

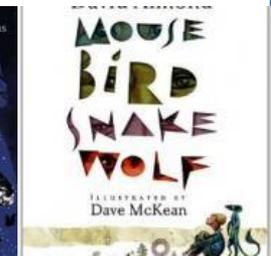
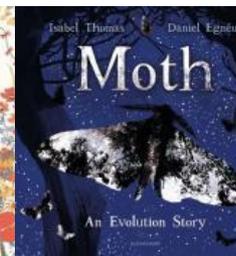
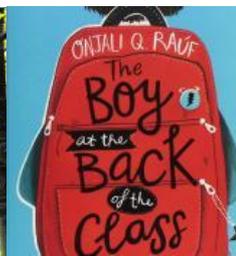
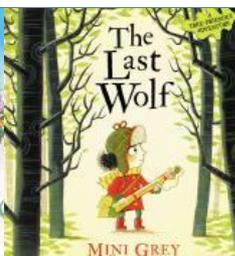
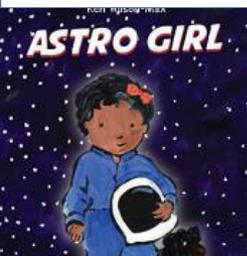
# Reading Rocks!

Developing a whole school love of reading

Ali Roberts

@thecrescentprim

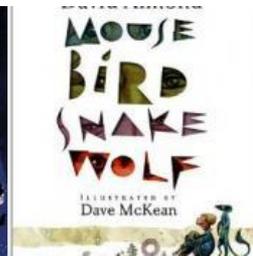
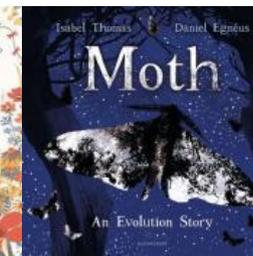
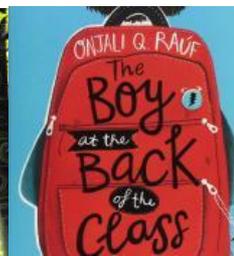
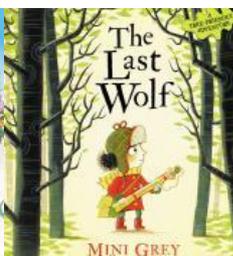
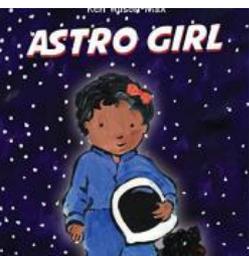
Submission for the Egmont RfP Awards : Whole School Award



# Context



- I work at **The Crescent Primary School**, which is a large 3 form primary school in Eastleigh, Hampshire. The Crescent Primary school has 630 pupils on roll. In our school we have 18% pupil premium children, which is slightly higher than the national average of 14%.
- **We have found that many of our children do not have access to books at home or didn't regularly read at home.** As a result, they did not show a love of reading. It was vital for us to therefore develop reading for pleasure in school, including developing our parents' love of reading. I have strived to develop our wider community as readers, as well as within school.
- **An integral part of our school development plan is to develop a whole school enjoyment of reading.** This is both for children's development as life long learners, leading to greater success in life, and also to improve our end of Key Stage 2 outcomes at Greater Depth.



# OU Research inspiration and rationale

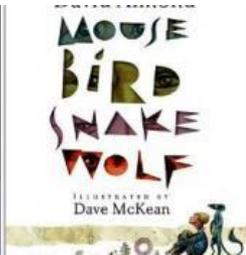
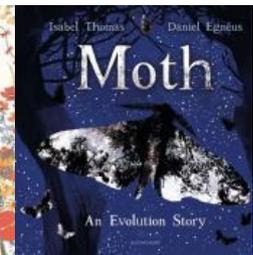
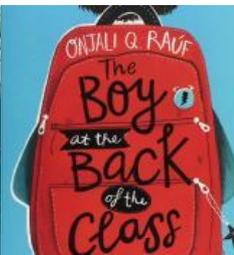
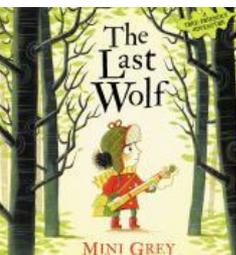
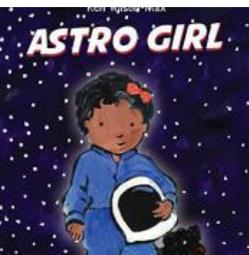
When I first came to the school in 2015, I introduced a text driven curriculum in English, where units were based on high quality texts rather than being genre driven. Once that was established, it became clear to me that the teaching of reading needed to be developed. After delivering staff CPD and implementing a new structure for Guided Reading which enabled staff to deliver a rich reading curriculum, the strands from TaRs 3 – ‘**A Reading for Pleasure pedagogy**’ (Cremin et al., 2014) needed to be developed.

Although teachers were reading books with their classes, this was mainly just in English lessons. It didn’t include reading for pleasure. It was this that then gave our next starting point, **to develop a social reading environment and develop informal book talk**. Furthermore, I identified that in order to engage our children fully with the value of reading for pleasure, it was vital that we developed the parents enjoyment of reading too. The TaR 5 ‘Reading communities that are reciprocal and interactive’ findings (Cremin et al., 2014) confirmed that this was a key area to engage and develop too.



# Aims

1. Develop teachers' knowledge of Reading for Pleasure (RfP) pedagogy and children's books
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them
3. To ensure that every child is regularly read to
4. To develop a wide community of readers – children, parents and staff.



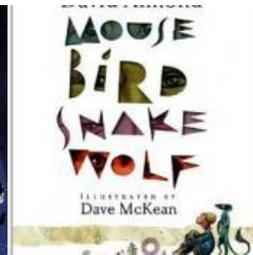
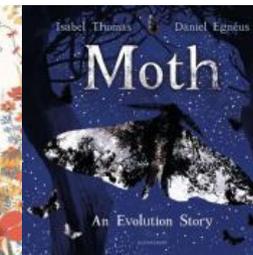
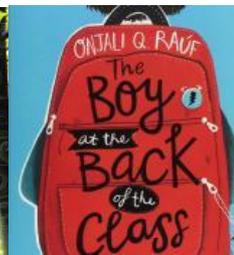
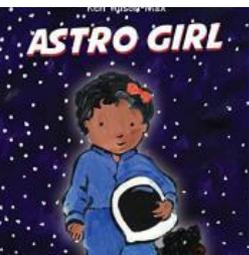
# Outline

1. Develop teachers' knowledge of RfP pedagogy and children's books
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Developing staff knowledge of books

At The Crescent, we have a very dedicated team of staff, who will always do what is best for the children. However, I found that the staffs knowledge of recent high quality literature was minimal. Teachers often relied on their knowledge of books that they had read from when they were children or from units that they had taught previously.

In order to develop staff knowledge of more recent books, I set the staff a **Summer Reading Challenge**. It was entirely optional, and was open to all members of staff, not just the teachers. It was overwhelming to see how many members of staff took part, and I was pleased to see that we had 25 members finish the challenge of reading 6 children's books. These will now form part of our **letter to families in our Reading Week** where we plan to recommend books to the children in a more formal way.



1. Develop teachers' knowledge of RfP pedagogy and children's books
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Developing staff knowledge of books

In addition to this, on one of our INSET days, we spent the afternoon visiting our area School Library Service in Fareham. Here, the SLS staff member shared a selection of books with the teachers which were rich and high quality.

The teachers then spent the afternoon browsing and selecting guided reading sets, class reader books, information books to support topics and books to include in the book corner.

After this afternoon, the teachers came away with stacks of books for their year groups, buzzing full of ideas of how to share their lovely new books!



# 1. Develop teachers' knowledge of RfP pedagogy and children's books

## Developing staff knowledge of RfP pedagogy

During our most recent INSET day, I shared with staff research from Aidan Chambers' book *Tell Me: Children, Reading & Talk with The Reading Environment* Thimble Press 2011, linking to the importance of 'Book Talk'.

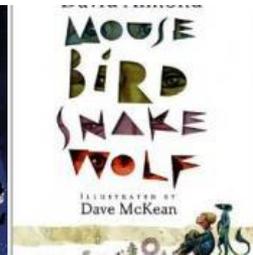
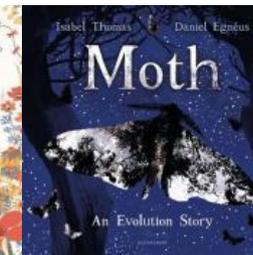
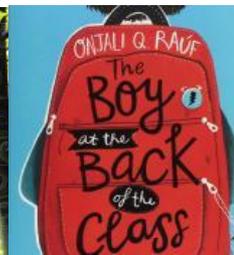
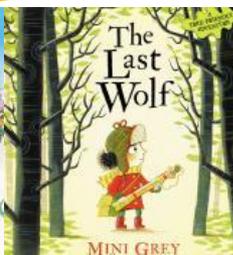
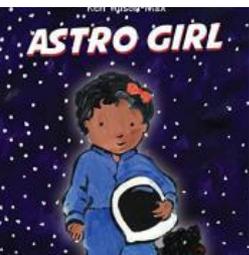
*'We don't know what we think about a book until we've talked about it.'*

We had already embedded his Likes, Dislikes, Puzzles and Connections grid into our Guided Reading. During the INSET, I unpacked how the 'talk' element was what we needed to develop as a staff, to enable deeper connections and levels of engagement with the books we read and the wider world.

