

## Reading Rich Communities

### Mr J. Malone – Hollingworth Primary School

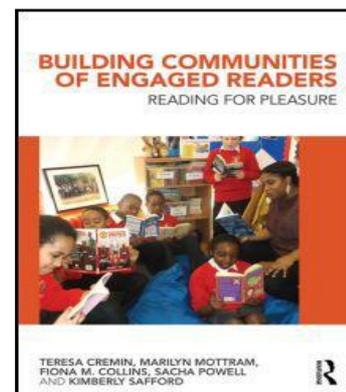
#### Context

Hollingworth Primary School is single form entry throughout with 196 students; smaller than national average reducing in total numbers over time. Early Years consists of a 26 place part-time nursery & 30- place reception class taught together in the morning in an Early Years unit. The majority of nursery children transfer to HPS reception class with additional children from private nursery settings or childminders. 26% of pupils are supported by pupil premium with a IDACI score of 0.19 and the multiple deprivation indicator showing 87% of our families have a multiple deprivation indicator in decile 4 (1 being most deprived). 13% of children have SEN, which is in-line with the national average. Over the last 3 years, there has been an increase in the percentage of children with Education Health Care Plans, particularly for our youngest children, which often reflects the complex needs of individual children. 4% of pupils are from minority ethnic heritages; well below the national average (25%). The school community is predominantly white, British heritage. As a school we have a small group of children who are reluctant to read and strategies to motivate this group of persistent non-readers have not had the impact we would have liked as a school.

#### OU Research inspiration and rationale

I was inspired by the fact that, as a school, we have a small group of children who are reluctant to read and strategies to motivate this group of persistent non-readers have not had the impact we would have liked as a school.

I wanted to create a bank of ideas to support these children, especially.



#### Aims

As a staff we agreed to develop out RfP journey:

- developing teacher knowledge of children's literature

- developing our reading environments as individual classes
- developing the social aspect of reading
- developing reading stamina
- developing children's range of reading
- ensuring that children were enjoying books
- developing reading out loud
- developing parental engagement

## Outline

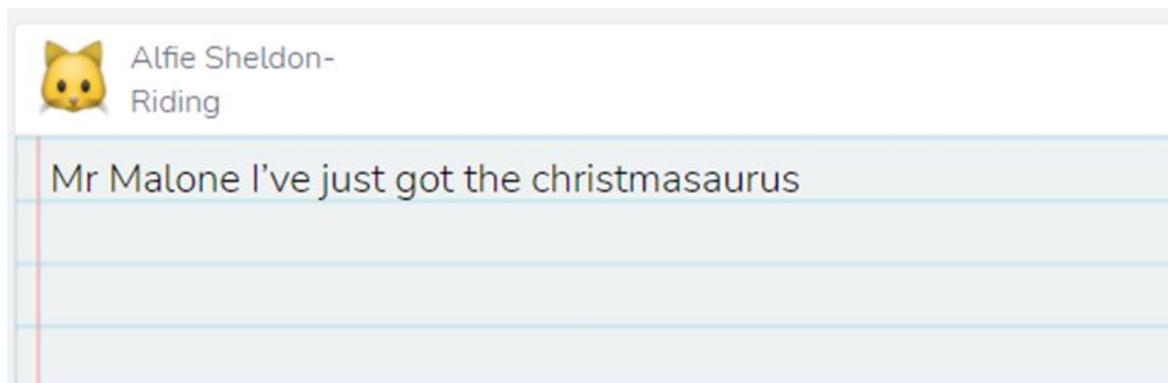
### Time to read:

We considered our school timetable and adapted this to ensure reading took place on a daily basis. A reading spine is being developed to ensure progression in texts. Our daily timetable now includes the following:

- All teachers reading to their classes for 15mins.
- All children having a daily guided reading session or whole class reading session. One child a day chosen to discuss their current choice of text and to discuss their reading habits.

### Wider Community

We make reading recommendations to parents and these are shared through the school's communication channels. Children receive a newsletter every half term advising children and parents of appropriate age related reading material.



We have begun to hold book fairs and this has resulted in wider engagement in reading from parents and carers. We are now looking at expanding this so that the children and carers can take more ownership of these events including deciding how the raised funds will be spent. These plans have had to be curtailed by Covid 19 restrictions. Our last book fair raised £316.41, which will be used to support our wider curriculum.



## Reading Environments

Each class has developed their displays of reading to promote more engagement and inspiration for reading.



There has also been much more focussed book discussion taking place. This has led to children recommending texts and these recommendations being acted upon.

## **Reflections on impact the TaRs research had on practice**

### The Future

In the future, we will be developing reading café's to enable both adults and children to participate in scheduled reading activities. We will also be making sure that this is an opportunity to provide good reading role models for children.

We will also be asking all children to be rating how much they enjoy reading and children who state that they have low interest in reading will have the opportunity to discuss with their class teacher how they could increase their enjoyment of reading.