



# READING FOR PLEASURE AT JERVOISE PRIMARY

Thursday 1<sup>st</sup> July  
2021

English Lead: Mrs  
Shelley Anderson



## Context:

Jervoise School is **a smaller than average-sized primary school**. It is **one form entry** with a total of 209 pupils. The large majority of the pupils are White British and speak English as a first language. Mobility of families moving into and out of the area is high. In part this is due to the nearness of the local university and the hospital. As a result, **most pupils in the older classes did not start at the school originally**.

The number of pupils known to be eligible for the **pupil premium is well above average**. The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through provision extra to that which the school can provide, or **with a statement of special educational needs, is also above average**.

## Reading at Jervoise:

Reading has been a priority for several years at the school but with the focus on the teaching of reading skills. Jervoise did not have an English lead until January 2020 and the RfP project, in September 2021, was very much the launch of Jervoise becoming a 'Reading for Pleasure' school.

Our change team consists of myself (Years five/six teacher and English lead), the teachers in years five, one and reception and our headteacher however every single member of staff has taken on this initiative and steered it in their own direction.

# Explore:

## Teacher Surveys:

- Teacher's ability to name a variety of authors/book titles (Particularly current literature) is limited.
- 85% of teachers shared that they didn't know pupils reading preferences

## Pupil Surveys:

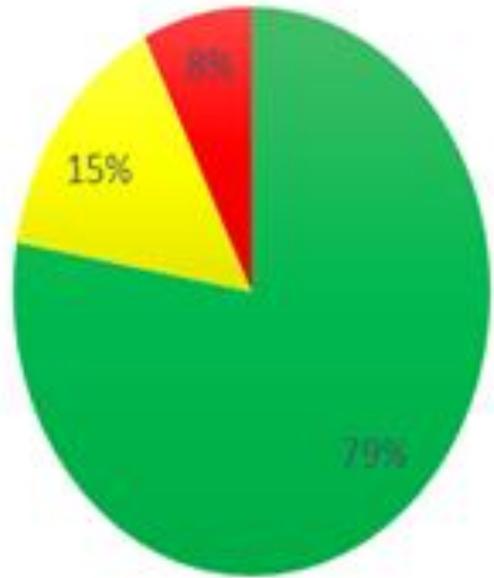
- Pupil's ability to name a variety of authors/book titles (Particularly current literature) is limited.
- Pupils claim to read storybooks/fiction but rarely read anything else including N.F/Poetry/Journals
- The enjoyment of reading declines as the pupils get older
- Their own belief in their ability in reading declines as they get older
- Reading across the school is preferred at home with the views that it is 'Quieter' and 'I am allowed to read without been asked loads of questions'

Staff:

<b>Authors</b>	<b>Picture Fiction</b>	<b>Poets</b>
Roald Dahl David Walliams Michael Morpergo David Baddiel Enid Blyton	Julia Donaldson Oliver Jeffers Jill Murphy	Benjamin Zephaniah Dr Seuss

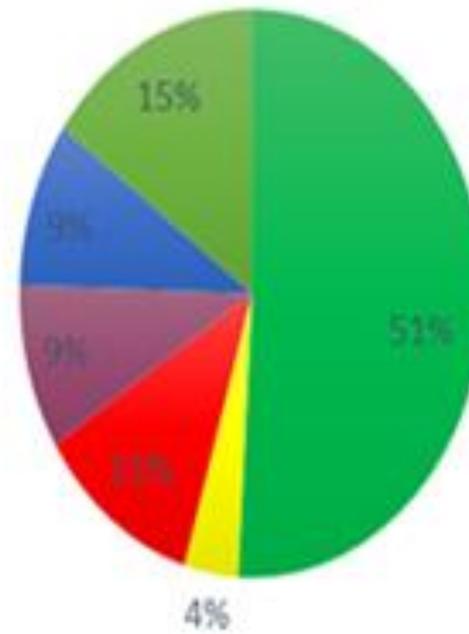
# Key Stage One:

## 1. Do you like reading?



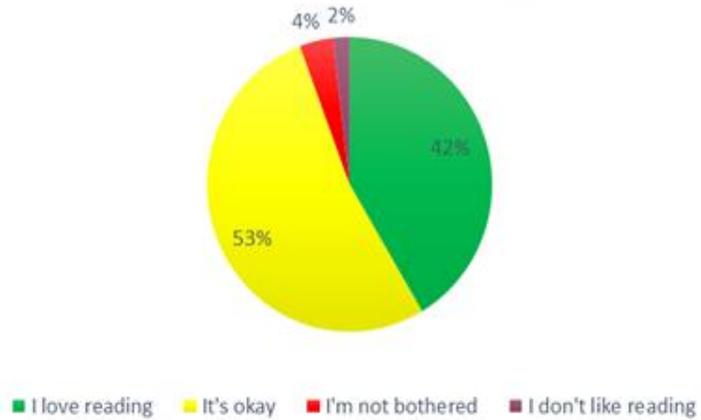
I love reading    It's okay    I don't like reading

