

Whole school love of reading

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and

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Context

- Hanwell Fields is a large primary school in North Oxfordshire, and it is part of the United Learning Trust.
- The school actively encourages and promotes reading for pleasure and frequently invites well known authors and illustrators to visit. Reading celebrations feature termly and include bedtime story evenings, book fairs and open library nights.
- Data for reading at the school does not always reflect the reading rich environment and wide range of reading opportunities that are offered at the school.
- Following CPD and staff voice it became evident that staff needed to increase and develop their knowledge of up to date children's literature.

OUR Research inspiration and rationale

One of the key recommendations of the 'Teachers as readers report' was for teachers to expand their knowledge of children's literature.

Based on our knowledge of our staff, we identified this as an area that we needed to address and support, to allow staff to feel empowered to support and develop the children's love of reading.

Aims

The aims of the project were to:

- Give staff the knowledge and the confidence to make recommendations to broaden the literature that children were reading.

- Give staff the knowledge of up-to-date texts, so that they can take ownership for the literacy taught across the school.
- Staff to model that they love reading so that they can inspire the children.
- Re-ignite a love of reading across the whole school so that book blether is an integral part of everyday chat within the school.

Outline

- We delivered CPD using the work of Professor Cremin. We shared the videos that emphasised the importance of knowing about children's literature.
- We posed the question, 'does your classroom reflect you as a reader?'
- We carried out questionnaires to allow teachers to reflect on their own knowledge.
- Staff were invited to take part in the UKLA book awards shadowing.
- We had a weekly staff book club to share the UKLA awards. (Open to all staff)
- We displayed the book award books in the staff room and had a 'lending library' for staff.
- We had an online book club via 'teams' and 'chat'.



Impact

Impact on staff:

- 13 members of staff (all year groups, teachers, Tas and SLT) took part in the UKLA awards. This gave staff the opportunity to read new books.



What our staff said:

"I was able to introduce some of the new books to my class, it created great discussion and they were keen to recommend the books to the next year 6 children" (H Walsh yr 6 teacher)

"It was lovely that so many staff joined the club. the best aspect was

- Staff that weren't involved with UKLA also keen to get involved and have put their names down for next year!
- Book talk between adults and book swapping became the 'norm' in the corridors.
- A significant increase in the number of staff using the school library and seeking advice from the librarian.
- All staff took part in creating a whole school book spine and due to improved knowledge were keen to make changes and build in their own favourites!



- Staff re-assessed their own book displays and in response to this, exciting and engaging book areas were created.

Impact on children:

- Children are far more engaged and involved with 'book talk' within classes.
- There has been an increase in pupil voice around book choices and authors.

- The enthusiasm for books exploded amongst the children.

Impact on the wider community:

- The Big 6 (6 aspirational texts across a range of literacy styles with language from varying eras) and the year group books shelves (Wide range of text types and authors including archaic and more modern styles) are shared with parents and so allow them to support and challenge their children at home.
- Greater engagement from parents with library events and increased reading at home.

What our parents said:

“Thank you,greeted me at 3.15 today with great excitement, explaining that you’d acquired the Kid Normal book for him. As I write, at 5.30, he’s almost finished reading it..... We’re so grateful for the way that you fuel his enthusiasm for reading.” (Yr 4 parent)

“.....has been telling me all about the Big 6, he is so excited, please can we have the next one?” (Year 2 parent)

Reflections on impact the TaRs research had on practice

- Reflecting on the staff knowledge of children’s literature has significantly raised the profile of teachers as readers. It has reignited staff’s pleasure in reading which has in turn created a real buzz about books in the school.
- Teachers have ventured beyond their comfort zones in the books and authors that they have read which has seen a development of reader-to-reader relationship between staff and children.
- Facilitating a culture that allowed staff to embrace pleasure for reading has had a positive impact on children’s pleasure for reading. Children’s enthusiasm for books has happened naturally and this is cascading throughout the classes without significant adult intervention.

Next steps

- To raise teacher’s knowledge and awareness around knowing their children as readers.

- To support teachers to then advise children on the books to read based on the knowledge they have of their reading habits.
- Through pupil voice, we will identify how we can adapt our provision to enable all children to read for pleasure.