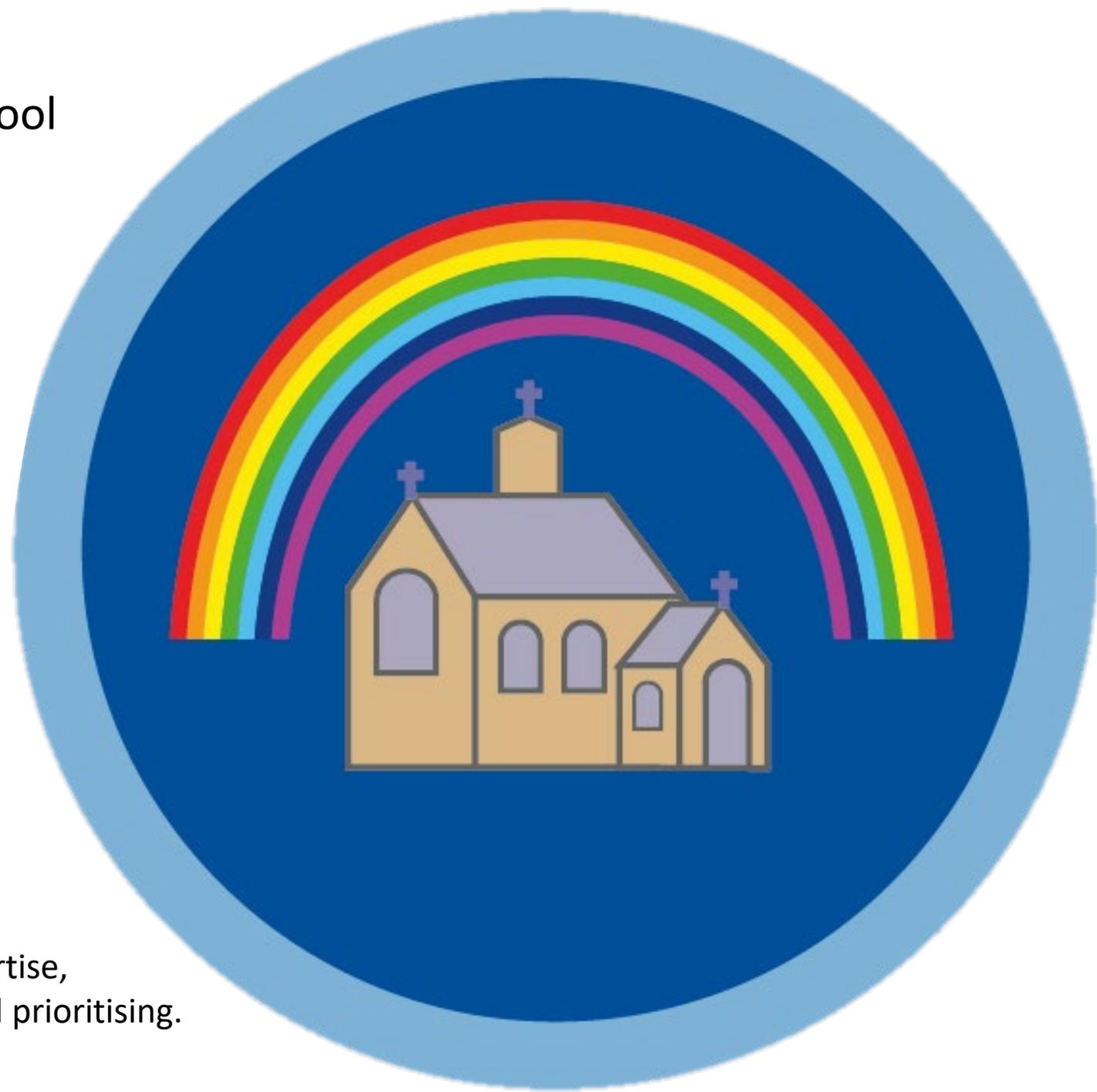


Our Lady and St. Joseph's Primary School
Searching faithfully for excellence

Context

- Successful at teaching reading – phonics, KS1 and 2 SATs results
- Move away from bookbands
- Comprehension sessions
- Delighted to have the opportunity to join this project

We have a profound desire that every child learns to read fluently and a great emphasis on early reading acquisition. This is backed up by staff expertise, continuous professional development and financial prioritising.



Explore

Measuring the baseline

We used the questionnaires with all staff and children to gather baseline information.