## 7. What do you most like to read?

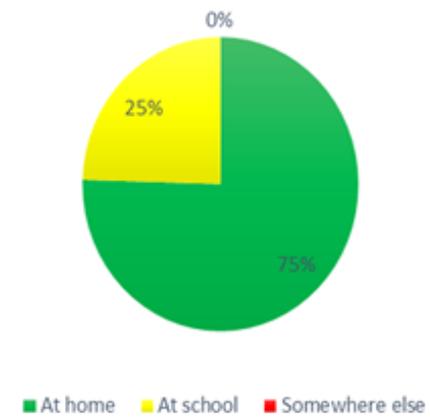


Books    Non-fiction    Picturebooks    Comics    Story apps    Websites

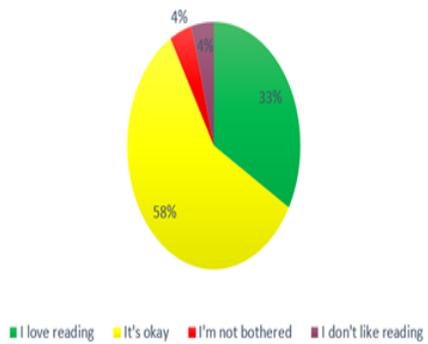
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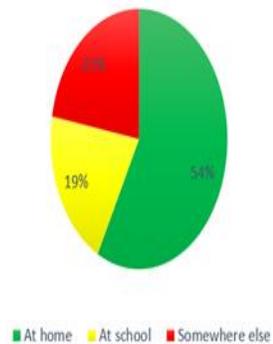
### 3. Where do you prefer reading?



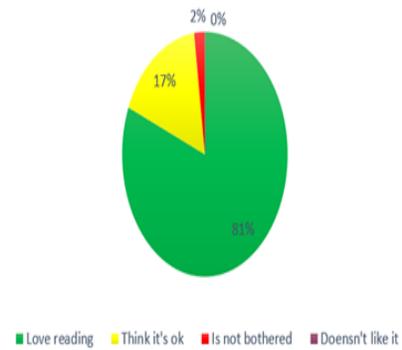
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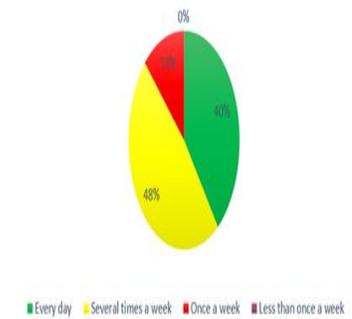
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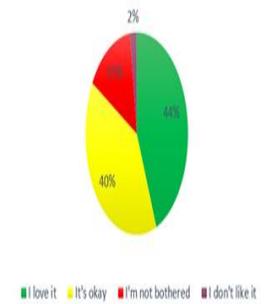
### 12. Does your teacher?



### 13. Does your teacher read aloud to the class?



### 15. Do you like it when your teacher reads aloud?



Key Stage Two:

