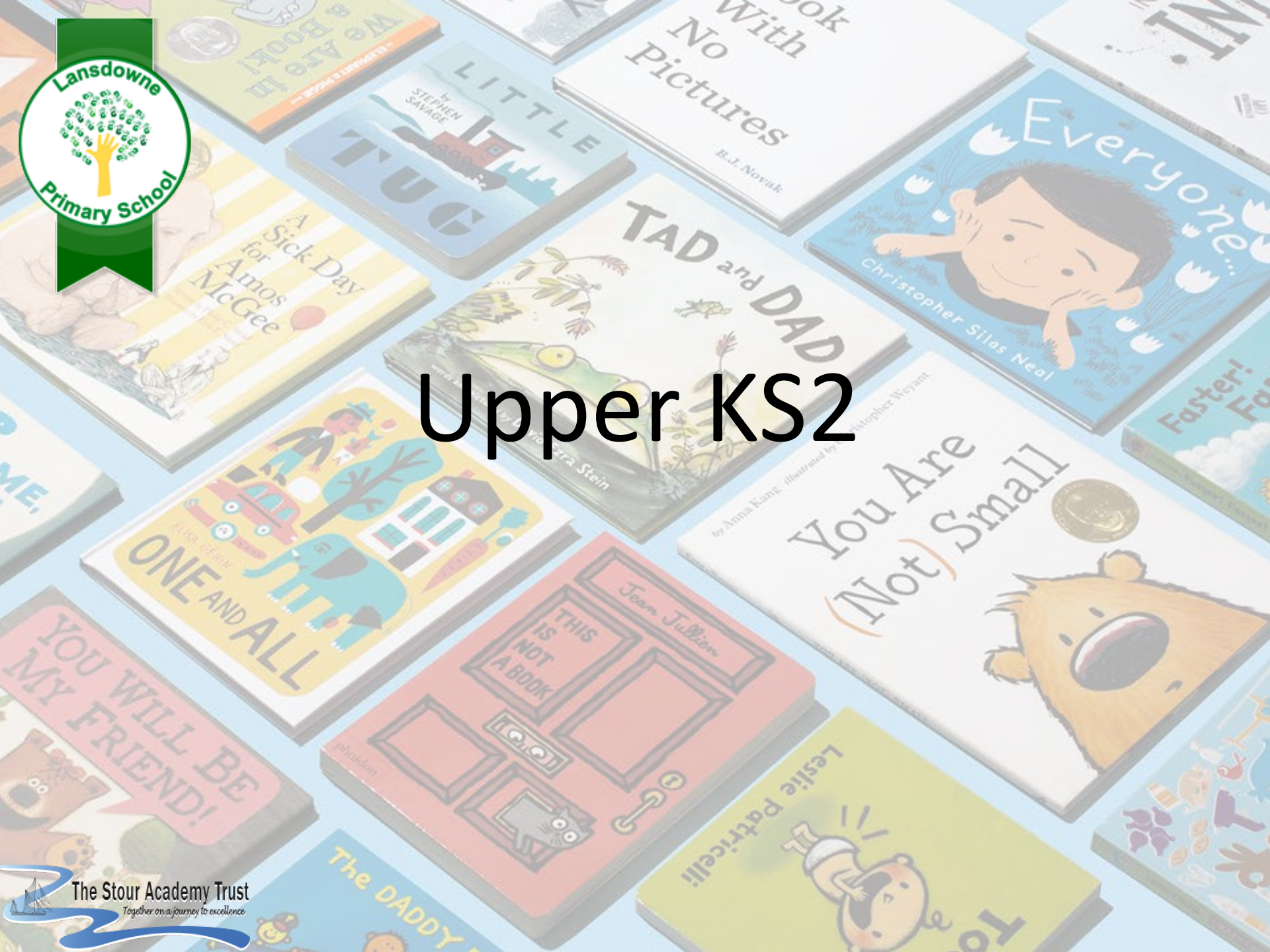
Do you have a favourite character?
Hogwarts
Neverland
Treasure Island
Which book is your favourite?
What would you write a story about?

Lower KS2 impact

- Following the embedding of the Read, Rave, Recommend initiative, the children have shown a greater interest in books. Not only are the children more engaged in reading, they also love to pick up a book they wouldn't normally choose.
- There has been a clear impact on the amount of children that read during the week. There is a reading buzz around the school and the children just LOVE to talk about books they have read.
- Children have been encouraged to engage more with reading for pleasure at home and at school. We fit in our 'RRR' session 3 times a week at the end of the school day so the children are having regular opportunities to share their favourite books, review them with friends and recommend them to others. RRR has created a strong reading community in the class as well as around school.
- Children look forward to this time to share stories and get recommendations from others. They are always keen to grab a speech bubble and write about the books they have enjoyed and who they would share it with.

