



Highly Commended
Egmont Reading for Pleasure Award
In Partnership with the OU and UKLA 2020
School Reading Champion Category

If You Want Children to Read For Pleasure, Show Them Why They Should... Nicki Cleveland

@MissNCleveland

For consideration for the Egmont RfP Awards: School Reading Champion



Context



Cannon Park Primary is a single form entry school on the outskirts of Coventry, with a mixed demographic of children, including children from foreign students and lecturers at Warwick University, from Reception to Year 6. I am employed as a class-based HLTA and School Librarian (I get 3 1/2 hours per week for my Librarian role).

OU Research inspiration and rationale

The TaRs found that in order to foster RfP effectively, teachers need to develop:

1. *Considerable knowledge of children's literature and other texts*
2. *Knowledge of children's reading practices*
3. *A reading for pleasure pedagogy which includes:*
 - *Social reading environments*
 - *Reading aloud*
 - *Independent reading*
 - *Informal book talk, inside-text talk and recommendations*
4. *As Reading Teachers: teachers who read and readers who teach*
5. *Reading communities that are reciprocal and interactive.*

I wanted to raise the profile of books and reading for pleasure across the school systematically, to embed each step forward and then move on.

I knew that telling children to read wasn't enough – I had to show them *why they should*. The TaRs research (Cremin et al., 2014) provided specific areas for me to focus on in order to take a step by step approach to be able to do that.

Aims

When I took over responsibility for the School Library, on reviewing the TaRs findings, I knew that in order to foster reading for pleasure effectively in our school, I needed to:

1. Increase my knowledge of children's literature, so that I can help children and staff to choose books, and use this knowledge to source new books, which would inspire children and staff to read for pleasure.
2. Create inspiring reading environments that the children want to use.
3. Create opportunities to raise the profile of reading through events and book clubs.
4. Engage parents with reading with their children.

Outline

Step 1. Increase my knowledge of children's literature.

My Bookshelf

Following discussions with children I found:

1. The children who regularly read for pleasure had read the books that inspired them in school already.
2. The children who showed a good level of reading ability and comprehension weren't inspired to read for pleasure.
3. Children often said they didn't have time to read or didn't think there were any books they would enjoy.



I created my own bookshelf in school so that I could recommend books I had read to the children I thought would enjoy them.

What started as a couple of book boxes in a classroom is now an entire bookcase in the library that children and staff borrow books from.



My #52BooksChallenge

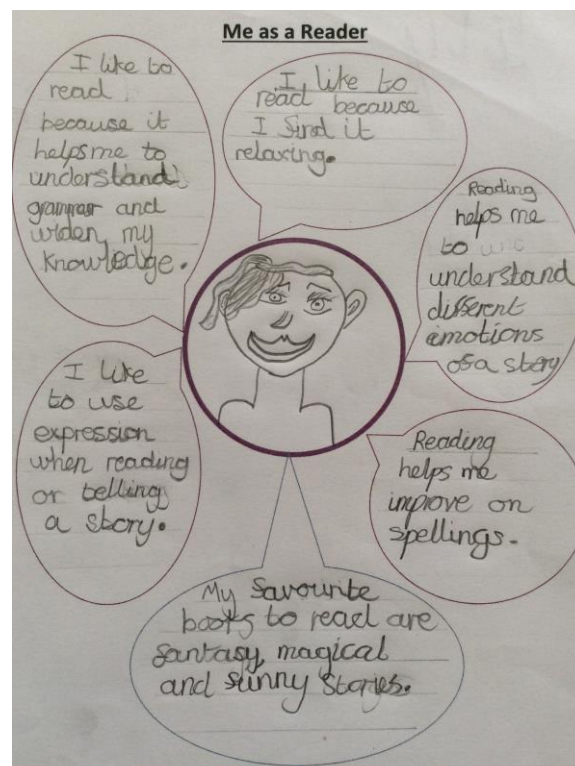
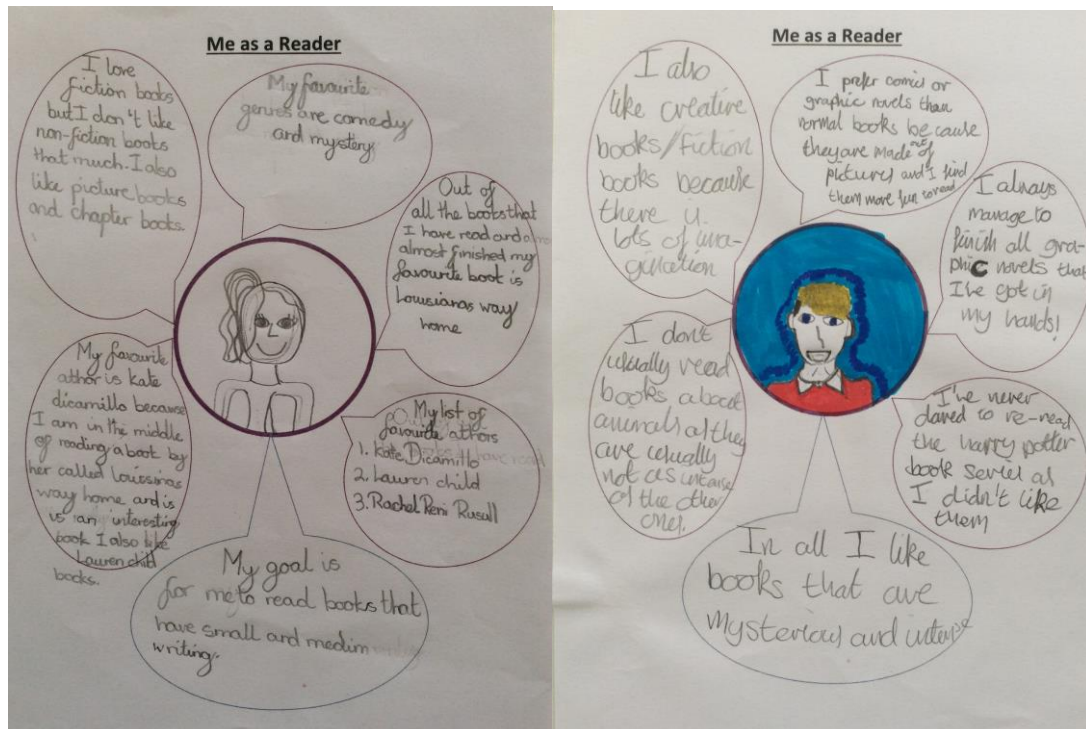
To challenge the arguments raised in point 3, I wanted to show the children

