

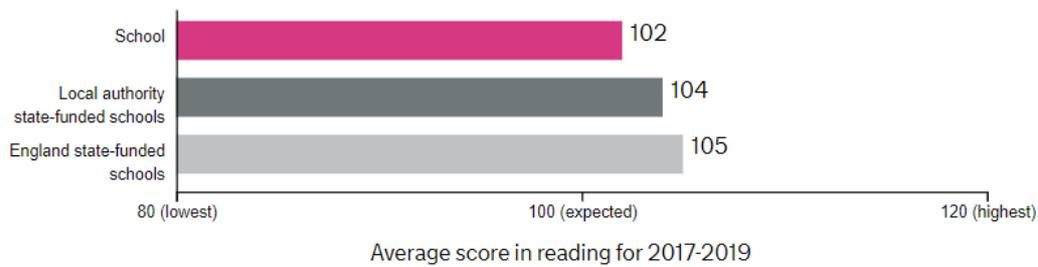
Book Menu

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Context

- I'm currently a Year One teacher and the KS1 English lead at Claremont Primary School.
- Ours is a community, mixed primary school in Manchester, England; with an age range of 3 to 11.
- For the academic year 2019/20 there are 651 pupils on role, 326 of these pupils are eligible for pupil premium (PP).
- The current reading percentages for the end of KS1 and KS2 are:

Current attainment	Pupils eligible for PP	Pupils not eligible for PP National (2018)
% achieving ARE in Reading (KS1)	63%	79%
% achieving ARE in Reading (KS2)	61%	80%



The Ofsted

report (2018) stated that:

'Progress in reading had been consistently strong, but dipped in 2017. You swiftly identified that progress in reading needed to be accelerated, especially for the most able, and consequently made this the school's top priority for improvement. This became a key line of enquiry during the inspection.'

- Reading remains the main school priority on the school development plan.
Key priority 1: Further embed strategies implemented to make explicit links between phonics and reading in EY and KS1 in order to promote all pupils' long-term memory and their ability to apply this in reading across the curriculum.
Key priority 2: Further increase the rates of progress and raise attainment, at both the expected and greater depth levels, in reading in all year groups, with a specific focus on developing vocabulary, inference and comprehension.

OU Research inspiration and rationale

The Teachers as Readers (TaRs) research project revealed that a robust Reading for Pleasure (RfP) pedagogy encompassed four specific practices: reading aloud, informal book talk and recommendations, and independent reading time within a highly social reading environment (Cremin et al., 2014)

Aims

Our school aims were to develop children's reading for pleasure alongside and as complementary to reading instruction. To do this we aimed to:

- Effectively use teachers' wider knowledge of children's literature to enrich children's experience and pleasure in reading.
- Let children control more of their own reading and exercise their rights as readers.
- Make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading.

Outline

To give children more control of their own reading and to allow them to exercise their rights as readers, we decided to set up a 'book menu'. The idea was that teachers would use their knowledge of children's literature to choose a book that they wanted to read aloud to the children.

To ensure that the children had full control over this experience, at the start of the day each class teacher displayed the selection of books on the whiteboard.



This created a real 'buzz' as the children entered the classrooms. Straight away children were observed looking at the display of front covers and blurbs. After looking at these on their entrance into the classroom, they then started to talk amongst themselves about the different books.

Following this, each class teacher explained that all the children in the class would be given the choice as to which book they would like to listen to at 2:30pm that day. Each story would be read by a different teacher in their classroom, giving the children the choice of 6 books to choose from as two year groups were partnered up. The teacher explained that children could look at the front cover of each book and have the blurb read to them to help them decide which book to choose.

They were then given the morning to think about their choice and talk with their peers or class teacher. This was a great way to stimulate book talk in the classroom and on the playground, as children started to discuss whether they had read any of the books before, and if so, what they thought about the book. I also overheard children

talking about which books they hadn't listened to or read before, and which of these they were most interested in listening to and why.

At 2pm, children were given a sticky note to write their name on. They then came up and stuck their name on one of the books to show their choice. After this, they went to the classroom where that book was being read. This was a great way for children to experience different reading environments and see a different adult enjoying reading.

Once the story had been read there was time for the teacher and children to talk about the story. In my opinion, the nicest thing was watching the children when they came back to their classrooms. As soon as they entered, they started to talk excitedly about the book and what they liked about it.

Impact

Following this there was a boost in book talk. The children were observed talking about the book that they had listened to being read aloud. As a result, children were giving recommendations to others as to whether they should read the book and why.

Many children came back after choosing from the 'Book Menu' and said how much they had loved the experience and asked when they would get to do it again.

There was also a positive effect in the teachers' attitude to reading aloud, as teachers reported how much they had enjoyed choosing a book and reading it aloud to the different children.

It shifted the focus from being on the instructional teaching of reading to simply enjoying a story together.

Reflections on impact the TaRs research had on practice

After trialling the 'Book Menu' we plan to make it a regular half termly thing. This will hopefully help to keep the 'buzz' about it. As a result, we are hoping to see that more children enjoy reading, are motivated to read, think positively about reading, and explore texts in greater depth, share favourites and talk spontaneously about their reading.