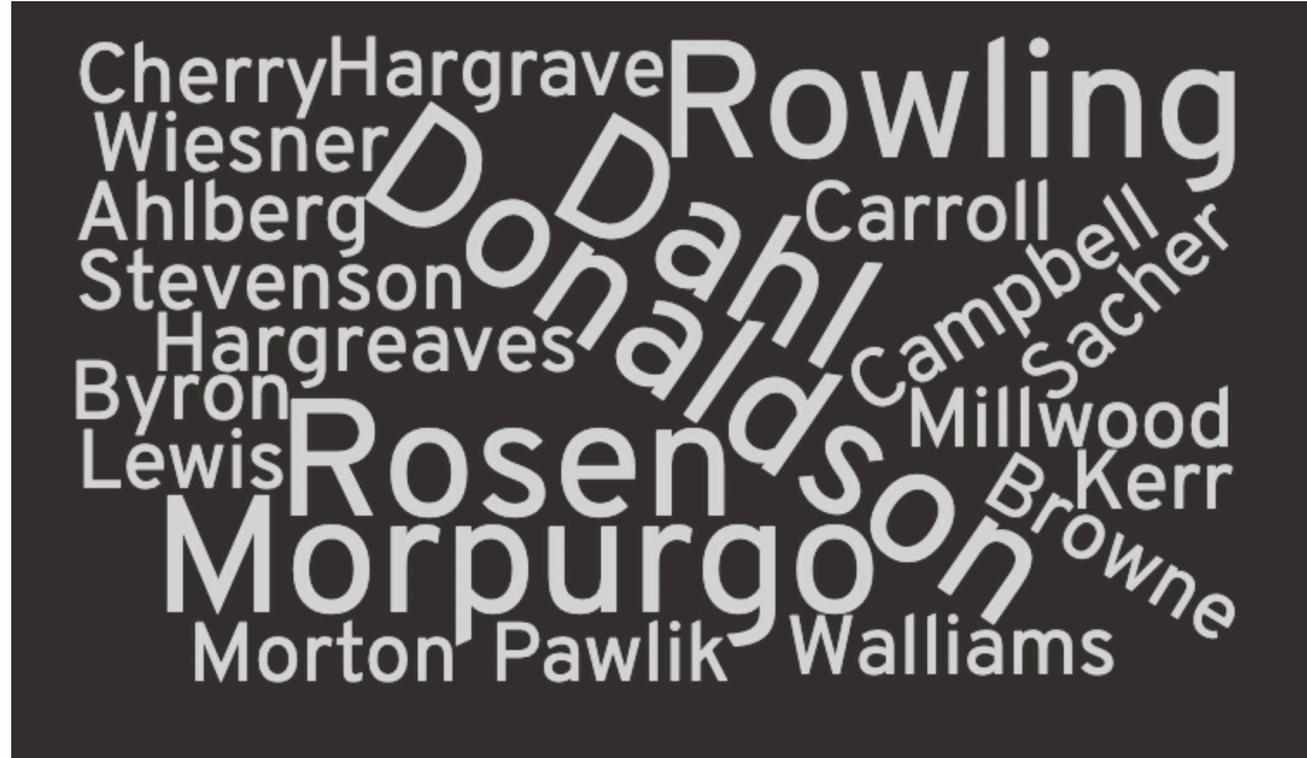
For staff, we particularly looked at breadth of knowledge of authors of fiction and picture fiction and knowledge of children as readers.

For children, we were firstly interested in how children felt about reading in general and then whether children could name favourite books or authors to gauge simple preferences.

Staff knowledge and practice

Word cloud clearly illustrates staff knowledge of authors relied on narrow, well-established authors, many from our own reading experiences as children rather than an expanding knowledge as an adult practitioner.

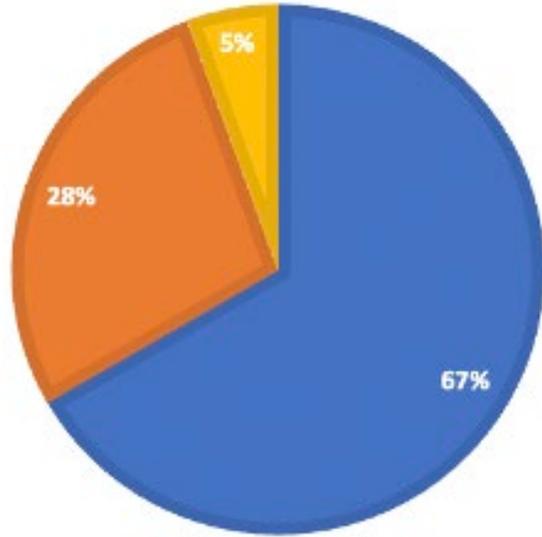
- **Many named the author they were currently reading in class.**
- **Few poets named and more authors of novels named than picture books especially in KS2.**
- **Many reflected on this area of their own practice as an area for development**
- **Most staff felt they were not knowledgeable about children's reading preferences.**



Children's Reading for Pleasure

- In younger children there was no strong correlation between children liking reading and thinking they were good at reading – many felt that although they only thought reading was 'ok' they still considered themselves to be good readers.
- In older children, more children said they did not like reading or only thought it was ok because they thought it was hard or they weren't good at it.
- Children were clear that they had choices in what to read themselves but not always/often in what was read to them.
- Very few authors named – Roald Dahl, David Walliams, Tom Fletcher, Jeff Kinney, JK Rowling, Julia Donaldson, Max Brook and one child named Michael Morpurgo

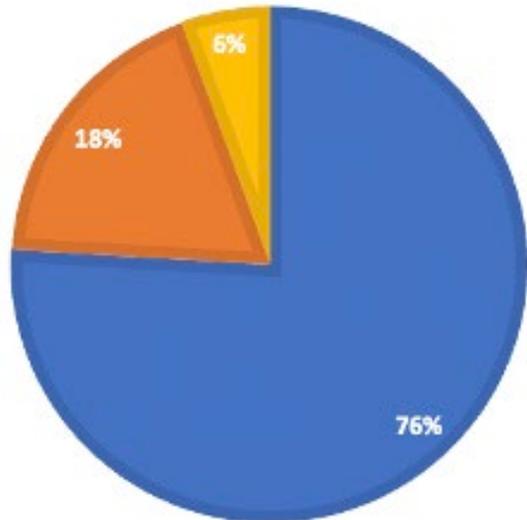
■ I love reading ■ It's okay ■ I'm not bothered ■ I don't like reading