- how much I read
- the huge variety of different children's books being published.



Me As A Reader

It's vital to understand what the children do and don't enjoy about reading.



Step 2. Create inspiring reading environments that the children want to, and do use.

Not all classes had social reading spaces, or accessible bookshelves, so I:

- created social reading spaces in two of our classrooms as models for the rest of the school.
- showed the children that we value books,
- made it easier for them to find books that they wanted to read,
- gave them a quiet, comfortable space to discuss what they were reading with their peers.
- every class had a selection of non-fiction, poetry, comics and magazines so that these could be seen as valid choices when reading for pleasure.







I also rearranged the library so that children could find age appropriate books quickly, and made sure school topic collections were organised by year group so that both staff and children could access them quickly, and we could see where we needed to add to collections.

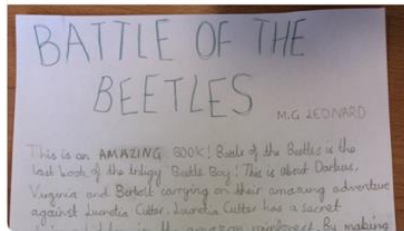
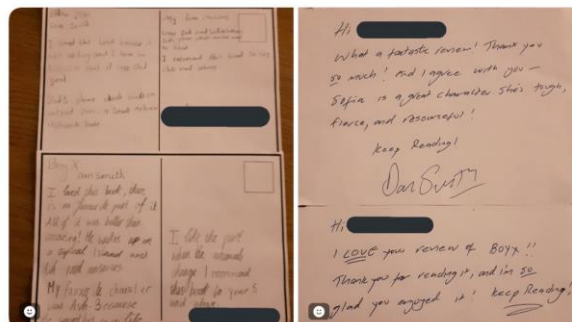


Book Clubs

- Year 1&2 children who don't read at home or have bedtime stories.
- Year 3&4 children who are newly independent readers.
- Year 5&6 children who struggled with reading and can't access age appropriate texts independently – Listen In The Library – where we listen to audiobooks.

Non-Fiction November Dewey Decimal Bingo

Responses are printed out and given to the children in our Friday Celebration Assembly.

[illegible]

Author Visits

Miss Cleveland
@MissNCleveland

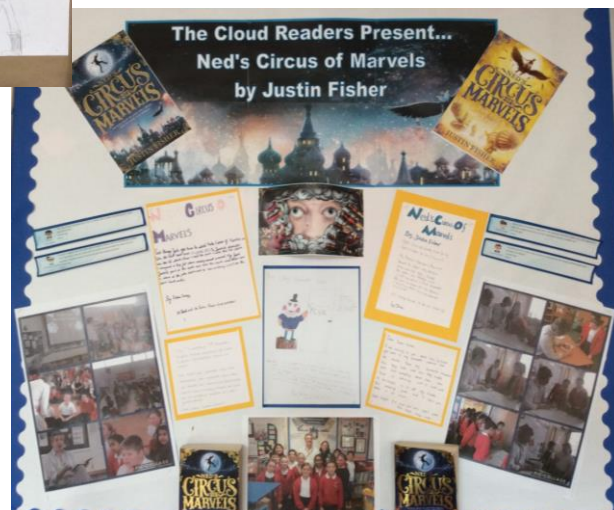
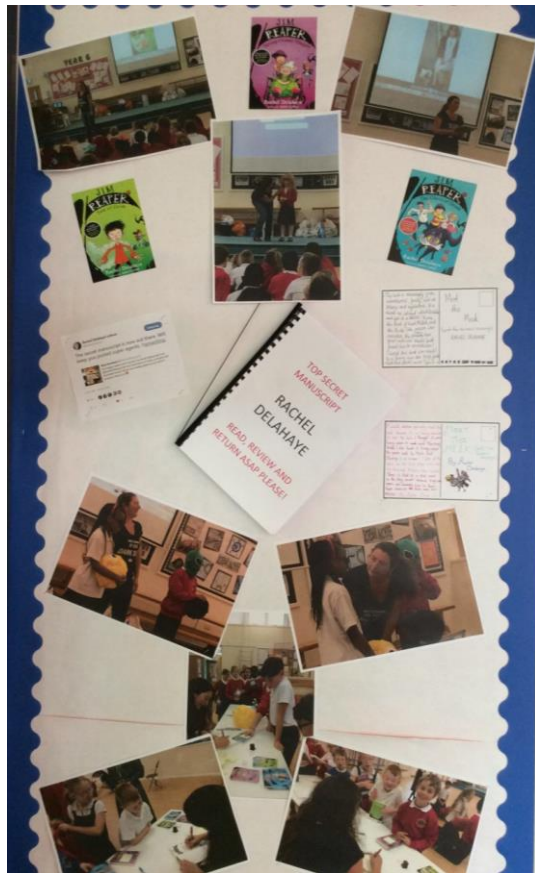
Replying to @jonesgarethp @CannonParkSch and 2 others

