

Broom Valley Community School



Context

Broom Valley Community School is a primary school based in Rotherham which together, dares to dream big. There are 413 children on roll of which 80.6% joined in Reception. 63.4% of the children speak English as an additional language and a significant amount of our children are new to English. 15% of the children at Broom Valley receive SEND support and 34.6% of children receive free school meals. With such a high percentage of N2E learners arriving throughout KS2, it is becoming increasingly challenging for pupils to leave KS2 achieving age-related expectations. The school's weakest outcomes in all key stages have been in reading (Ofsted 2018). Our school's priority is to continue to raise attainment in reading with the first area to be developed being Reading for Pleasure.

Explore

Intention: define the problem and establish a baseline.

To collect baseline data, all staff completed a survey of their knowledge of children's literature. This was then analysed to identify key areas for development and consider what actions needed to be taken to improve teacher knowledge. Trends were shared with staff to make them aware of the whole school professional development plan.

When looking at the key messages from the data, it was clear that staff had a limited knowledge of authors and were often naming authors that they had read themselves as children. Staff in KS1 were confident when naming picture books and their authors. However, they struggled to name authors from a range of different texts, particularly when listing novels and poems. In KS2, staff were able to confidently name authors of novels but found it more challenging to name picture book authors. All staff had a limited knowledge of poetry/poets and failed to name three poets. Staff struggled to make links between texts and to make informed recommendations. Staff also had a limited knowledge of new authors and award-winning texts and were often naming famous book authors.

Staff responses:

| 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% | | |

After analysing the children's RfP attitude surveys, we found that many children enjoyed reading regardless of their attainment. However, even though they said they enjoyed reading, this was not apparent in their responses. All children stated they read at home, however they were not often read aloud to. Many children stated that their favourite book was one the teacher had read aloud to them in class and some children stated that their favourite was the decodable book they were reading. It was shown in the data that children had a limited knowledge of texts and authors. Some children could not name three books which they had enjoyed and few children could name authors. Many texts which the children could name correlated with their teacher's knowledge of children's literature.





| | 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 |

Through the school analysis, we established that our two main focuses would be developing teachers' knowledge of children's literature/authors and prioritising the facilitation of informal book talk in classrooms for Reading for Pleasure.

Prepare

Intention: creating a clear, manageable plan for achieving your RfP aims.

To ensure the correct message about RfP and its benefits was shared throughout school, we enlisted the help of a small change-team consisting of a member of the SLT/F2 teacher and another teacher from KS2. These members of staff were responsible for assisting in the analysis of surveys and questionnaires to provide a baseline for the project. They also led their key stages in using different strategies and providing opportunities for other members of staff to view/discuss these.

Informal book talk:

After analysing the school's baseline data, we found that developing informal book talk and teachers' knowledge of children's literature would be most beneficial. From developing teachers' knowledge, it has been found that when the teachers widen their knowledge and pleasure in reading children's literature and other texts, they become aware of children's reading practices and more effectively build RfP pedagogies and a strong community of readers (Cremin et al, 2014).

Once the teachers had developed their knowledge of children's literature, they became more equipped to implement informal book talk into their classroom practice. This talk was dependent on the teachers' knowledge of children as readers, and their knowledge of children's literature and other texts. (Cremin et al, 2014)

Previously, when texts were shared with the class, they were being analysed to assess children's reading comprehension rather than facilitating RfP. This could hinder the

children's development in other areas of the curriculum and prevent pupils from developing a love for reading (Cremin et al, 2014).

International evidence suggests that having a desire to read at a young age increases children's attainment in not only reading but also in literacy and numeracy (Anderson et al, 1988) and provides children with a richer vocabulary (Sullivan and Brown, 2013). Historically, reading attainment at our school is below national average so it was key that it had an impact on children's outcomes. Additional to this, a large percentage of our demographic speak English as an additional language so development of vocabulary was vital and RfP would play a pivotal role in aiding this. We then chose six focus children in each class who would benefit the most from targeted RfP. These children may have been chosen due to being disadvantaged, lacking vocabulary or showing reluctance towards reading.

Aims of the project:

- To increase teacher knowledge of children's literature.
- To implement informal book talk.