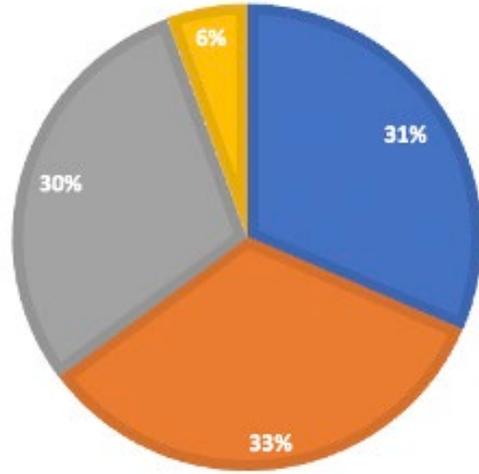
KS1

- Very few children in KS1 said that they didn't like reading
- Although the % are the same, the children who said they didn't like reading were not the same children who felt they weren't good at reading.
- Penny in Y2 was a fluent reader and was confident in her reading ability but said that she didn't enjoy reading

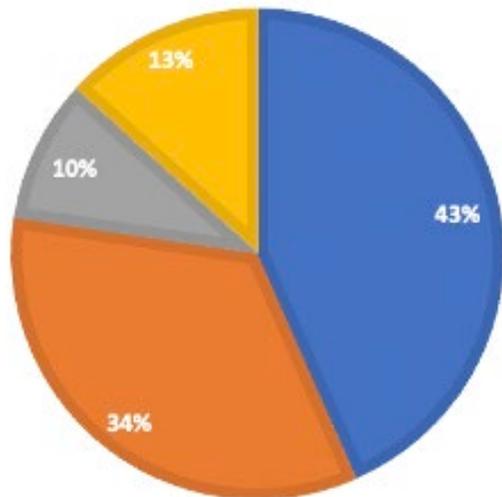
■ I'm a very good reader ■ I'm a good reader ■ I'm okay ■ I'm not a very good reader



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



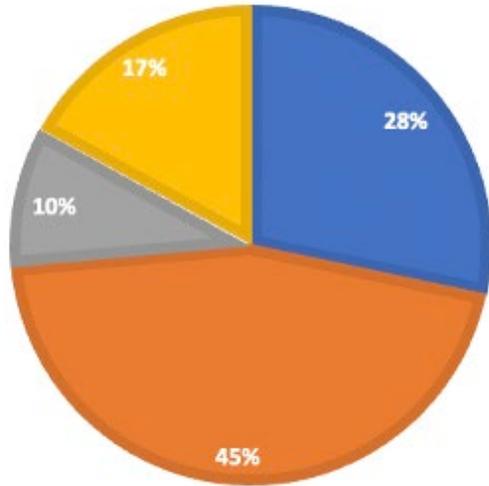
■ I'm a very good reader ■ I'm a good reader ■ I'm okay ■ I'm not a very good reader



LKS2

- An increasing number of children indicated that they didn't enjoy reading because they weren't good at reading
- Some could name a favourite book but fewer named a favourite author

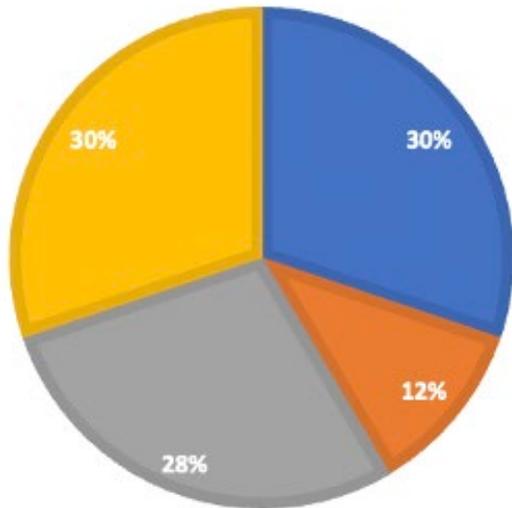
■ I love reading ■ It's okay ■ I'm not bothered ■ I don't like reading



UKS2

- Strong correlation between children who said they didn't enjoy reading and children who perceived themselves to be not good at reading

■ I'm a very good reader ■ I'm a good reader ■ I'm okay ■ I'm not a very good reader



Strengths identified

12. Does your teacher read aloud to the class?
(Tick one box)

Every day Several times a week Once a week Less than once a week

13. What is your teacher reading aloud to you?

14. Do you like it when your teacher reads aloud?
(Tick one box)

I love it It's okay I'm not bothered

Why do you think this is?
its just nice to hear some-one read.

12. Does your teacher read aloud to the class?
(Tick one box)

Every day Several times a week Once a week Less than once a week

13. What is your teacher reading aloud to you?

14. Do you like it when your teacher reads aloud?
(Tick one box)

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

Why do you think this is?
I like to close my eyes and think about how that person feels and the setting around them.