A thank you poem from After School Book Club...
[@jonesgarethp](#)

Gareth P Jones, you're amazing
On your ukulele and when you sing,
Your books are the best,
Better than Walliams and the rest,
Our whole school says "Thank you for coming."

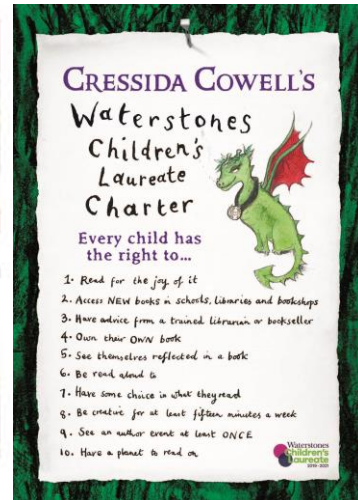
Cannon Park
After School Book Club
(Year 5 only because Year 6 have gone
off to climb mountains and stuff.)

Gareth P Jones



Creative Reading Response

During library sessions, after discussing Cressida Cowell's Charter, Year 5 respond to what they are reading in any way they like, whether through writing, illustration or both.



Reading Records

To give children greater agency and independence over their reading, UKS2 children record and respond to their own reading.

Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
23-11-19 Wonderful Windows Expert	This book is great because I learned new tricks reading this to use on my PC. 10/10
24-11-19 Flyer Magazine Issue 286	I liked this issue because it was a concorele. I told me about the crash and upsides of concorele. 10/10
25-11-19 Michael Morpurgo An elephant in the garden	I loved this book because it involves loads of animals and this book is great for people who love animals. 10/10
28-11-19 T3 Issue 302	I loved this issue because it was the christmas guide and it gave me inspiration. 10/10
28-11-19 continued	for what to get every one for christmas. 10/10
Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
1-12-19 Stuff & Christmas	I loved this issue just as good as the T3 guide and this magazine gave me more tech. 10/10
1-12-19 continued	ideas for Christmas 2019-2020! 10/10
4-12-19 The city of secrets rivers	I am loving this book because I found out how this child moved country into London and lived with their mum and how his mum was a liar. 10/10
4-12-19 Continued	10/10
7-12-19 M. Wonderful	I loved this magazine because it gave me books for Minecraft. 10/10
I love the diversity of your reading.	

Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
11-12-19 Small things	I didn't understand this book, which made it boring to read. But the illustrations were OK. 3/10
Small things	I love Small Things - it's all about little worries eating away at us & to think about. 2/10
Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
16-12-19 Small things	After reading it again I've started to understand it more. Glad you gave it a second chance. 10/10
16-12-19	Book changed. 10/10


Whole Class Reading

I love whole class reads because we can finish whole book and you can share what you thought about it as other people also know what happened in the story.

It's not just the children enjoying whole books in lessons.

Miss Cleveland @MissNCleveland · Dec 16, 2019

I usually worry when I recommend a book for whole class use with a topic. We're doing Ancient Egypt when we go back, so *Secrets Of A Sun King* by @emmac2603 was a no brainer... Class Teacher & Tic Tak both loved it! Hurrah!



Yay!!!

18:44

Just finished it, loved it. I want to go to Egypt NOW! Great choice x

I kept googling things like did he really get buried without his heart, brilliant


Tik tak is enjoying the secrets of a sun king....

Emma Carroll is the Queen

7:40 PM · Dec 22, 2019 · Twitter for Android

Miss Cleveland @MissNCleveland · Dec 16, 2019

You know the class have loved a book when there are tears and sniffles at the end. Our Year 5 class loved *The Jamie Drake Equation*. Thank you for inspiring them @edgechristopher!



2 5 30

Christopher Edge @edgechristopher

Replying to @MissNCleveland

Thank you! So wonderful to hear this. Please tell Year 5 to keep reading and change the world!

8:02 AM · Dec 17, 2019 · Twitter for Android

1 Like

Miss Cleveland @MissNCleveland · Dec 17, 2019

Replying to @edgechristopher

I told them; they cheered!

