



Developing a RfP culture at Cloverlea

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Context

I am the English co-ordinator, Reading Lead and Year 2 teacher at Cloverlea Primary School in Timperley. I have worked at this school for 16 years with 14 of these being in the EYFS. The last two years I have enjoyed working in Year 2 where I became the English co-ordinator.

As I took over the role, it quickly became clear that reading was an area for development, mainly due to the books and resources that we had to offer our children. They were outdated and uninspiring.

OU Research inspiration and rationale

I signed up to an OU/ UKLA Teacher Reading Group and conducted a Reading for Pleasure Review of Practice with key members of our school community, including Year 2 and 6 teachers, School SENCO, Deputy Head and of course myself. Following this, I was able to complete the Open University's RfP Development Plan.

The review highlighted that our teachers had limited knowledge of children's reading practices and we needed to develop our reading for pleasure pedagogy further.

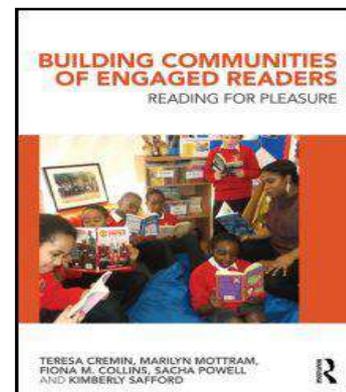
The OU Teachers as Readers (TaRs) findings inspired me to develop RfP at Cloverlea and to focus on;

2. *Knowledge of children's reading practice*

3. *A reading for pleasure pedagogy which includes:*

- *Social reading environments*
- *Reading aloud*
- *Independent reading*
- *Informal book talk, inside-text talk and recommendations*

(Cremin et al., 2014).



Aims

- To find out what individual children across the school enjoy reading.
- To provide high quality texts for the children to access in all year groups.
- For all children to want to use their free time to read a range of texts.
- For children to talk passionately about what they are reading.



Outline

- **Reading at Cloverlea**

At the beginning of our journey, I wanted to look at how we read at Cloverlea. Our carousel approach to reading was outdated and so I undertook training to look at Whole Class Reading sessions that was then passed on to staff. As part of this it was clear that the majority of our reading materials were fiction and that we needed to invest in quality resources looking at other genres. How could we **introduce engaging non-fiction materials into our curriculum?**

- **World Book Day**

In March 2021, schools were partially closed and so we needed to re-think how we could celebrate World Book Day while half of our school population were learning from home. Here, staff stepped up to the mark by sharing a passage from their favourite book as a part of our **Masked Reader event** which we were able to share via our Class Dojo learning platform. All members of our school community from teachers and TAs to the office staff took part in creating videos of themselves.



CLOVERLEA PRIMARY SCHOOL
WORLD BOOK DAY
THE MASKED READER

Day	Author	Book Title	URL
Monday	Roald Dahl	Charlie and the Chocolate Factory	https://www.youtube.com/watch?v=7qG3UWw1o0k
Tuesday	Neil Gaiman	Coraline	https://www.youtube.com/watch?v=7qG3UWw1o0k
Wednesday	Neil Gaiman	Graveyard Book	https://www.youtube.com/watch?v=7qG3UWw1o0k
Thursday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
Friday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
Saturday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
Sunday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
Monday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
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Friday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
Saturday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k
Sunday	Neil Gaiman	Wolf Boy	https://www.youtube.com/watch?v=7qG3UWw1o0k



Children both at home and in school loved listening to a range of different stories each day, inspiring them to read other materials by the same author.

- **The PTA**

Following a RfP session in April 2021 which focussed on graphic novels, magazines and comic books I wrote to the PTA to ask for funding in purchasing materials to support the children on their reading journey.

They said yes!



- **Social Media**



08:26 | 12/05/2021 | Twitter for iPad



Now that the children had access to a wider range of reading materials in school I wanted the school community to know more about what we were trying to achieve. Using different media platforms I promoted the enjoyment the children were achieving in school.

