



- 413 children on roll,
- 63.4% of children have English as an additional language,
- 15% of children receive SEND support,
- 34.6% receive free school meals.

# Reading for Pleasure

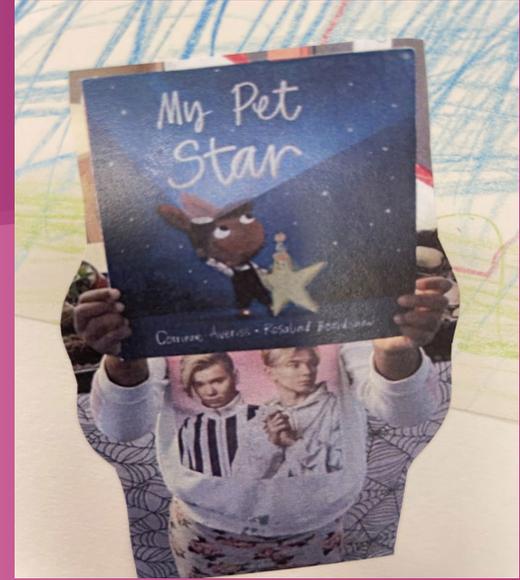
**Broom Valley Community School**

**Katie Eyre & Rose Thickett**

# Explore:

## Why Reading for Pleasure?

- High % of N2E learners arriving throughout KS2.
- Challenging for pupils to leave KS2 achieving age-related expectations.
- School's weakest outcomes in all key stages have been in reading (Ofsted 2018).
- Continue to raise attainment in reading with the first area to be developed being Reading for Pleasure.



# Staff development:

## Baseline data trends:

- Limited knowledge of children's authors (celebrity authors),
- Foundation/KS1 staff were confident with picture books but not novels and the opposite was found in KS2,
- All staff had a limited knowledge of poetry and poets.

Book authors:	Most common authors listed by staff:	Poets:	Most common authors listed by staff:
David Walliams	44%	Spike Milligan	21%
Roald Dahl	62%	CS Lewis	43%
JK Rowling	70%	Dr Seuss	67%
Julia Donaldson	57%	Janet and Allan Ahlberg	15%
Michael Morpurgo	45%	Benjamin Zephaniah	12%
Jacqueline Wilson	22%	Lewis Carroll	46%
Rachel Bright	28%		

## Survey averages:

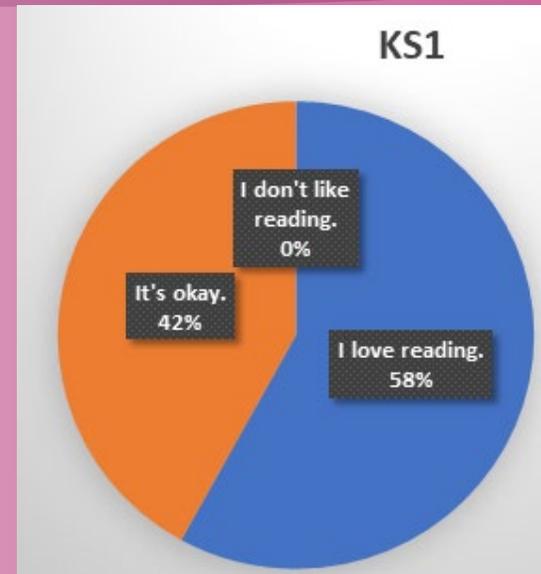
- 3.5/6 for their knowledge of the children's reading habits and preferences in class.
- 2.5/6 for their knowledge of children's reading habits at home.
- 4/6 for how often children chose what they were reading.
- 4/6 for how often they encouraged children to discuss texts during independent reading time.

# Children's development:

*"The children's surveys suggested that some children who regularly said, 'I love reading,' did not actually mean it." Y4 teacher*

## Baseline data trends:

- Most children stated their favourite book was the one the teacher was reading at that time,
- Children had limited knowledge of authors and texts,
- Some children named books that were decodable (for reading instruction) and were therefore lacking enjoyment.



	Tally	%
I'm a very good reader	////////////////////	25
I'm a good reader	////////////////////////////////////	38
I'm okay	//////////	16
I'm not a very good reader	////////	11

# Focus children:

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## Context:

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- 6 children in each class (90 children Nursery-Y6),
- Chosen by the CT for showing reluctance towards reading or being at a disadvantage,
- Reading attainment was vulnerable to achieve end of year expectations.