1

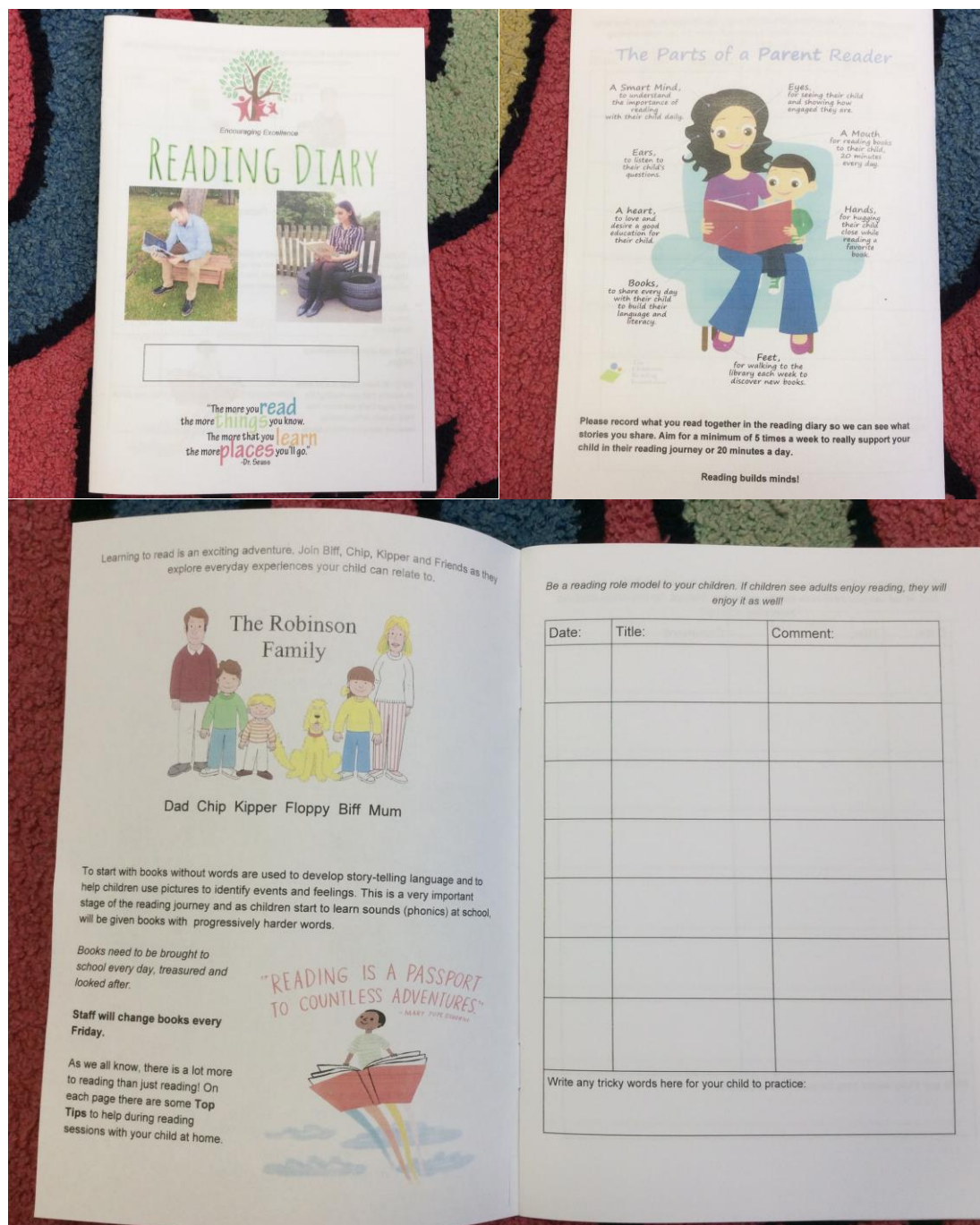
whole
I enjoy having class reading because we get to read different books and we enjoy them. We sometimes finish reading also leave at cliff hangers and we want to know going to what is happening next.

Step 4. Engage parents with reading with their children.

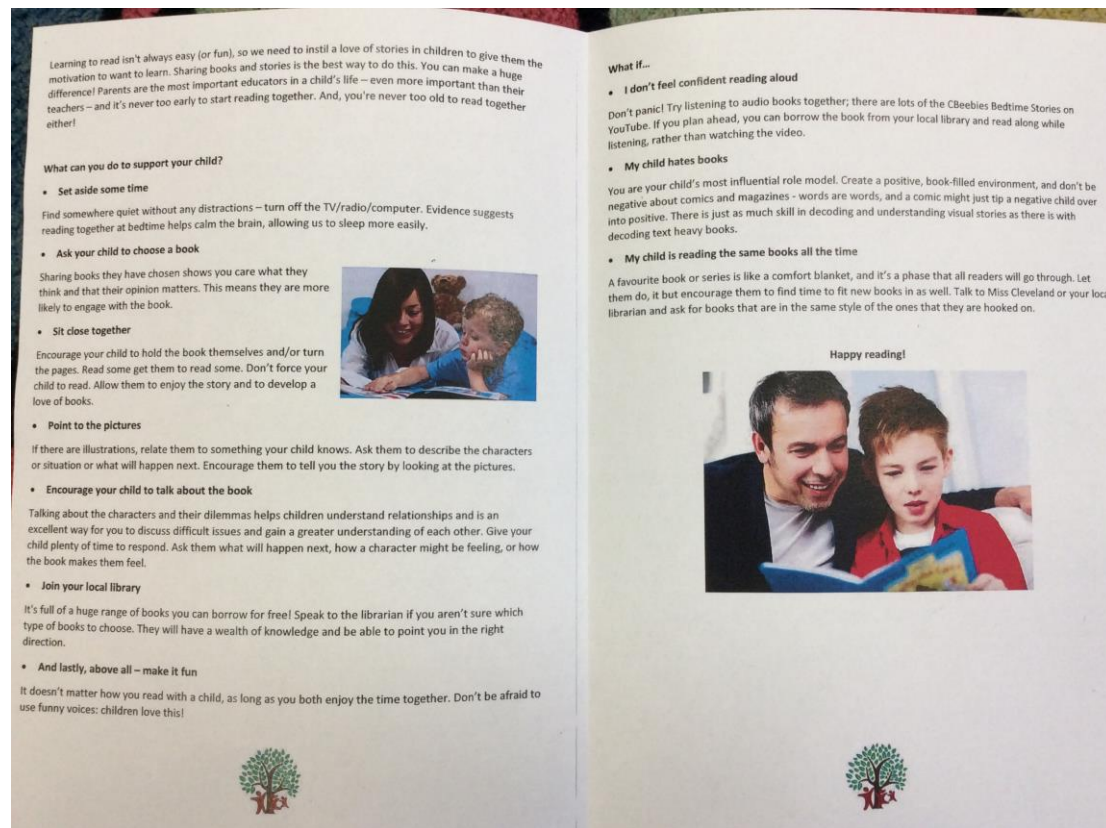
- Invite parents in for specific story events
- Run a World Book Day project for children and parents.
- Great Bookish Bake Off saw some very competitive parents trying to recreate their children's favourite books with them. All of the cakes were sold to raise funds for the school library.