# **Our Initial RfP School Action Plan Targets:**

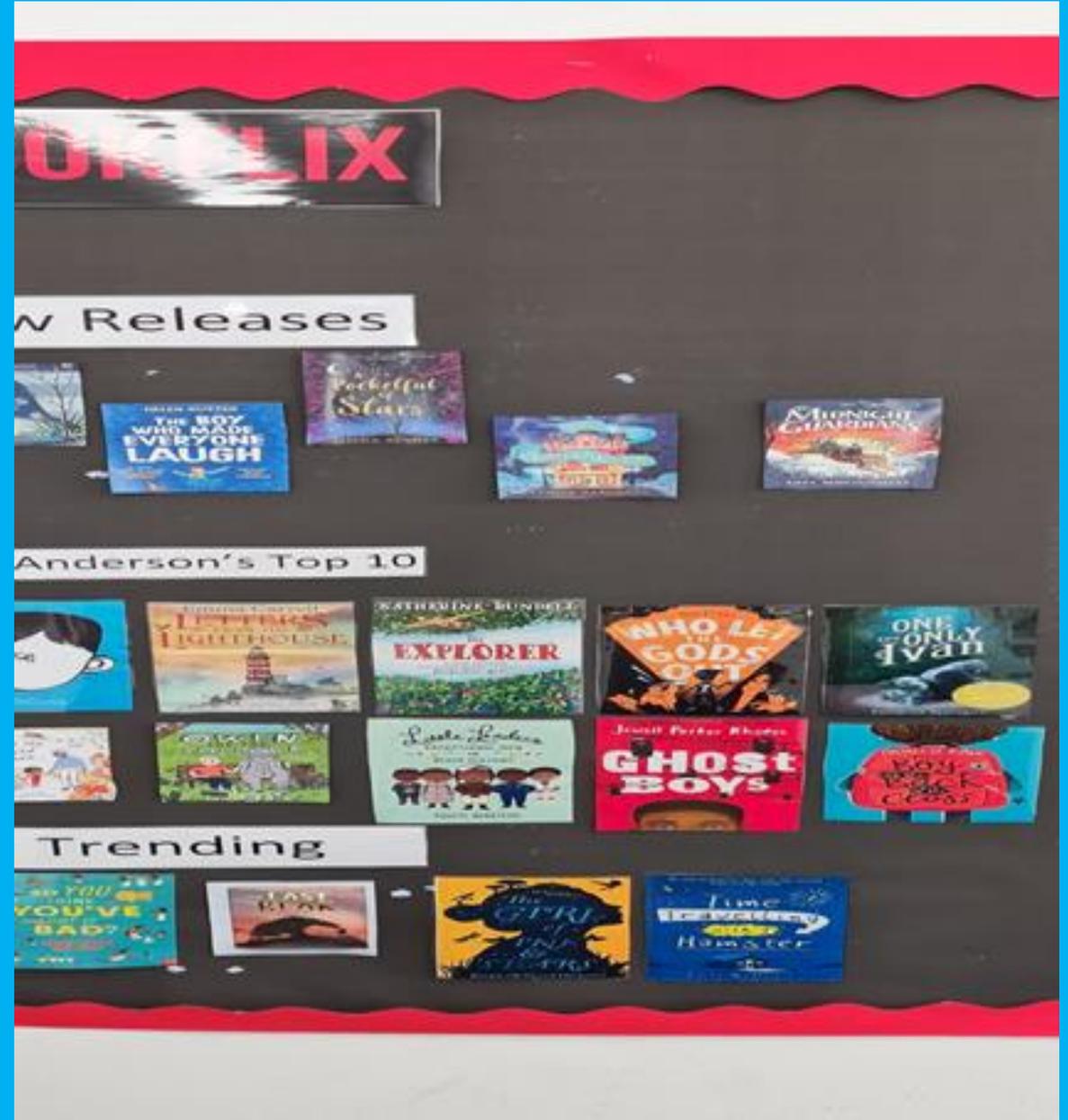
- 1. To improve staff's knowledge of authors and current literature**
- 2. To expose pupils to a wider range of genres through book talk.**
- 3. To ensure pupils have weekly quiet reading time.**

Research evidence was shared and staff participated in workshops exploring reading aloud and independent reading. Lots of practical ideas were shared, focussing on reader-led informal book talk.

As a school we recognised that target one needed to be a priority in order to increase the children's love of reading. We needed to inspire our staff to enjoy finding new authors and stories to share. This needed to be our starting point.

## Deliver:

- Display what teachers are reading on their doors including the front cover and blurb.
- Weekly book recommendations between staff.
- Quiet reading time as well as book talk allocated weekly into all year groups.
- Staff updated regularly on current literature and resources to support reading.
- Pupils to help develop the school library – monitors and pupils to help order new texts and make it a nice place to read.
- Reading club - rotation of staff running the club and the genre that is read.
- Reading workshops including parents.
- More Non-Fiction in school, including the new inspiring non-fiction books such as 'Poo' by Nicola Davies or 'Counting on Catherine' by Helaine Becker.