Do you have talking time or discussions about books at school? Yes  No

*We always read & talk about books.*

Year 1 pupil – pupil conferencing



1. Develop teachers' knowledge of RfP pedagogy and children's books
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Exposing children to different types of books

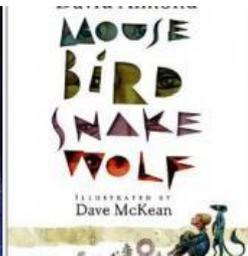
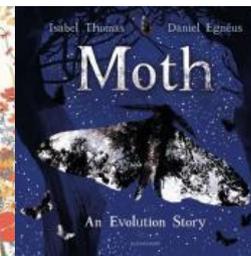
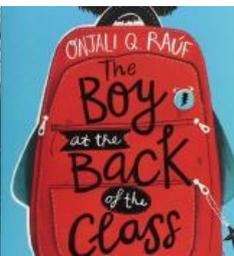
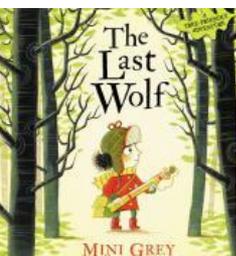
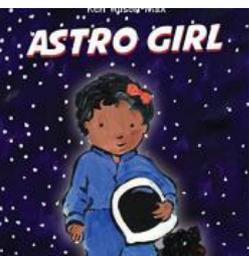
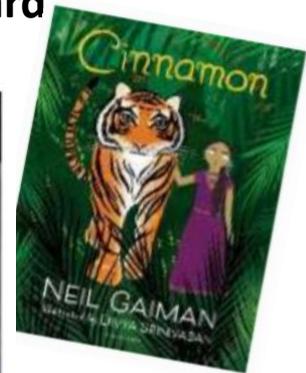
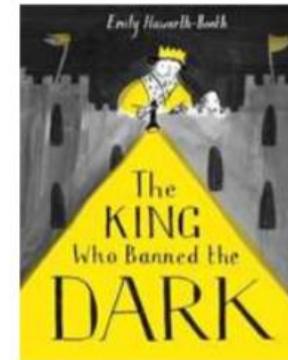
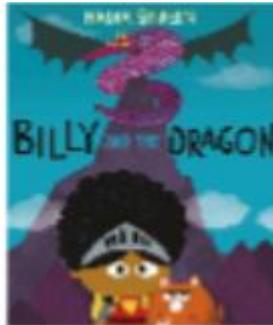
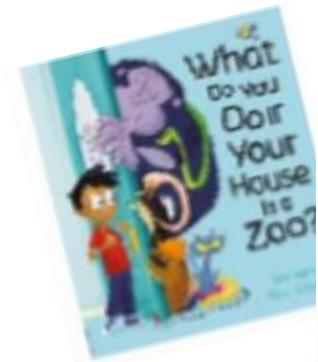
During the year, we take part in 3 different book awards, organised by our local School Library Service. I am part of the team that writes the resource notes for the illustrated book award. The focus of the award is to read and enjoy 6 different books from the category and then vote for your favourite. Our children really enjoy these weeks! Once the year group has completed the award, the books are passed on to the adjacent year group, so that they can enjoy the books too.



### Year 1 Picture Book Award

### Year 4 Information Book Award

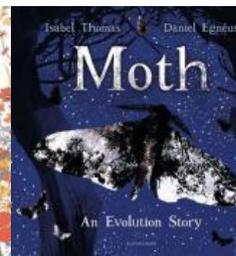
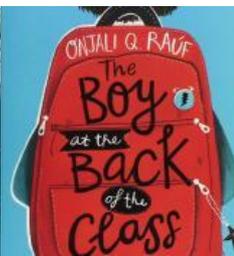
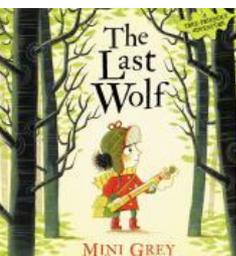
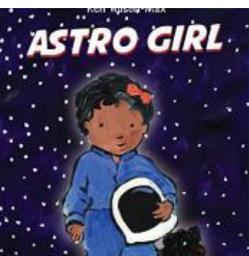
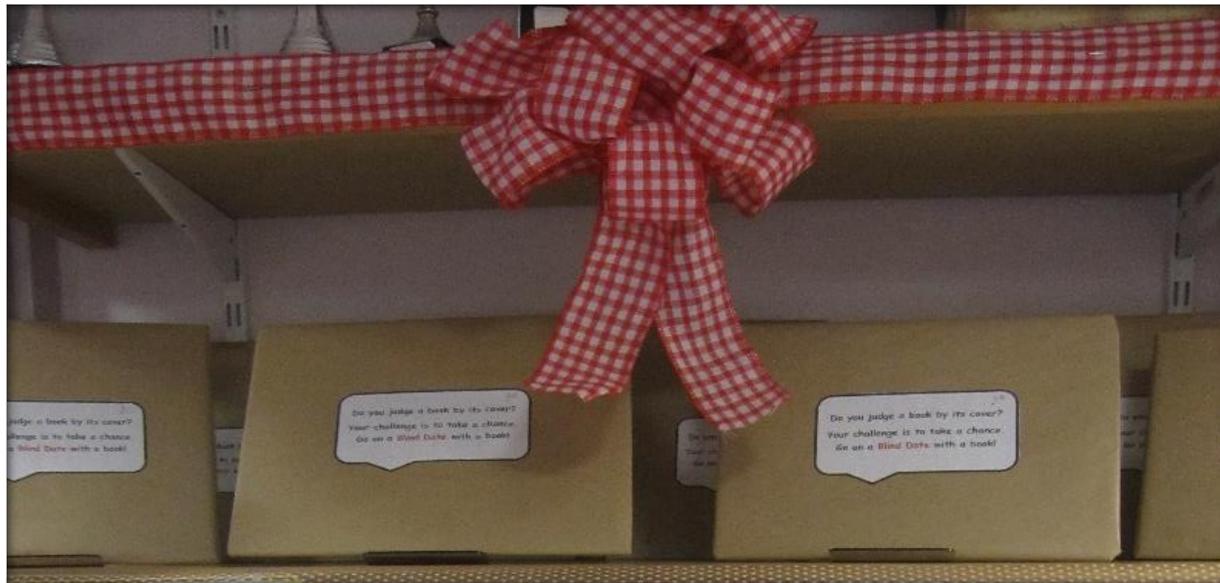
### Year 5 Illustrated Book Award



1. Develop teachers' knowledge of RfP pedagogy and children's books
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Exposing children to different types of books

Our librarian organises 'A date with a book' for every class each term. These books are mysteriously delivered and then the class enjoys the book and completes a book review for the library.



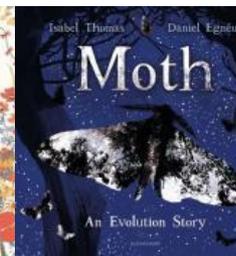
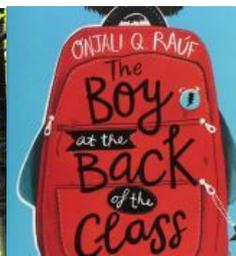
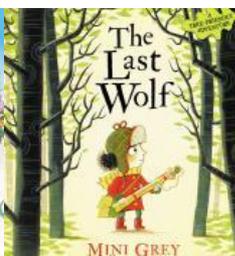
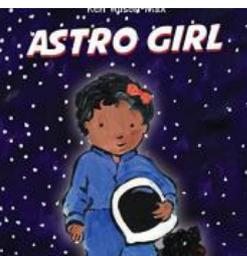
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

4. To develop a wide community of readers – children, parents and staff

## Our Reading Café

Every half term, we dedicate a week of guided reading to our Reading Café. It runs from 9am – 9:30am every day and parents are invited to come in and enjoy a book with their child whilst enjoying a cup of tea, coffee or squash and a biscuit in the hall.

The children who don't have an adult coming on that day, enjoy a similar set up in the classroom. The teachers play soft music, put on a fireplace picture on the board, encourage the children to read together and enjoy books in a relaxed atmosphere. The classrooms have now all got a class set of jugs and cups for squash.



2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

4. To develop a wide community of readers – children, parents and staff

## Our Reading Café

In the hall, I play quiet music, have a welcome sign on the screen, and welcome each adult to the hall. There is no hidden agenda – the children just enjoy books with their grown up. I have noticed that the Reading Café allows those families who regularly read together to model reading for pleasure to other families where perhaps books aren't enjoyed at home together.

During the sessions, all families are engaged in reading: there is a pleasant buzz in the hall. It also provides a lovely opportunity for older children to read with younger siblings.

You Retweeted



**Chris Cheal** @ChealChrischeal · 11 Oct

What a fantastic opportunity for parents to share a love of reading with their children 🙌📖

**@HIAEnglish** @hiasenglish · 10 Oct

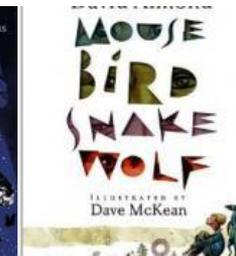
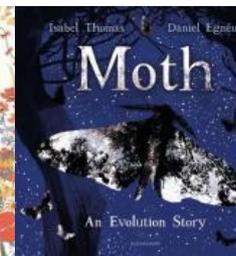
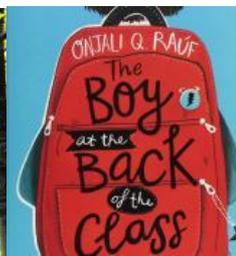
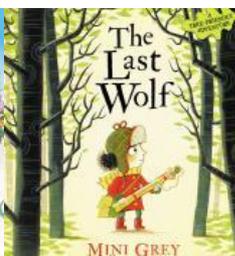
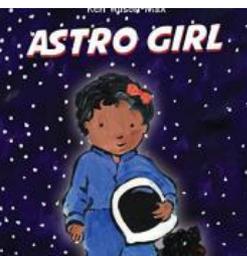
Reading cafes are simple to set up and really develop a positive reading community. All you need is tea, biscuits and some cushions! @thecrescentprim thanks sharing your success!



