

Our school is a single form entry which has around 210 pupils on roll, with additional day care provision for 2 and 3 year olds.

We serve an area of poor socio-economic deprivation and we have a larger than average SEND. Two children have EHCP, five of our children are looked after and three are post-looked after. Around 45% of our pupils are eligible for Pupil Premium funding.

Our Change Team

Alison Roddis, SENCO and Y1 teacher.

Liz Bailey HLTA.

Julie Edwards.

As a change team, we felt passionately about developing a love of reading in our school.

Target Children

- Y1 – 6 Children: these fall into our bottom 20% of readers.
- Y6 – 6 Children: those who can but choose not to.

Explore

To establish a baseline, children and teaching staff undertook surveys.

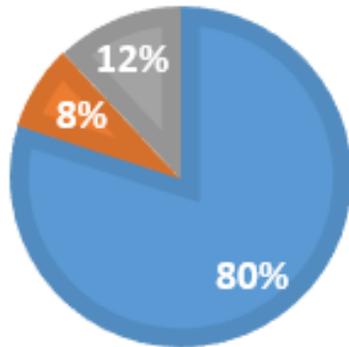
When analysed, the following key findings were evident:



Pupil Surveys

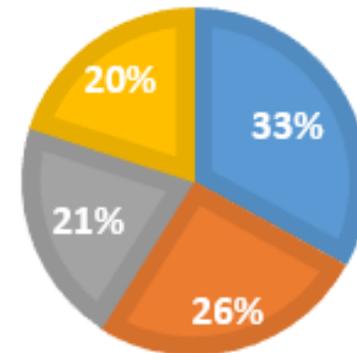
DO YOU LIKE READING? KS1

■ I love it ■ It's okay ■ Don't like it



DO YOU LIKE READING? KS2

■ I love it ■ It's okay ■ Not bothered ■ Don't like it



Other Key Findings

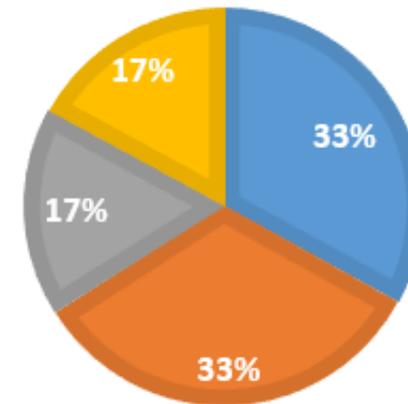
- 90% of the children saw their teachers as someone who loves reading and it was clear that reading aloud was happening regularly in both key stages.
- While 57% of children in KS2 responded that they love it when teachers read aloud, this sadly showed that almost half were not keen. This made us question whether they were invested in the books we shared.
- Only 32% of children said that they talk about their reading in school. When drilling down further into their responses though, it showed that less than half of these said it was with a member of staff.

Staff Surveys

- Shared books were almost always chosen by the adult.
- Informal book talk was not happening regularly in our classes.

HOW OFTEN DO YOU PROVIDE OPPORTUNITIES FOR CHILDREN TO TALK INFORMALLY ABOUT THEIR READING PREFERENCES?

■ Regularly ■ Sometimes ■ Rarely ■ Never



Prepare

The National Curriculum states 'Pupils should be taught to' develop pleasure in reading.

Frank Cottrell Boyce (2003) 'You can't teach pleasure: You have to share it.'

We recognised that the only way to nurture and develop a passion for books was by modelling a love of literature ourselves. Students need to see us practice what we preach – need to hear us passionately discuss books and share what we have been reading.

Expose children to current authors.

Begin to recognise their reading preferences and interests.

Make recommendations.

(Manzo and Manzo 1995) 'Children are more likely to want to read material which connects to their personal interests. To support children's engagement in reading, arguably therefore, teachers need to know them as individuals.'

How can we recommend books if we don't know what is out there?

Younger and Warrington note (2005) 'The teachers who have a secure knowledge of a range of children's literature are not only more able to recommend the right text for the right child, but are also better positioned to create a community of readers in the classroom.'

With this in mind and after looking at the data as a change team, the following were established as our focused aims for the year:

- To extend teachers' knowledge of children's literature, especially by new and more recent authors.
- To explore children's reading preferences and use this as a way to foster a love of reading.
- To use book talk to create a community of readers with opportunities to share responses, recommendations and opinions.



Deliver

Aim 1 to extend teachers' knowledge of children's literature, especially by new and more recent authors.

- Research book awards and purchase a selection of new books.
- **Set teacher reading challenges.**
- Discuss books read in new year and continue with on-going book swap and chats at staff meetings.
- Teachers to research into a variety of books to share that match their topics and offer more choices.

Aim 1 *to extend teachers' knowledge of children's literature, especially by new and more recent authors.*