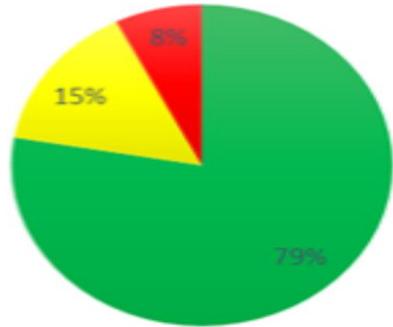
# Review: Staff

Authors	Picture Fiction	Poets
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Authors	Picture Fiction	Poets
Nathan Byron Katherine Rundell Phillip Pullman Ross Mackenzie Anthony Browne Benji Davies Neal Layton Sandra Dieckman	Tuesday The Journey The Watertower Because The Rainbow Fish The Invisible Wild	Joseph Cohelo Michael Rosen Daniel Gray-Barnet David Wiesner Roland Harvey Spike Milligan

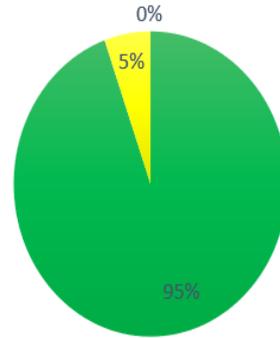
# Review: Key Stage One -

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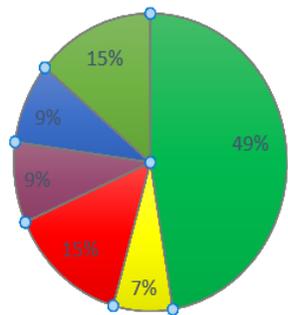
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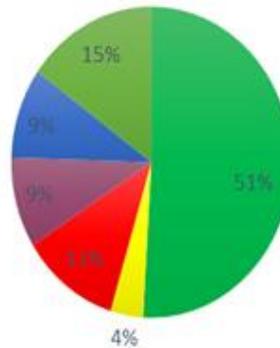
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7. What do you most like to read?



Storybooks   Non-fiction   Picturebooks   Comics   Story apps   Websites

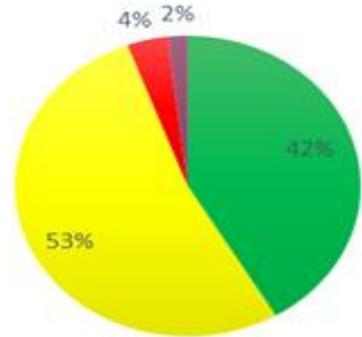
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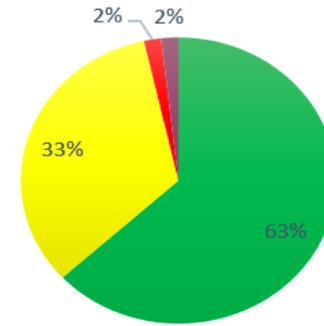
# Review: Lower Key Stage Two -

1. Do you like reading?



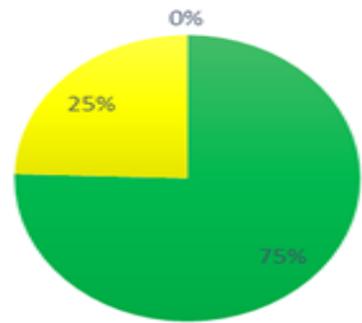
■ I love reading ■ It's okay ■ I'm not bothered ■ I don't like reading

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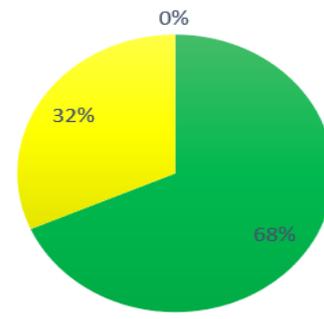
■ I love reading ■ It's okay ■ I'm not bothered ■ I don't like reading

3. Where do you prefer reading?



■ At home ■ At school ■ Somewhere else

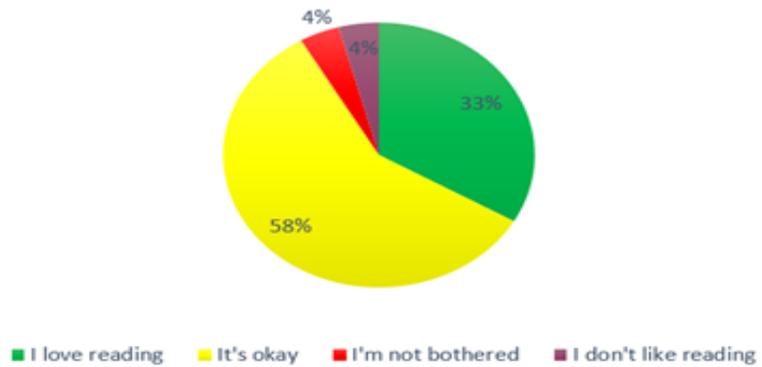
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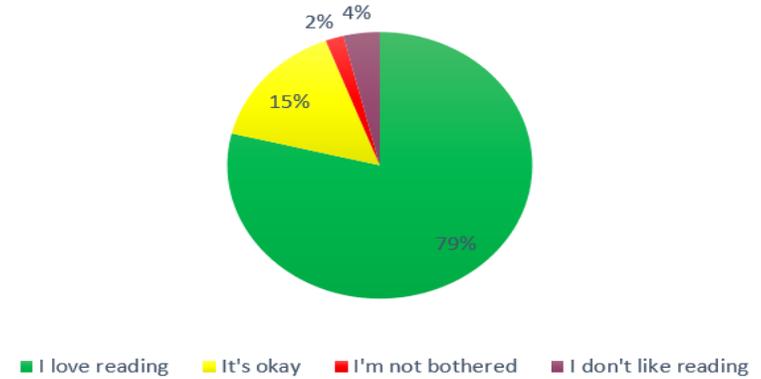
■ At home ■ At school ■ Somewhere else