Case Studies

- In year 3, Child A wasn't accessing reading in the classroom and didn't engage in reading at home. The class teacher identified that this was a concern and paired the child with another active reader from the class (Child B). Child B regularly brought in books from home to share with Child A during a read and tell session at the end of the day. Child A's interest in reading grew and she often borrowed books recommended by her peers. Child A now consistently reads for pleasure at home and enjoys reading with her peers in class. As a result of this increase in enjoyment, Child A has made exceptional progress in reading.
- Two particular boys in Year 4 had always stated that they ‘couldn’t read’ and ‘hated reading’. The project has had a big impact on them and this term they have felt comfortable and engaged enough to not only share a book they enjoy with their classmates, but to also read aloud to them.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Upper KS2
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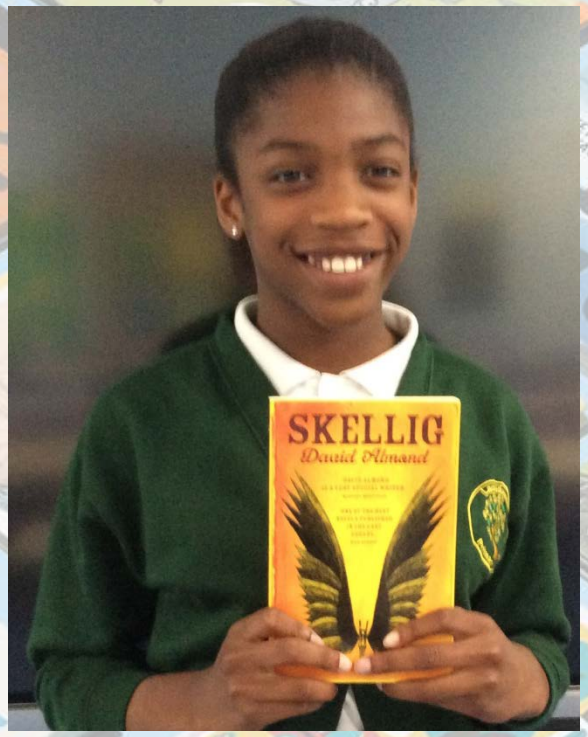
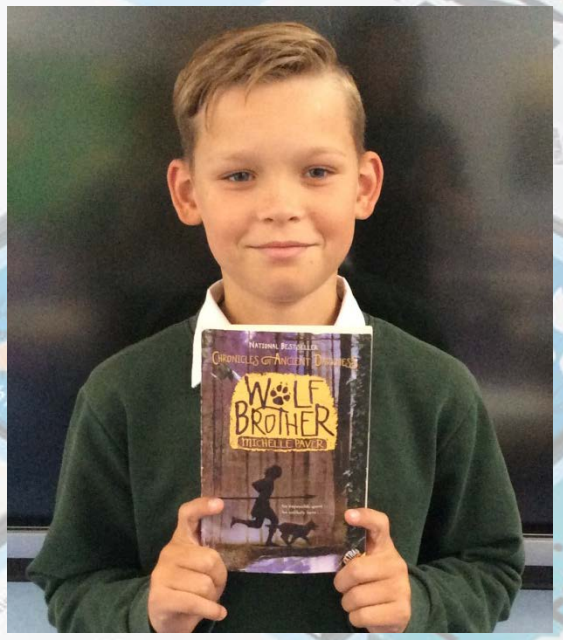
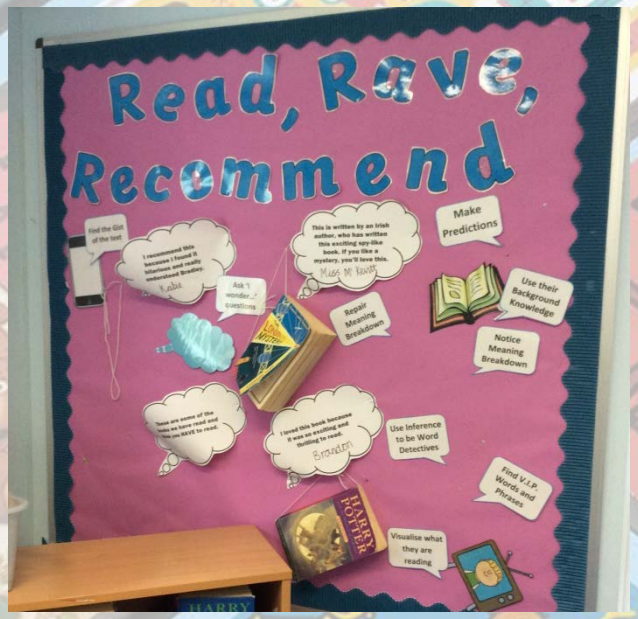
Outline

