



Teachers Who Read and Readers Who Teach

Headlands Primary School, Northampton

Submitted – 2021 Farshore RfP Awards - Whole School Category

Sharon Green - Reading lead

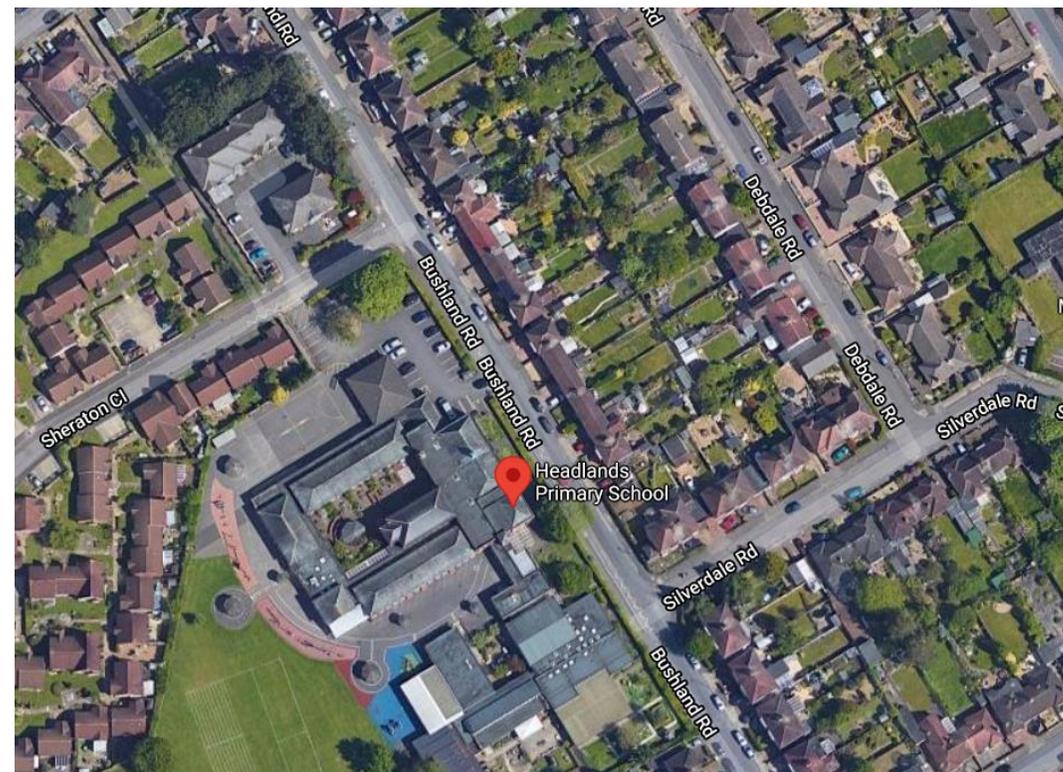


Our Context

Headlands Primary School in Northampton is a two-form entry primary school with a nursery and a special provision for forty children with additional communication and language needs. We are proud members of Northampton Primary Academy Trust alongside 11 local primary schools.

Our English Improvement Plan for the 2020-2021 academic year states that we aim:

To develop reading teachers across the school.



NORTHAMPTON PRIMARY
ACADEMY TRUST PARTNERSHIP

Position of the school in September 2020

- RWinc phonics is taught robustly and we achieve high results in the Y1 phonics check
- Children have 30 minutes daily of a reading lesson that is focused on a shared extract with direct instruction of vocabulary. It also includes thinking, talking and writing about the text in pairs and independently
- KS2 reading results are improving year on year
- Initial work with Herts for Learning using their fluency project
- We have a flourishing library and librarian

Our librarian and her work to promote reading for pleasure in school and the wider community is well established.

These are some of the reading activities that take place.

- Library café
- Book clubs with children
- Library open every breaktime and lunchtime
- Tweet the author
- Author visits to school
- Book at bedtime community events
- Reading newsletters
- Virtual author and illustrator visits
- Creating our reading mascot with the help of an established author
- Reading assemblies
- Leading the NPAT Spring Reading Challenge



NPAT Reading Challenge 2021

“Reading builds character”



Reading Challenges



“Reading builds character”

Challenges 1-5: Choose one part from the **Funny Face** section for each challenge completed.

