

# Championing the **will** and **skill** of reading at the Oaklands Primary

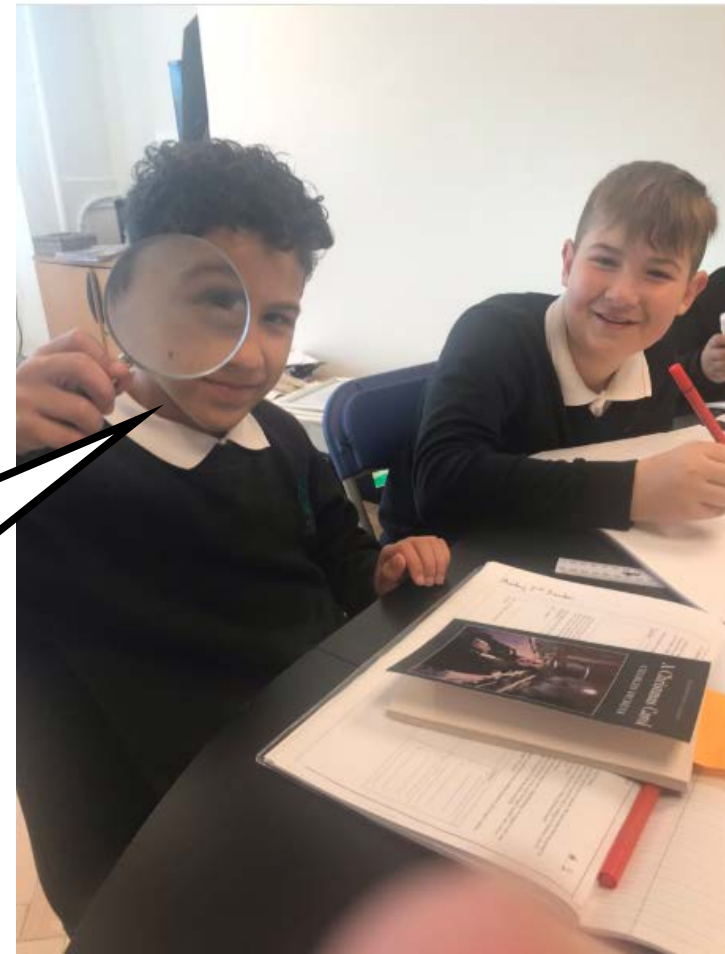
@TheOaklandsBham

@Hydeh\_rose



For consideration within Egmont RfP: Whole school award

I can infer from the title that you are going to have a pleasurable read ahead of you!



# Our Context

Oaklands Primary is a two form entry primary school in Birmingham. As a school we aim to put reading for pleasure at the heart of everything we do. From our whole class teaching of reading, to learning about the Ancient Greeks, to studying Latin as our MFL, reading and high quality texts are the driver for the rationale behind our children's curriculum and therefore our children's education.

Reading for pleasure is a thread which runs throughout our SIP – featuring highly personal development, quality of education as well as leadership and management.



# Our aim: to become teachers who read and readers who teach

When I first started at Oaklands in 2018, teachers filled out the OU survey as part of a reading CPD.

The results were clear – only **2 out of 45 members of staff (including TA's, sports coaches and office staff) could name 5 children's authors** and identify the stories/poetry or text they had written.

It will then come as no shock that out of a group of children questioned in pupil voice, only 10% said they had a story read to them each day by their teacher or adult in the classroom.

I knew then it was my obligation to change this and to motivate our staff to want to become **teachers who read and readers who teach.**

In order to change the way our children viewed reading and our national data, we had to start with staff mindset.

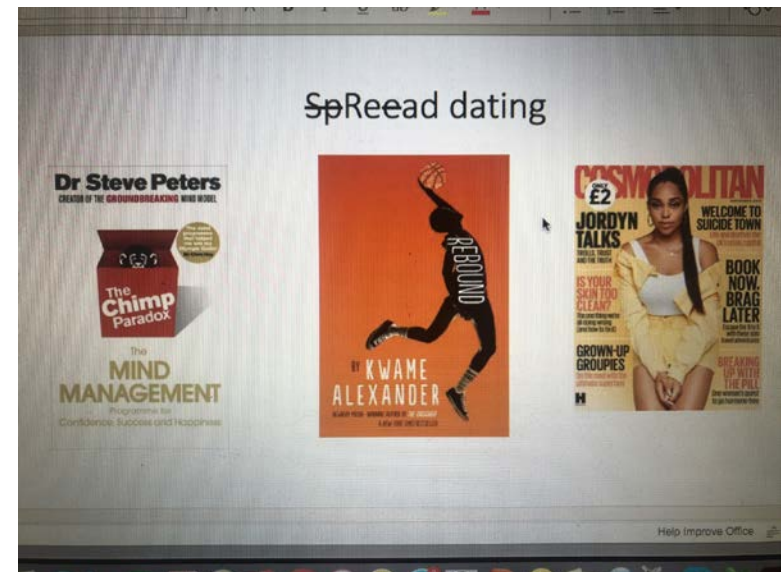
(Just before we get started, the impact has been stunning, we now have staff that love reading and children who cheer when they know reading is coming up on our timetable. )