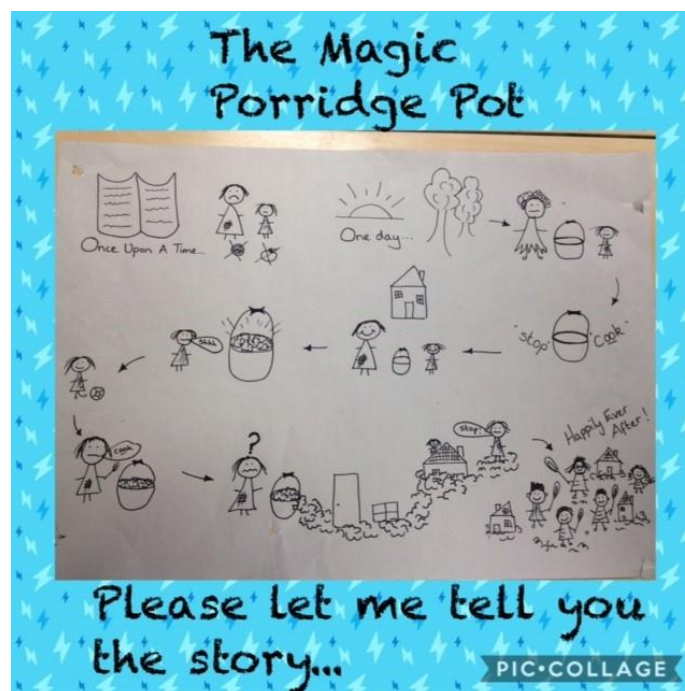
The image displays four pages from a reading diary. The top-left page is the 'READING DIARY' cover, featuring a tree logo with the text 'Encouraging Excellence' and 'READING DIARY'. It includes two photos of children reading and a quote from Dr. Seuss: 'The more you read, the more things you know. The more that you learn, the more places you'll go.' The top-right page is titled 'The Parts of a Parent Reader' and features a cartoon illustration of a parent and child reading together. It lists various roles for the parent reader, such as 'A Smart Mind' (to understand the importance of reading), 'Eyes' (for seeing the child and showing how engaged they are), 'A Mouth' (for reading books to their child), 'Hands' (for hugging their child), 'Ears' (to listen to their child's questions), 'A Heart' (to love and desire a good education for their child), 'Books' (to share every day with their child), and 'Feet' (for walking to the library). The bottom-left page is titled 'The Robinson Family' and features an illustration of a family (Dad, Chip, Kipper, Floppy, Biff, Mum) and a dog. It includes text about the importance of reading and a quote: 'READING IS A PASSPORT TO COUNTLESS ADVENTURES' by Mary Poppins. The bottom-right page is a table for recording reading sessions, with columns for 'Date:', 'Title:', and 'Comment:'. Below the table is a section for 'Write any tricky words here for your child to practice:'.



I created a parent newsletter with hints and tips on how to share books with their children.



Following the UKLA/OU RfP Conference in Birmingham earlier this year, I fed back the idea of sharing Talk4Writing stories with parents as homework and this has been really successful in engaging parents with the stories their children are working on.

