



Pipworth Community Primary School

'Getting the right books in the right hands.'

Cordy Wales

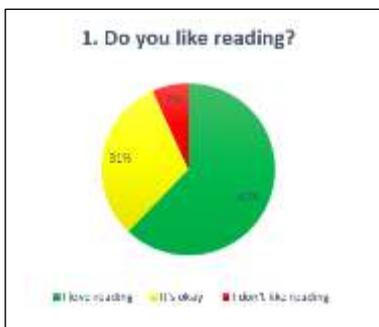
Context



Pipworth Community Primary school is situated in one of the most deprived wards in Sheffield. The Manor area ranks 1st (most deprived) amongst Sheffield LSOAs and 357th (most deprived) nationally out of 32,482 LSOAs nationally (top 1.1% most deprived), using the multi deprivation Index. We currently have 458 pupils on roll. 57% of our pupils receive free school meals with 54% Pupil Premium.

At Pipworth, we know that reading is the gateway to learning across our curriculum and to improving life chances. There is a lack of aspiration in the community and reading is not seen as a life skill or valued. The result of this is our children have a lack of reading role models and do not see reading as pleasurable. We also recognise that in the past we have focussed on the mechanics of reading rather than purely reading for pleasure.

Explore



KS1 questionnaire findings

Many Key Stage One pupils identified their favourite book as a traditional tale or as the current text being studied in literacy. Sadly, some pupils responded that they don't read at home because they don't have any books.

| | <i>I like reading</i> | <i>Reading is ok</i> | <i>Are you a good/very good reader?</i> | <i>Do you ever chat about what you have chosen to read at school?</i> |
|--------|-----------------------|----------------------|---|---|
| Year 3 | 62% | 35% | 82% | 55% |
| Year 4 | 68% | 45% | 76% | 61% |
| Year 5 | 41% | 43% | 59% | 41% |
| Year 6 | 78% | 16% | 78% | 92% |

KS2 questionnaire findings

Some pupils were able to name books they enjoyed to read, others named the type of books they like to read such as 'mermaids' and 'non-fiction', some left this blank.

"I love reading because it makes me smart, I just love it!"
Y4 pupil

Intention: Reading is a whole school priority at Pipworth. We provide our pupils with a broad reading diet, which has been developed over the past few years. Within the different reading strands, Reading for Pleasure was identified as an area in need of development.

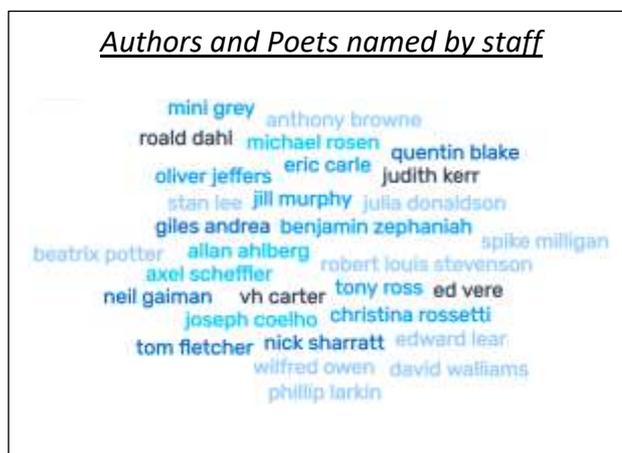
A baseline questionnaire was carried out with all pupils and staff to identify both strengths and areas for development at Pipworth. The findings showed that, on the whole, our pupils enjoy reading or thought it was ok; they see themselves as readers and they see their teachers as readers. Pupils enjoy listening to their teacher read aloud and this was an area of strength across school. Book choice was mostly made by the teacher, with pupils getting little or no choice in the class novel or books read at story time. Book talk was a strength across school, but this was mostly structured book talk linked to literacy related lessons. The pupils' responses showed that they do talk about their reading with others, but upon further questioning it became apparent that the talk was not quality informal book talk.

| | Year 3 class | Year 4 class | Year 5 class | Year 6 class |
|---|--------------|--------------|--------------|--------------|
| Do you chat about what you have chosen to read at school? | 65% yes | 80% yes | 44% yes | 87% yes |
| Do you chat about what you have chosen to read at home? | 70% yes | 40% yes | 41% yes | 87% yes |

Many pupils responded that they talk to their friends, teacher or partner about what they have chosen to read. Upon further questioning, it seemed that the majority of the talk was adult led.