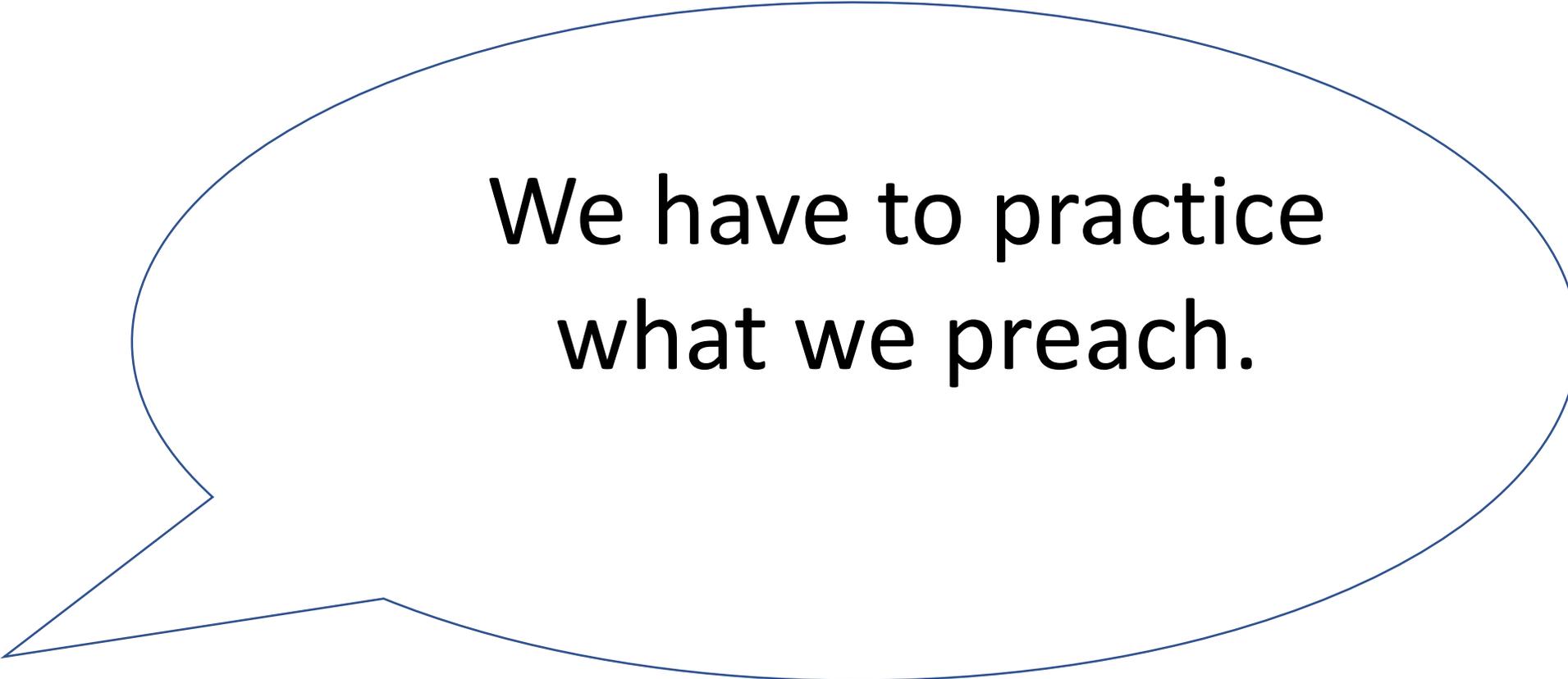
Staff shocked by weak knowledge

Researched and bought books.

Socially distanced book-tasting table.

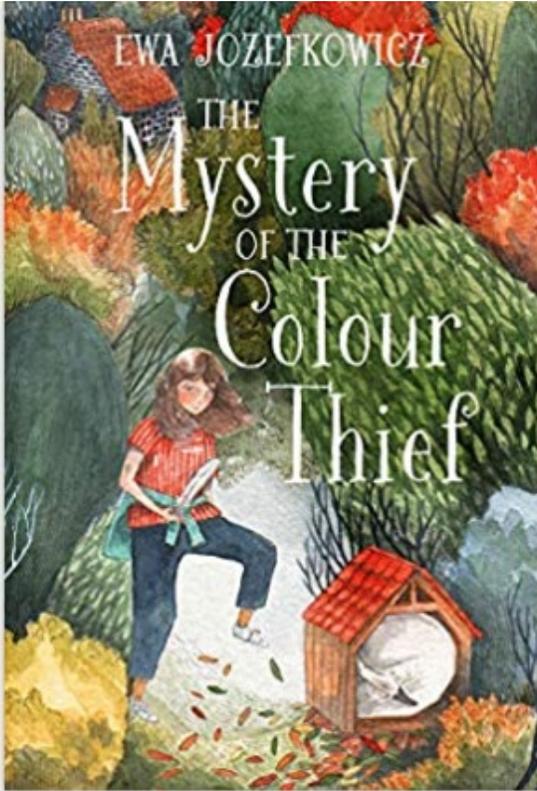
Then Lockdown struck!

Aim 1 to extend teachers' knowledge of children's literature, especially by new and more recent authors.