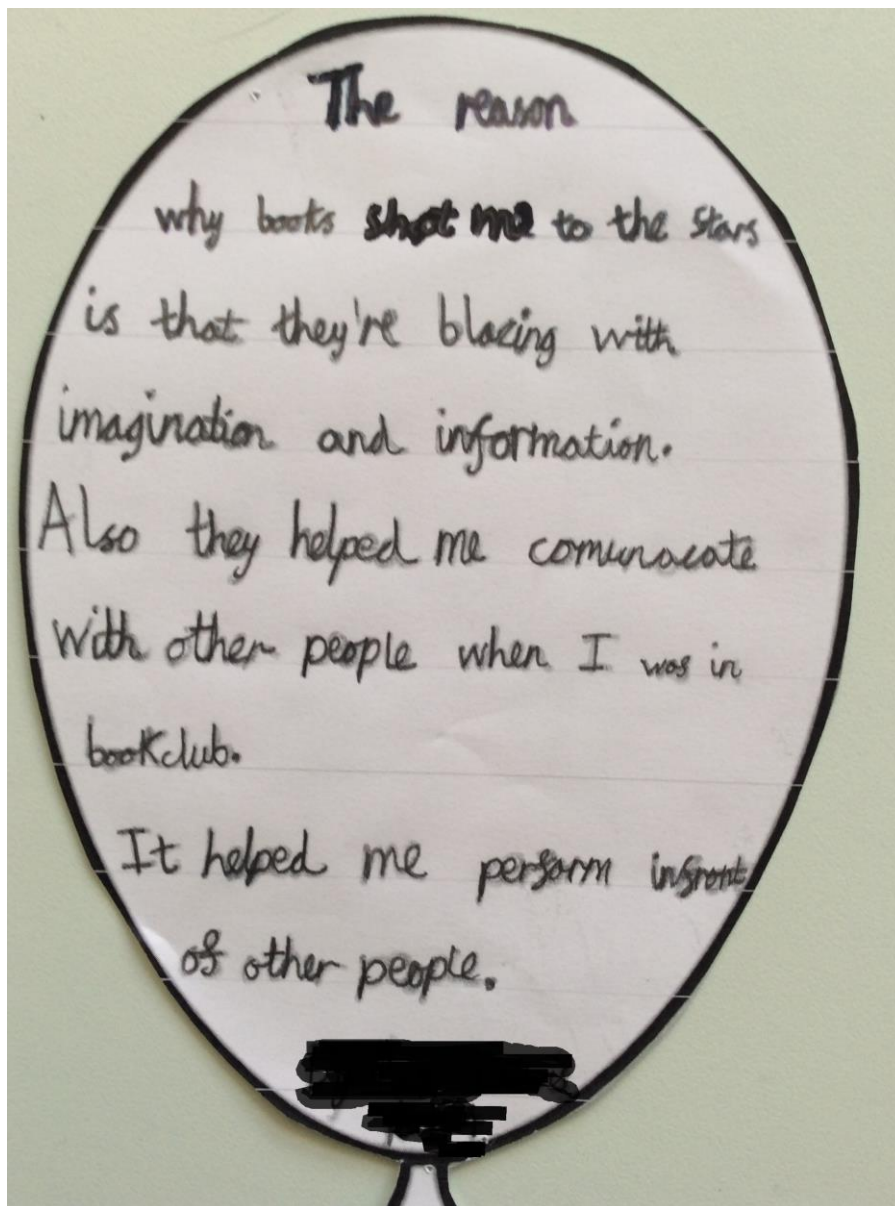


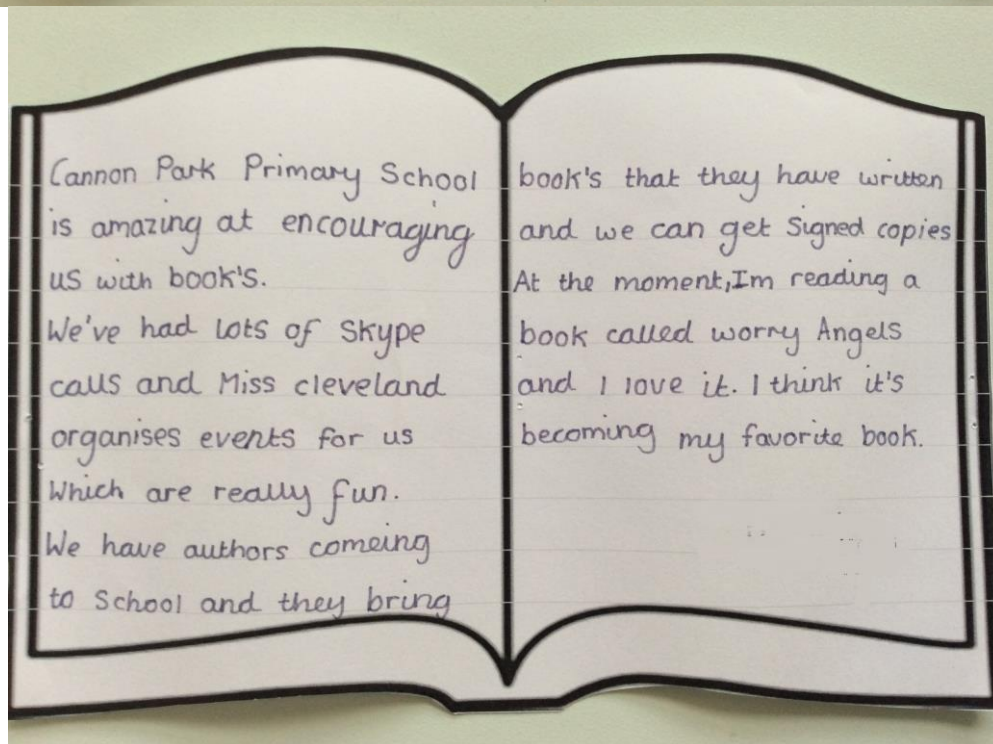
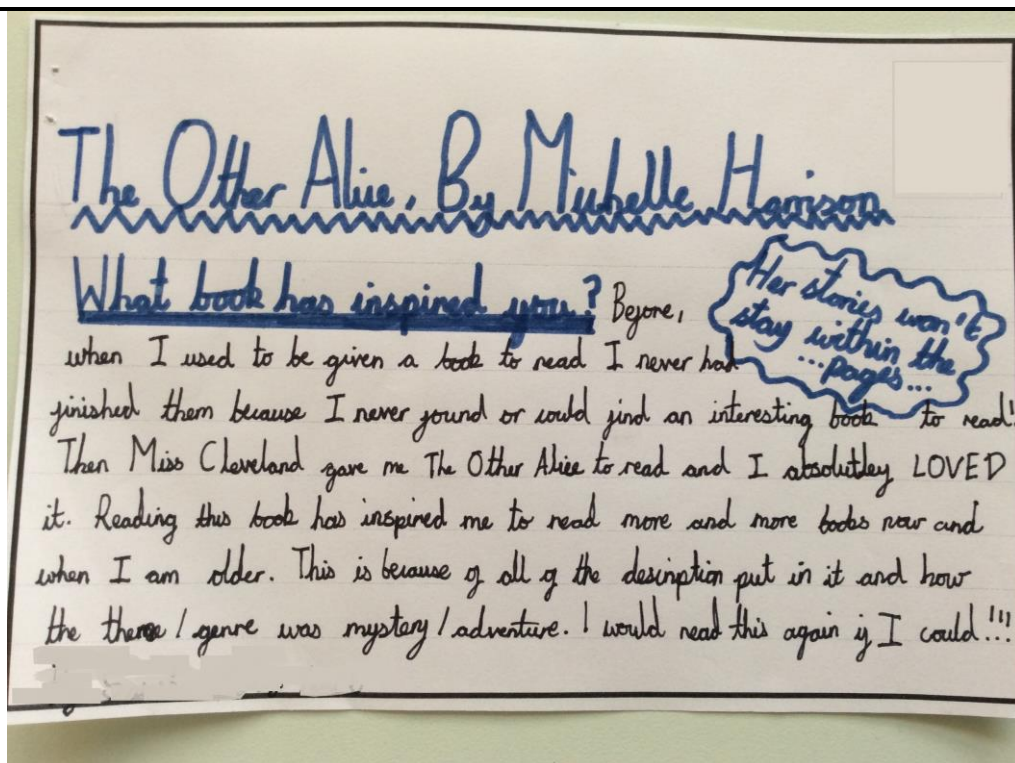
Impact