"I talk to my partner about the book when my teacher tells me to. We talk about what words mean and what we like about the book" Y3 pupil.

Teachers listed some celebrity authors along with many older authors and poets, indicating that their knowledge of current children's authors and poets was limited. The questionnaires also showed that teachers regularly engage in formal, structured book talk with their pupils in literacy and the wider curriculum, but rarely engage in informal book talk. This has resulted in the development of higher order reading skills in our pupils but teachers are unaware of their reading habits and preferences.



Reading environments were identified as an area in need of development. Due to circumstances around Covid19 this is an area that was not feasible to develop this year. It will be a focus for development in the near future. Parental involvement is also a barrier to reading at Pipworth and will become an area of development in the future.

Based on the questionnaire findings, the areas identified for long term development at Pipworth were:

- Teachers' knowledge of current children's authors and poets.
- Informal book talk.
- Book choice – getting the right books in the right hands.
- Book recommendations.
- Reading environments.
- Parental involvement in reading.

Prepare

Considering the attitude towards reading in the community, we recognised that we needed to build a community of readers within our school to engage our pupils in reading for pleasure. This promotes our school ethos that reading is the gateway to learning and is supported by research findings that it *“can diminish the effects of socio-economic status and support social mobility”* (OECD, 2002; Topping et al., 2003; Clark and Rumbold, 2006 in Cremin et al., 2014).

The benefits of reading for pleasure also improve life chances, with studies finding links to increased attainment in literacy and numeracy (Anderson et al., 1988; OECD, 2010; Sullivan & Brown, 2013), improved general knowledge (Clark and Rumbold, 2006); richer vocabulary (e.g. Sullivan & Brown, 2013), supports identity explorations (e.g. Rothbauer, 2004) and encourages imagination, empathy and mindfulness of others (e.g. Kidd & Costano, 2013).

Aims

“To support reading engagement and enhance reading for pleasure, teachers not only need to know the child readers in their class (and what they like to read outside school), they also need to know a wide range of children's literature to read to and recommend to young readers”
(Cremin et al. 2014)

1. Staff to show increased knowledge of current children's authors and a range of different text types

The questionnaire findings told us that although staff have a good knowledge of children's literature, their knowledge was more of older texts rather than current authors. Research findings tell us that *“Those 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 in a better position to create a community of readers in the classroom”* (Younger and Warrington, 2005; Kwek et al., 2007).

Considering the poor attitude to reading in the community, we as a school have a responsibility to ensure we are good reading role models and get the right books in the right hands. “Teachers need knowledge of a range of texts to suit and engage the diverse profiles of children and young people they teach.” (APPLG, 2013:13). In addition to this we were conscious that many of our books did not reflect the lives and cultures of our pupils.

2. Expand staff knowledge of children's reading preferences to get the right books into the right hands.

Every child has the potential to be a reader and as practitioners we need to understand their reading preferences. The questionnaire findings showed that pupils have little choice in the books that we read to them throughout the day. If we have little knowledge of their preferences are we getting the most out of

each session? Cremin et al., (2014) found that *“Developing knowledge of children’s reading practices enables teachers to:*

- *Appreciate the value of the wider reading children experience in homes/communities*
- *Recognise the importance of extending definitions of reading in the 21st Century*
- *Offer a more satisfying & diverse range of texts in school*
- *Foster positive reading identities for all children*
- *Build reciprocal & interactive reader to reader relationships with children”*

3. Encourage informal book talk, inside text talk and recommendations throughout the school day.

Book talk is taking place in every classroom throughout the school. This is however based on Aidan Chamberlains ‘Tell me’ grid, which can promote more formal, adult-led, book talk. Research findings tell us that *“In classrooms where teachers initiated and encouraged book talk in the context of diverse resources and sociable environments, aspects of ‘competence pedagogy’ were evident”*(Hall et al., 2007:613)

Outline

My aim was to develop a sustainable project at Pipworth that would run and develop over the coming years. I recruited key members of staff to form a Change Team with the plan of developing several Professional Learning Communities (PLCs), with each Change Team member taking ownership of their Key Stage. The rationale behind the PLCs was to create ownership and autonomy as the project progressed, giving staff the freedom to adapt and choose strategies to suit the age and needs of their pupils. I did not want to approach the project with a ‘one size fits all’ attitude. Professional development meetings and reflection sessions were held in PLCs with Change Team members leading them. We met as a Change Team before and after the PLC meetings to discuss points to action, feedback or reflect on how the project was going. Due to circumstances, some meetings were held via zoom, some communication was done via email and informal chats also took place within PLCs and within the Change Team.