Reading aloud is embedded in whole school practice and this was both confirmed and appreciated in children's responses

Prepare

Overall aims for the project were identified as

- Developing staff knowledge of children's literature
- Developing staff knowledge of children as readers
- Developing Book Talk between adults and children and peers

Measuring impact

- All staff can name and share a broader range of authors
- All staff make available to their class books which reflect diversity and new writers
- All children can name/talk about a favourite book and author
- All children can find something they want to read



Focus Groups

- Children in the focus groups were identified by members of the Change Team in their own year group (FS, Y2 and Y5)
- Children were chosen using feedback from questionnaires combined with pupil premium data
- The aim for each focus group was to use facilitated book talk to support peer reading, acceptance of reading as a social activity, shared experience of texts, confidence in developing and discussing reading preferences
- The adult's aim was initially to get to know the children really well in order to choose reading material for them
- Children were interviewed mid-project and their comments used to continue to direct the focus group aims

Develop staff knowledge of Children's Literature

Strategy	Action	Impact	Evidence
<p>Develop bookshelves in shared areas promoting wide range of children's literature</p>	<p>All classes developed their book areas using the must, could, should principles Change Team mirrored this in shared areas of school Develop consistent practices across school Staff asked to decide on core stories they would read to the class – this had previously been directed by Literacy Lead</p>	<p>Children have a much broader range of texts to choose from and children rarely say there isn't anything they want to read Almost all children in school are positively represented in the books to choose from</p>	<p>Learning walks across the year showed great steps in diversity of books available Children clearly choosing books as shelves change constantly Interviews with focus groups were positive about book choice although some areas were felt to be lacking by some children (more fairy/unicorn series)</p>
<p>Class teachers to identify new book choices and develop books in classrooms.</p>	<p>Staff used range of strategies (see next strategy area) to identify preferences All staff had access to Amazon account to request books for their class Where possible, multiple copies were ordered to encouraged book talk and develop class reading community Staff encouraged to use OU Newsletter and other sources to make new book choices</p>	<p>Wider range of authors appearing on shelves and being read in core story time. More use of series of books</p>	<p>Learning walks Use of Amazon accounts</p>
<p>All staff to attend RfP twilights</p>	<p>All staff to hear same message from inspiring experts. Staff able to articulate the aims of the project and make a difference to the children they are working with</p>	<p>TAs were invited to attend this training and those who did have made a significant difference to children's attitude with the individuals they often work with, who tend to be less fluent readers</p>	<p>Feedback from staff and follow up learning walks and staff discussions showed that a significant message from the twilights was around children making choices as readers. Children's final questionnaires reflect this change in thinking</p>

Evidence of impact seen on Learning Walk

Range of new authors, picture books, non-fiction, poetry
Staff clearly providing a broader range of texts for children to choose from
Wider range of fiction means more children can see themselves represented positively in the books in school eg more female protagonists, more BAME characters represented positively, stories of refugee children and their experiences.
Are all children/families represented and included? eg children from LGBT+ families



They have inspired me to think about the importance of not always needing a timetabled reading time and encouraging book talk at any time! I will think about allowing children to have more freedom with choosing books and ways to encourage interaction whilst reading. I am looking forward to reading child of St Kilda when it arrives 😊

The rights of a reader so that children have ownership of what they read or don't read and being lead by the child. V

How the use of all different types of reading material can be inspiring for the children. To ask for children's ideas for book recommendations. Ideas how to display EVERYONES choice

I love all the new style of books that seem to be appearing all around at the moment that seem to address deeper questions in a child friendly way. Lots of high quality books around - I could spend a fortune!

18:32

I'm excited about reading on a sofa in class. I also like how it makes me look for new books... I (or we!) follow these hashtags and they post new books...

21:06

Feedback from Twilights

Develop staff knowledge of children as readers

Strategy	Action	Impact	Evidence
Use questionnaires to identify children's reading preferences	Staff used questionnaires to initiate conversations around reading preferences	Much stronger knowledge of children as readers reported by all staff	Staff questionnaire All staff commented on individual reading preferences and habits in mid year and end of year written reports
Timetables to include x2 independent reading/Book Club sessions	Time set aside for reading but with directed text talk, shared books, encouraged peer to peer text talk, adult modelling Where possible, multiple copies were ordered to encouraged book talk and develop class reading community This continued online during lockdown	Staff report that this time has been used to learn more about children as readers. Children more able to recommend books to each other	Staff questionnaire Interviews with children Weekly newsletter recommendations
Buy new books based on children's preferences	See previous strategy		
Develop text talk	Buying multiple copies of books means more than one child could read a book at the same time, encouraging book talk CPD around informal text talk	More staff taking more opportunities for formal and informal text talk	Observations Staff questionnaire Pupil interviews Impact on focus group children

Sustaining reading for pleasure during lockdown

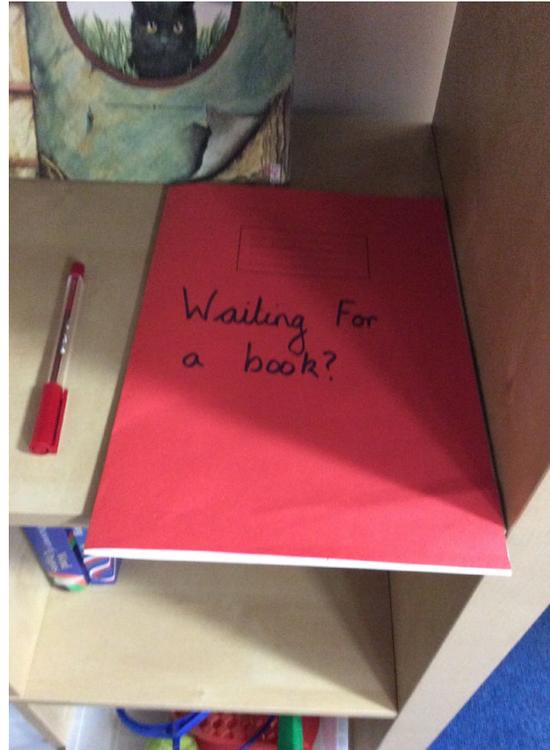
Phonics 1:1, Teams bookclub, story every day with children voting, access to online libraries, weekly book blanket, story magazine for pp children, individuals delivered books, newsletter recommendations...
... but difficult to develop reading community in lockdown and bubbles

