



**UNIVERSITY OF  
CAMBRIDGE  
PRIMARY SCHOOL**

**Nurturing Reading For Pleasure**  
University of Cambridge Primary School

For consideration within the Egmont RfP Awards – Whole School Award

## Context

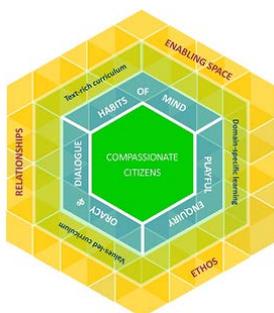
The University of Cambridge Primary School is the first primary training school in the country, committed to high quality teaching and learning that is rooted in research. We adopt a principled approach in all we do. The school opened in 2015 and is a three form entry primary school. Currently we have 393 children on roll.

I am the Lead Learning Coach (Teaching Assistant) and a member of the Senior Leadership Team, with a number of strategic responsibilities. As well as being involved in the day to day learning of individuals and groups, I manage lunchtimes and with other colleagues I promote reading for pleasure at UCPS. I currently work in many year groups across the school.

## OU Research inspiration and rationale

The University of Cambridge Primary School is committed to exemplary teaching and learning. It aims to be bold, free thinking and rigorous; underpinned by a commitment to the values of excellence, equity and learner empowerment. Readers are empowered at UCPS, The Rights of the Reader (Pennac, 2006) are shared with all children each year. Time is dedicated for children to explore all kinds of reading material including digital texts.

Last year, the school launched its Reading for Pleasure professional development course which ran from the January to July 2018. This course involved 5 sessions run by RfP experts. I was very fortunate, with two of my UCPS colleagues, to attend. These sessions, along with the Research Rich Pedagogical Website and Dr Wayne Tennent's reciprocal reading session, were a welcomed addition to our reading pedagogical framework and curriculum model.



Left: UCPS Curriculum Design including text-rich Curriculum.  
Right: UCPS Reading Pedagogical Framework (2018)





## Outline

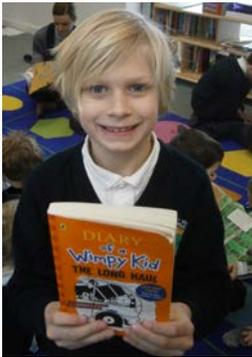
- **Teachers' Knowledge of Children's Literature and Other Texts:**

AT UCPS we experience a rich diet of children's literature. Children are encouraged to bring in books from home and share them with their peers. Core topic texts are shared and read each term throughout the school. Teachers within their class have their own books on display.

All teachers and TAs have signed up to the Research Rich Pedagogies and just imagine newsletters.



- **Teachers' Knowledge of Children's Reading Practices:**



Every year the children of UCPS complete the Research Rich Pedagogies Reading Survey. This information is analysed and the findings are used to determine which strand of the RfP research guidance we then need to focus on. This information is shared with the team.

Children are encouraged to bring in reading material from home. As a result we have been able to observe that the children go through different reading fads. For example, non-fiction texts such as The Guinness Book of Records or Pokemon books/cards. Year

Three had a period where they were obsessed with reading The Worst Witch series, Tom Gates or Mr Gum. We have discovered that the sharing of home reading books encourages reading excitement between peers and also assists us with purchasing books that children wish to read.



- **Reading for Pleasure Pedagogy:**

Informed by the research, Luke Rolls (AHT) wrote: 'Our Reading Pedagogical Framework which is steeped in RfP research. The framework has four key themes: Reading as a social act, Reading as Empowerment, Reading as intercultural Engagement and Reading as an authentic experience.' This pedagogy is now well established at UCPS.



- **Reading Teachers: Teachers Who Read and Readers Who Teach:** At UCPS



Reading Teachers are a must. Our curriculum design facilitates this through our central aim to develop Compassionate Citizens. Our central model has Playful Enquiry, Dialogue and Habits of Mind at its heart. Underpinning these key elements and running through everything we do is our Text-Rich Curriculum.

Teachers and Teaching Assistants read texts before the children experience them. Teachers in every classroom have a book area which contains books from their own personal collection. As a result they are able to recommend titles to children and other adults in the school. Teachers can be found reading their own books whilst in the library with their class or during a free reading session. The modelling of adult reading practices are crucial to those children who are vulnerable readers and have not yet discovered their reading identity.

- **Reading Communities:** We have many reading communities at UCPS. Every class is a community of readers who experience free reading and reciprocal reading practices with their class teacher. We have two Secret Book clubs, one club has members from year 1, 4 and 5 (27 Members). The other year 3 and year 2 (31 Members). These children choose to



attend the SBC rather than attending sports clubs such as dancing. Or drama, Lego, cooking and craft club. We ran a Reading for Pleasure workshop for parents. We wanted to share the RfP message. As a result of the positivity from our parent workshop, we established a parent book club which meets once a term. This has opened a door to unexpected texts that children are reading at home with their parents.