Deliver

Intention: implementing your development plan and ongoing documentation of impact:

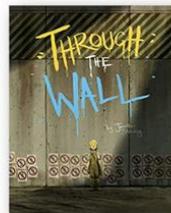
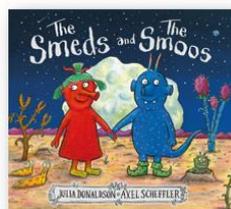
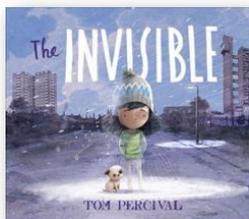
To meet our aims, we created an action plan which would focus on developing these areas specifically. We wanted to make sure our actions were achievable, sustainable and also met the specific needs of our school. After the preparation period, we began by leading RfP meetings and training to ensure all staff were equipped to deliver RfP and had a secure understanding of the impact. We shared practical classroom strategies while sharing high quality texts in weekly book clubs. We also allowed staff to participate in reading aloud workshops and encouraged staff to reflect on their questionnaires and read additional research.

Actions undertaken to meet aims

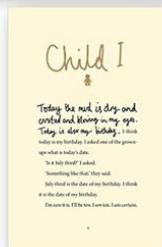
| | |
|--|---|
| Aim one: To increase teacher knowledge of children's literature. | Staff and child questionnaires |
| | Developing excellence plan |
| | Remote and in-school action plan |
| | Children as readers (audit) |
| | Evidence based proforma |
| | Enquiry questions |
| | Poetry week |
| | Staff action plans |
| | Professional development meetings |
| | Inset day |
| | Professional development twilights |
| | Weekly staff book clubs |
| | School order award-winning texts |
| Aim two: To implement informal book talk. | Observation diaries |
| | Reading ambassadors |
| | Reading walk |
| | Monitoring for reading environments and RfP time |
| | Timetabled daily RfP time |
| | Reading aloud workshop |
| | Outdoor reading areas built |
| | Big Bedtime Story Event/ Masked Reader Event/ Booknic |
| | Immersive, relaxed reading environments |
| | Themed displays/ baskets |
| | Weekly book clubs |
| | 24 hour reads/ reading rivers |
| | Written reviews and recommendations/ rating |
| RfP promoted on displays throughout school | |

- **Weekly book club**

One of the most successful strategies we implemented to increase teacher knowledge of children's literature was facilitating weekly book clubs in our staff meetings. In each meeting, we would recommend and share award-winning texts, which we had purchased, that staff could choose to share with the children in their class.



Let's share!



One teacher stated, “The book clubs directed me to new and bold texts which I wouldn’t have necessarily found before. I could now make informed book choices without having to stab in the dark. Many of the children in my class chose the award-winning books, which I had shared with them, as their favourites.” The book club meant that staff were sharing texts with other staff members and practising informal book talk by making informed recommendations to others. We knew it was vital that staff were exposed to a range of texts to be able to successfully adopt a reading for pleasure approach in school (Cremin et al, 2014). It also meant that staff were seeing themselves as readers as they were reading more avidly. Staff were enthusiastic to share with others and it was clear that their confidence in children’s literature was developing and they were beginning to make links between texts. Staff also became aware that “no two readers were the same” (Cliff Hodges, 2010) and that in order to motivate readers in their class, they needed to recommend texts which would engage and ignite their individual excitement for reading.

- **Reading events**



Another successful strategy we implemented was reading events. We organised four reading events throughout the year. These events were designed to target families at home and reinforce the importance of RfP outside the classroom. We also wanted to ensure children were engaging in informal book talk outside of the classroom in their daily lives. We know that regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009) and that comparing against international evidence, children in England report less frequent reading for pleasure outside of school than children in many other countries (Twist et al, 2007). One of our events was the “Big Bedtime Story Event” which was accessed during online learning in lock down. The children and their families were invited to attend the event where they could listen to their teachers tell award-winning stories at bedtime. This event was accessible from Nursery through to Y6. One parent said “It was lovely to listen to a story with my child and have an insight into the stories they read at school.” Some parents enjoyed the texts so much that they then went and sourced the books for