Ted created this reading road during lockdown when he was learning at home



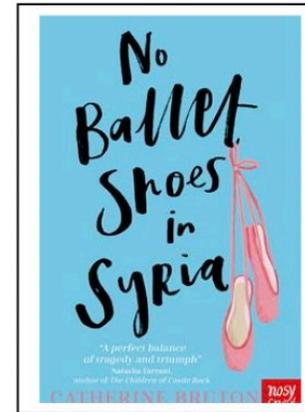
Evidence of impact seen on Learning Walk

- Children recommending books, waiting lists, book baskets
- Use of ICT to encourage text talk – APP combination which means children can record a short recommendation and the character on the book cover will speak the recommendation!



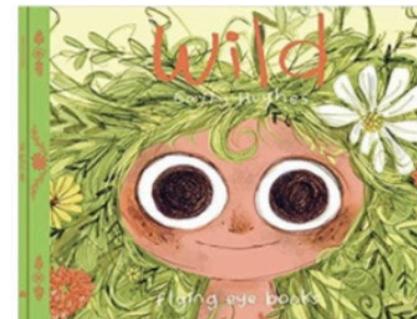
Evidence of impact on text talk

- Children talking about their reading choices
- Naming the author, naming a favourite author



Book of the Week

This week, Megan in Year 6 is recommending *No Ballet Shoes in Syria* by Catherine Bruton. Megan says "I really enjoyed this book because I like dancing and the girl in the story does but because she lives in Syria and there is a war, she can't dance anymore. It's an adventurous story because she travels all the way from Syria to the UK. It does have a happy ending!" If you'd like to read the book there is a copy in Y6.



Book of the Week

Our book recommendation this week is from Aiden in Year 1. Aiden is recommending 'Wild' by Emily Hughes. Aiden says "I like this book because I'm a bit wild!" If you'd like to read the book, you can borrow it from Year 1

Rights of the Reader

- Clear from Twilight feedback that staff were very inspired by this aspect of practice
- All classes embraced ways of creating reading choices



How the use of all different types of reading material can be inspiring for the children. To ask for children's ideas for book recommendations. Ideas how to display EVERYONES choice

The rights of a reader so that children have ownership of what they read or don't read and being lead by the child. V

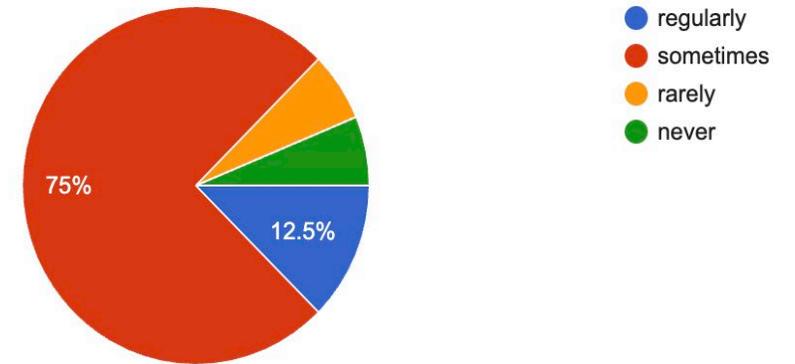
Reviewing the impact on Staff knowledge of Children's Literature

Further knowledge of modern picture fiction creators but still a reliance on established writers. Staff feedback does not reflect the wider choices being offered to children or discussions during staff meetings. It also does not reflect the wider range of books being shared in every class at core story time. This will clearly take time to embed.



How often do you make specific tailored recommendations to particular children?