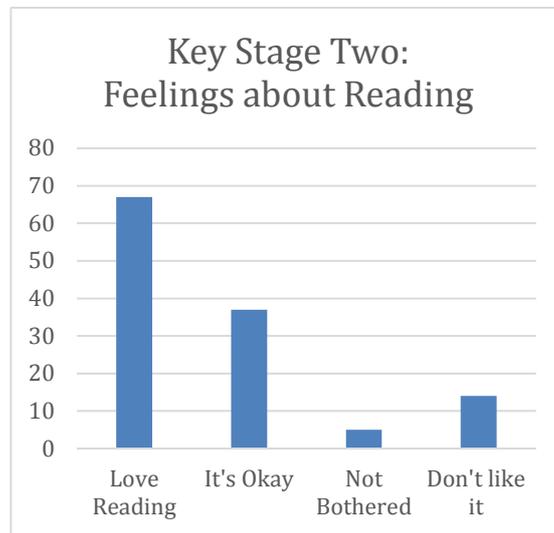
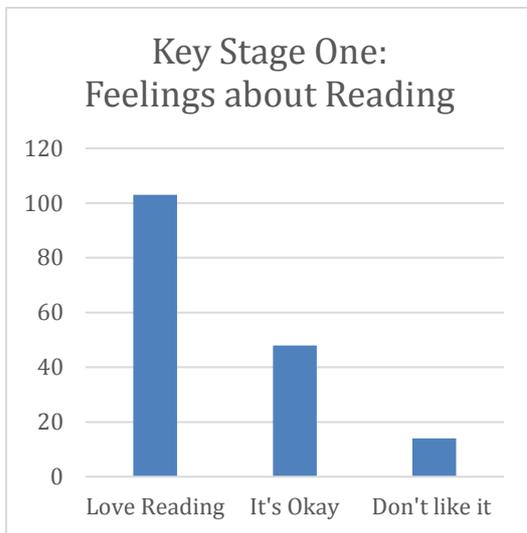
At UCPS we have a Teachers' OU Reading for Pleasure group that meets once a term. In addition to this, we have built a relationship with a local book shop, Heffers. A member of their staff has joined us when possible at our parent book club. Heffer's have also provided a book stall for us at our summer and winter fayre. At the end of every year it is our aim to bring together all of our reading communities as a celebration of reading.



## Impact

- Pupil premium book bags: It is so important that teachers get to know their children's reading identities. Those children who may be vulnerable to reading failure are supplied with books that they have shown an interest in. This has provided children with an essential introduction to owning their own books. Hopefully this has sparked an interest for the next book in the series or for further reading.  
At UCPS, reading attainment is not displayed publically and learning is not treated as a competition, therefore children are free from labels that can restrict their progress. This has a very positive effect on attainment outcomes.
- Through reciprocal guided reading sessions teachers have shared wonderful texts with the children. This has had a very positive impact on reading attainment at UCPS.
- Dr Biddulph is an avid reader and is committed to UCPS's RfP culture and as a result (and when the budget allows it) he purchases new titles for our school library and learning streets. In addition to this, every key stage has a topic box filled with the latest titles, PSHE texts and texts that support our school values. Focus (UCPS parent group) each year have purchased many books for us. This year they provided the school with £300 worth of Barrington Stoke Books, which one child mentioned on the OU/UKLA reading survey. These books have made a huge difference to her reading experiences.
- Most children, but not everyone, recorded that their class teacher read to them every day. We need to find a way at UCPS for all teachers to read every day.
- UCPS's Teachers' Reading Group has had a very positive effect on children and their family reading. Through our weekly blog and social media updates, parents see the current books that their teachers are reading and they have purchased the same title and read them at home.





## Reflections on impact the TaRs research had on practice

Even though we have been successful in many areas of the TaRs research, we mustn't become complacent. We will never be the finished article because children's literature is ever-evolving in the same way that children's reading habits and preferences change as well.

We must remain completely committed to the Reading for Pleasure research and our RfP practices. Teachers must continue to allow children the freedom to choose their own reading material and enjoy their own individual reading journey.

We must find a way for every child.

*'Being a frequent reader is more of an advantage than having well educated parents and finding ways to engage students in reading may be one of the most effective ways to leverage social change.'* (OECD, 2002:3)



We are currently undertaking several case studies to measure the long term impact RfP will have on certain children. These children experience little or no reading at home, therefore we have deployed our parent volunteers to provide reciprocal reading sessions. Hopefully with all of the other RfP initiatives these children will feel part of the UCPS reading community.

Only time will tell.