their children at home. Another event was “The Masked Reader” event where staff disguised themselves and read another award-winning text. The children had to guess which staff member was reading the story and it was also an excellent opportunity for children to be read aloud to in a different context. This allowed families to understand how to bring a book to life and again reinforce the importance of RfP for children at home. The next event was the “Booknic”. This event was in school and invited children to enjoy a picnic whilst reading outdoors. As 13% of our children said they preferred reading outside, it was key that we catered to this preference. We also had outdoor reading areas built for children to be able to read comfortably in the outdoors. It was also important that children were experiencing reading outside of class as it was found that only 29% of young people read outside of classroom every day (Clark, 2011). Our final event was Poetry Week where children were invited to read and perform poetry in an informal setting with their peers as their audience.

- **Award-winning texts**



As part of our RfP budget, we ensured that we prioritised sourcing award-winning texts in school. By having a range of high-quality texts, it allowed children to have a range to choose from and by having these, the children were enticed to read them. This also assisted with teachers’ knowledge of children’s literature as the teachers were given these prior to read, before recommending them to the children. We also wanted to ensure that we were targeting boys in school as a number of studies have shown that boys enjoy reading less than girls which correlated with our school analysis. We ordered comics and non-fiction texts to spark their interest which were stated as their favourite texts to read on the initial surveys. As 63.4% of our children spoke English as an additional language, it was important that we ordered texts where their cultures were celebrated and the children could see representations which they could relate to. One child read the story ‘Sulwe’ by Lupita Nyong’o and her initial response was “Wow! I have never seen someone have the same hair as me in a story.” After reading the story, the child then stated it was her new favourite book and subsequently, she began to make links between herself and positive, female role models. We also wanted to ensure that we targeted children from lower socio-economic backgrounds who read less for enjoyment (Clark and Rumbold, 2006). Many of the teachers chose these children as part of their focus group so we could tailor book choices to suit their preferences. One child in

Y2 was ecstatic to be recommended the new Spiderman comic. Another child was envious and begged for it next.

- **Children's weekly book clubs**



Every Friday, all children engaged in a weekly book club in class. The children would be invited to share stories which they had enjoyed in the classroom or at home and make recommendations to their peers. This time was also key for the implementation of informal book talk. We needed to ensure this time was informal, highly reciprocal and was un-assessed (Cremin et al, 2014). This time was also reliant on teachers' knowledge of children's literature. One child in Y2 stated "I like it when other children recommend books to me. I would like to read the book Miss is reading (Land of Roar – Jenny Mclachlan)." A Y6 teacher also commented that "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." A teacher in Y5 also noticed that children had established reading relationships in this time. Research suggests that reading should be interactive and these relationships can generate new kinds of talk about reading (Cremin et al, 2014). He said "Two children would pair up with other pupils and discuss books, recommend authors and genres with what they were reading. One of these children was an extremely reluctant reader prior to the project but now is eager to share his own thoughts and opinions on texts. He also is keen to listen to others. This pupil's attainment in reading has made significant progress across the year and I believe his change in attitude towards reading has had the most impact." Another Y2 teacher stated "I have tailored books to meet the needs of reluctant readers to ensure they have access to books that interest them and engage them to read for pleasure. This, in turn, has encouraged informal book talk to take place and allowed the children to learn about one another's interests. It has been wonderful to listen to the children talking about reading so often and to help support them to decide what they love to read the most." In FS2, the teacher discussed that "Noting the children's conversations during our book clubs, it has been apparent that their vocabulary and confidence to talk and share their ideas with others has increased." This strategy across school was commented as the most effective by all staff members and one Y4 class regularly cheer when it is time for their weekly book club.

- **Timetabled RfP time**

| TIMETABLE- Y2 | | BROOM VALLEY COMMUNITY SCHOOL | | | | |
|---------------|------------|-------------------------------|--|--------------|------------|-------|
| 8.55- 9:10 | 9:10-9:30 | 9:30- 10:30 | 10.45 11:45-12:00 | 12:45- 13:30 | | |
| MONDAY | Arithmetic | RfP | Phonics & handwriting (maths pre-teach) 10:20- Children read decodable books. | English | Daily Mile | Maths |