## Focus strands:

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- Teachers' knowledge of children's literature.
- Pedagogy: Informal book talk.



# Prepare:



"I always felt my practice was good but, at the same time, was limited due to my lack of knowledge of children's literature (authors and genres). I have always tried to expand my horizons but this concentrated effort has pushed me to explore much further."

**Y5 Teacher**

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## Aims:

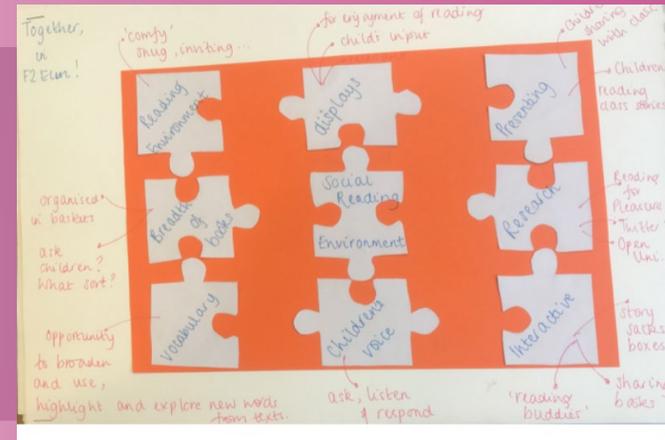
**Teacher knowledge of children's literature.**



## Action(s):

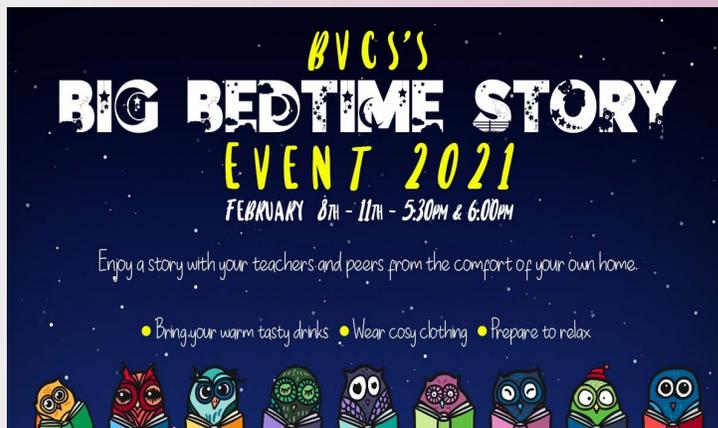
- Weekly book clubs,
- Professional Development Meetings,
- Shared areas to find texts, e.g. award-winners, OU website, Simon Smith, The Reader Teacher, CLPE,
- Ordering new and bold texts (award-winners),
- Sharing research,
- Read aloud workshop,
- Themed baskets,
- Displays.

# Prepare:



## Aims:

### Informal book talk



## Action(s):

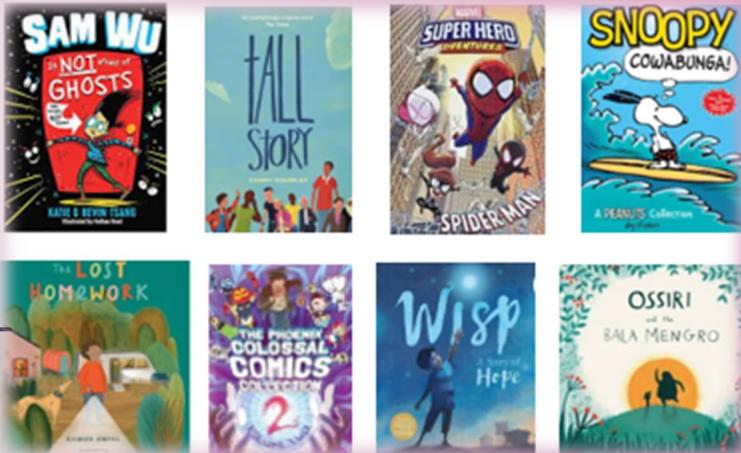
- Improve teachers' knowledge of children's literature,
- Children's weekly book clubs,
- Reading Events,
- Displays to encourage book talk,
- Establish reading relationships,
- Reading ambassadors,
- Timetabled RfP time,
- Staff training on informal book talk,
- New and bold (award-winning) texts.

# Deliver:

## Key Strategies:

### Teacher knowledge of children's literature

- Staff weekly book clubs,
- Sourcing award-winning texts,
- Professional Development Meetings.