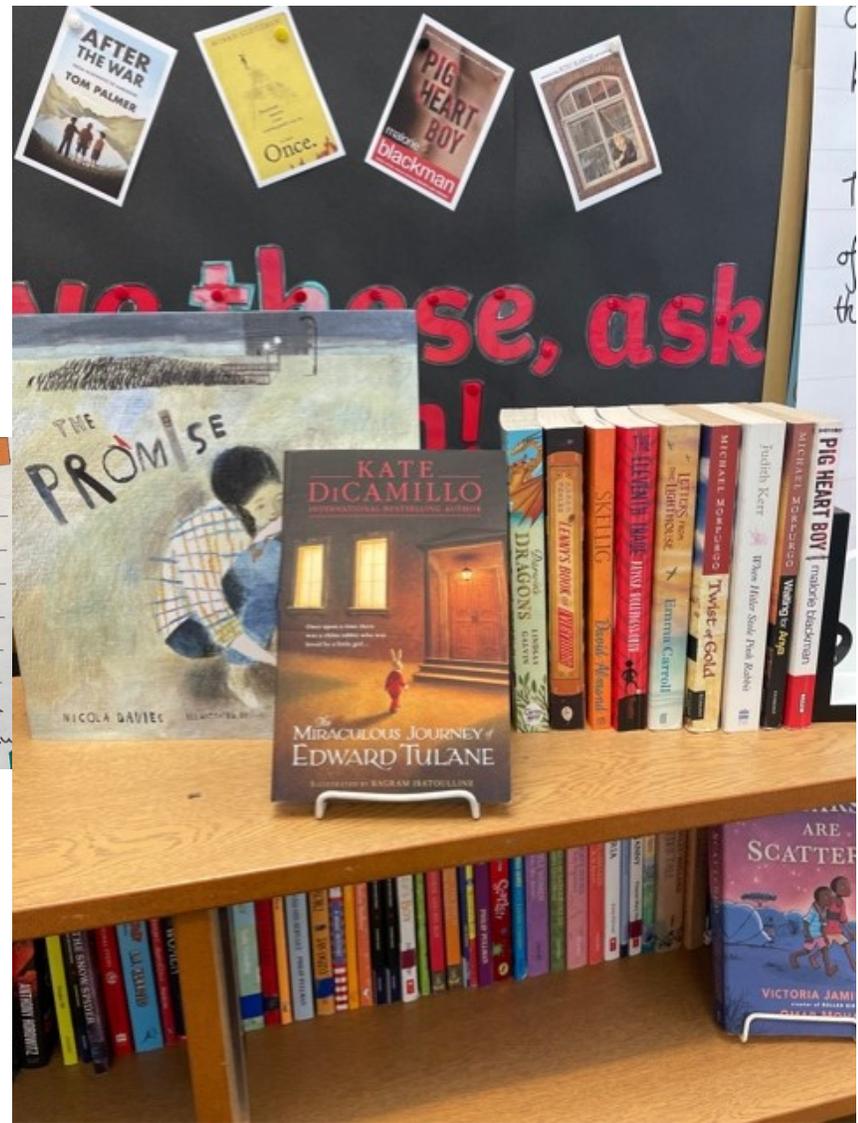


**We have to practice
what we preach.**

Aim 1 *to extend teachers' knowledge of children's literature, especially by new and more recent authors.*

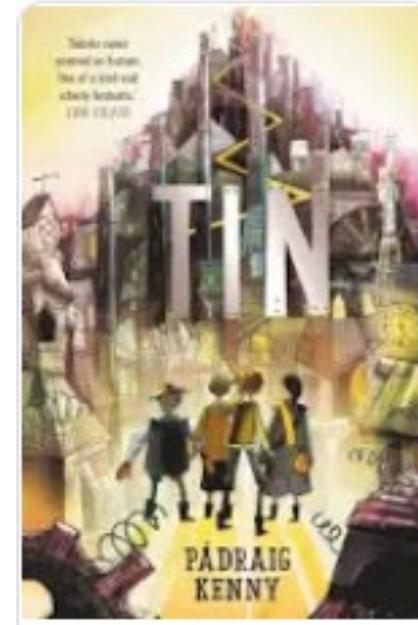


Things started to move.



Logan Y6 - Me: You seem to be reading a lot more books now than you used to, why do you think this is?

Logan Y6 “I realised you really love books and I feel like you’re more experienced in picking good ones. So when you recommend books, I know they’ll be good. Your books are a lot more interesting miss.”



Reece Y6 – “I like reading so much more because now I know what kind of books I like. I didn’t really know before until I started reading some of the graphic adventure books. I’d never seen a book like that before.”

Kathryn Y4: “Lots of my children are asking me if I have more books that I can share or recommend. And now that they are hearing us talk about books more and recommending them, Isla brought in books from home today to recommend to children in the class.”

Aim 2 to explore children's reading preferences and use this as a way to foster a love of reading.

- Teachers share their reading challenges with students – encourage them to set challenges based on their own reading recommendations
- Continue with class books and daily reading aloud.
- Incorporate reading activities through Zoom while still in lockdown such as reading treasure hunts, book cover quizzes etc.
- Teachers and pupils create own reading rivers, me as a reader and/or favourite book covers.
- **Allow children to vote for class book from a selection so that they have some investment in the class read.**

Aim 2 to explore children's reading preferences and use this as a way to foster a love of reading.

- Celebrate World Book Day remotely – competition to create a book character with a potato, masked reader – each staff member share a book on Class Dojo and put on through the day. Can you guess who it is? A variety of World Book Day activities shared on Dojo.



Allow children to vote for class book from a selection so that they have some investment in the class read.



KS1

Allow children to vote for class book from a selection so that they have some investment in the class read.

KS2

Pitch books to vote on.

- 'I love this book because '
- 'The best thing about this book is '
- 'If you like . . . then you will love this. '

Read the beginning / random page.

Allow children to vote for class book from a selection so that they have some investment in the class read.

Logan Y6 “I must admit, it’s sometimes a bit annoying when the book you want isn’t chosen. But I borrowed it anyway. Then when I read the first couple of chapters I realised that the class book was better.”

Junior Y1 “I really like voting for a book then I can hear the story I like best.”

Clara Y3 “Mrs Smith read *Monkey Puzzle* after we voted for it. It’s good voting for our books. Mine didn’t win so I borrowed it and it was better.”