By creating my school bookcase and displaying my reading in the context of the #52Books Challenge, I have been able to:

- Show the children the vast range of choice available to them as readers
- Engage enthusiastically and reciprocally as a reader in school- a Reading Teacher
- Make one to one reader recommendations tailored to specific children
- Share aspects of their reading lives in school alongside younger readers

Book-clubs have provided an opportunity to develop book talk, which now happens spontaneously around school, with children taking books out onto the playground and discussing them with their friends.





Pupil voice has meant that due to all book clubs being oversubscribed, we have **opened the library at lunchtimes to allow all pupils to come in and read, respond creatively or just chat about books.** Older children bring their younger siblings and friends into the library so that they can share books together.

We have now put **Class Read Aloud on the timetable in every year group**, so that children are read aloud to every day, using our local book awards (Coventry Inspiration Book Awards) to give teachers a solid list of books to explore with their classes and discuss which books inspire children to read on after looking at the covers, blurbs and opening chapters. This has now made the CIBAs a school wide talking point, with children keen to read all of the books in their age group and recommend their favourites to their peers, and get voting. It's created a real buzz around school.



From: Joanne Amphlett <jamphlett@cannonpark.coventry.sch.uk>

Sent: 17 January 2020 14:54

To: Nicki Cleveland <ncleveland@cannonpark.coventry.sch.uk>

Subject: book awards

I have thoroughly enjoyed reading the nominated books for "Whats The Story" with my Year 2 class. It is so lovely to have a new, fresh and exciting set of stories to read. My own personal favourite was "The King Who Banned the Dark". I thought it was a really different story, unlike anything I had ever read to the children before. I thought it was particularly interesting as the learning opportunities could be applied across a range of different age groups and particularly relevant in today's society with regards to "fake news".

I enjoy * it when the whole class gets read little Badman because it makes all of us laugh and clears our mind of stuff. Whenever there's a cliff hanger at the end of a chapter everyone wants to know what happens next and its better to read as a whole class because everyone gets relaxed and has a laugh altogether.

Author visits and tweeting reviews has added a huge buzz around books and reading, so that it is seen as something pleasurable and to be celebrated, which was noted by Ofsted in their last visit.

- There are many reading books for pupils to enjoy. Pupils talk with enthusiasm about the school library, authors and reading for pleasure. The school's librarian organises interesting literary events, such as arranging exciting video calls so that pupils can talk to authors on screen. This attention to reading enriches pupils' learning and enjoyment of school and literature.

James Young

↩ ↪ → ...

Nicki Cleveland ∨

Hi Nicki,

Just wanted to thank you for inspiring some of my reluctant readers and children who have been unsure and indecisive about their book choices this year. It has been a pleasure to see them light up at the thought of reading a follow up novel by an author of your recommendation and to see them respond to reading with a greater level of enjoyment and confidence.