16 responses



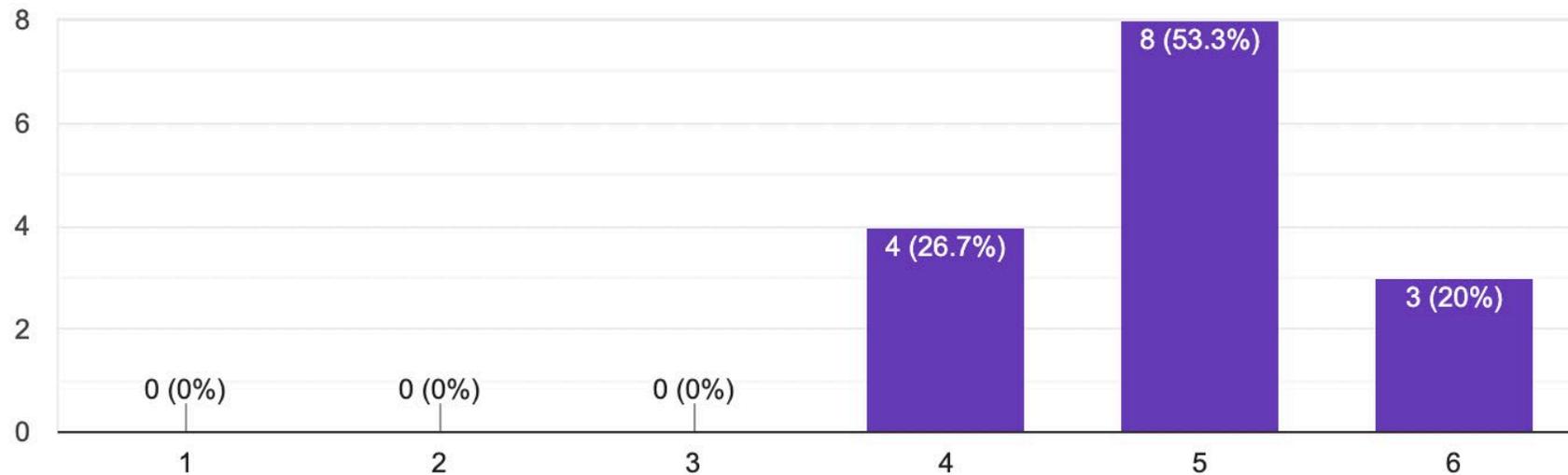
Reviewing the impact on Staff knowledge of Children's Reading Preferences

Staff strongly rated their knowledge of children's reading preferences, however and where previously this had scored very low on the data, staff clearly felt they knew children as readers far more. This was also reflected in written mid year reports to parents when all staff commented specifically on children's reading preferences and habits.

Rate your knowledge of their reading habits and preferences in school (scale of 1 - 6 with 6 being the highest - circle one)



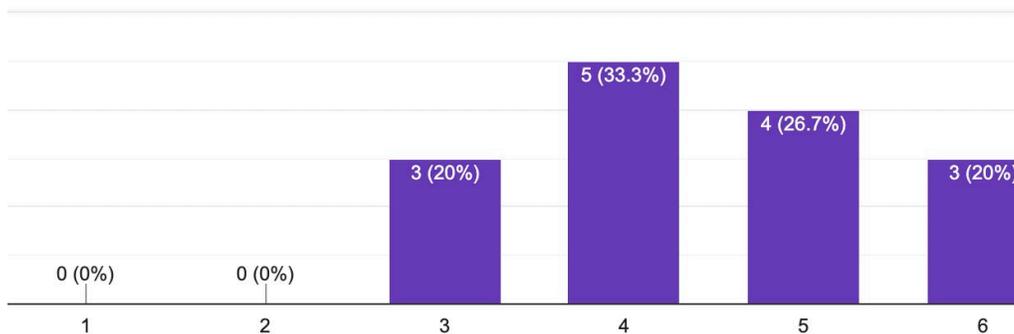
15 responses



Review of impact on Text Talk

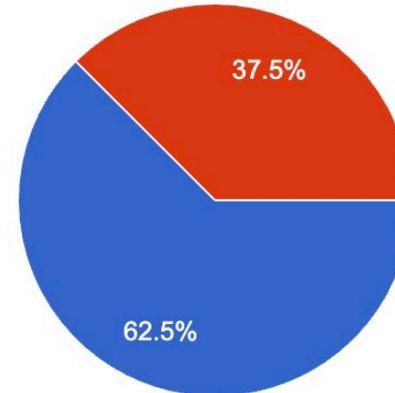
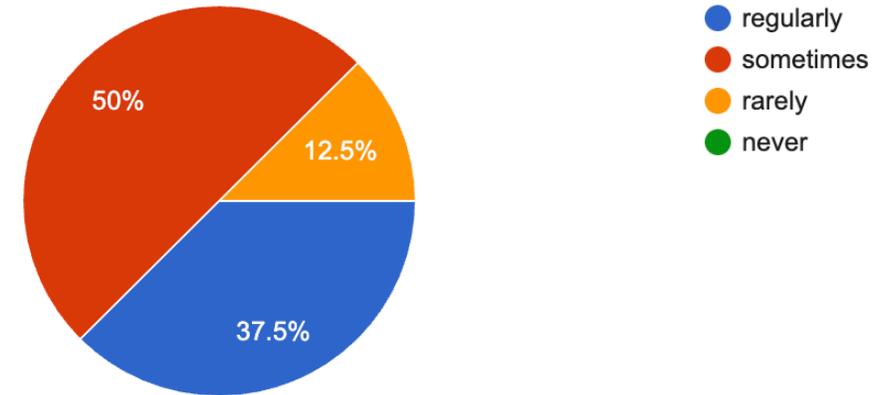
There were clear changes in how text talk was seen by staff over the project, developing from the simple starting points of timetabling Book Club and expecting this to be an interactive reading time, and using the initial questionnaires to begin talking about reading preferences.

of 1 - 6 how often do you encourage children to talk about texts during
nt reading? (scale of 1 - 6 with 6 being the highest - circle one)



How often do you informally talk about books that are not being studied in literacy reading sessions with your class?