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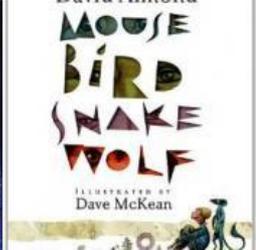
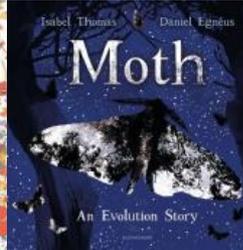
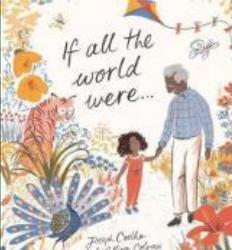
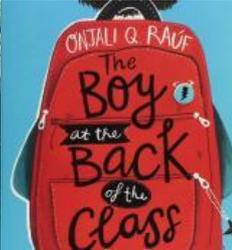
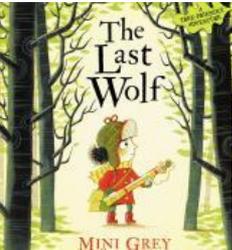
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2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

# Our Reading Café

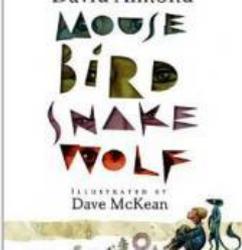
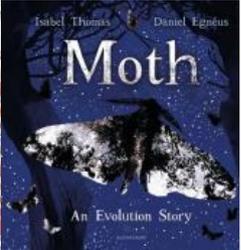
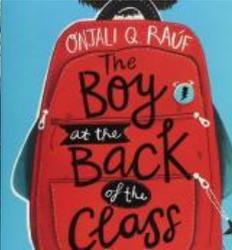
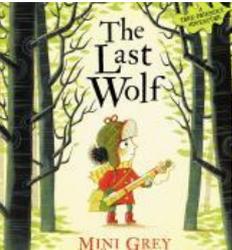


2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

# Classroom cafés



**The Crescent Primary** @thecrescentprim · 28 Nov 2019  
Amazing classroom reading cafe this morning. Enjoying and sharing books. Some great discussions being had #lovereadng #readingrocks



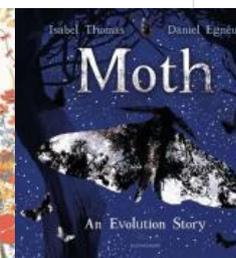
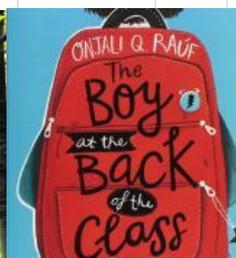
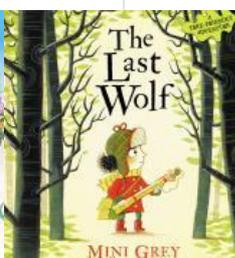
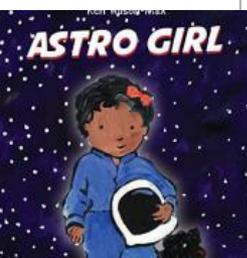
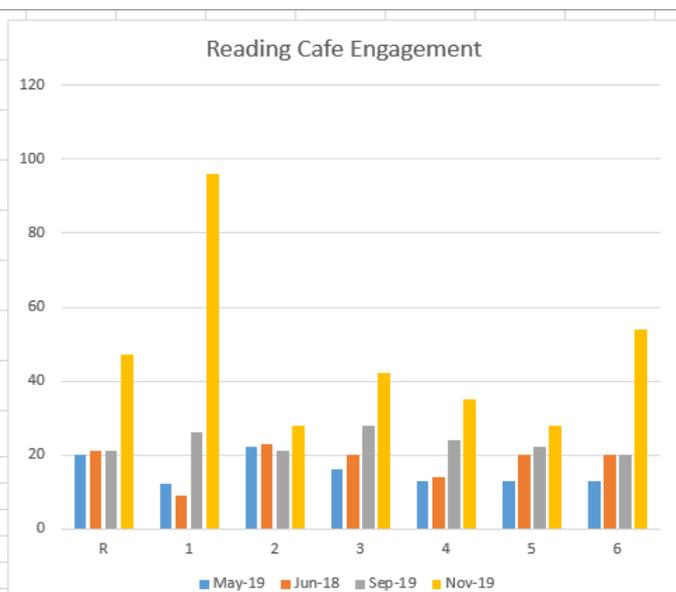
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

4. To develop a wide community of readers – children, parents and staff

## Reading Café Engagement

The popularity of our Reading Café has steadily grown. We have found this to be a very successful event for engaging our families in Reading. What is particularly pleasing, is that every year group is increasing their engagement and is therefore seeing that reading books together is a pleasurable thing to do. Teachers have noticed that children are reading more at home too. We have also found that more adults are committing to coming ahead of each Reading Café, whereas when we first began, we found that parents often would just decide on the day if they wanted to attend or not.

	May-19	Jun-18	Sep-19	Nov-19
R	20	21	21	47
1	12	9	26	96
2	22	23	21	28
3	16	20	28	42
4	13	14	24	35
5	13	20	22	28
6	13	20	20	54
	109	127	162	330

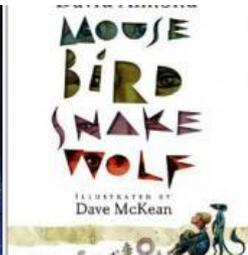
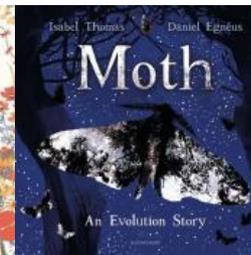
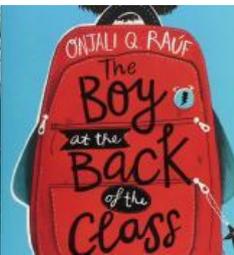
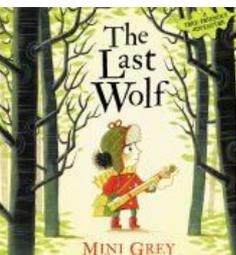
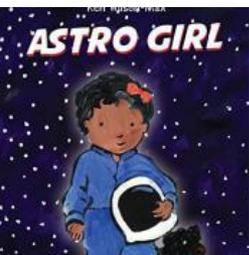


2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Reading Week

We always enjoy dressing up for World book day. We normally use a whole school theme or book during the week where we link our reading, writing and art together. We enjoy hunting for books in a reading treasure hunts and enjoy paired reading with different year groups.

### Paired Reading with a different age class



2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Reading Week - Author Visits

During the year, we invite authors to come and visit us. Normally, these coincide with a reading themed week. We have enjoyed having Paul Geraghty, Joseph Coelho, AF Harold visit. This year, we have Helen Cooper visiting. When an author visits, it helps to generate enthusiasm for books – there is a real buzz around school!

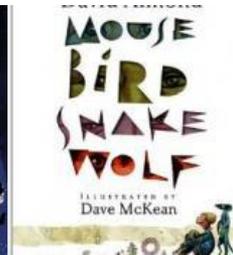
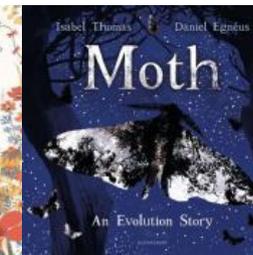
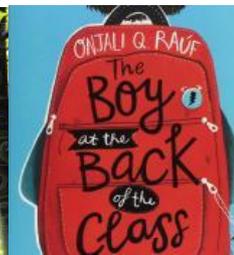
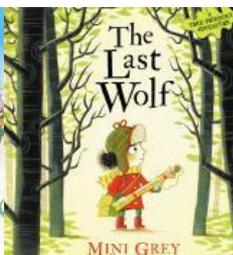
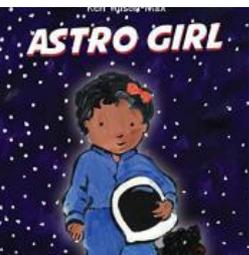


**The Crescent Primary** @thecrescentprim · 18 Mar 2019



**Joseph Coelho** @JosephACoelho · 18 Mar 2019

Thank you for having me- it was such a brilliant day, the perfect school visit, and thanks to @AuthorsAloudUK for organising. And to @Bookwells for super book selling. [twitter.com/thecrescentprim...](https://twitter.com/thecrescentprim)



2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

# Reading Week

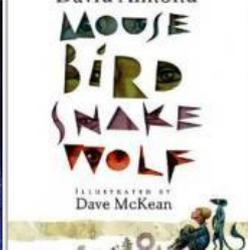
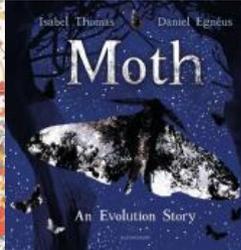
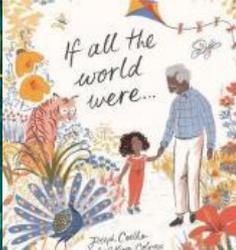
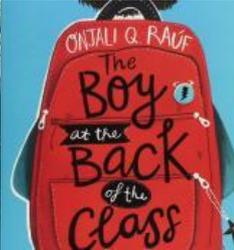
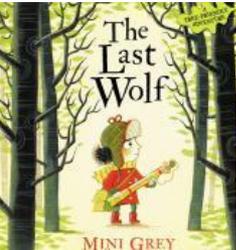
Treasure hunt looking for books outside. The children were matching the setting to the book



**The Crescent Primary** @thecrescentprim · 21 Mar 2019  
Year R had fun finding the books hidden in the playground and matching them to the correct setting!