According to our initial teachers' surveys, many of the children across school were not accessing daily RfP time. Many teachers were not prioritising this time and it was not scheduled as part of the daily timetable. A Y1 teacher has now stated "I have learnt the necessity of timetabled reading time. Also, how important my own knowledge of children's literature is to develop children's appetites for reading." As research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988) and other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). It was vital that this time was prioritised consistently throughout school. All children would be read aloud to daily and have time to read independently. A Y2 teacher noticed that one of her reluctant readers, who usually would ask to swap their book many times during independent reading, was now committed to reading one novel and was engaged when reading their book. A Y1 teacher stated that initially "The children were not utilizing independent reading time. Although they said they enjoyed it, they were flicking through their books and saying 'finished'. The children had very little stamina when reading independently and the children were choosing to access de-codable books rather than picture books." After her implementation of daily independent reading time, she stated "Now, these children are making informed choices and choosing to read rather than choosing other activities." By allowing more time for independent reading, children had the opportunity to enjoy their texts and relax without quickly moving onto another subject.

As research suggests that reading aloud time allows children to access rich and challenging texts, prompts children's engagement and created a class repertoire of "texts in common" (TaRs research), it was important that children were being exposed to this daily. A Y1 teacher commented after implementing daily reading aloud time "Children are more engaged when reading or being read to. Children are able to give opinions and justify them, referring to a particular aspect of the text as opposed to 'I like it, it's good.'" Many children, in the final surveys, also stated that their favourite books were books which had been read to by their teachers. Often, teachers across school would source sequels to the books they had read due to the children wanting to read more of the series. A Y4 teacher stated "Often, the book I choose or the class chooses for read aloud, is the book that children fight for in the reading corner." Many teachers discussed how

they had adjusted their RfP practice by ensuring the texts they read aloud are chosen by the children and ensuring this time is child-led. In Y3, a child said “I like the River Singers (Tom Moorhouse) because it has interesting characters with funny voices.”

- Immersive, relaxed reading environments



To develop informal book-talk across school, we used social reading environments to prompt children to make recommendations and chat about books. Research states that social reading environments should be physically engaging, interactive and compliment informal book talk (TaRs research). Many teachers used interactive displays to encourage children to chat about texts and make recommendations. An example of this was “Bookflix.” The Bookflix displays showed award-winning texts where the children would vote for their favourites. This display was child-led and used to promote informal book talk.



We also wanted to ensure that the reading environments were cosy and relaxed. As the majority of children stated in the initial surveys that they preferred reading on the sofa or in bed at home, we wanted to ensure this relaxed ethos was replicated in our reading environments. One Y2 child said “I love reading in the reading corner

because the twinkly lights calm me.” An F1 teacher discussed how “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.” Due to this inviting area, F1 children would choose that area more regularly within continuous provision rather than majorly choosing construction or role play.

Review

Intention: reviewing to ascertain impact at the end of the academic year.

How did we monitor the impact?

Focus children:

- Observational diaries
- Recorded pupil voice and interactions
- Baseline and final questionnaires
- Conversations
- Pictures
- Reading tests and data
- Children’s reading attainment

Staff:

- Inquiry questions
- Appraisal targets
- Monitoring
- Learning walks
- PDMs
- Conversations
- Baseline and final questionnaires
- Insets and Twilights
- RfP training and clinics
- Weekly book club
- Teachers’ reading challenge

Teachers’ knowledge of children’s literature

- **Staff weekly book clubs**

From the expectation that staff read children’s literature regularly, we have found that their knowledge of a range of texts and authors has grown. Teachers are reading award-winning texts in their own time before sharing these with the children. Many staff are naming types of texts which they identified as a gap in their knowledge, e.g. KS1 staff are

naming more novels and poetry rather than just picture books. KS2 teachers have a broader knowledge of picture books and are regularly sharing these with their class.

| 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 | |

Teachers are confident when sharing texts to their children and other staff members while also making informed choices for the children to listen to. Teachers are also beginning to show themselves as readers and sharing recommendations with the other staff and children. It is also apparent that staff are spontaneously chatting about books which is having a positive impact on the children and their knowledge of children's literature.

