

# Hollingworth Primary School

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Developing our culture of reading  
for pleasure in Year 2

# Context



- Hollingworth is slightly smaller than the average-sized primary school. The vast majority of pupils come from White British backgrounds, with virtually no pupils having English as a second language. The proportion of pupils supported by the pupil premium is broadly in line with the national average. (Pupil premium is additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and children of service families.)
- Our aim was to develop a culture of reading for pleasure in Year 2.

# Pupil voice: children's thoughts about reading

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## Reading Survey Results: Initial Questionnaire

The children were asked – “Do you like reading?”

17% didn't like reading.

44% thought it was OK.

39% loved reading.

Find the surveys at the Open University website:

<https://researchrichpedagogies.org/research/page/developing-reading-for-pleasure-in-your-school>



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## Reading Survey Results: Initial Questionnaire

The children were asked- “Are you a good reader?”

9% - not good.

65% - okay.

6% - good.



# A Reading for Pleasure pedagogy

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Reading for pleasure research identifies the need for a robust pedagogic strategy and this pedagogy is seen to encompass *four specific practices: reading aloud, social reading environments, book talk and recommendations, and independent reading*' (Cremin, et al., 2014). Combined with continued teacher reflection and action, these strategies support development of reading communities. In these communities, Cremin et al. note that children *'participate in spontaneous inside-text talk; child-initiated conversations about texts and reading.'* This is underpinned by the teachers becoming reflective readers who are knowledgeable about children's texts and understand the readers in their class.

# What did we do as a result of children's reading perceptions?

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We decided to focus on a key reading for pleasure pedagogy: **book talk, inside-text talk and recommendations**. In order to facilitate this, we timetabled a weekly library session.

This time in a reading rich environment allowed the children to:

- share their reading preferences
- discuss book choices
- read together
- have the opportunity to explore different reading choices.

This was set in an informal, social environment of which the teacher was part.



Children in Year 2 reading and discussing books informally in a relaxed and comfortable setting.

# What did we do as a result of children's reading perceptions?

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Through our reading curriculum, we spent time teaching the children how to discuss books, book choices and book types.

We engaged in informal book-talk about authors and their work.



# What did we do as a result of children's reading perceptions?

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We encouraged the children to read books from a wider variety of genres and gave time to encourage and support this. Firstly, we audited the class books. We stocked the class library with a wider variety of texts, drawing on what we knew the children did enjoy reading. Regular reading aloud time enabled the year group to build a bank of stories in common, and these were discussed and compared.

In order to encourage the children to make new book choices, we created a 'Special Book' box which was displayed prominently and the children were encouraged to browse and choose from these new and exciting titles.



After auditing the reading materials, a greater variety of texts was provided to tempt the young readers. Library sessions were informal and social.

# Pupil voice: children's thoughts about reading

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## Reading Survey Results: Final Questionnaire

The children were asked – “Do you like reading?”

9% didn't like reading.

35% thought it was OK.

56% loved reading.

These results show a dramatic increase in children who now 'LOVE' reading – 20% increase as well as a reduction in those who didn't like reading!

# Pupil voice: children's thoughts about reading

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## Reading Survey Results: Final Questionnaire

The children were asked- “Are you a good reader?”

4% not good.

39% - okay.

56% - good.

These results show an impressive increase in children who now think that they are ‘GOOD’ readers – 20% rise in those children who feel they are better readers.

# Conclusion

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We dedicated curriculum time for reading for pleasure: sharing, browsing and choosing and talking about reading. We provided the children with an informal and social setting. We read aloud regularly to the children and talked about our books in common and we supported the children in talking about their reading by modelling informal book talk. Year 2 thoroughly enjoyed the increased emphasis on reading both within the classroom and at home. As a result, they have been reading more books than ever, talking about books independently and sharing books at home.

I have seen children get excited about new books and punch the air when we start a new class book – some have asked for books for their birthday (which according to parents has not happened before)!