## Impact/evidence:

### Teachers have been...

- making informed book choices for their class,
- sourcing their own award-winning texts,
- using resources to find texts, e.g. TheReaderTeacher.com,
- establishing reading relationships with each other,
- keen to share texts in the weekly book club and make recommendations to one another,
- more confident with their knowledge and can make informed recommendations to children,
- confident when engaging in informal book talk,
- reading with expression and bringing stories to life,
- prioritising RfP within their daily timetable.



# Deliver:



## Key Strategies:

### Informal book talk

- Children's weekly book clubs,
- Immersive, social reading environments,
- Book events,
- Reading ambassadors,
- Prioritising RfP in the daily timetable,
- Investing in quality texts.

## Impact/evidence:

### Children have been...

- spontaneously chatting about books,
- reading regularly and are engaged,
- keen to share texts and recommend to others,
- choosing to read more regularly in continuous provision,
- asking teachers about their preferences and also what they would recommend for them,
- choosing to read books at playtimes and lunch times,

**69% of KS1 children stated they love reading (increased by 11%)**

**67% of KS2 children stated they love reading (increased by 14%)**



## Children's weekly Book clubs



"The dog who maded a whole.  
I liked the cat. I like the colours  
and pictures (points to front cover and  
some pages).  
I would tell them to read it, its about  
a dog and a cat. Good story"

**"Reading is a social venture and I have observed how children like to share their interests with one another as opposed to always answering teachers' questions. This has adjusted my approach to reading and book talk as I now see the importance of informality." Y6 Teacher**

"I love book club because it means I can share my favourite books from home. Can we please do book club before Friday? It's my favourite time of the week and I can't wait."  
Y3 child, age 8



## Social Reading Environments

"The reading area was turned into a cosy, inviting area with cushions and bean bags. Each shelf had a theme; either by author, or topic, such as jungle animals." **F1 Teacher**

"I like to read in the reading corner as it's calming and comfortable. I could cuddle the fish and pretend I'm the funny fish in the poem."  
(Y2 child, age 6)

# BVCS'S BIG BEDTIME STORY EVENT 2021

FEBRUARY 8TH - 11TH - 5.30PM & 6.00PM

Enjoy a story with your teachers and peers from the comfort of your own home.

- Bring your warm tasty drinks
- Wear cosy clothing
- Prepare to relax



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"It was lovely to listen to a story with my child and have an insight into the stories they read at school." (KS2 parent)

## Reading Events

We know that regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009)

# Impact:



Week 1: 1 time

W/C 14<sup>th</sup> June '21: 4 times

## **SEND Hub**

100% progress in reading attainment, vocabulary scores and choosing the reading area/ den more regularly.

## Attainment:

### Nursery

There was a 33% increase in children choosing the reading provision from December to June.

### **FS2**

100% of children in FS2 scored significantly higher scores on the vocabulary test (Renfrew). 100% of children were choosing the book area more regularly in continuous provision.

### **KS1**

100% of practice SATS reading comprehension scores have increased. Many scores increasing by 10 marks +

### **KS2**

In Y6, 20% of children were scoring expected scores in reading at the beginning of the year. Now, 57% of children are scoring expected scores.

## Impact: Attitudes

### Observations

“Y2 child B has not swapped his book for two weeks! He is now also reading silently without distraction.”

“ Y3 child H related his personal experiences of grief with the book ‘Farther’ by Grahame Baker- Smith and later said it was his favourite book because it made him understand loss in more depth.”

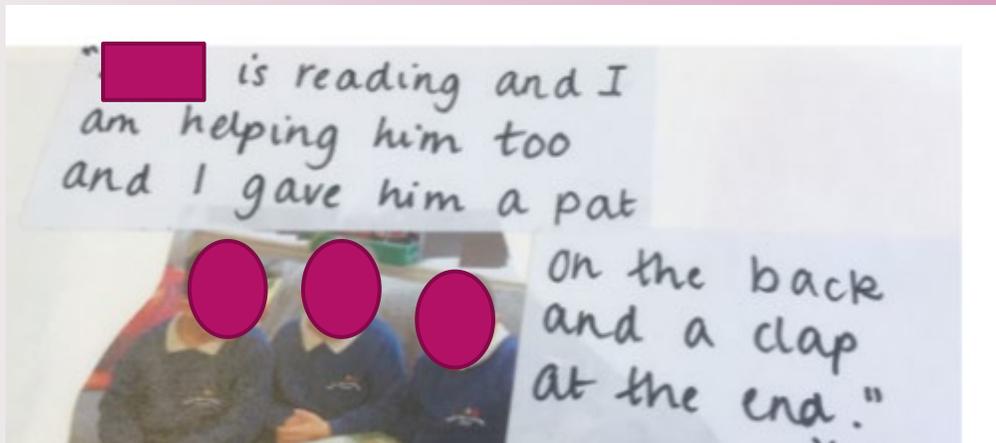
“ F1 child H accesses the story bag making links to the story. She takes out each item and creates a park scene putting the duck into water.”