16 responses



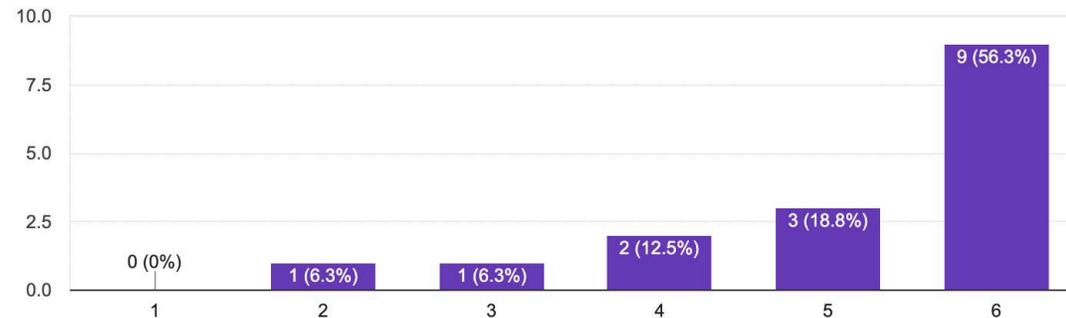
An unexpected aspect of impact: Choice

A strong outcome of the Twilight sessions, as seen in the informal WhatsApp feedback was the idea of children making choices as readings and this encouraged staff to use a range of strategies which gave children more choice. Feedback from children's questionnaires clearly shows that this choice impacted not only on their enjoyment in a range of texts but more their ability to articulate their choices and realise that if they didn't enjoy reading, they weren't reading the right book! This was a revelation!

On a scale of 1 - 6 how often do children choose what they are reading? (scale of 1 - 6 with 6 being the highest - circle one)

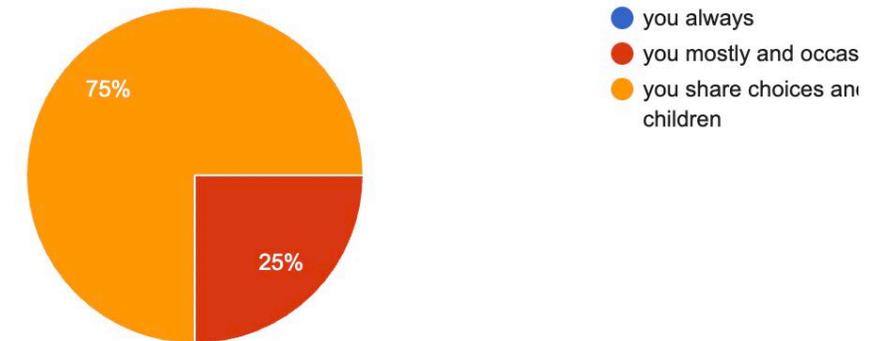


16 responses



Who chooses what you read aloud?

16 responses



Reviewing the impact on children

- An initial measurable aim was that all KS2 children would be able to name a favourite author and all KS1 children would be able to name a favourite book.
- Children's questionnaires showed that ...
...all children in KS1 were able to name a favourite book when asked
...in each KS2 class, three children were not able to name a favourite author when questioned (although some named the book without being able to remember the author's name).
- Another initial aim was that all staff make available to their class books which reflect diversity and new writers
- Learning Walks and pupil interviews clearly evidence this

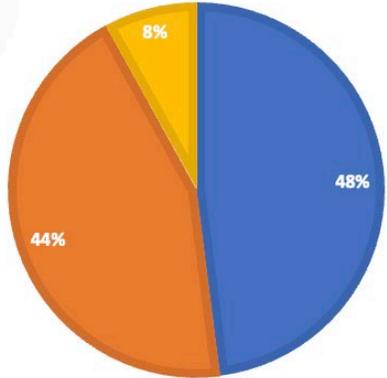
KS1

Only 4 children were not positive about reading

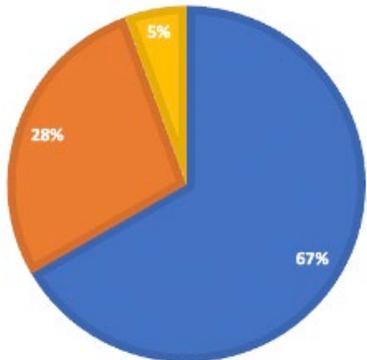
20% children moved from 'it's okay' to 'I love reading'

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

Chart Area



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

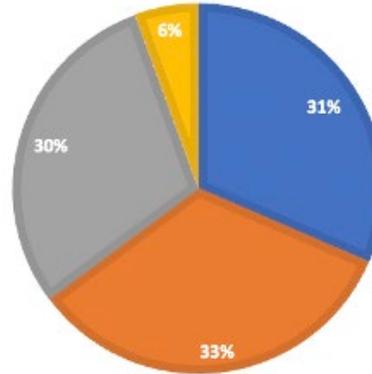


LKS2

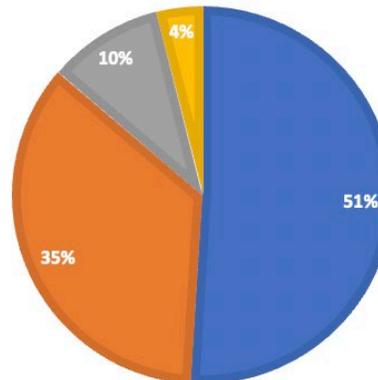
There has been a significant increase in % of children indicating that they love reading and these children have moved from both 'It's okay' and 'I'm not bothered'

This child articulated why they had moved from 'I'm not bothered' to 'It's okay' and the comment would suggest the possibility of further positive movement