# Review: Upper Key Stage Two -

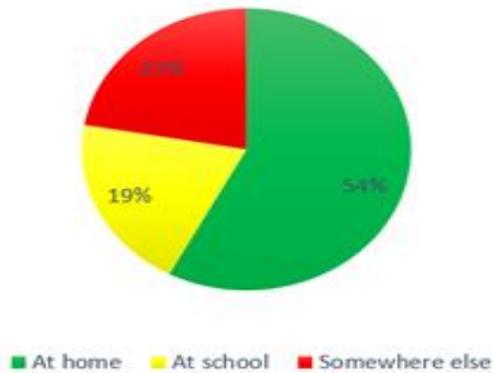
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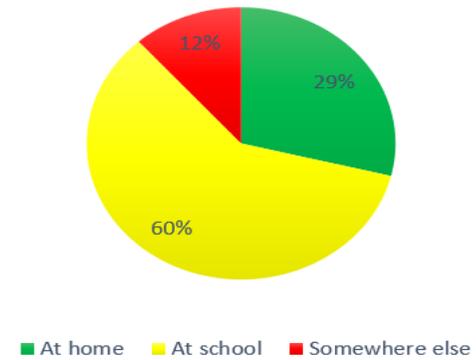
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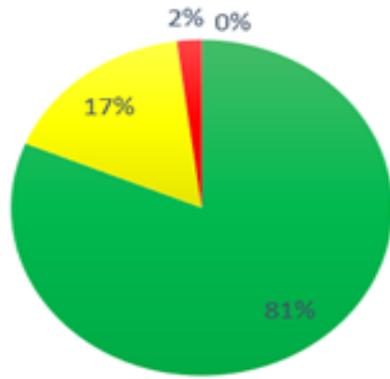
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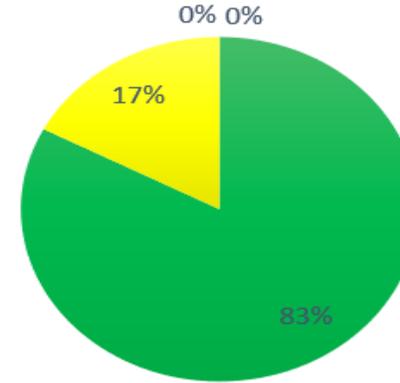


### 12. Does your teacher?



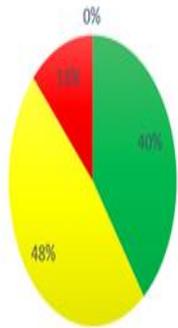
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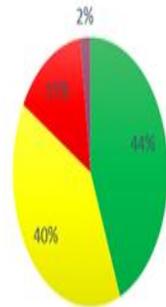
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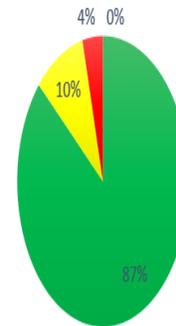
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### 15. Do you like it when you teacher reads aloud?



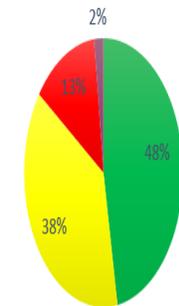
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## Sustain:

- We are still very much at the beginning of our RfP journey and with new staff in September as well, we will continue to develop what we have done so far (Particularly with staff) and continue through our actions.
  - Greater focus on our focus children
  - Continue with weekly independent reading times and book talk sessions.
  - Class libraries – current literature and authors
  - Continuous book recommendations between staff and pupils – all genres
  - Parental involvement – workshops
  - Book club
- 