“ Y6 Child L said he likes reading because he unlocks his own imagination but feels better afterwards when he realises it is fictitious.”

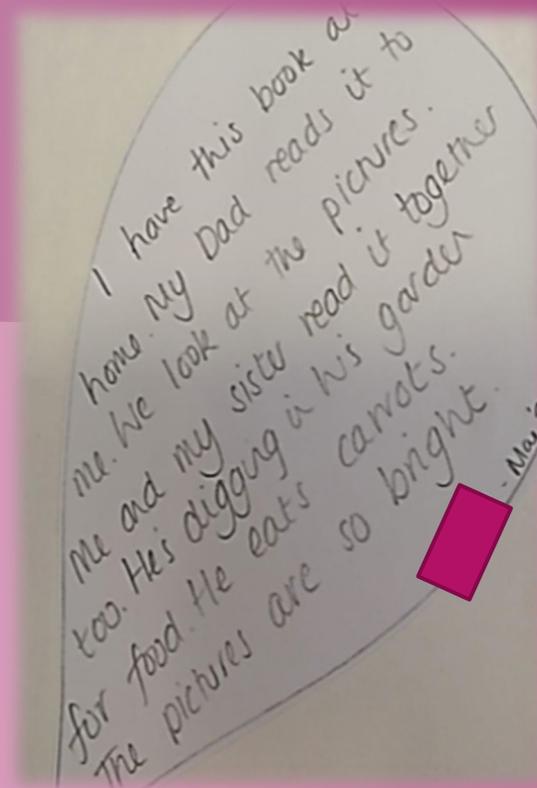
“Y4 child has been bringing in their own books more frequently which wasn’t happening before. This has led to increased discussions out on the playground and on the ramp whilst the child waits for parents at the end of the day.”

## Impact: Attitudes

### Pupil voice



“Reading makes me feel smarter. It makes me feel like a bird because it can take me anywhere.”  
Y1 child



“I like reading because I learn new things and become more educated.” Y4 child

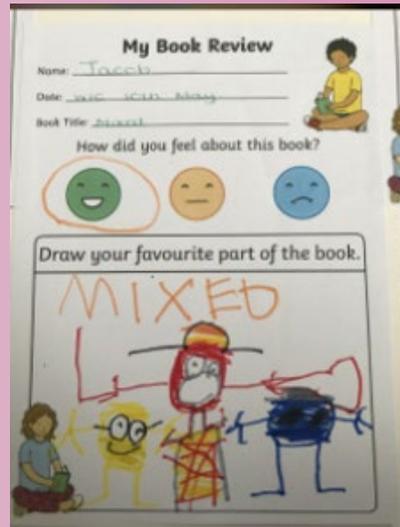
“To be honest Miss, reading is my favourite thing to do now.” Y3 child

“Reading is like the tele without the electricity.” Y2 child

“I'll read anywhere as long as I have a good book.” Y6 child

# KS1

From the baseline data, it showed that many KS1 children could not name many/any authors or texts. Many Y1 children could only name the 'Floppy Phonics' decodable books.



This final data shows that many children can name a variety of texts and some authors.