- **Local Author Visit**

In June, I organised for a local author, Sean Perkins to come into school. Sean spent the day with us, running sessions with all children from Nursery to Year 6. This continued to promote the different genres children could access in their choice for reading materials.



● **End of the Year**

As the summer began to approach, I asked staff to complete an audit on how confident they felt teaching reading skills. This will enable me to source training for the new academic year to support those staff members who feel they need it in this area.



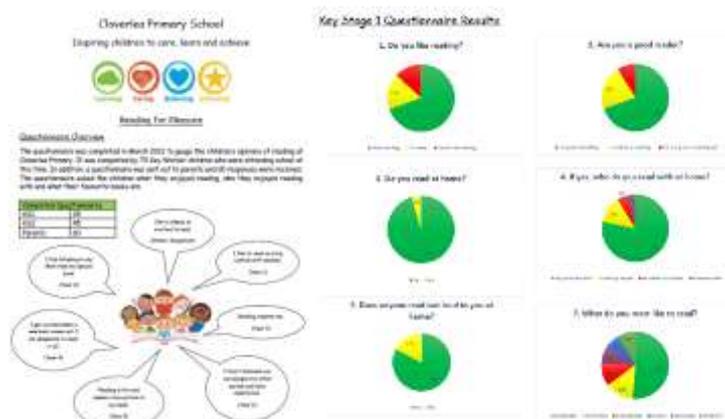
As one final push to encourage RfP during the summer months, I promoted the OU Summer Reading Adventure at the end of the school year.

I also signed up for the Teachers' Reading Challenge to continue my journey through the summer.



Impact

Once changes had begun to be implemented in school, I gauged the opinion of reading in both the children and parents and compiled a 6 page report outlining the results.



The results received from the parent and school community helped me to further outline next steps to support us on our reading journey. This document was published on our school website.

Impact of the Questionnaire	Next Steps
Key Stage 1	To look at the range of texts available for the children to read in school. Asking the children what they want to read. Looking into materials beyond picture books or simple information books.
Key Stage 2	To think about where the children are reading, do they have to read at their desks? Can they find comfortable places to read in the classroom? On the floor, books corner etc. Can teachers find time to read aloud to the children in class daily? What materials are they reading to the children and why? Who chooses the texts they are reading? Can opportunities be found to give children the ownership of what is being shared in class? To look at the range of materials available for the children to read. Ask the children what they want to read. Look into funding/fund raising for purchasing these materials.
Parents	Look into inviting the Library back into school to promote its services with the children, promote this to parents on twitter and the school website. Help parents to see the wide range of children's materials available. Promote unfamiliar authors, helping children to branch away from David Walliams, JK Rowling etc.
Other	Note: This is a snapshot of the children's views as it was completed during Key Worker school in March 2021. After next steps have been implemented, this survey will be completed again with the whole school to measure the impact of the changes made.

Reflections on impact the TaRs research had on practice

I started my journey for Reading for Pleasure at Cloverlea in January 2021 and so am only 7 months into implementing change. The support I have received from my research group alongside the reading I have undertaken from The Open University and Teresa Cremin has enabled me to make necessary changes in school.

The immediate impact that can be seen on the children's reading practices is evident with friends and peers listening greedily to the recommendations of others about what to read next.

In September, I plan to ask staff members to once again review their RfP practice. Not only to look at the progress we have made during this year, but to also refresh their memories of good practice.

One of the key areas for development that came from the questionnaire was comfort. Children spoke about the preference to read at home because sitting at school desks was not as enjoyable as sitting on a sofa or their bed. With this in mind, a well-being area is being developed in school including beanbags and other comfy spaces. This space will be available for children to spend time in, reading and sharing quality texts with their friends, peers and staff members.

I am excited to begin a new year exploring the possibilities for our school and its community.



Year 2 children proudly showing off the recommended texts they will be reading next.

Reading for pleasure is the single most important indicator of a child's future success

OECD 2002