The plan was to launch the project in Autumn Term and as this was the first term school had been fully open after Covid and many restrictions were in place, I was very conscious of not increasing the already heavy workload of staff. My vision was for staff to make small, manageable adjustments to their practice to develop RfP within their environments.

The Change Team and I delivered face to face and remote CPD sessions emphasising the aims and ethos of the project. In these sessions, strategies from the OU website were shared to enable staff to make informed decisions about their ways forward in the project. Two CPD sessions were also delivered remotely by the OU Team at the beginning of Spring Term, which all staff attended.

Staff were asked to choose two target pupils from their class to focus on. These were pupils that had little interest in reading, regardless of their ability. They were also asked to keep an informal log of conversations, observations and any reading habits of their pupils.

Deliver

Intention: implementing your development plan and ongoing documentation of impact

Due to partial school closures in January, there was a need to be flexible with the project. We used remote learning to our advantage and tried to incorporate as much reading for pleasure as possible.

Implementation

During remote learning, TAs were asked to record stories to upload to Google Classroom



Google Classroom contributions to book choice along with a little recommendation.

Impact

This allowed pupils to have a daily story read by a familiar adult. In some year groups, pupils were given the choice of two books with the most popular book being read, recorded and uploaded at the end of the school day. Pupils were encouraged to say what they liked/disliked about the story in the chat on Google Classroom. This was a way of promoting pupil choice and informal book talk, despite the challenging circumstances we were facing. As the pupils began to contribute, they began to suggest books they would like the TA to read. This began to give us an insight into their reading preferences.

Reading for pleasure was planned and delivered throughout the Spring partial school closures



Pupils, parents and staff sent pictures of themselves reading for pleasure.



Bedtime stories read by both staff and pupils.

We were very aware that many of our pupils would not have access to books at home and would not be read stories throughout lockdown. The aim was to raise the profile of reading for pleasure whilst the pupils were at home.

During remote learning, weekly reading for pleasure challenges were assigned on Google Classroom. The pupils joined in with the many reading for pleasure challenges. These varied from 'get caught reading' through to 'Reading Rivers'. This was supported by the school's PTA through social media and the school's Instagram account.

In addition to this, two live teaching sessions were planned per class each week. These were used as story sessions in some year groups and pupils were asked to bring along a book to participate in a book wave. The pupils proudly showed off their books during the book wave. They were happy to talk about their books and this gave us an insight into their reading preferences.

Reading challenges and age appropriate poems were sent home in packs with free school meal vouchers to try and reach pupils who were not accessing reading online via Google Classroom.

Staff also began reading their favourite bedtime stories that were uploaded to the PIPPTAC page. These were a big hit and the comments from parents were amazing. This then evolved into pupils reading their favourite books, which were posted with parents' permission on the page.

World Book Day was celebrated remotely on a live Google Classroom session and an event was held once school fully opened



The pupils loved the WBD competition and it was very hard to choose the winners.

World Book day is always a popular event at Pipworth. All year groups carried out a reading scavenger hunt in school for the key worker pupils and out of school remotely. The scavenger hunts were sent out at the beginning of the week and the pupils were asked to bring their findings to the live session. These live sessions were well attended and highlighted to the pupils the range of reading they have at home and in school.

The PTA also ran a WBD competition where pupils were asked to decorate a peg or spoon as a book character. World Book Day was celebrated in school in the final week of Spring Term. This was marked with a whole school Masked Reader Event.



A Reading for Pleasure Scavenger Hunt with Year 4 pupils both in and out of school. This exposed pupils to the variety of reading material available at home and in school. The feedback from the teacher was 'the kids loved it!'

The 'Me as a Reader' activity was carried out in spring term



This gave us an insight into the reading preferences of all our pupils. The aim of the project is to get the right books into the right hands and this was a way of doing this. This also helped to identify target pupils. Due to partial school closures and the time pupils had been out of school, this also gave staff a more up to date picture of pupils' reading habits.