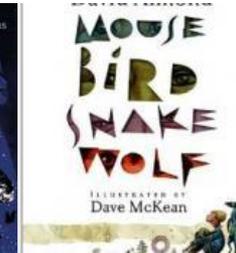
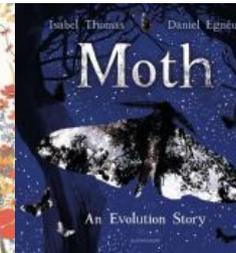
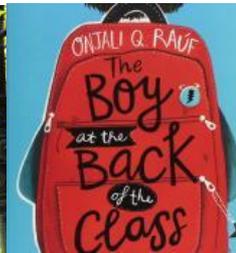
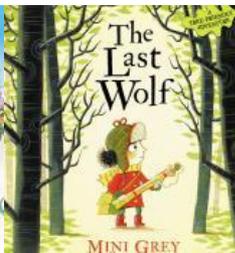
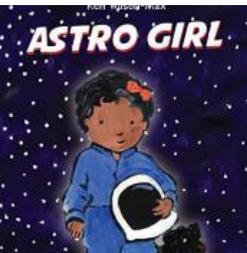


**The Crescent Primary** @thecrescentprim · 21 Mar 2019  
Year 3 Scavenger Hunt! Which setting matches the book? #bookweek



2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Reading Week - Dressing up on World Book Day



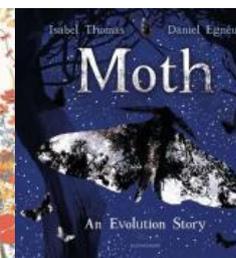
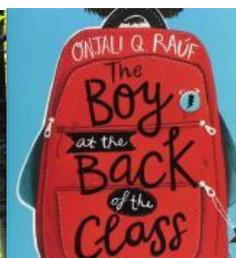
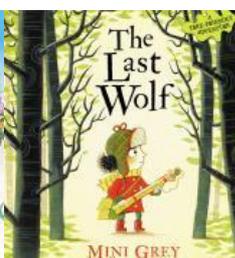
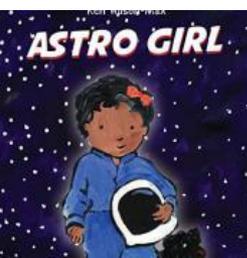
3. To ensure that every child is regularly read to

## End of the day reading

As a staff, we knew the benefits for children hearing a bedtime story. We knew it was a relaxing way to end the day. We also knew that as teachers, we couldn't give each child a bedtime story at home. But, we knew we could do it at the end of the school day. At 3pm everyday, every class has story time as a calm end to the day. *There are no questions or objectives to meet, just time to enjoy a story together.*

The children have loved having a story at the end of the day, for many of our children it is a highlight! Lots of teachers will stop and read a story at other points in the day too – as a way to calm down after a wet play or if there is a spare moment or two!

In the classes, a record of the books that have been enjoyed together is kept. This helps children to see how their reading journey across the year has developed.



3. To ensure that every child is regularly read to

## End of the day reading

What do the children think about reading stories at the end of the day? Teachers chose 3 reluctant readers from their classes to pupil conference.

Do you enjoy hearing books read aloud at school?

*I love it!*

What do you enjoy about listening to books read aloud at school?

*I just like people reading to me. I find it relaxing.*

Year 2 pupil

What do you enjoy about listening to books read aloud at school?

*When there are different characters and the teacher does different voices.*

Year 1 pupil

What do you enjoy about listening to books read aloud at school?

*It's easy to listen, I like it at the end of the day*

Year 3 pupil

What do you enjoy about listening to books read aloud at school?

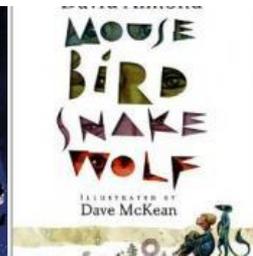
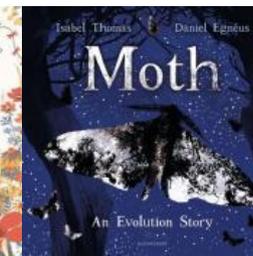
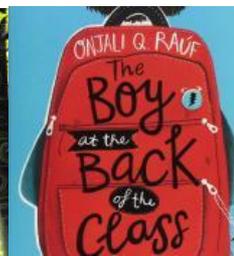
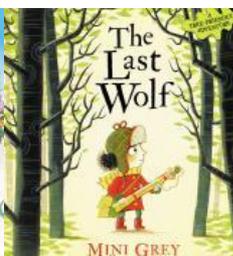
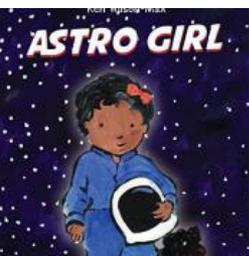
*Because they do lots of different voices.*

Year 4 pupil

What do you enjoy about listening to books read aloud at school?

*Paints great pictures in my head.*

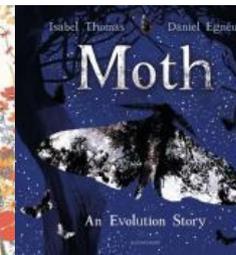
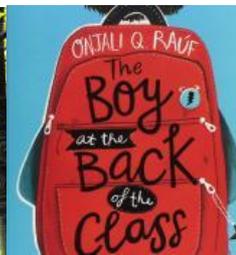
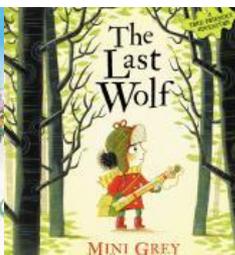
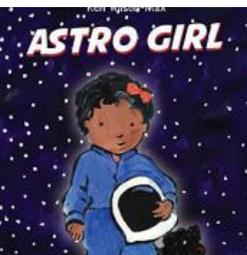
Year 5 pupil



2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Reading journeys

Children keep a record of the books that they read with a 'bookshelf'. Every time they finish a book, they decorate a spine and stick it on their shelf. This allows children to reflect as the year goes on, on what they have read and how they are developing their own reading journey. The teachers can record their books too!

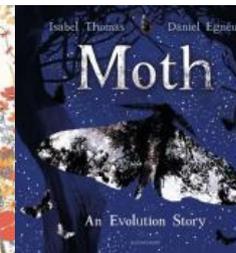
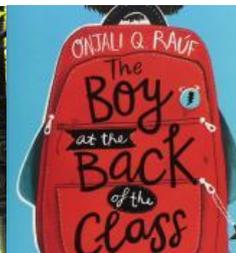
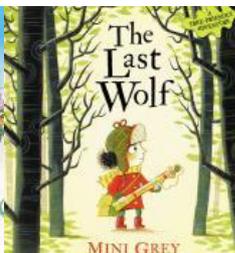
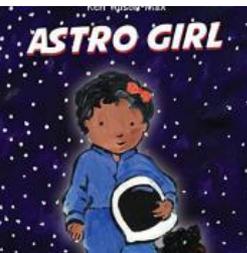


4. To develop a wide community of readers – children, parents and staff

## Engaging Parents as Readers

In order to encourage our children as readers, I understood how important it was for children to see adults reading for pleasure too. To offer our parents books that they may find interesting to read, I set up a Parent and Staff library, where books that have been read and enjoyed can be swapped for a new one.

During our Reading Café, we also encourage adults to have a browse for a book for them too.



4. To develop a wide community of readers – children, parents and staff

## Engaging Parents as Book Buddies in school

I have organised training sessions for parents who are willing to come into school to read with children. My vision is that every child would be heard read by a book buddy every week.

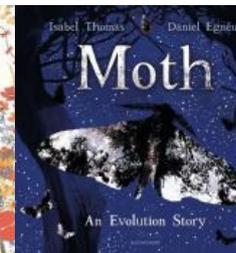
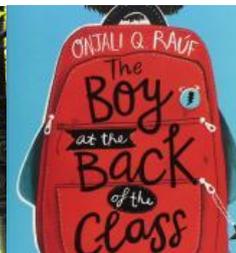
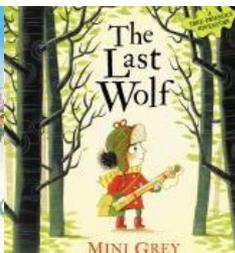
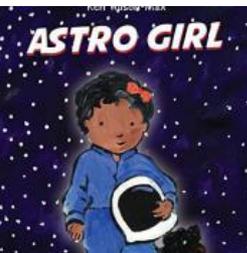
Our book buddies are incredibly important to us!

### Book Buddies



Thank you so much for coming today!

- Reading miles is vital
- Developing a regular contact with children
- Not teaching, just listening and encouraging



3. To ensure that every child is regularly read to

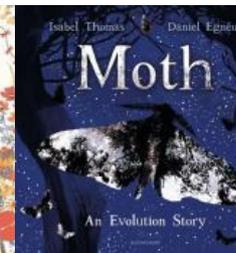
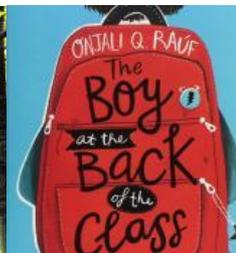
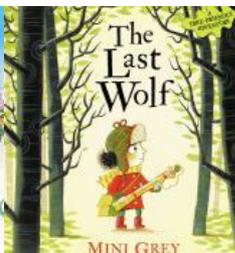
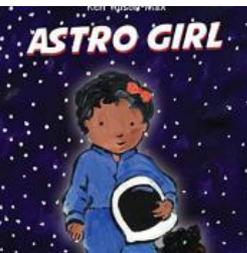
## Developing EYFS Reading for Pleasure

To engage our very youngest children in reading, we invested money in buying each Year R child a toy puppy. In November, every child in Year R was given a reading puppy. They each named their own puppy and promised to read and enjoy books with them for 15 minutes a day.

Each class has a reading puppy too. This helps to raise the profile of them in school as whenever the teacher is reading, they read to the class puppy too!



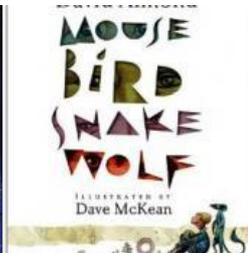
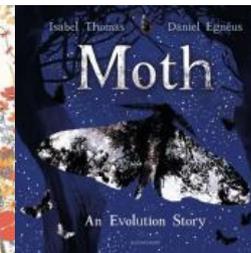
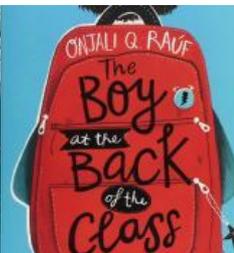
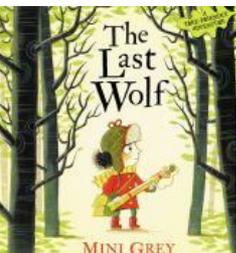
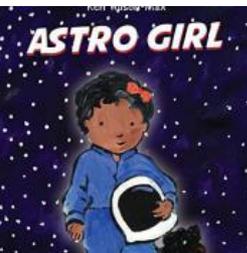
The Crescent Primary · 06/11/2019  
Year R enjoyed adopting their reading puppies yesterday and promised to read to their puppies everyday!