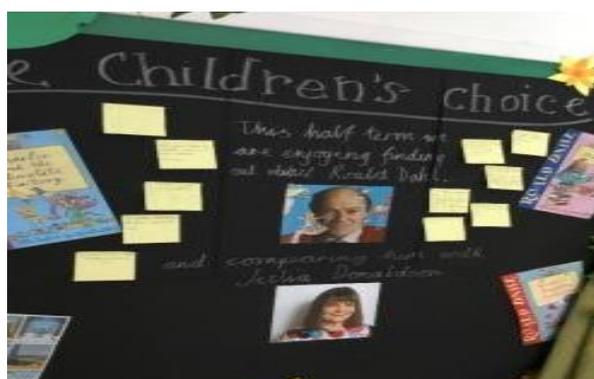
- **Award-winning texts**

As part of our implementation of RfP, it was key that we ordered a range of award-winning texts for the staff to read and then share with their class. We found that this strategy was key to the successful implementation of RfP as it allowed staff to read and

broaden their knowledge of children’s literature while giving their class a range of high-quality texts to choose from.

- **Displaying children’s preferences**

As part of the classroom reading environments, staff displayed children’s preferences and became more able to make informed recommendations. They were forming and facilitating reading relationships based on their knowledge of children’s preferences.



Impact on staff’s knowledge:

| Statement: | Staff average score /6. Autumn | Staff average score /6. Summer |
|--|-----------------------------------|-----------------------------------|
| 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 |

Informal book talk

- **Children’s weekly book clubs/ scheduled RfP time**

Due to having weekly book clubs, more children are spontaneously chatting about books and sharing their opinions/ preferences. They are able to recommend books to their peers based on their knowledge of their own and other’s preferences. They are showing an increased willingness to read and recommend texts and are even beginning to bring their own texts from home to share with others. Focus children have developed a greater skill to summarise stories while showing more confidence in guided reading sessions when answering questions about texts. Focus children are now able to name a variety of texts and some authors. Many of their favourite books are ones they have chosen themselves and some are books which the teachers have read aloud.

KS1 (Summer):

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 (Autumn):

- 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 /

KS2 (Summer)

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

- **Reading events**

From advertising a range of reading events, children have become more excited to take part and read for pleasure. The Big Bedtime Story event was a huge success as families were able to see how stories are read aloud to children. Many children loved hearing their teachers read in the evening and said they found it relaxing. The other events have given children an opportunity to enjoy books from a different angle and have reinforced the ethos of reading being informal and unassessed.

- **Immersive, relaxed reading environments**

From the implementation of social reading environments, we found that many focus children were choosing to read more often for pleasure. Focus children were keen to read in the area and this area is now chosen as one of the children's favourite places to

read. In classrooms, staff ensured that reading environments replicated their experiences of reading at home as many children stated they preferred to read on the sofa or in bed. Focus children are able to make more informed choices when choosing texts as the themed baskets made it easier for the children to purposely navigate themselves. One child stated "I love reading in the reading area because it is relaxing and I can find a new book as soon I have finished the last. I also feel like I am at home and sometimes I could fall asleep."

Impact on attainment

Although RfP cannot be the sole reason children's attainment has improved, there has been a significant increase through all key stages.

SEND Hub:

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

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. 65% by 10 marks +.

KS2:

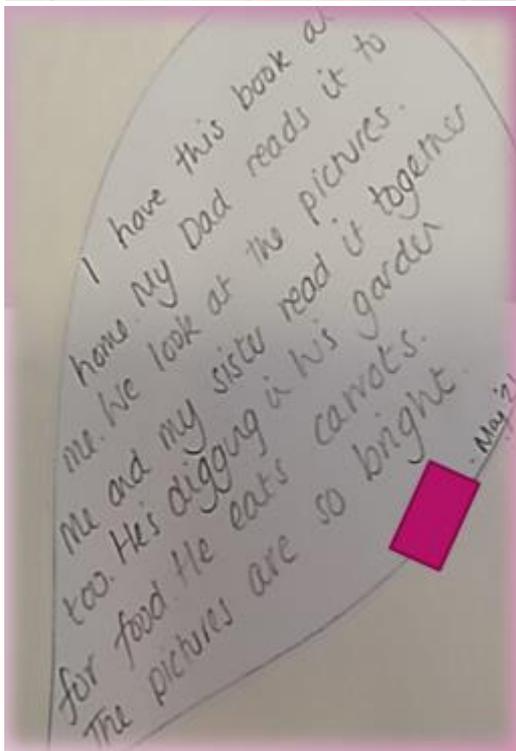
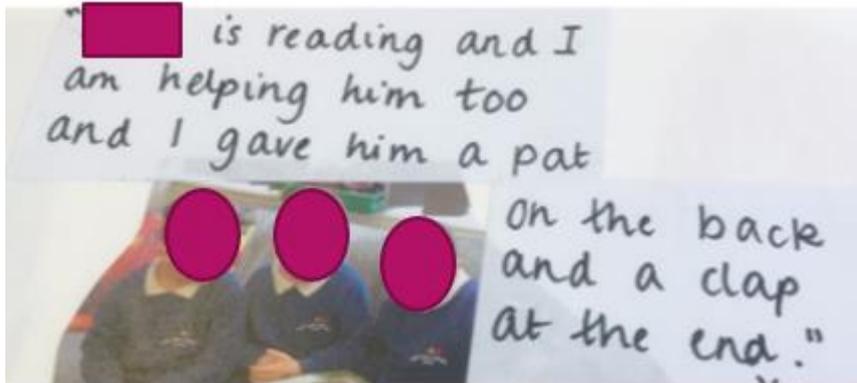
In Y6, 20% of children were scoring expected scores in reading at the beginning of the year. Now, 57% of children are scoring expected scores.

Pupil voice

Throughout the project, staff have documented key responses from their focus children and listed below are examples of comments made at the end of the project by children about reading.

- "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

- “Reading makes me feel smarter. It makes me feel like a bird because it can take me anywhere.” Y1 child
- “I’ll read anywhere as long as I have a good book.” Y6 child



Observations of focus children

Staff have kept observation diaries through the process of the project and have documented significant changes in attitudes/behaviour towards reading.

- 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.

Sustain

Intention: review and plan for embedding implementation and impact in future years.

The key research findings of Cremin et al. (2014) identify that informal book talk requires a reciprocal and embedded approach. It is crucial that talking about reading is presented as an enjoyable; natural process that is part of daily classroom culture. The research also expresses that talking about reading is intrinsically important in helping children to develop the motivation to read and in turn the will influences the development of the skill. It is essential that informal book talk presents itself as an un-assessed activity. It is the responsibility of the teachers to impart knowledge of children's literature and other texts and finding out more about the reading lives of the pupils. As a result, we aim to continue our implementation of informal book talk daily in the classroom through the use of our successful strategies.

As members of the change team are part of curriculum teams involving diminishing the difference in school, they won't be leading the RfP focus with staff next year but they will still be using the strategies to promote it in their own classrooms. One member of the team is leading the Early Reading focus and will continue to place importance on not only learning to read, but on RfP too. We will not use the same focus children or groups all year but will use specific strategies with individuals as and when we see they require support and encouragement with RfP. This will be adapted throughout the year to ensure pupils who do not choose to read for pleasure at that time (termly), show progression towards this goal.

We will sustain teachers' knowledge of children's literature by continuing to discuss texts informally during weekly staff meetings and use research to continue professional development. In addition, the change team's knowledge will continue to support other staff and inform teachers about the latest reads, book awards and webinars. New members of staff/ staff returning from maternity leave will be supported through ongoing professional development and from observing good practice.

As children move to new classes, current teachers' knowledge of children's reading habits is to be included in transition notes. As children's preferences evolve over time, displays, observations and conversations will be used to keep up to date with the children's reading identities. As well as this, daily, timetabled RfP slots will continue to facilitate informal book talk.

The project has influenced a shift in attitudes across the school and there is now a genuine excitement about reading. When you enter the school, it is obvious not only that

we love reading (from displays and observations throughout the school) but that we are becoming a reading community.

As the research shows it is crucial to investigate the reading habits of the children, particularly in the home environment, we intend to continue communicating with families and building reading relationships between home and school. We will continue to inform parents about the importance of RfP and children reading often at home through the use of: newsletters, reading events and parents' evenings.

As our school ethos is "Together, we dare to dream big!", we believe reading for pleasure provides our children with the tools and opportunities to pursue this.