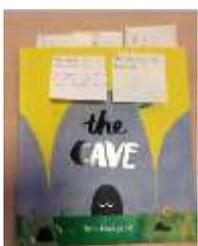
These were followed up with pupil conversations to establish reading preferences and allow us as staff to support book choices.

Staff have made notes on the reading preferences of their pupils and this is being used to guide pupils to new books.

Staff have invested in the bottom 20% of readers during 1-1 reading time

"Book choice inhibits their reading, their choice was inappropriate and they just didn't know how to choose. I have spent time tuning them into books."

Year 6 TA



Book recommendations from a target vulnerable reader in Year 4. The recommendations were initially modelled by an adult.

Staff, mostly our wonderful TAs, have invested time in RfP during 1-1 reading time with our lowest ability pupils. Before the project this 1-1 reading time was used purely for teaching decoding and the mechanics of reading. Now pupils are sharing books they have chosen with an adult and they are constantly recommending picture books they have read to other classes. The stigma of reading 'baby' picture books, particularly with the older pupils, has gone as they are now experiencing enjoyment as readers for the first time.

The success of this has been down to TAs spending time with the pupils. They have explored the pupils' reading preferences, which has allowed them to get the right books into the right hands. They have also spent time showing them how to select appropriate books to read independently, which has made a significant difference.

In EYFS and KS1, the children have a vote for their choice of book for story time



In EYFS, the children love voting for their story from a choice of two books. By 9am each day, every child has looked at a book, made their choice and has engaged in a story discussion with their peers.

In Year 1, pupils used counters and, in Year 2, pupils created a tally chart. Book reviews are carried out after the chosen book has been read. In Year 1, it is a three word book review and, in Year 2, it is developed into likes and dislikes, if any. Familiar books are given as choices and favourite books are becoming obvious. Pupils often choose these books in ERIC time.

Children are given the opportunity to choose their personal reading book from a range of fiction and non-fiction texts



Through English Hub Funding, we were able to buy a whole school set of fully decodable books. We chose a range that include fiction and non-fiction books from phases 1 – 6. This allows pupils in EYFS and Year 1 to choose their own decodable reading book based on their preference. These books have also benefitted pupils higher up the school as they look like mature reading books. The bottom 20% of readers in KS2 have been accessing them as RfP books and they are able to read them independently.

Classroom book baskets were sorted into categories identified from 'Me as a Reader'



These pupils enjoy reading trade catalogues at E.R.I.C time. They share their reading and 'save' their favourite pages using a post it note.

Class books were sorted into categories that pupils identified as their favourites and clearly labelled. This is a 'less is more' approach and meets the reading preferences of our pupils.

Pupils are now able to select books based on their personal choice. This has resulted in pupils having a favourite book, wanting to read more books by the same author and having ownership of their reading.



Eric time was introduced daily into all classes

Children are able to choose their own reading material and are free to bring their own books in for this time. Reading material including trade catalogues, magazines, newspapers, non-fiction and comics are freely available during this time.



This Year 1 asked me if I could buy all the books he found in the back of The Gruffalo. We had them in school and he shared them with his friends at E.R.I.C time.



Teachers have noted that many pupils will go to read newspapers and non-fiction over stories, which again shows their reading preferences. It has also promoted the love of favourite authors, with pupils asking to read books from their favourite authors.

This is not a quiet time to allow pupils to chat about their reading and book chat is beginning to be a natural thing within these sessions.

Time is allocated for a book blether afterwards, where pupils recommend what they have read, share their best bits of the book they are reading and this also allows staff to gather knowledge of reading preferences.

During choosing to learn time in KS1, pupils are now choosing to read, showing that their intrinsic motivation to read is developing. It also follows the research which recommends that RfP needs to be explicitly planned and must be Learner-led, Informal, Social and supported by Texts that Tempt (LIST).

Book recommendations display



Year 3 and Year 6 BookFlix displays.

This has been developed in both Y3 and Y6. In Y3 it is teacher led with the pupils recommending books. In Year 6 it is done on a class rota with the pupils taking charge of the book recommendations. This has promoted independence and ownership of reading.