3. To ensure that every child is regularly read to

## Supporting disadvantaged pupils

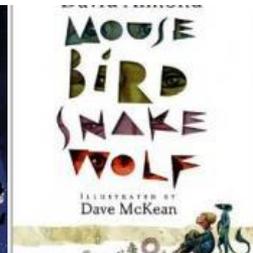
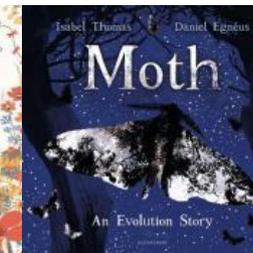
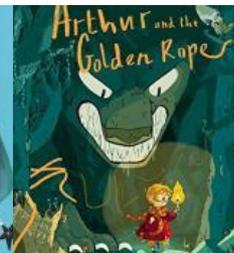
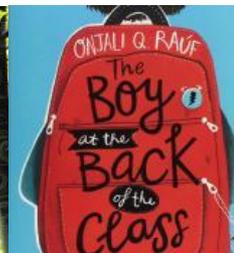
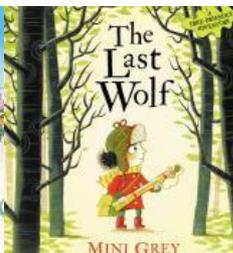
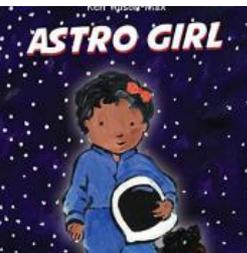
We also had enough puppies to allow our disadvantaged children to receive a puppy as well. Our pupil premium children are heard read daily by HLTA as priority readers. This has had an amazing impact – several children have moved 5 book bands since the beginning of the year (September – January)



4. To develop a wide community of readers – children, parents and staff

## Our Library

Our library is well organised by our librarian Mrs Blakemore. She works with every class during PPA and takes them to the library. There, they enjoy a story together, learn library skills and read books with a friend. Our library is currently undergoing a renovation too, inspired by a fairytale theme.

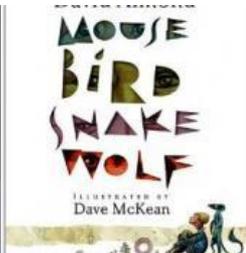
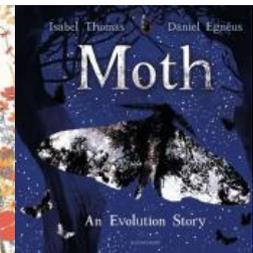
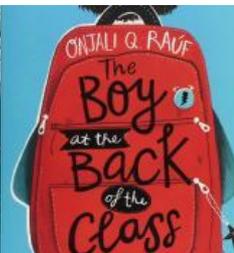
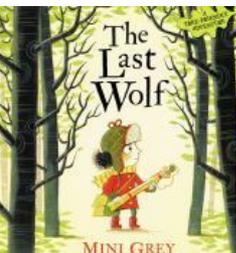
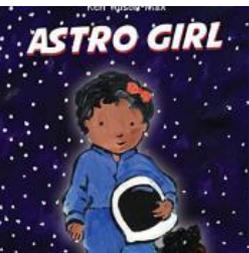


4. To develop a wide community of readers – children, parents and staff

## Our Library



An important part of our weekly visits to the library are sharing books together. It's always lovely to see children enjoying books in every nook of the library!

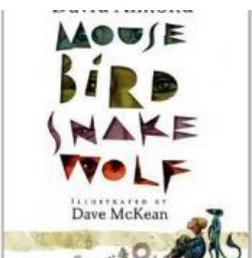
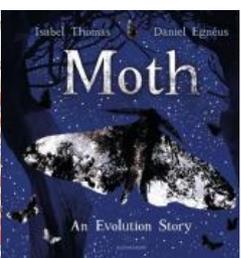
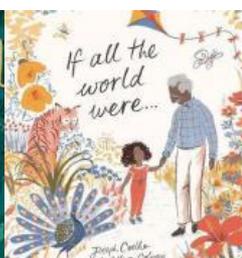
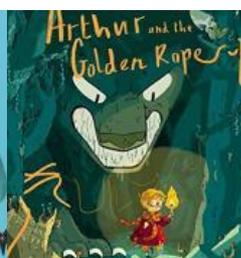
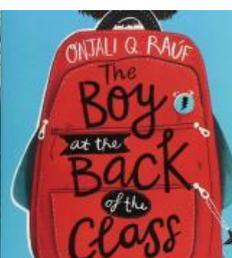
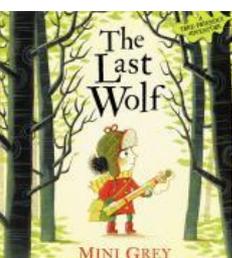
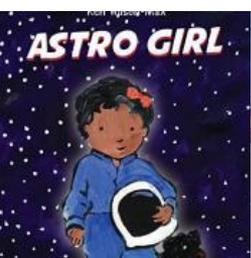


4. To develop a wide community of readers – children, parents and staff

# Our Library

In addition to PPA sessions, Mrs Blakemore also organises our Year 6 librarians to create seasonal displays. These are used to promote new books to children throughout the year.

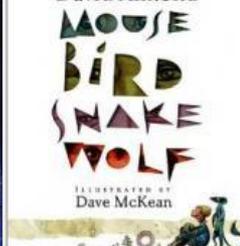
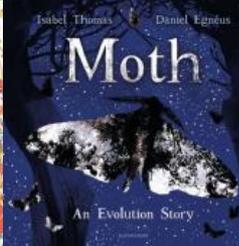
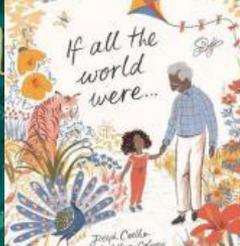
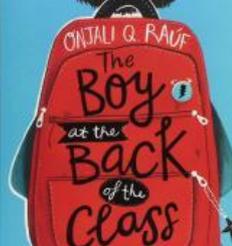
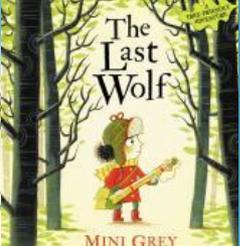
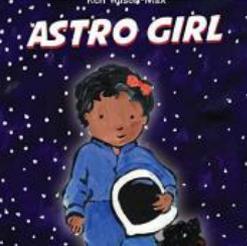
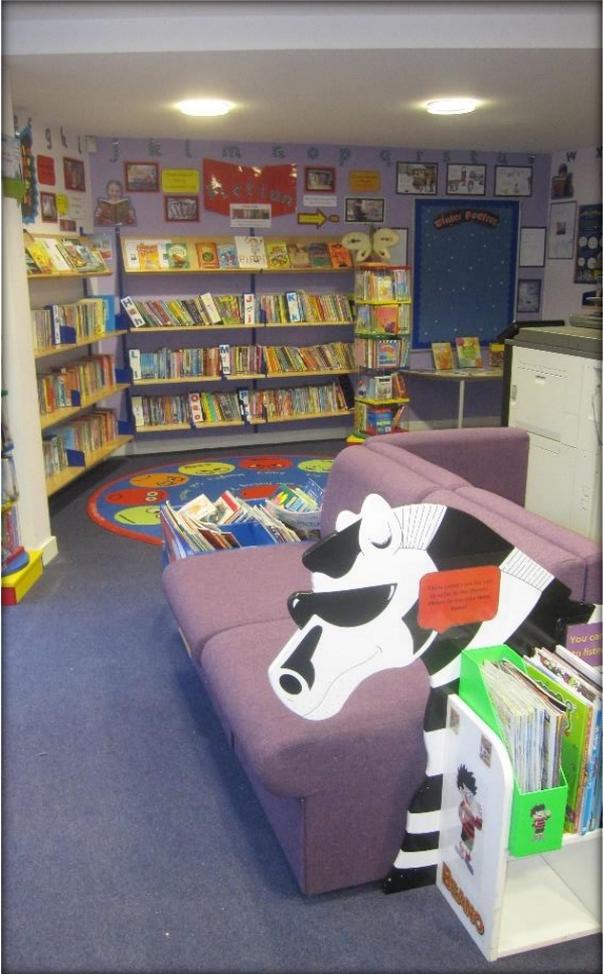
The librarians are also taking part in a 100 book challenge: each book they read they put a picture of the front cover on display and put the actual book here for others to borrow. It's another nice way to recommend books.



4. To develop a wide community of readers – children, parents and staff

# Our Library

Mrs Blakemore's favourite book/author display changes regularly.

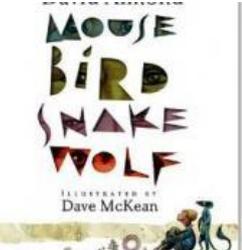
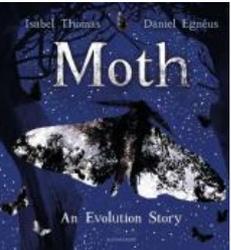
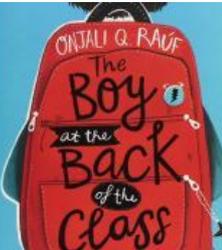
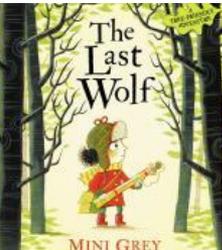
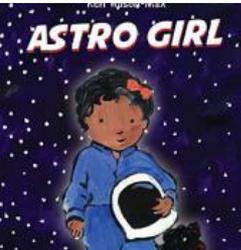