# Step 1:

## Get our staff talking about books.

Books have now practically swarmed our school. You cannot turn a corner now without a book linking to project work being on display or walk to the playground with a book area being occupied by children having a read.

In order to ensure staff were not just walking past these books, book blether had to be experienced with our staff and become part of our daily conversations. This meant the start of every CPD, staff would have something book related (Speed dating with books, a book swap, a story time) and this is something that still continues at our school.







## Get our staff talking about books cont...

Staff were encouraged to know that reading is reading no matter what they enjoyed, it still counts. This message has been so powerful as it has now passed onto the students – read whatever you want for 10 minutes a day at home (the best kind of homework to see progress in students attainment)

I was also inspired by Neil Griffiths to share the amount of reading there is out there for any interest – no hobby too niche, no fish too weird!



Myself reading Mouseton Abbey – a **cracking** story about Lady Gouda at **Cheesemas**.

## Get our staff talking about books cont...

This also meant we have held CPD in our very own beautiful school library, which launched in Jan 2019. Our library CPD ranges from how to order the books and where to find project books to unpicking our reading habits as adults and discovering what we enjoy reading.





## Step 2:

### Ensure staff develop their subject knowledge of children's literature

Our classrooms are now named after authors and poets which our staff chose. As well as this we have author boxes which change every half term – a sure fire way to ensure that staff and children are being exposed to different kinds of literature daily.



Year group	AUT Authors	SPR Authors	SUM Authors	Poets for each year group
Nursery	Martin Waddell	Pat Hutchins	Eric Carle	Brian Moses Spike Milligan
Rec RAS - The Ahlbergs	Allan Ahlberg	Vivian French	Aaron Becker	Joseph Coelho
Rec RLM- The Murphys	Jill Murphy	Hadithi and Kennaway	Eric Carle	John Agard Shel Silverstein Rudyard Kipling Micheal Rosen
1E - The Donaldsons	Mo Willems	Julia Donaldson	Sue Hendra	
1MJ - The Jeffers	Oliver Jeffers	Rachel Bright	Quentin Blake	
2D - The Smiths	Anthony Browne	Lynley Dodd	Dick King Smith	
2C - The Veres	Ed Vere	Andrea Beaty	David Armitage	
3 - The Riddells	Chris Ridell	David Weisner	Roald Dahl	
3S - The Rosens	Cressida Cowell	C.S.Lewis	Jeremy Strong	
4C - The Snickets	Lemony Snickett	Lewis Carroll	Cressida Cowell	

Children can now take the author boxes outside when the weather permits, so that they have an option to sit and enjoy a good book if they choose and whenever they choose.

# Ensure staff develop their subject knowledge of children’s literature cont...

As well as the reading for pleasure aspect of knowing children’s literature, at Oaklands we aim to ensure that the books teachers teach reading from are of the highest quality. As subject lead, I have read all of the books we teach from to ensure they are exciting enough first and foremost, but are also challenging enough for our approach to reading (adapted from Reading Reconsidered by Doug Lemov)

SPR A - Towers, Tunnels and Turrets A knight in Training - A horse called Dora
SPR B - Wriggle and Crawl Iggy Peck Architect - Andrea Beaty ( two week) Fantastic Mr Fox - Roald Dahl

A KS1 example of our whole class reading texts.

Year	3	4	5	
AUT 8 weeks 7 weeks	AUT A - Scrumdiddlyupmtious Charlie and the Chocolate Factory  AUT B - Gods and Mortals Charlie and the Chocolate Factory End of day read : Steeds of the Gods	AUT A - Potions Firework makers Daughter - Phillip Pullman  AUT B - Blue Abyss Kensuke's Kingdom	AUT A - Beast Creator  Varjaks Paw - SF Said  AUT B - Stargazers Moondial - Helen Cresswell	AUT A - Frozen Kingdom Girl of Ink and Stars - Kiran Hargreave  AUT B - Revolution A Christmas Carol - Charles Dickens

AUT KS2 example of our whole class reading texts.