In Year 5 pupils add their book recommendations to a washing line and leave a book review. This is done weekly and recommendations and reviews are shared with the class and teachers.



Reading journals where the children can record and reflect on what they have been reading

In Year 4, pupils have their own journal where they can reflect on what they are reading. They are free to record this however they wish and it has naturally evolved into recommendations and book reviews.

In Year 6 staff have a whole class journal where each pupil's reading journey has been recorded. This shows preferences, reading habits and their journey as readers.



One pupil made a PowerPoint at home recommending a set of non-fiction books. He presented this to his class and a Year 1 class. This was shown to the whole school during a remote assembly.

A Year 4 Reading Journal including a book review, recommendations, best bits and illustrations.

Year 6 library development



One of the Change Team Members, a Year 6 TA began to develop the range of books we had in Year 6. This has been set up in a small intervention room and has become known as the Year 6 library. She considered the findings from the CLPE's Reflecting Realities Research to ensure our pupils were represented in the books they are reading. This has had the greatest impact on reading in upper key stage two, as pupils love visiting the library, have a wonderful variety of books to choose from and they are able to read the next book in a series.

Staff to show increased knowledge of current children's authors and a range of different text types

Implementation

Impact

Reading Rooms on Google Classroom



Each year group have been asked to choose an unfamiliar, current children's author for their reading room each half term. This is then set as reading homework for the half term for the pupils to access on Google Classrooms. It is fun, engaging and the pupils love it. It is a way of developing both pupil and teacher knowledge of new authors.

Display of staff's favourite books



A display of staff members' favourite books has been put up in the school hall for pupils and staff to see. This will be updated as staff knowledge develops and promotes our staff as readers.



A-Z of authors display

This has been displayed in a prominent area of the school. Staff have been asked to contribute to the display, replacing existing authors with any current ones they find.



This has also had an impact on pupils. They walk past the display pointing out books they know and authors they are familiar with.
The next step is to ask pupils to add book reviews to the display.

Staff library

Due to Covid, this has been impossible to establish. Books have been purchased by staff in place of the Christmas Secret Santa and through a generous donation of books from a local supermarket.

This will hopefully be launched before the end of the academic year.
The RfP monthly budget includes funds for the staff library and a member of staff who has really embraced the project has been asked to take charge of this.

Make staff aware of useful websites

At the beginning of the project I sent out links via email for useful websites for book recommendations and staff have found these very useful.

In a reflection session and the final teacher survey, staff reported that they have been very pro-active in developing their knowledge of current children's authors. Feedback shows that this is one of the main ways that teachers are developing their knowledge of current children's literature.

Regular book blethers and book recommendations



This has been difficult due to a lack of face to face meetings. This is something that will be done at each staff meeting when possible. Where possible this has been done remotely but has not had the same impact. However, staff have been recommending books in Key Stages and Year groups which has been great to see. Informal chats have been taking place between staff and books are being recommended and shared.

Allocating a monthly budget for RfP

Each year group has been allocated a monthly budget to purchase current children's books. This is to ensure that our books are regularly updated and meet the needs of our pupil's reading preference and habits.

This has allowed staff to buy books to explore by new authors and the feedback for this has been really positive. Staff feel valued and invested in and it is enabling them to develop their knowledge.
It has been built into the three year spending plan to ensure sustainability.

Contacting authors



Local author Sharna Jackson did a virtual author visit and sent several signed copies of her books. In the final pupil survey several pupils named her as their favourite author.

One of our fantastic TAs began contacting authors explaining how we were developing RfP at Pipworth. She has been overwhelmed with responses. We have had authors who have done live sessions for pupils, books donations and author letters to pupils and one author has asked us if we would review his unreleased books.



Pupils read the books and wrote book reviews. The book about dyslexia was given to a Year 4 pupil with dyslexia for her and her mum to read and review.

Review

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

The aims of the project this year were:

1. Staff to show increased knowledge of current children's authors and a range of different text types
2. Expand staff knowledge of children's reading preferences to get the right books into the right hands.
3. Encourage informal book talk, inside text talk and recommendations throughout the school day.