4. To develop a wide community of readers – children, parents and staff

# Our Library – recommending books



The children can review books and give recommendations



4. To develop a wide community of readers – children, parents and staff

# Our Library

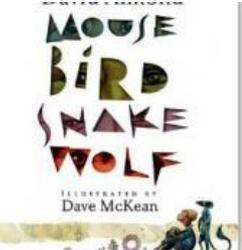
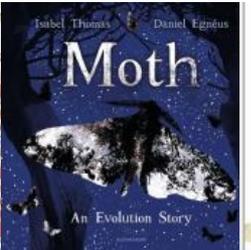
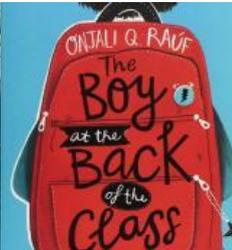
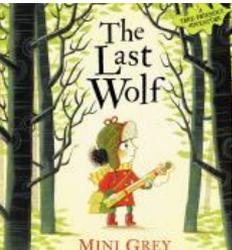
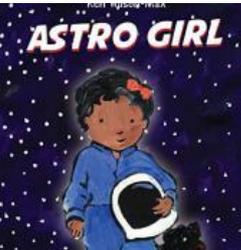
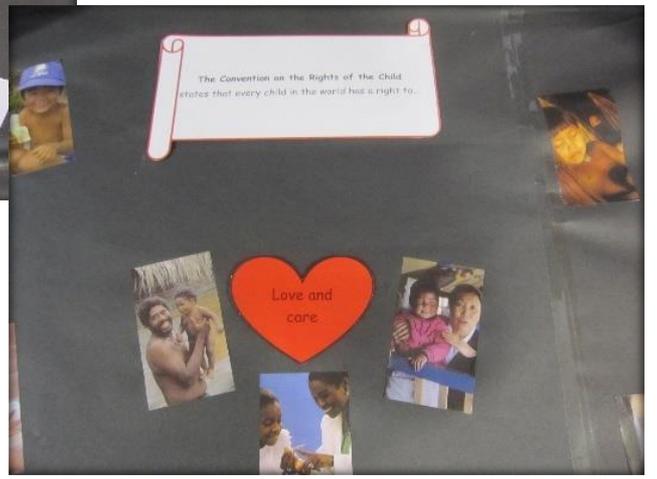
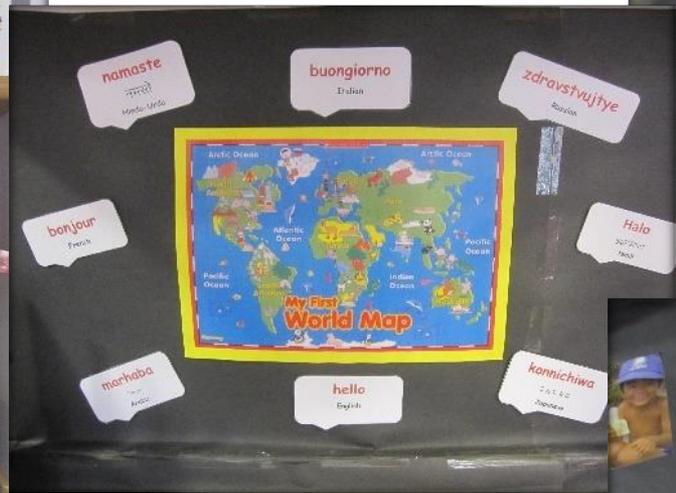
Mrs Blakemore's engages children in the non-fiction books too, and how to find them!



4. To develop a wide community of readers – children, parents and staff

# Our Library

We celebrate different cultures in our library too, to reflect our readers in books



4. To develop a wide community of readers – children, parents and staff

# Making books available to families

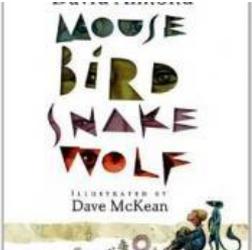
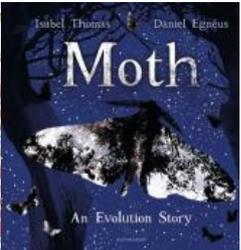
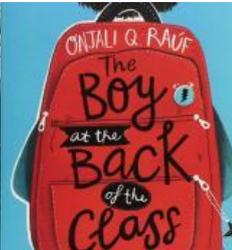
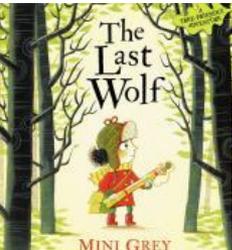
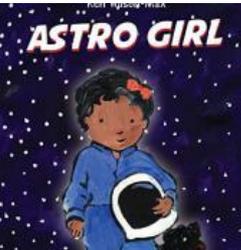
Unfortunately, in Eastleigh, there isn't a quality book shop. In order to help make books available to families, I organised for a local book shop in Winchester to come and put on a book fair. This was scheduled to coincide with parents evening. All children visited during the day with their class, the children could buy either during the day or after school. Many class teachers used it as an opportunity to buy their next class read too!



The Crescent Primary @thecrescentprim · 23 Oct  
It was wonderful to see so many families enjoying the book fair! Thank you for supporting it! 🇬🇧



Hello Ali,  
We had a very enjoyable day yesterday at your school. It is always refreshing to come to a school where reading is such a strong part of the school's curriculum and so many children /family /teachers are all engaged with reading .  
I am delighted to advise you that we made £1447,30 which is a super result .

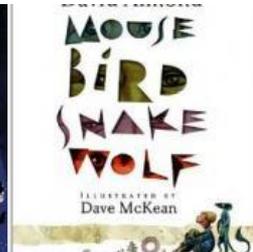
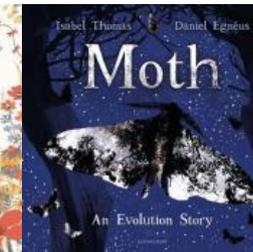
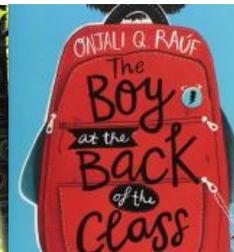
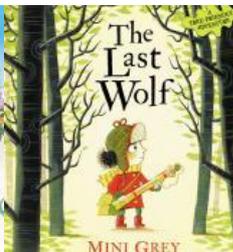
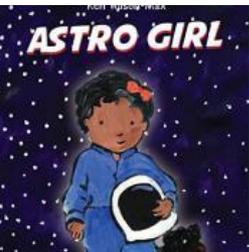


4. To develop a wide community of readers – children, parents and staff

## Making books available to families

In our school, we award children dojo points. When children have earned a 100 points, they receive their Golden Dojo certificate in assembly. Along with their certificate, they choose a book that they would like as a prize too. This is a very prestigious event!

When our children leave Year 6, we also present them with a £5 book token using donations from our PTA



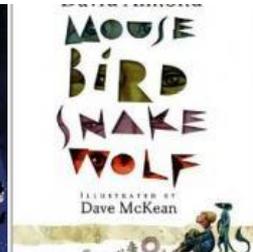
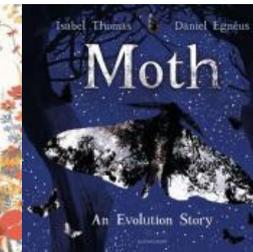
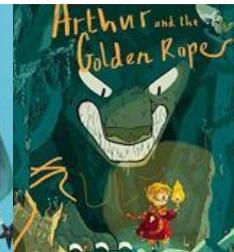
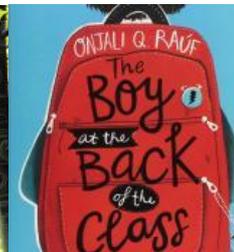
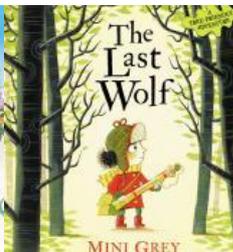
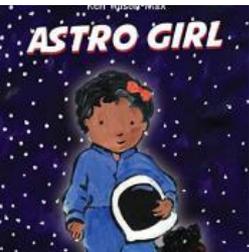
4. To develop a wide community of readers – children, parents and staff

## Making books available to families



**The Crescent Primary** @thecrescentprim · 11 Dec 2019

We received a visit from an elf today who brought in a book gift for every child at The Crescent! 🎁 🎄 📖 #readingforpleasure #readingcommunity #booksforchristmas



2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them



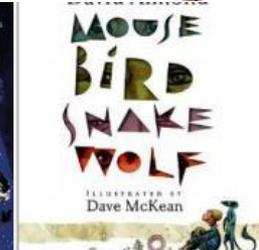
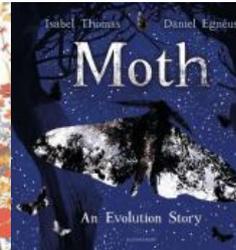
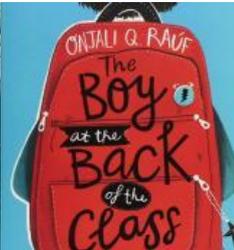
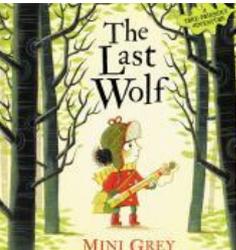
**The Crescent Primary** @thecrescentprim · 13 Sep  
Year 4 have loved choosing new books for our book corners!  
#welovereadng

## Book corners

Staff developed their book corners as a space to show that books are really valued in their class

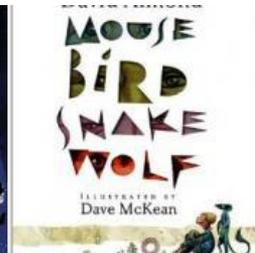
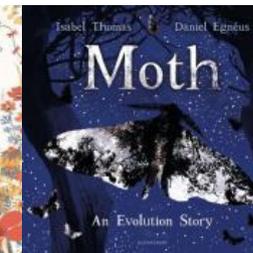
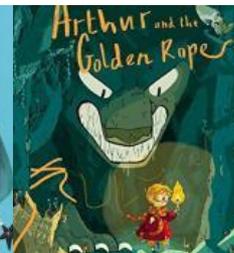
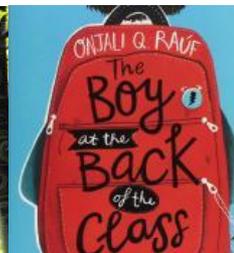
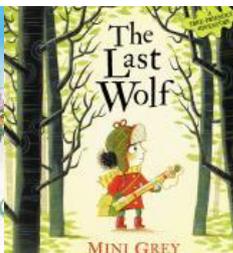
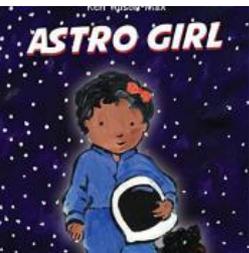


Teachers took their classes to the library to choose which books that they wanted at the beginning of the year. In January, they then took the books out, asked the children to choose their favourites and updated the book corners so that as many books were face on as possible.