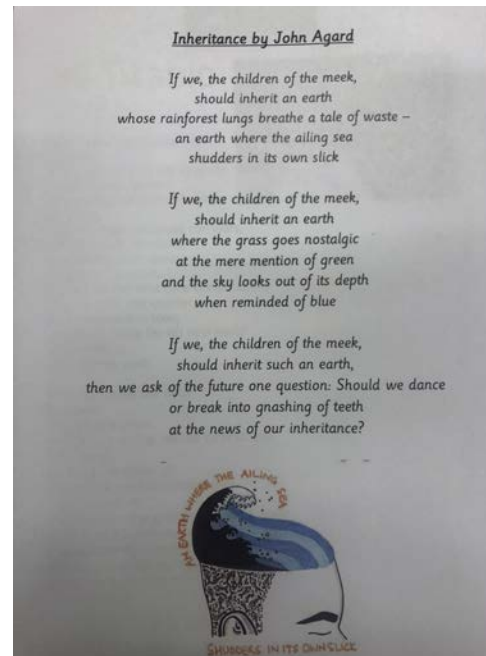




Staff now see poetry as exciting and are no longer hesitant to delve into the fantastic poetry we have available in the library.

Our resident poet Joe has worked with Y5 and is now currently working with Y4 and 6 to create their own poetry anthologies (as well as publishing their work through whatever media they choose)

We will hold an exhibition at the end of the school year which will showcase their amazing work with their parents as the audience.



Inheritance  
by John  
Agard – a  
current  
favourite of  
our y6 class.



## Step 3: Seize opportunities for our staff to read to the children

In order for reading to our children to become like breathing, we needed (and continue to do so) to ensure that there are blocked in opportunities to read to our children **in addition to daily story time**. For example, this year we launched our very own online Christmas advent calendar.

Staff filmed themselves at home reading to their family or pets (some read to their plants too!) and then children could watch a new story time every day of December. The most impressive thing about the calendar was the total amount of views. Our videos were hitting a daily viewing rate of over 250.

This would not have happened if it was not on the tip of everyone's tongue: 'Make sure you check out the story time tonight...' 'You'll never guess which teacher is reading this evening...'

## Step 4: Ensure parents are part of our journey

Nothing pulls more on a teachers heart strings than when they see their pupils and parents sharing a beautiful moment together. On our journey to becoming a school that champions reading, watching our parents and children interact through reading has definitely been the motivation to keep going.

In our SIP, we have blocked out reading events for every half term. So far we have ran 'Boys, books and biscuits' as well as 'women, words and wisdom' and the uptake has been more than we could have hoped for.

In these events, children bring books in from home or choose what they would like to read from our author boxes or school library. The children's willingness to read in these events is what makes them so popular (and noisy!)





Children reading with a  
glass of squash after  
having just devoured a  
waffle!



Our amazing parent governor at  
our boys' reading event.



## Ensure parents are part of our journey cont...

We also ensure that parents have the opportunity to come into school throughout one week in the half term to partake in story time in their child's class.

In EYFS this was daily practice, with parents having the option to come in daily. However it didn't feature in the other year groups before Jan 2019.

It is now just part and parcel of what we offer to our parents who absolutely love coming into school.

You Retweeted

 **FriendsOfOaklands** @OaklandsPTA · 25 Nov 2019  
Storytime dates and times coming up in the next few weeks  
[@TheOaklandsBham](#)

Week beginning	Year group & days
25/11/2019	Year 3 – Monday & Thursday
25/11/2019	Year 4 – Monday & Wednesday
2/12/2019	Year 5 – Monday, Wednesday & Friday
2/12/2019	Year 6 – Monday, Wednesday & Friday
9/12/2019	Nursery & Reception – All week

## How has this impacted our teaching staff?

1. It has **made story time high on the agenda** – if parents are coming in, then we put on the best show possible.
2. It has **made reading rewarding** for our staff to see their pupils enjoying story time so much more because their parents/carers/family members are there.
3. It has **made our staff reflect** – do they read enough at home?



Our next reading event will be hosting the **whole school reading river**.

We are inviting parents in to contribute to the Oaklands Reading River, which will become an interactive display throughout our school.