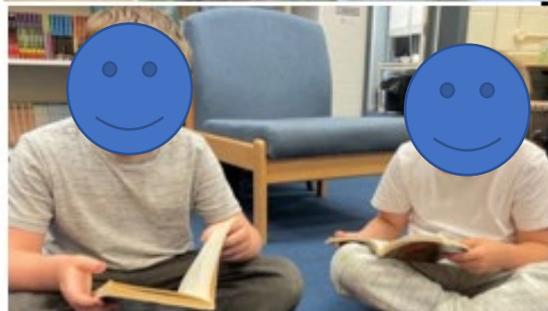
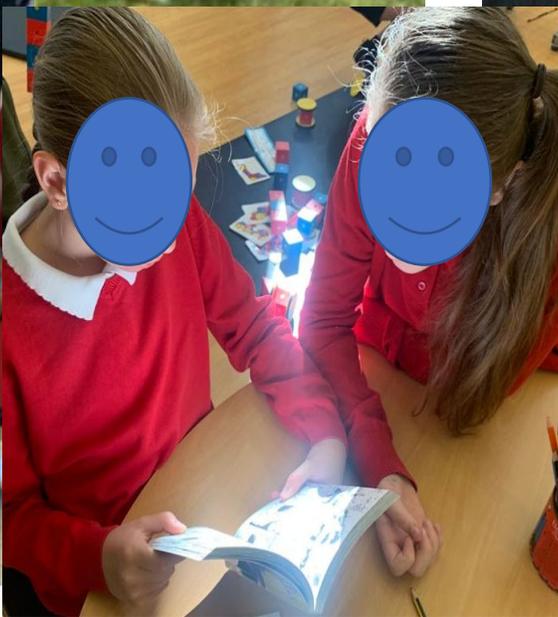
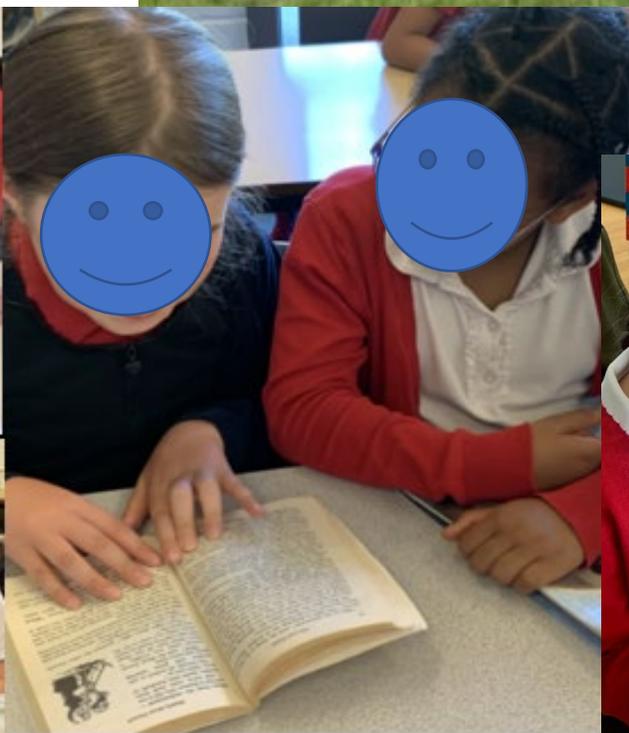
Frankie Y1 “I like to hear the favourite five stories that our teachers choose. We can then choose them when we read to ourselves or to each other.”

Aim 3 to use book talk to create a community of readers with opportunities to share responses, recommendations and opinions.

- Staff development meetings held.
- Teacher's develop their own 'class library' of books read and use as a focus to talk about books together.
- Teachers plan opportunities to engage in book talk with
 - individuals
 - small groups
 - whole class
- Display holiday read recommendations around school, written by staff and children.
- Make use of class dojo to share opinions on books read and create a home/school link. Encourage parents to participate.

Aim 3 to use book talk to create a community of readers with opportunities to share responses, recommendations and opinions.

- If/when Covid allows, train reading buddies to share books and engage in book talk with children from other year groups.
- Small group discussions held to understand how book talk is working in different classes.
- Staff use information gathered from reading preferences to make book recommendations.
- **Build in independent social reading time and encourage paired and small group talk.**



Jacob Y3 “In class we get to read our books straight after dinner. Me and Sam talk about books we like and I’m reading about Henry V111 because Sam recommended it. It’s good. I might tell my sister about it. Did you know miss that Henry V111 killed some of his wives? That’s because he wanted a child and they wouldn’t let him.”

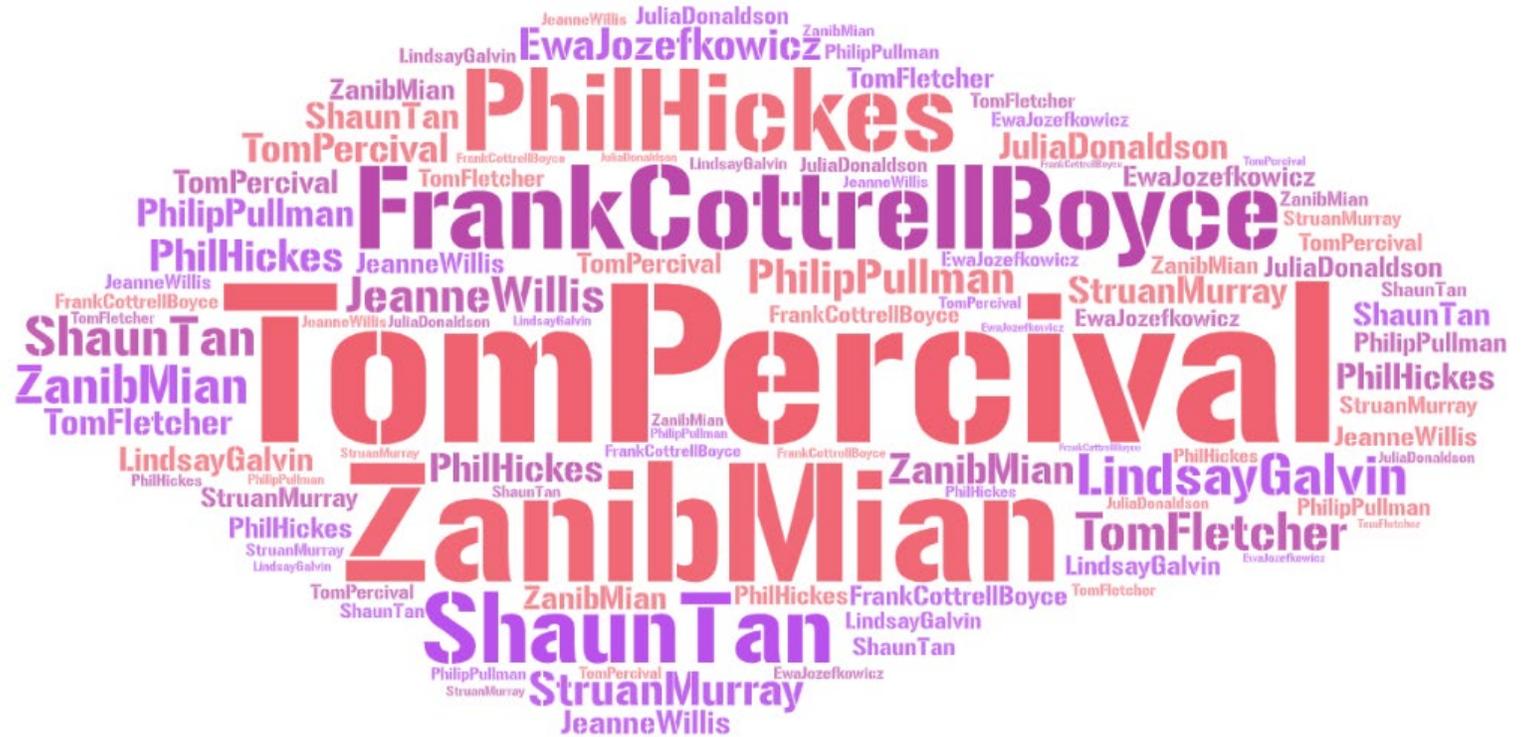
Leo Y1 – “I like to talk to my friends about books.”