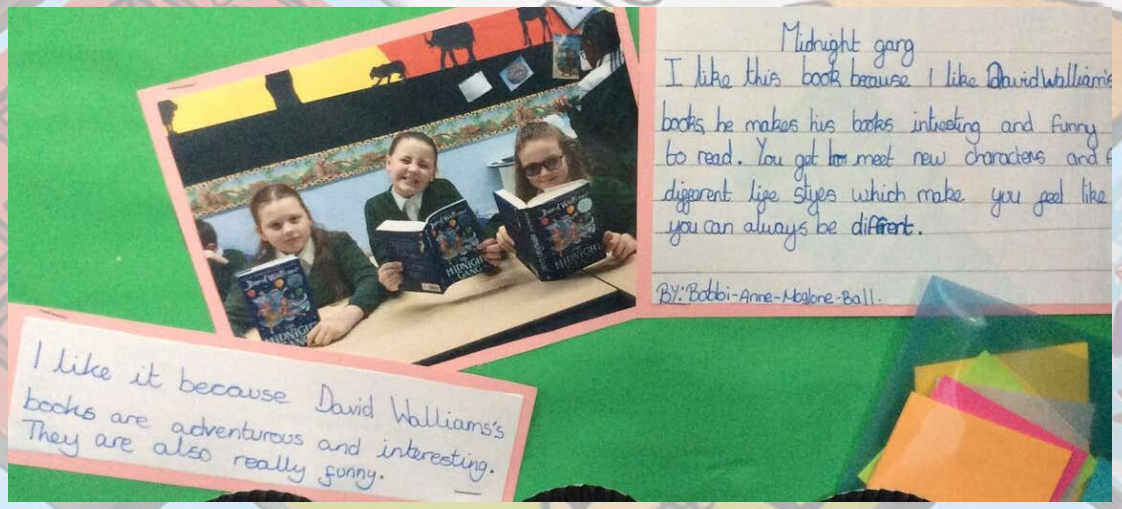
- Year 5 and 6 children recommended their favourite books daily, following teachers modelling how to discuss reasons for recommending texts to each other.
- Teachers recommended age appropriate tests to the class and had them on display.
- Year 6 were encouraged to make their own ‘book clubs’ which ran weekly during the time allocated to increasing reading mileage.
- Year 6 held a ‘Book World Cup’ afternoon. 32 age appropriate texts were narrowed down by a series of votes until they had chosen one final book that would be their class focus text for Term 6.


SKELLIG
David Almond

2018 Book World Cup
ROUND ONE
THE LAST WILD
LOUIS SACHAR
WHO LET THE GODS OUT


WOLF BROTHER
MICHELLE PAVER


Read, Rave, Recommend
Make Predictions
Use their Background Knowledge
Notice Meaning Breakdown
Use Inference to be Word Detectives
Find V.I.P. Words and Phrases
Visualise what they are reading
Repair Meaning Breakdown
Ask 'I wonder...' questions


Midnight gang
I like this book because I like David Walliams
books he makes his books intresting and funny
to read. You get to meet new characters and
different life styles which make you feel like
you can always be different.
BY: Bobbi-Anne-Maylone-Ball.
I like it because David Walliams's
books are adventurous and interesting.
They are also really funny.

Impact

- The majority of Year 5 and 6 children have demonstrated the ability to discuss and recommend books to their peers with increasing confidence.
- Profile of reading has been raised in both classes – groups of children observed getting excited about and discussing books together during free time as well as asking to access the school library more frequently.
- Year 5 were keen to read the high quality texts recommended by Miss McKevitt and these books – which may not have usually been chosen - proved popular amongst the class; this also provided less experienced readers with a less daunting breadth of choice.
- Book clubs were particularly popular with Year 6 children – mainly girls - who were already keen readers. This also motivated a small number of reluctant readers to join groups (even if the text was a little bit difficult for them) so as to join in socially. Children were respectful and supportive of this and independent reading time seemed more sociable, pleasurable and purposeful with lots of opportunities for peer mentoring.

Impact

- Book World Cup introduced children to 32 high quality texts in a short space of time and they instantly began recommending books they were already familiar with to each other. There is a large gap in attainment in reading between boys and girls in the class and so texts were chosen carefully to appeal to both. During the Book World Cup, almost all children got excited by (and began to fight over) books. A few of the most reluctant male readers were desperate to borrow certain high quality texts by the end of the afternoon to read at home.
- Child voice very important in choosing class text for next term – hopeful that this will maximise engagement in reading lessons for Term 6.

Case Studies

The Read, Rave, Recommend project brought the potential impact of informal book talk to the front of my mind when planning and teaching throughout the day. When time was dedicated to book groups, recommendations and reading for pleasure; it was easy to see the impact this had by the positive way children began to discuss books. One particular child, who very rarely reads at home and has always claimed to dislike reading, enjoyed the book world cup so much that he now has a reading list of around six books in his tray and passionately argues his right to read certain books next with other children. The power of taking time to introduce children to a range of texts was really powerful and has enabled them to begin making more successful choices when thinking about books they may like.