Cheers

Reading to me is massive because it teleports you to a variety of different worlds and all of that can happen just by reading some words. My favourite moment to do with reading was when I wrote a review for Stunt Double (written by Tamsin Cooke) and then she sent me a book to keep signed! My love of reading has expanded enormously through the past 2 years and going to book club has really helped. Books have helped me with learning too, it gives me many ideas.

Reading

Yesterday at 21:18

Hi Miss Cleveland,

I hope you are well.

Just a quick email to let you know how happy we were with L's reading progress in her last couple of years at Cannon Park. During year 4 in particular for some unknown reason, L really lost her way with reading and began to try anything she could to get out of it.

L was enrolled in the BRP scheme and over the following months, we noticed that not only did her reading improve, but her enjoyment of reading did too. On top of that, we felt that she also achieved more in other subjects too.

The best moment was when L brought a letter home from school regarding a new book club that was starting after school. She hovered over me until I signed the form and was so excited when she got a letter to confirm she had a space!

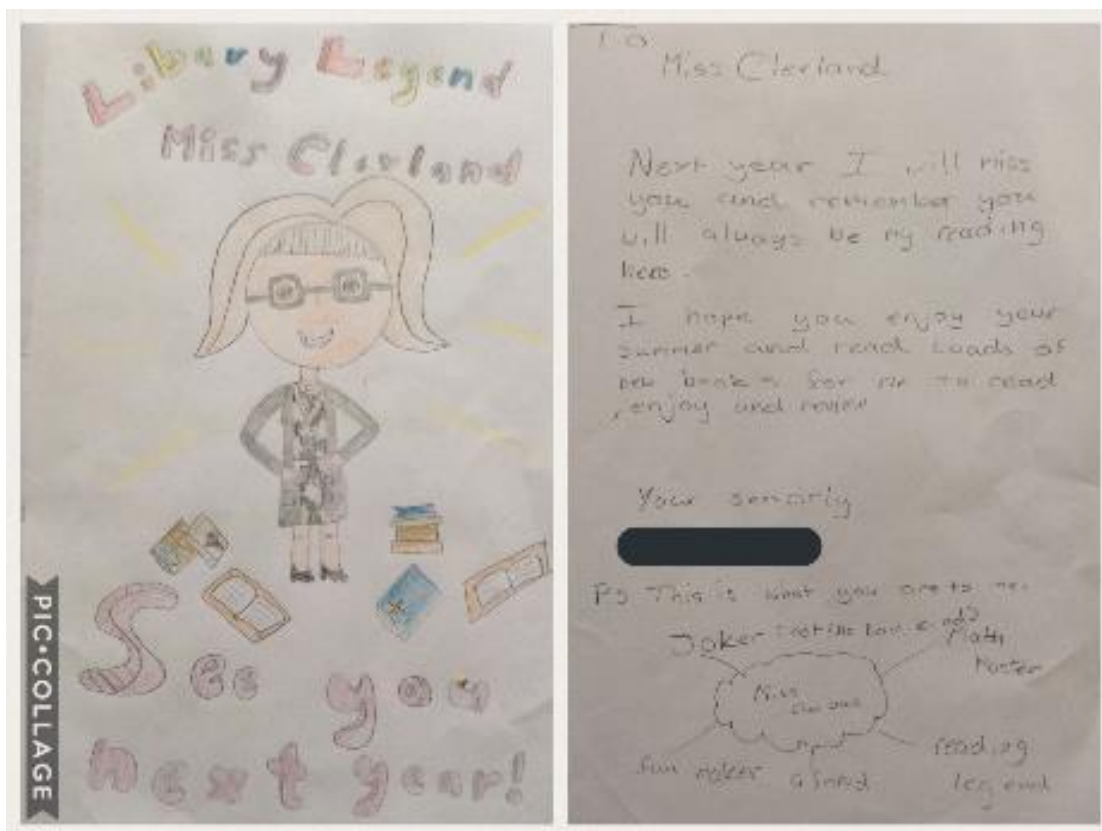
Book club became a very important part of L's week, she was fastidious about reading each book and would get quite annoyed when others didn't keep up to date with the book.

L would talk very fondly of what was happening in the school Library each week, she was very proud to be part of it.

We were so proud that she was awarded the title "Child of Books" at the end of year six. It really did help her realise how far she had come and how much work she had put in to her own learning.

The input that you personally had, Miss Cleveland, made all the difference to L's reading and learning. You found a way to help her enjoy reading. Our new battle is getting her to put her book down at bedtime - It's become a standing joke in the house!

Kind Regards,



Reflections on impact the TaRs research had on practice

By becoming a '*teacher that reads*' I have vastly improved my personal knowledge of the huge range of fiction, poetry and non-fiction available for children. This allows me to connect children with age-appropriate books that will interest them at their reading level. Book clubs for different year groups have created enthusiastic reading ambassadors who share their knowledge and passion, and are confident in supporting and recommending books to their peers. It also enables me to suggest texts to teachers that link to topics in different ways, whether it's as a whole class novel or non-fiction, for lesson or pleasure.

Our next steps are to engage further with the wider school community. Plans are in place to open the school library each week, at the end of the school day, for Reception parents to join in with story-time and choose books with their children, giving us the opportunity to support parents who aren't as comfortable reading with their children in a relaxed environment, while modelling reading aloud and strategies with CBeebies bedtime story videos for example.