Laney Y2 – “I like reading because books are good at school. I’ve got a talk partner, he’s called Cole and he was reading a book. He said to me that I should borrow it because it was a good book. And it was a good book. It was about a magical moon beam.”

Sahil Y6 – “I didn’t feel that I was a good reader but now I do. Probably because I’ve been reading more. Reece was telling me about Titan’s Curse so I thought I’d try it and that got me into reading more.”

Reviewing

Extend teachers' knowledge of children's literature, especially by new and more recent authors.



Review

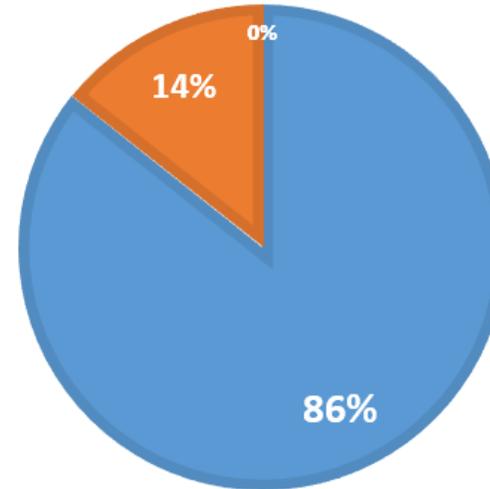
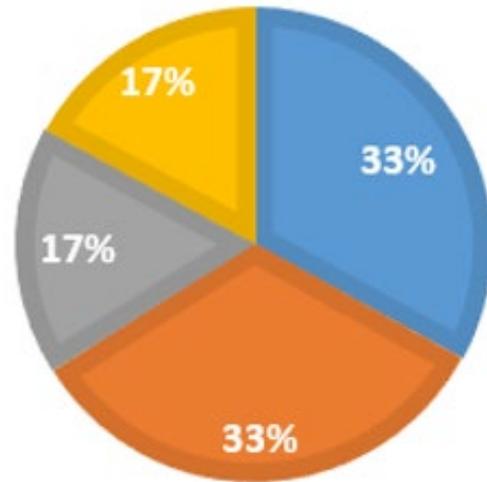
I was embarrassed about how few authors I could name. I'm really trying to widen my knowledge.

I have always read a lot but not really much children's literature. This has encouraged me to read much more.

I have learned more about what books are out there and feel better able to recommend books to others.

How often do you provide opportunities for children to talk informally about their reading?

■ Regularly
 ■ Sometimes
 ■ Rarely
 ■ Never



Do you chat about your reading in school?	
First Survey	Second Survey
Yes 33%	Yes 63%

First survey

57% of children responded that they love it when teachers read aloud.

End survey

59% of children responded that they love it when teachers read aloud.

We were disappointed with the lack of movement.

“I love it because she is such a good reader.” Sofia Y4.

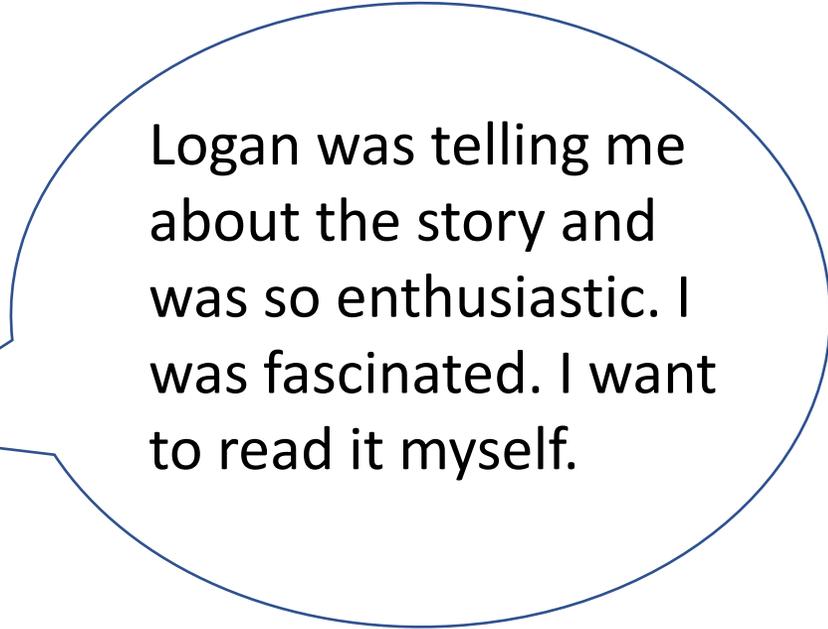
“I love it because she keeps changing her voice and she makes it sound real.” Laney Y2.

“Yes because it feeds my imagination and I get to learn.”
Sam Y3.