We know that the reading river had our children enthused, but now it's time for our parents to join in!

You Retweeted



**Hyde Fahaz** @hydeh\_rose · 6 Nov 2019

Beautiful reading rivers so far! These are from year 4! @OaklandsPTA @TheOaklandsBham we have until this Friday to get your entries in! @OpenUni\_RfP @\_Reading\_Rocks\_



# (A morsel of ) Our impact so far – staff and pupil voice

Staff	Children
<p>Hydeh, I read so much now! My bedside table is just full of them (books). I've even nabbed Tales of Angelina Brown from the school library to read to my lad. – <b>Mr Beales (Y4)</b></p>	<p>When is 'This Week' being delivered. I need it to make my own – I'm basing it on what's happening with the climate at the moment. - <b>Grace Y3</b></p>
<p>I have been reading 'When the adults change, everything changes' by Paul Dix. It matches beautifully with our policy on behaviour management. I'll share it with the staff – <b>Natalie, VP and SENDCo</b></p>	<p>'I have to take the Oliver Jeffers author box home over Christmas' – <b>Yusuf Y6</b> 'You can't take the box Yusuf, but you can take them home in a bag?' – Miss Fayaz 'Okay, a strong bag?' 'Yes Yusuf, it's going to be quite heavy...'</p>
<p>I cannot wait to read share the newspaper clipping I have about the birds I had seen in my garden – <b>Miss Edwards (y1)</b></p>	<p>Mrs Noah's Pockets is the best book I have ever read. Can I take it home? <b>Ivan – Y2 reading gladiator</b></p>



# (A morsel of ) Our impact so far in reading lessons

Our outlook on RfP ties in beautifully with our evidence-informed practice of teaching whole class reading.

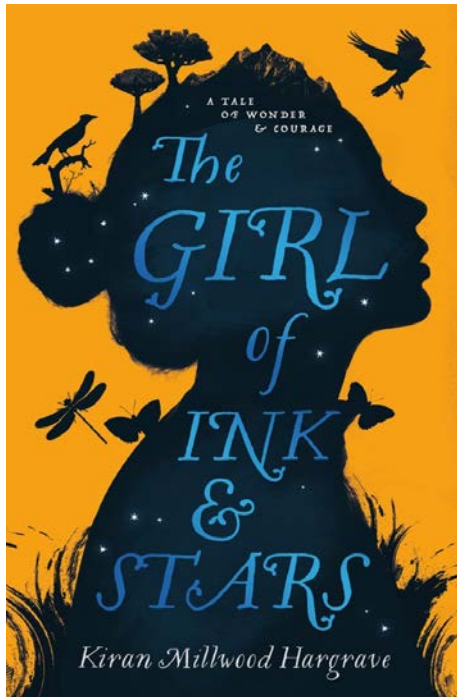
Our children are now reading widely and staff are always on the lookout for interesting reads they know their class will enjoy (NatGeo has had a huge interest from our teachers)

Children come to school with oodles of background knowledge because of their Reading Across the Curriculum text provided **before** the teaching begins.

Our children have strategies to understand challenging tier 2 vocabulary because our word meaning toolkit it applied in every lesson we teach.

An awareness of fantastic authors have meant teachers think more widely about how to engage the children through read and respond (especially through the CPD around the work of Aidan Chambers) (e.g see next slide for read and respond twitter activity)





Gromera Local News  
@IsleofJoyaNews

Following



Crowds are gathering at the Harbour to look out upon a sea of red.

11:30 AM - 1 Oct 2018



Gromera Local News  
@IsleofJoyaNews

Following



Hundreds of livestock sprawled across the waters edge. Governor Adori vexed. Isa inconsolable. Who could be to blame?

12:00 PM - 1 Oct 2018



# Reflections on impact the TaRs research had on practice

Through developing one strand of the TaR's research, our whole school culture has now changed. The children are avid readers because the teachers are. Children will go home talking about the extremely challenging book they're **loving**, or the funniest nonsense poem they have just been read before the home bell and this will ignite conversations between pupils and parents.

As a school , we know that nothing is ever finished and we wouldn't want our journey to be finished – we still have a way to go. Embedding these practices will always be our priority as we know if we have avid readers, we have avid learners.

Our next steps (which have been taken from our SIP)

- To ensure the books in the reading corner / library/ reading list always reflect the children's favourite reads.
- To teach poetry with rigour – subject lead to address the poetry cycle ready for SPR B.
- To further improve our reciprocal reading communities through our reading events and parent workshops