➤ **The final teacher survey** shows an increased knowledge of current children's authors. Due to Covid restrictions this has not been developed as much as planned. A lack of face to face meetings along with school closures have had a negative impact on this area of development. However, staff members have been very proactive in this area under difficult circumstances. They have done this in many ways, from using websites to find new authors and releases, looking in the book aisles of supermarkets to see what is new and reading children's book reviews online. The contacting of authors has also contributed to staff knowledge and in the survey some of the authors were named by staff. Interestingly, the informal book chats with pupils has been another way that staff have developed their knowledge. Many are recommending books to their teachers which in turn has developed their author knowledge.

*"I have explored children's authors and shared my findings with the children"
Year 5 TA*

*"As the children's interest in books increased, my interest increased. I am now researching new authors and their books"
Year 4 Teacher*

*"Conversations with pupils has helped me to develop my knowledge"
Year 2 Teacher*

*"I have made a conscious effort to read books by new authors. I look at the book award lists more than I used to do and pick out authors I haven't heard of"
Year 1 Teacher*

➤ **The final teacher survey** shows an increase in teacher knowledge of children's reading preferences. The baseline data staff rated their knowledge of pupils' reading preferences as low on a scale of 1-6 with 1 being the lowest. In the final teacher survey, the majority of staff are now rating their knowledge as 4-5 showing a marked improvement. In a few cases, staff are still rating their knowledge as low and this is an area that will be developed through coaching and mentoring. During **informal chats with staff**, they report that they are more aware of pupil reading preferences and felt more confident in putting the right books in the right hands. **Informal chats with pupils** in the bottom 20% of readers shows that they now have an awareness of what they like to read and this has been achieved by staff investing time in finding out their reading preferences and showing them how to select appropriate books. One major change across all year groups is that pupils are now having a choice of their reading materials. They are reading what interests them and this has led to an increase in reading engagement.

"One of my boys has asked to read today! That's because I now know what books engage him. I found books that interest him that were at an appropriate phonics level and just left them on the table."

Alternative curriculum HLTA speaking about a 'can't and won't' Y5 reader

"I had to explain to a parent that I hadn't gone crazy. Her son wanted a non-fiction book about geography so I sent home a book about road signs that he had chosen."

Year 1 Teacher

"As I am reading I am now picturing pupils that I know would like the book"

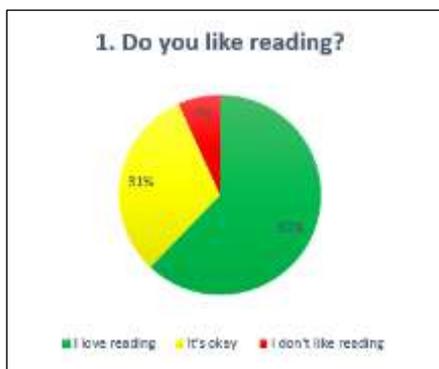
Y4 Teacher

"I now know one of my EAL pupils loves Harry Potter. He loves reading and he has obviously read it as we had an amazing conversation around character development and how the book links to the films"

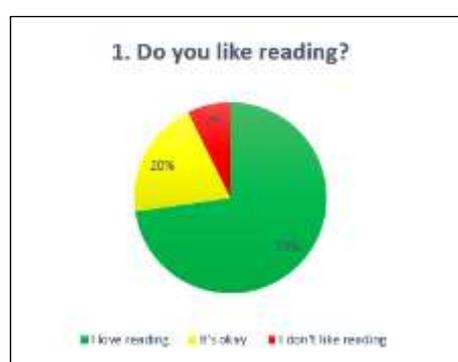
Y4 Teacher

- The **final pupil survey** shows an increase of 9% in KS1 pupils stating they 'love reading'. This is a shift in attitudes from 'reading is ok'. 7% still state 'I don't like reading' but this was just 8 out of 110 pupils

Baseline KS1 data findings



The final KS1 data findings



- The **final pupil survey** shows that regular, informal book talk is beginning to take place in the majority of classes. Many pupils stated that they engage in informal book talk with both staff and their friends in class. In the baseline data, some pupils were able to name their favourite authors and books, with many of them naming the current books being studied in literacy or as their class novel. The final survey shows an increase in this area, with many pupils being able to name their favourite authors and their favourite books. There is a definite shift from literacy based texts. Many are still naming their class novel, which is read for pleasure, but a wider range of books have been named. Lots of pupils through school have identified series of books like the Story Treehouse Collection or Tom Gates. The availability of book collections in the Year 6 library has allowed pupils to read the next one in a collection, which the pupils love. In some classes pupils are recommending books for the class read and many are bringing books into school. The important factor in this is that this is being done independently and is learner led rather than teacher led.