“I love it because I have a great imagination which needs a fuel supply of ideas.” Leo Y3.

It did not match what we were seeing in classes.

- Disappointment at the end of reading time.
- Asking when we are reading.
- Discussing enthusiastically in after school club.
- High engagement in Dojo during lockdown.



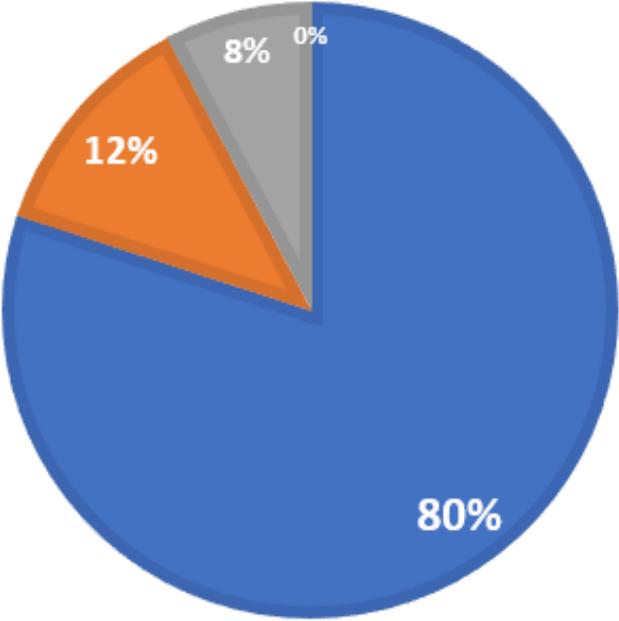
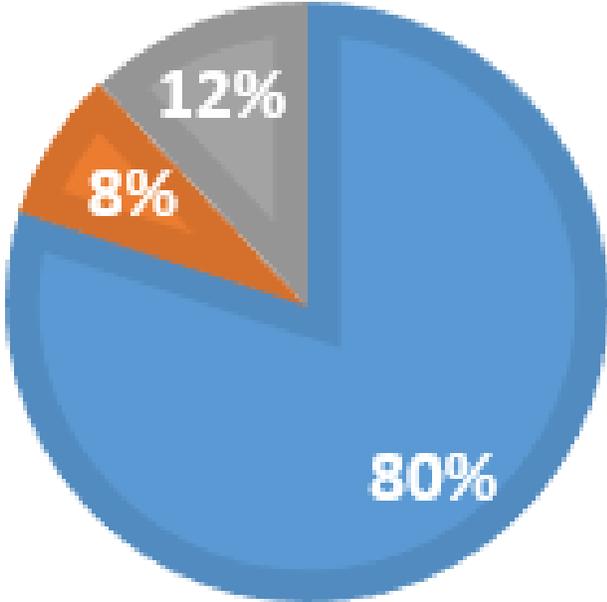
Logan was telling me about the story and was so enthusiastic. I was fascinated. I want to read it myself.

Back to the data.

- Not always interested in the book.
- EAL learners.
- “If I’m going to have a story, I’d rather watch it.”
- “I’d rather be reading it myself.”

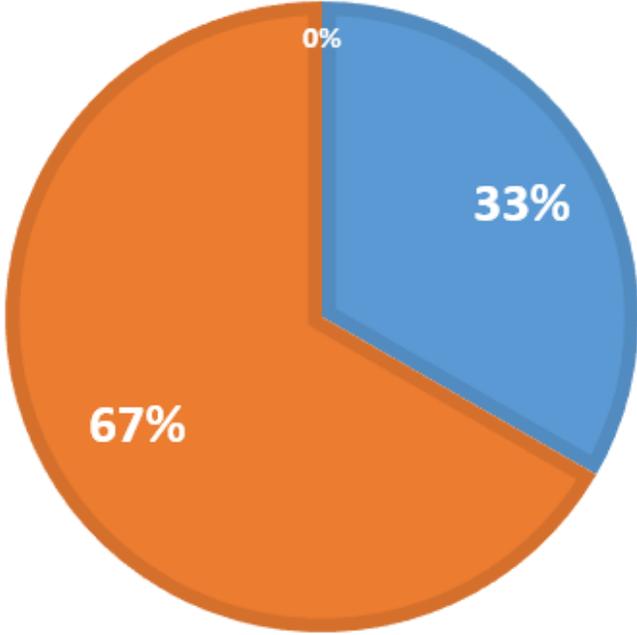
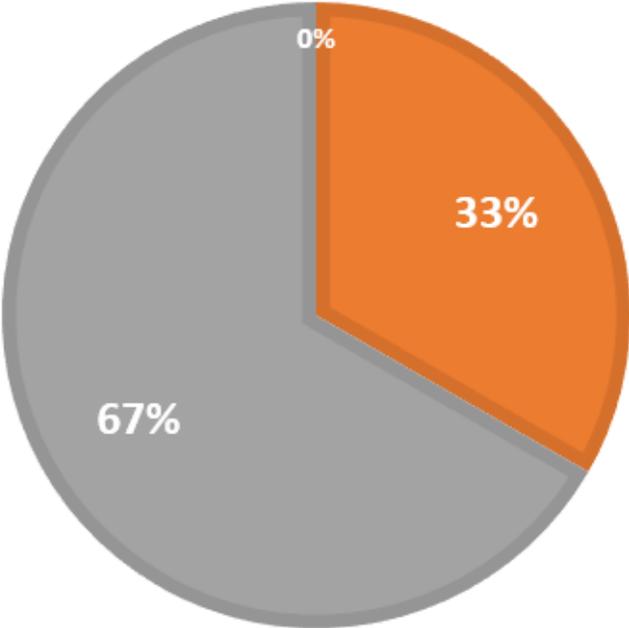
KS1 Do You Like Reading?

■ Love reading ■ It's okay ■ Don't like



KS1 Target Children Do You Like Reading?