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



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



FOR PLEASURE

The C
Unit

Reading for pleasure

Children's reading survey

1. Do you like reading?
(Tick one box)

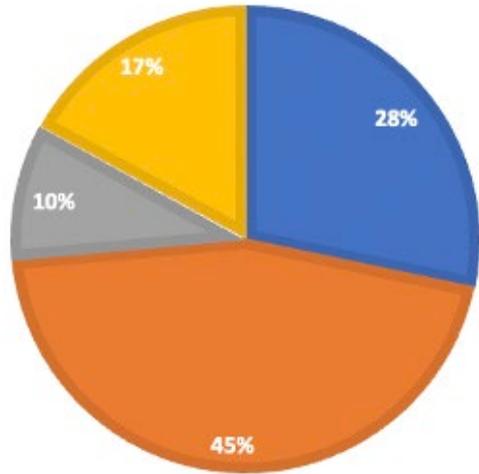
I love reading It's okay I'm not bothered I don't like reading

Why do you think this is?

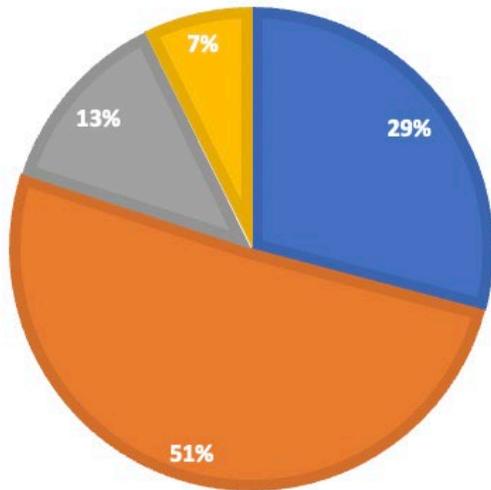
I read a lot and I've started reading more and more. so I like it more.

Are you a good reader?
(Tick one box)

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



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



UKS2

While the % of children who love reading has remained largely the same, the % of children who expressed dislike or disengagement has reduced. Children who indicated that they thought reading was okay were more able to articulate that they had to find the right book to enjoy reading

READING FOR PLEASURE The Open University

Reading for pleasure

Children's reading survey

1. Do you like reading?
(Tick one box)

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

Why do you think this is?

I only enjoy reading certain types of books

READING FOR PLEASURE The Open University

Reading for pleasure

Children's reading survey

1. Do you like reading?
(Tick one box)

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

Why do you think this is?

I think it is ok because it has to be the perfect book for me to like it and read it all but I do like it

Are you a good reader?
(Tick one box)

Reviewing the impact on focus groups

Interviews with Focus Groups revealed that all were able to talk about reading preferences.

In the Y5 FG, one children still said that they didn't really like reading and they didn't have any books at home. Another child initially said they still didn't like reading but when asked about a series of Footballer Biographies became enthusiastic about which ones they had read and which one they were going to read next. Another child in the group said they had started to read the same series because the two had talked about it in Book Club

Y5 focus group: Poppy Barker

[Y5 Focus Group impact](#)

Name Pendelope

1) Do you like reading?

	I love reading	<input checked="" type="checkbox"/>
	It's okay	<input type="checkbox"/>

Penny in Y2 had originally indicated that she disliked reading in spite of being a fluent reader. She was part of the focus group for this reason and when interviewed in the spring term had become enthusiastic about a series of books she was reading and what she was going to read next.

Sustain

Create a community of reading for pleasure in every classroom and staffroom

Text talk, staff knowledge of new literature, specific recommendations, informal book talk, monthly programme of events, sharing of new books amongst staff, ensuring pp and bottom 20% have full access to reading materials

Building Communities of Engaged Readers: Chapter 4 Fiona M Collins

The research reveals a tension between the personal reading habits and pleasures of the adult teachers and their knowledge and practice with regard to children's literature.

Linking research and our own findings led us to identify that developing staff knowledge of Children's Literature was an important area for development as this is key to positively impacting on children's reading habits.

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 better positioned to create a community of readers in the classroom (Younger and Warrington 2005; Kwek et al., 2007)

Sustain

Sustain and develop the Focus Groups

All class teachers to have a focus group, identified through questionnaires, pupil premium and bottom 20% data

Children's surveys clearly showed that as children moved through school, their pleasure in reading was closely linked to their perceptions of themselves as competent in reading. Our school context shows that as a school, children make good progress in "Reading" and attain well compared to National outcomes especially with regard to our socio-economic factors. We identified that this meant we had perhaps given a false impression of what reading really was to our children and perhaps had, in what we termed 'reading' fallen into what Cremin et al here identify as a 'pedagogy of poverty'.

Pedagogy for reading for pleasure in low socio-economic primary schools: beyond 'pedagogy of poverty'? Amelia Hempel-Jorgensen, Teresa Cremin, Diane Harris and Liz Chamberlain

[RfP] ... a practice with volition and engagement at its core (Cremin et al., 2014) and one which has significant cognitive, emotional and social benefits (OECD 2010)

And as they found...

[This] understanding of reading was internalized by children.

An aim of each Focus Group will therefore be to change this perception in children in order to create a community which regards reading as a pleasurable activity and, as the research states ... **a practice with volition and engagement at its core (Cremin et al., 2014) .**

Sustain

- Reading for Pleasure remains a Key Priority on our Developing Excellence Plan
- Continuing CPD for all staff
- Significant investment
- Strong focus on bottom 20% and the impact we can bring about