| Baseline Data | Year 3 class | Year 4 class | Year 5 class | Year 6 class |
|---|--------------|--------------|--------------|--------------|
| Do you chat about what you have chosen to read at school? | 65% yes | 80% yes | 44% yes | 87% yes |
| Do you chat about what you have chosen to read at home? | 70% yes | 40% yes | 41% yes | 87% yes |

| Final Data | Year 3 class | Year 4 class | Year 5 class | Year 6 class |
|---|--------------|--------------|--------------|--------------|
| Do you chat about what you have chosen to read at school? | 87% yes | 89% yes | 57% yes | 89% yes |
| Do you chat about what you have chosen to read at home? | 74% yes | 56% yes | 40% yes | 89% yes |

Target Pupils

Staff were asked to target pupils who were not engaged in reading. We had a range of target pupils from 'can but don't' readers to 'can't and won't' readers. Evidence was collated through 'me as a reader', informal chats, observations, logs of home/school reading and reading journals. Staff invested time in the target pupils, getting to know their reading preferences and recommending books for them to read. Many are now choosing to read over other activities, taking books home to read, asking to read and now engage in book talk with teachers and peers. The final pupil survey shows that the attitudes of these pupils towards reading have changed and many stated that they now love reading.

Vulnerable Pupils

Considering the lack of positive reading role models in the community, we recognised that we have a duty to be the role models for our bottom 20%. In addition to daily RfP sessions in class these pupils are targeted for daily reading, which in the past has focussed on phonics and the mechanics of reading. Our TAs have invested in these pupils getting the right books into the right hands and this has had a great impact. Pupils are sharing books with adults, they are choosing what they want to read and the material is appropriate, they are constantly recommending books to other classes, younger children and staff. Staff report an increase in reader engagement and their confidence as readers has drastically improved. The majority of these pupils now identify as loving reading despite the understanding that they are not good at reading**yet**.

The range of fully decodable books purchased through funding from the English Hub have been a real bonus for these pupils. They now have access to books that they are able to read successfully that are not seen as 'baby' books. Many are choosing their RfP books from the range and enjoy being successful reading them.

Year 1 Target Pupil (LAP)

- ✓ *Asks to read more during 1-1 reading sessions.*
- ✓ *Staff spent time understanding his reading preferences.*
- ✓ *Chooses reading over other activities.*
- ✓ *Baseline data 'reading is boring I just watch TV.'*
- ✓ *Final data 'I just love reading.'*
- ✓ *Now sees himself as a reader and has progressed from Ph2 – Ph 5 in decodable books.*

Year 4 Target Pupil (LAP)

- ✓ *Now eager to read books.*
- ✓ *Asks to borrow the teacher's books to take home.*
- ✓ *Chooses reading at lunchtimes over other activities.*
- ✓ *Has a great relationship with his teacher who understands his reading preferences.*
- ✓ *Final data shows he is a reader and loves reading.*

Year 6 Target Pupil (EAL)

- ✓ *Inhibited by poor book choice.*
- ✓ *Believed she couldn't read.*
- ✓ *No confidence.*
- ✓ *Saw picture books as 'baby' books.*
- ✓ *Tuned into a range of books by TA.*
- ✓ *Reading choice modelled by TA.*
- ✓ *Now accesses appropriate books and sees herself as a reader.*

Overall, the profile of reading has increased across the school and there is a real buzz about it amongst pupils and staff. Pupils now have ownership of their reading and book choice from FS through to Year 6. As you walk around school it is clear that reading is a whole school priority through the numerous displays and incentives.

"I think it has been a great project and the children have enjoyed being encouraged to read for pleasure instead of reading to move up book bands. Reading for pleasure has encouraged my children to read more, which has helped them to move up the book bands."