■ Love reading ■ It's okay ■ Don't like



Target Children Y1

Strong correlation between their enjoyment of reading and how they see themselves as readers.

Didn't like - I love it. "My favourite book is Room on the Broom."

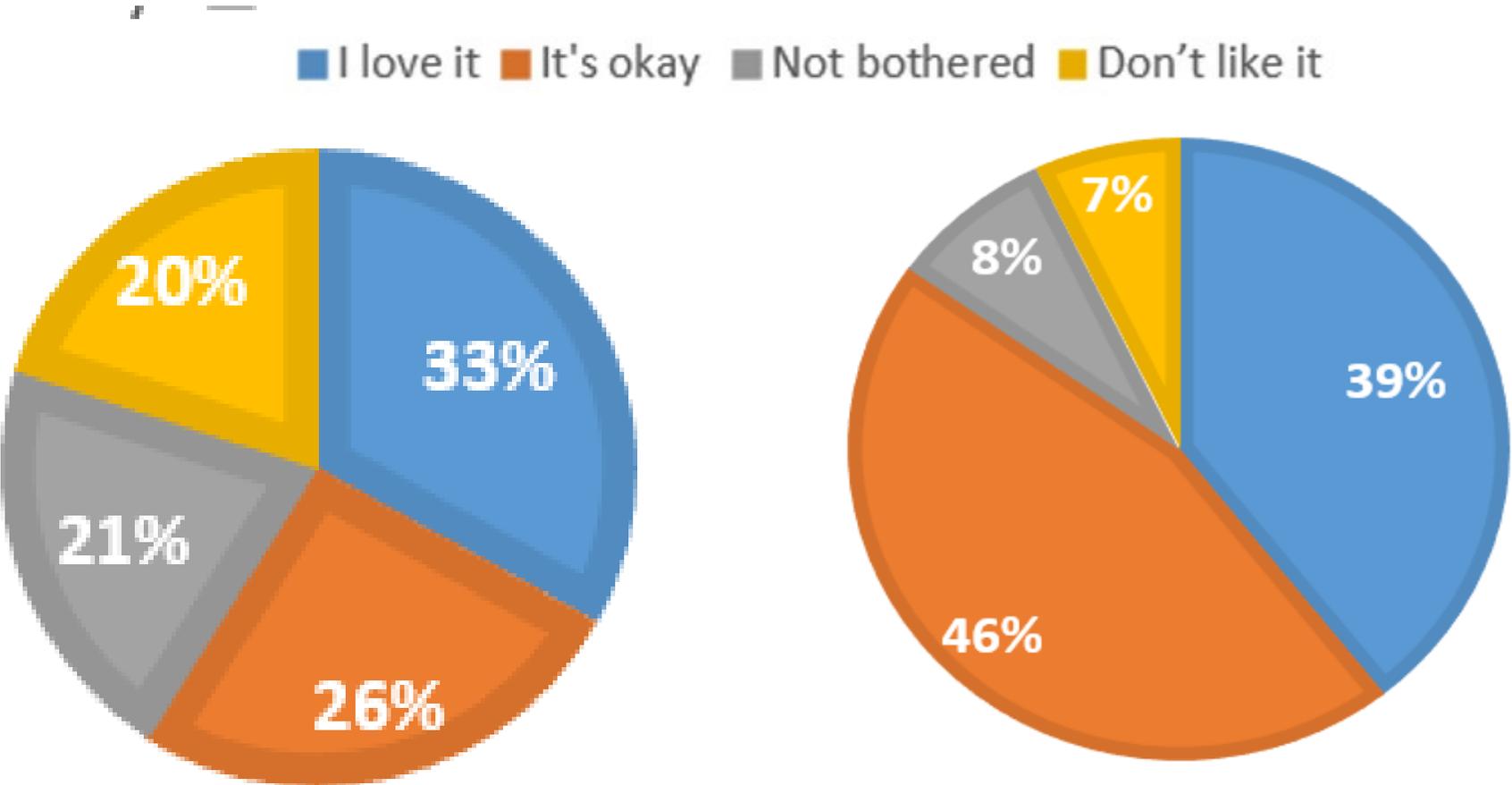
Frankie

Didn't like it - I love it.

"I really love reading because it helps you learn."

Leo

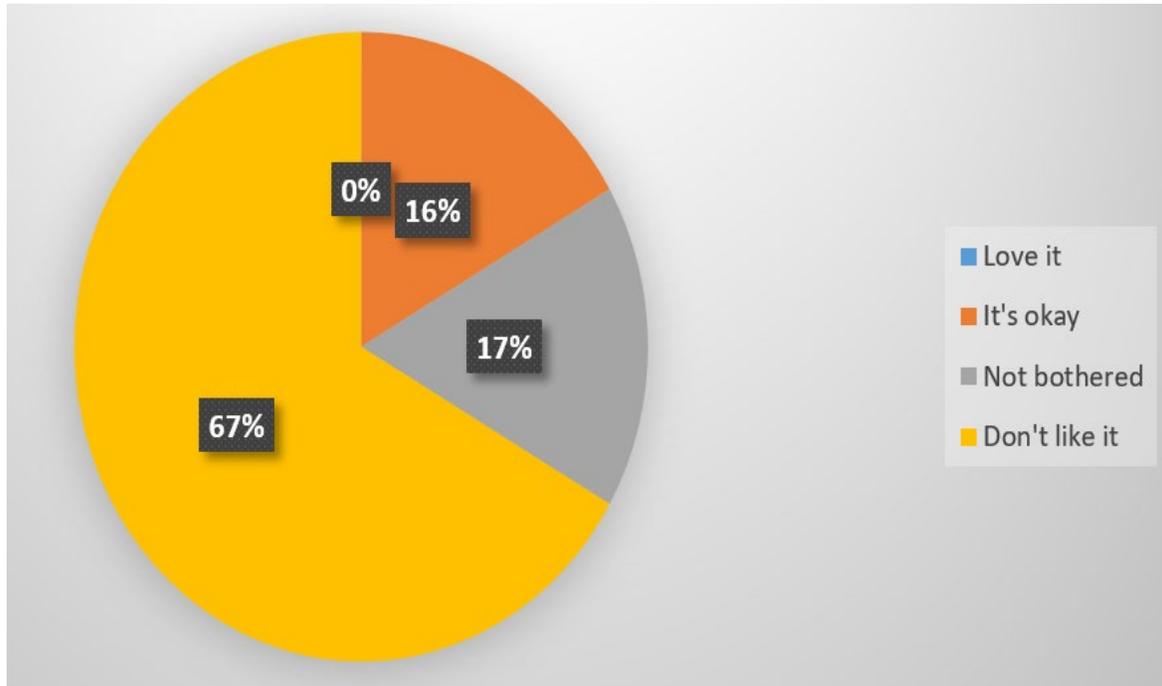
KS2 Do You Like Reading?