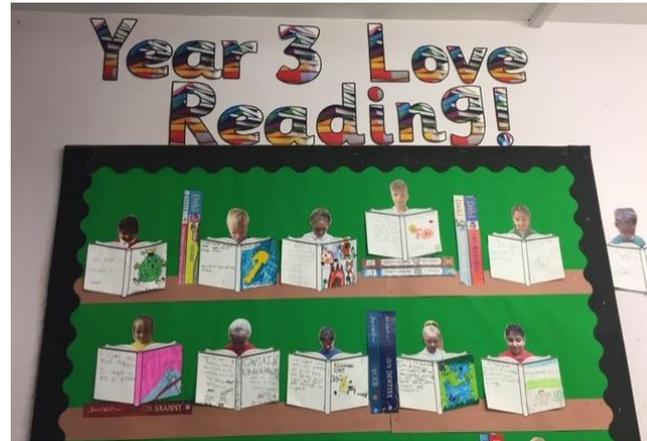
2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

## Book Corners that make you want to read!

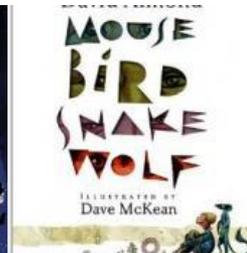
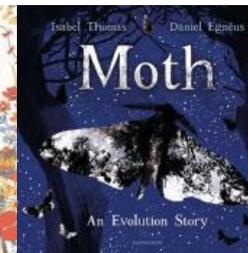
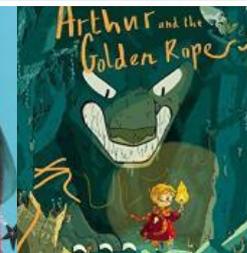
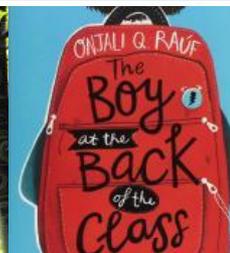
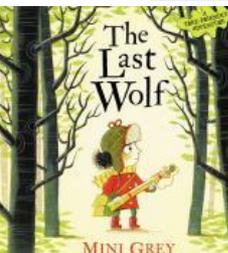
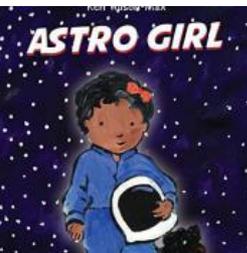
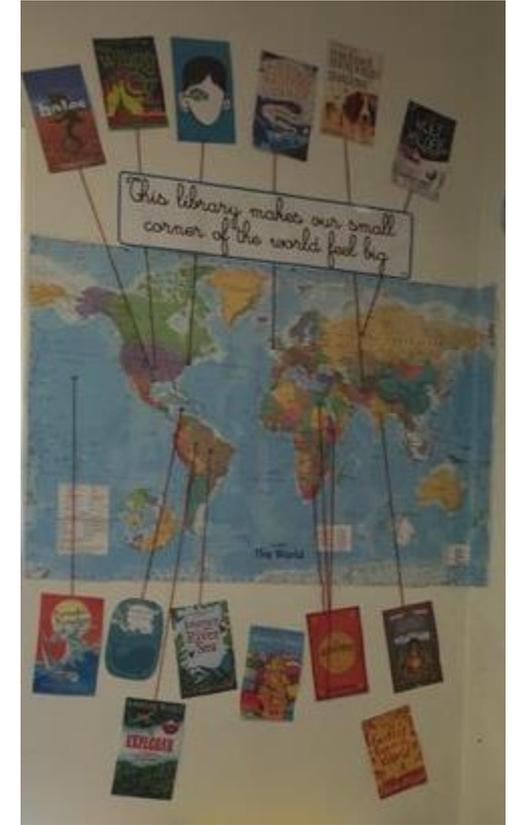


2. To become a 'reading school' where children and staff all demonstrate a love of books and enjoy reading them

We have reading displays all around the school to keep books visual at all times



 **The Crescent Primary** @thecrescentprim · 12 Nov 2019  
Year 6 Librarians creating a warm, cosy reading display for a cold November day! #reading #librarylife #inspiringreading #recommendingreads



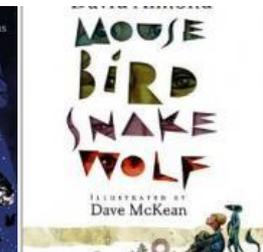
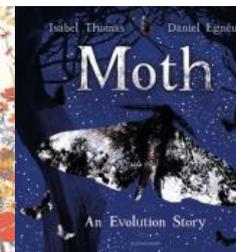
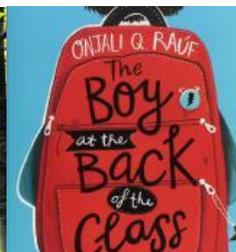
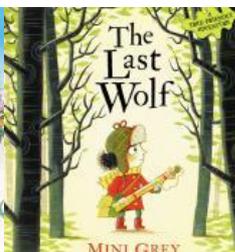
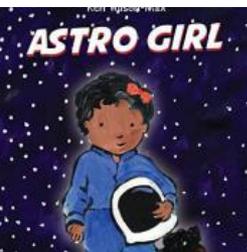
4. To develop a wide community of readers – children, parents and staff

# Children are encouraged to form opinions about books



The Crescent Primary @thecrescentprim · 8 Nov 2019

Which book will win the vote in Sun class today?

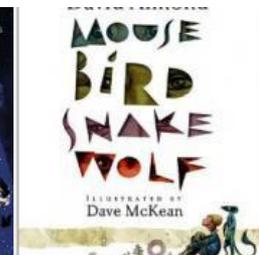
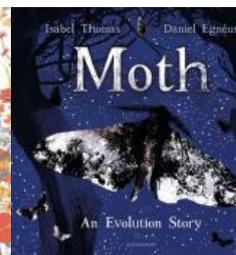
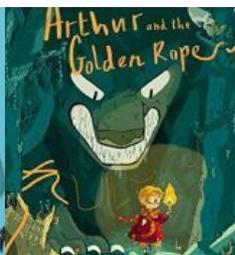
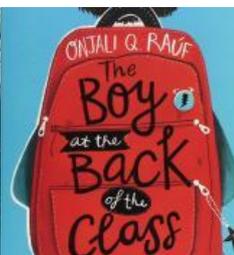
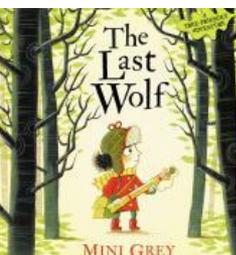
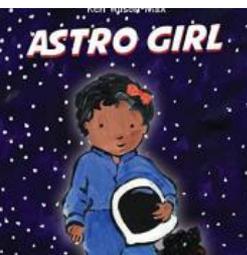


## 4. To develop a wide community of readers – children, parents and staff

### Engaging with our local library

We encourage our children to take part in the summer reading challenge organised by our local library. They come in and deliver an assembly to launch it.

We also visit the library during the year.



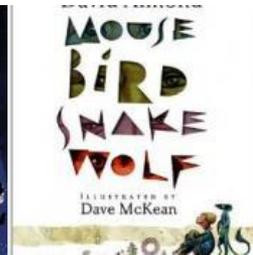
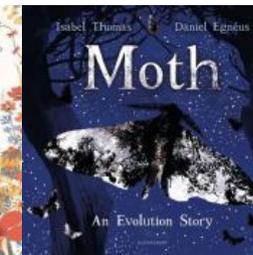
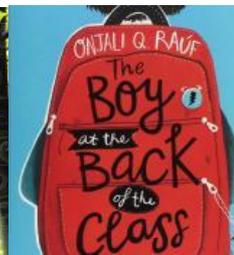
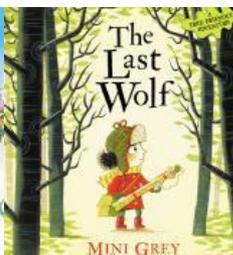
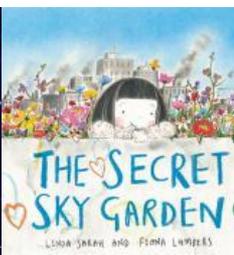
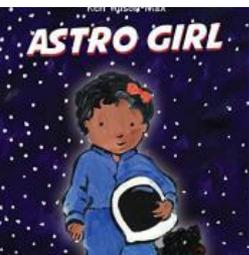
# Impact

The impact in our school by implementing these strategies to develop Reading for Pleasure have been clear to see. The children display positive attitudes towards listening to stories and now talk freely about their book that they are reading. They now view reading as something nice to do, rather than a chore to be done. Staff attitudes towards reading are very positive too: they enjoy reading stories with their class and especially love having time to just enjoy books during Reading Café weeks.

Do you enjoy reading at school?