Year 4 Teacher

Sustain

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

Within our school and community, Reading for Pleasure needs to be taught. The building of reciprocal relationships with our pupils as readers, has allowed us to identify their reading preferences and get the right books into the right hands. The Teachers as Readers (TaRs) study, (Cremin et al., 2014) identifies that strong relationships were essential for building RfP pedagogy and communities of readers within a school. This has had a positive impact on attitudes to reading throughout Pipworth. The project has reinforced our ethos that reading is the gateway to learning. This links to the research by the OECD (2002) "Reading for pleasure is the single most important indicator of a child's future success." Our outcomes have also supported findings from 'Distinctions between reading instruction and RfP' (Cremin et al., 2014: 157) where it is recognised that "the will influences the skill." By focussing less on the mechanics of reading and more on RfP, our pupils are developing the 'will' to read, which is having a positive impact on their reading skills.

| Reading Instruction is oriented towards: |  | Reading for Pleasure is oriented towards: |
|---|---|---|
| Learning to read | | Choosing to read |
| The skill | | The will |
| Decoding and comprehension | | Engagement and response |
| System readers | | Lifelong readers |
| Teacher direction | | Child direction |
| Teacher ownership | | Child ownership |
| Attainment | | Achievement |
| The minimum entitlement: The "expected standard" | | The maximum entitlement: A reader for life |
| The standards agenda | | The reader's own agenda |

Distinctions between reading instruction and RfP (Cremin et al., 2014: 157) ©Open University

Next steps

Reading will continue to be a whole school priority at Pipworth, with RfP being a focus on the school's development plan for several years to come. The aims are evaluated termly to monitor the success of the project.

Due to Covid, the current aims will be a focus until the end of Autumn 2021; after this data will be collected to inform the next aims of the project for 2022. Reading Environments are an area in need of development and this will hopefully be practical in Spring Term.

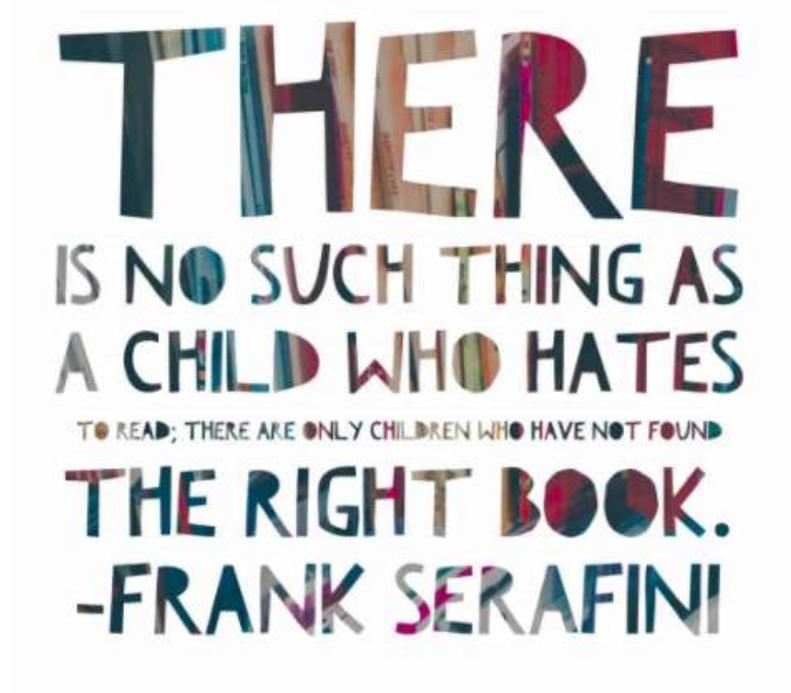
The development of teacher knowledge of current children's literature will be ongoing, to ensure that the knowledge is fresh and up to date to meet the needs of our reading community. In Spring Term we will also focus on poets in addition to authors.

CPD will be ongoing to develop other areas of RfP pedagogy and to ensure that the current aims are still a focus at Pipworth.

Regular monitoring will also take place through informal chats, pupil and staff surveys and pupil interviews. We will continue to develop our vulnerable pupils as readers.

Coaching and mentoring will be planned to work with staff in need of extra support. This will include the development of new staff members joining us in September.

The RfP Change Team will be relaunched and will include staff who have 'shone' throughout the project. These are the people we need as reading role models to our staff, pupils and our community.



It has been really beneficial for us as a school to work alongside the experts on this project, despite challenging circumstances. Effective communication has contributed to the success of the project at Pipworth along with team-work and the dedication to improve the life chances of our pupils.