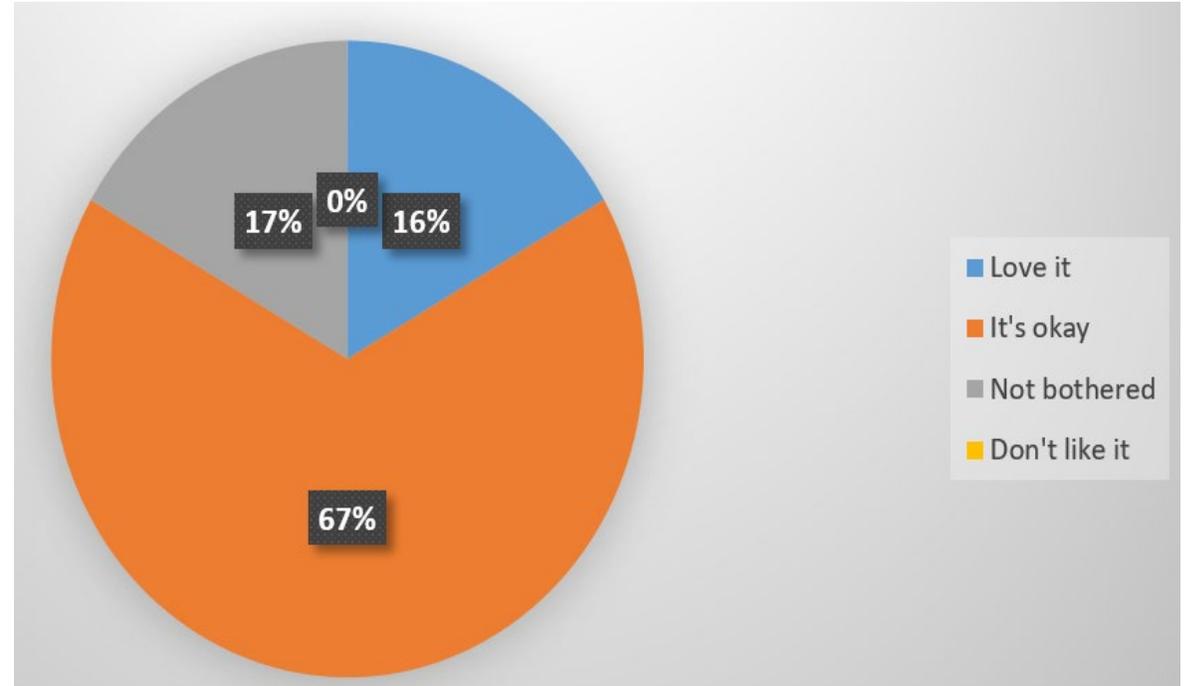
Education Endowment Foundation (2018) states that ‘Successful implementation happens in stages and unfolds over an extended period of time. It is not a single event that takes place when the decision to adopt a new teaching practice is made, or on the day when training begins.’

Key Stage 2 Target children – Do you like reading?

Survey 1



Survey 2



KS2

Reluctant and uninterested readers.

Initial survey – Don't like it. – 'Books are boring.'



Favourite book – Diary of a Wimpy Kid.

End of project – “I used to get bored of books but now I know what I like. Before, I would have given reading a 3 or 4 out of 10 and now I would say its 8.”

Reece

Initial survey – Not bothered. – 'Not a good reader.'

No confidence

End of project – “I always thought I wasn't a good enough reader. But I've improved now because I'm reading more. Reece started me off with Titan's Curse. Before, I would say 5 out of 10 and now I'm 8 or 9.”

Sahil

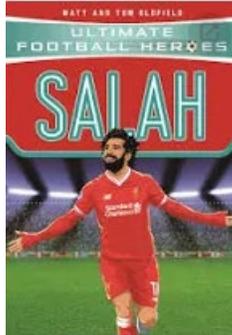
The 'will' to read appears to inform the 'skill.' OECD

Target Children

It hasn't all been positive.

Competent but reluctant.

On the surface, looked like he enjoyed reading.



Justin

Tried to engage him through his love of football.

Did enjoy class reads.

End of project – “I said I didn't like reading at first and now I've said not bothered. I'm trying to get into reading a bit more and my dad pushes me to read. But I've got better things to do. I'd rather be out playing or play on the computer.”

What have we learnt about RfP





Balanced how we timetable reading.

Time given to the enjoyment of books.

‘A Reading for Pleasure pedagogy must be explicitly planned for and underpinned by a thoughtful rationale’ (Cremin et al., 2014).

Moving Forward

- Will continue to be on the DEP

‘Reading for pleasure needs to be an integral element in a school’s teaching and learning strategy and teachers need to be supported in their knowledge of relevant quality texts that will engage all pupils’ (APPLG, 2012).

- Committed to fostering a love of reading and building a community of readers.



Thank You