## Y1 Mulberry

There's a duckling  
The Ugly Duckling  
Hasaan needs to go Mars  
Hasaan celebrates Ramadan  
Care Bears  
Fred and Tintin bear  
The three little pigs  
Hansel and Gretel  
Lion King  
Bambi

## Y1 Holly

The Seriously Extraordinary Diary of a Pig  
The Magical Unicorn /  
Red Riding Hood  
Sylvia and the Bird  
George Tractor  
Little Red Riding Hood  
Horrid Henry  
Big  
Up the Mountain  
Cars (non-fiction)  
The Gruffalo  
Room on the Broom

## Y2 Cassia

Mutant Zombies Cursed My School Trip- Matt Brown //  
Poems Aloud- Joseph Coelho //  
Mr Men books  
The Lion Inside  
Nickle Nackle Tree  
Diary of a Wimpy Kid  
A Squash and a Squeeze  
There's a tiger in the garden  
The Winter Dinosaur

## Y2 Cedar

Slime- David Walliams  
Mutant Zombies Cursed my School Trip- Matt Brown  
The Invisible- Tom Percival  
Lights on Cotton Rock- David Litchfield  
The Dog Who Lost His Bark – P.J. Lynch  
Poems Aloud- Joseph Coelho  
The Lion and the Mouse  
The Boy at the back of the class- Onjali Q. Rauf

# KS2

From the baseline data, it showed that many KS2 children were naming texts but no authors. Many children were choosing authors who were more appropriate for younger children. Many children could not name any texts which were their favourite.

**Many chose:**

**Michael Morpurgo**  
**Roald Dahl**  
**Julia Donaldson**  
**Jacqueline Wilson**  
**David Walliams**

This final data shows that many children can name a variety of texts and some authors.

## Before:

- Owl babies /
- The Seagull /
- Charlie and the chocolate factory ///
- Pony books /
- Aladdin //
- Diary of a Wimpy Kid //
- Top of the class /
- Superworm /
- Horrid Henry /
- The Hunger Games /
- Kensuke's Kingdom //
- Shadowsmith /
- Harry Potter /
- Alice in Wonderland /

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## After:

- The Seagull /
- Myths and Legends //
- Charlie and the Chocolate Factory /
- Aladdin /
- Diary of a Wimpy Kid //
- Horrid Henry //
- Harry Potter //
- Meet me by the Steelmen //
- The Enchanted Wood //
- The River Singers //
- Worst Witch ///
- The World's Worst teachers /
- Dork Diaries /
- Hercules /
- Roman Invasion /
- Sulwe /
- The Wild Way Home /
- Planet Omar ////
- Spiderman Comic /
- El Deafo ///
- I, Cosmo /
- The Wild Robot //
- Snoopy Comic //
- Ruby's Worry /
- Farther /
- Roberto The Insect Architect //
- Stormbreaker //

# Staff knowledge of children's literature

Staff have been proactive in broadening their knowledge of not only new texts but also new authors and poets. Staff have targeted their individual gaps in knowledge and have shared their recommendations with the children.

Authors:	Poets:
David Litchfield	Joseph Coelho
Tom Percival	William Blake
Philip Pullman	Michael Rosen
Tom Moorhouse	Roald Dahl
Oliver Jeffers	Dr Suess
Francesca Simon	Lewis Carroll
Onjali Q. Rauf	A.A Milne
Matt Brown	Spike Milligan
Emma Carroll	J. Patrick Lewis
Zanib Mian	Karmelo C. Iribarren
Julianne Gough	Roger Stevens

Sophie Anderson
Liz Pichon
Sophie Kirtley
Lupita Nyong'o
Vashti Harrison
Graham Baker-Smith
Jessica Love
Matthew A Cherry
Rachel Bright
Eoin Mclaughlin
Nicola Davies
Kate DiCamillo
Katherine Rundell
J K Rowling
Martin Waddell
Anthony Horowitz
Roald Dahl
Julia Donaldson

Statement:	Staff average score /6. <i>Autumn</i>	Staff average score /6. <i>Summer</i>
Knowledge of children's reading habits and preferences in class.	3.5	5.0
Knowledge of children's reading habits at home.	2.5	3.0
How often children chose what they were reading.	4.0	5.0
How often they encouraged children to discuss texts during independent reading time.	4.0	6.0

# Sustain:

## Teacher knowledge of children's literature:

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- Continue with weekly book-clubs in staff meetings,
- Continue to invest in quality texts to share,
- Continue to vary the texts used in classrooms,
- Continue to make time for reading aloud and independent reading time in the school day.
- - Focus on reading habits at home.
- - Teachers to pass on information for transition.

## RfP pedagogy

## Informal booktalk:

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- Continue with weekly book-clubs in classes,
- Continue to record preferences/recommendations on displays,
- Continue using reading ambassadors to ignite interest,
- Continue to use reading events to encourage discussions.

Together, at Broom Valley Community School,  
we dare to dream big!



Reading makes that possible!

Any questions?