Not at all  A little  A lot

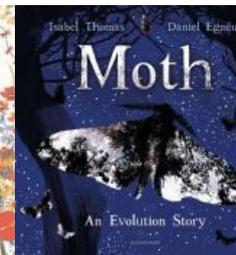
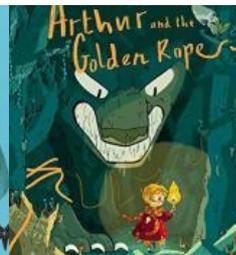
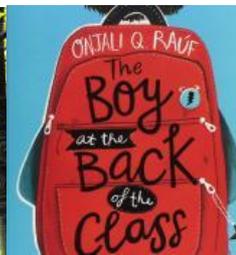
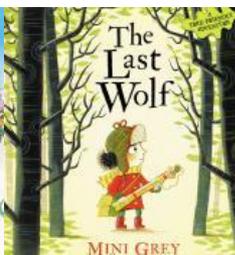
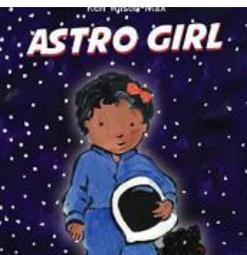
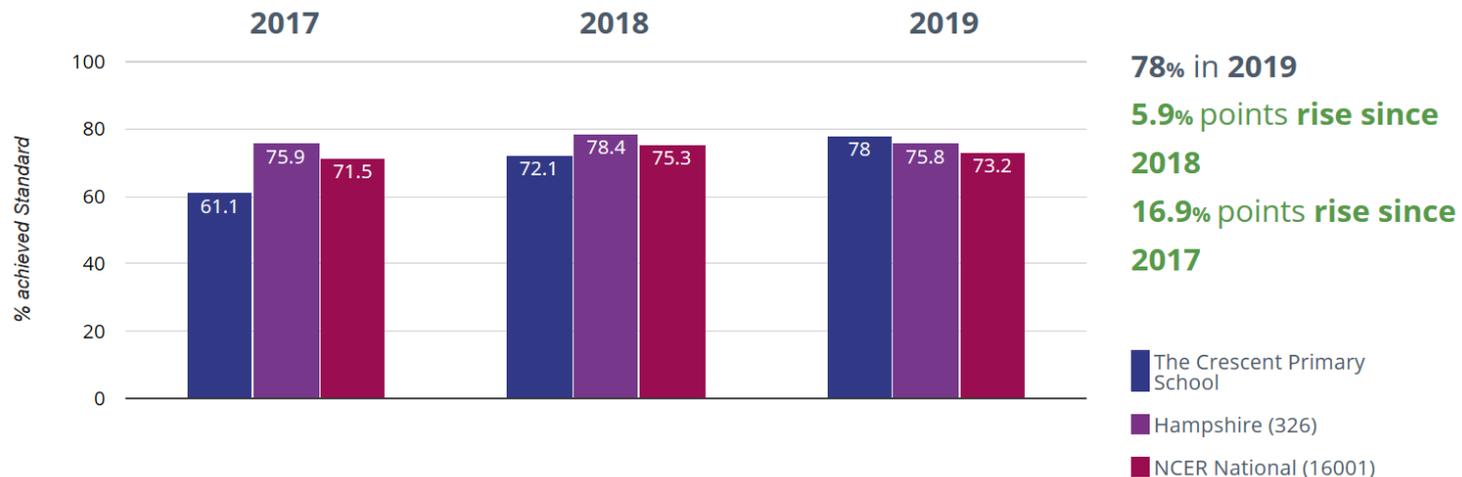
Year 5 pupil conferencing – it was a very common answer!



# Impact

Our end of Key Stage 2 result have steadily improved year on year. In 2017, we were below county and national achievements. In 2018, we began to close the gap, then in 2019, we outperformed our county and the national average at achieving ARE. The biggest problem our children faced in their Reading SATs paper was the vocabulary and the stamina. Both of these have been addressed by children reading more widely and at greater length by developing Reading for Pleasure in our school.

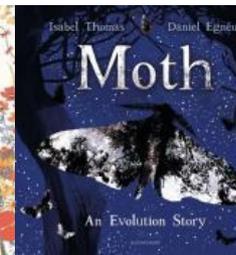
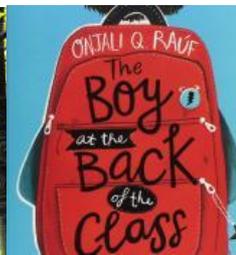
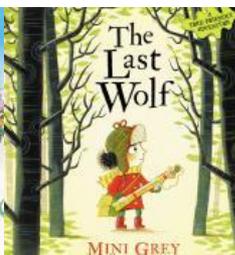
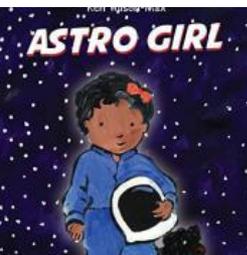
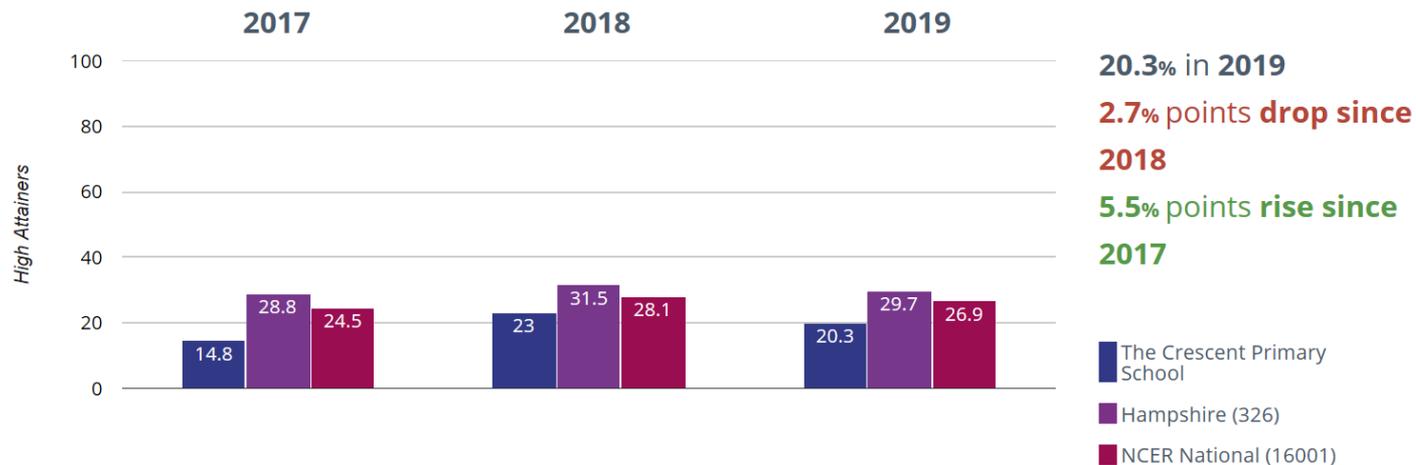
## 📖 Reading - achieved standard



# Impact

Our end of Key Stage 2 result for Greater Depth improved between 2017 to 2018. 2019 was slightly lower than 2018, which was also the trend in the county and national data. Enabling more children to achieve Greater Depth is part of our SIP, where we have noticed that children who achieve Greater Depth, are most likely to also be avid readers. This has strengthened our understanding of the need to encourage more children to read for pleasure throughout the school.

## 📖 Reading - high attainers



# Impact

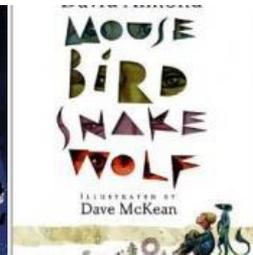
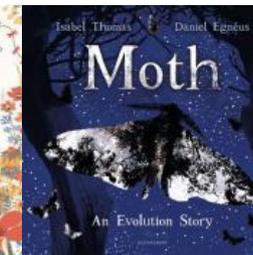
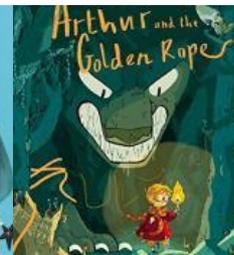
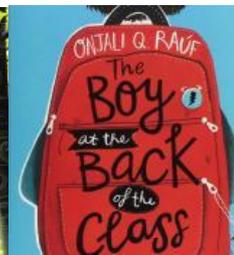
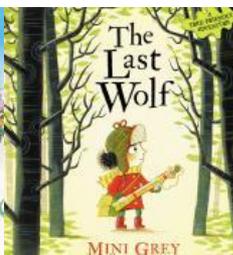
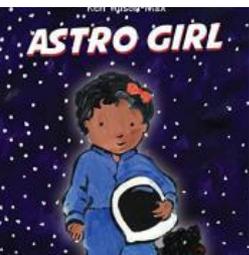
## Key Stage 1 pupil conferencing

'I enjoy reading, I read a lot at home. Sometimes it's nanny, mummy or nanna, grandad, daddy. A special treat is when my brother listens to me.'

I like reading because there are some pictures and I like reading the words. We read sometimes. My teacher reads to us before home time. It's a nice time of the day'

'We read books lots. My teacher reads at the end of the day. I like listening to the stories.'

'Mrs L reads to us at the end of the day. We go to the library lots. I like it.'



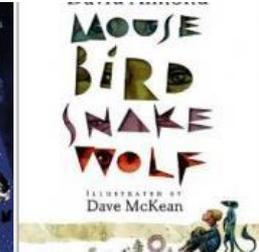
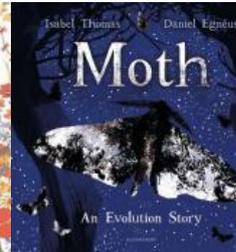
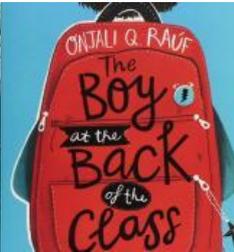
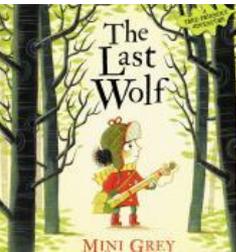
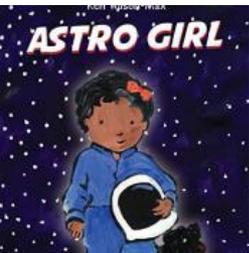
# Impact

## Key Stage 2 pupil conferencing

We read lots in class. I'm reading freckle juice and Mrs R reads stories at the end of the day and whenever we have a spare minute too.

*My most interesting book was Person Controller. It's based on real life, but it's also fantasy. based on lots of gaming, but they are someone. We read lots of good books in Reading and English. We also read books home time. We are reading the Demon Headmaster. I like it when my teacher funny voices!*

*At the end of the day Miss B reads Molly Moon - it's very funny. I'd not read that book before, but I like it!*



# Reflections on impact the TaRs research had on practice

The key aspect of the TaRs project that resonated with me was that a robust reading for pleasure pedagogy encompassed four specific practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment. Our school has developed these four areas dramatically, making reading an enjoyable experience. The children love to talk about the books that they have read and especially enjoy reading with grown ups in the Reading Café.

## Next steps:

- Develop our library to make it an even more enjoyable location to read and enjoy books
- Develop an outdoor reading shed, where the children can read during play times and lunch times.
- Continue developing the role of the book buddy in school
- Develop our book recommendations, using tags that can be hung from books easily