Challenges 6-10: Choose one part from the **Body Bits** section for each challenge completed.

Challenges 10+: You can have a **free choice** from Funny Faces, Body Bits or Awesome Accessories.

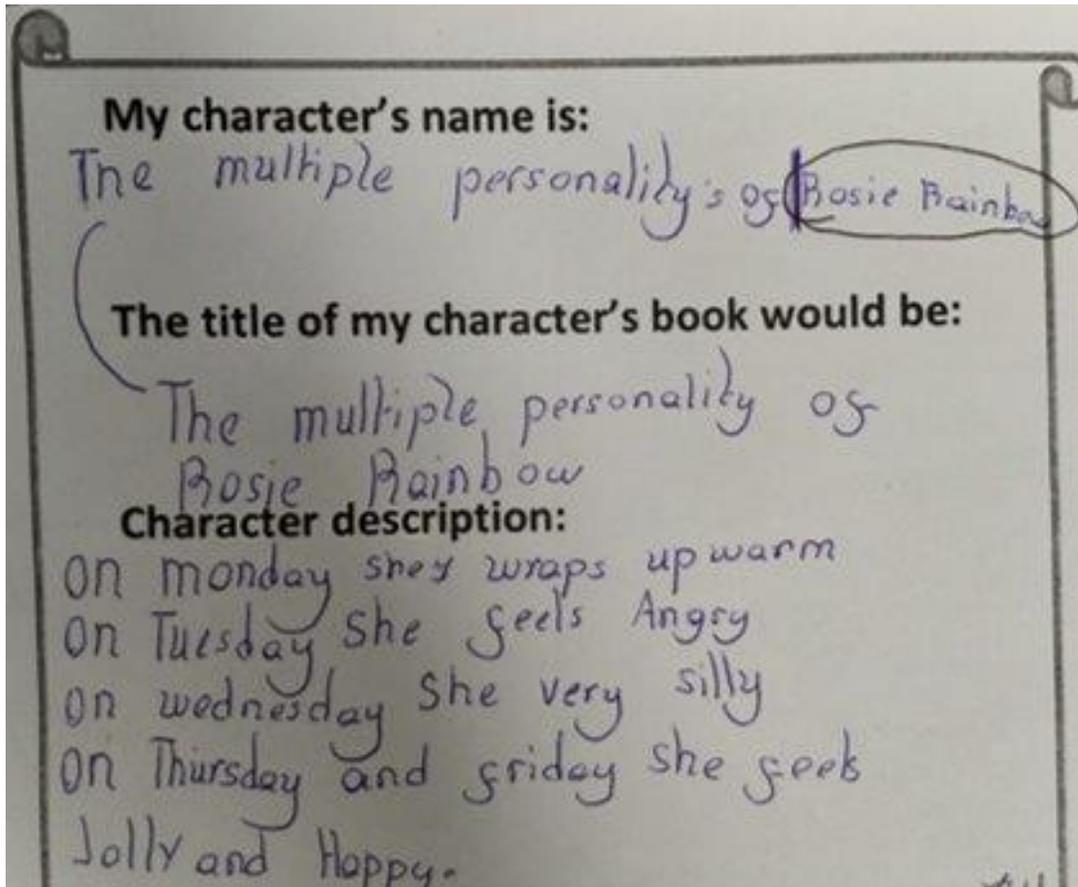
*The websites listed below are just suggestions – please complete each challenge in any way you can, and ask your teacher if you are unsure.



	Easy Challenge	Medium Challenge	Hard Challenge
Poetry Perfection: https://www.assnbyheart.org.uk/learn-to-read/	Choose a poem to read.	Recite the poem aloud to your family or class.	Write your own poem in the same style as the one you have read.
Online Oddities: <ul style="list-style-type: none"> https://www.assnbyheart.org.uk/learn-to-read/ https://www.assnbyheart.org.uk/learn-to-read/ https://www.assnbyheart.org.uk/learn-to-read/ 	Read at least 1 story from the Book of Hopes OR 1 Read-Along Story from BookTrust	Read at least 3 stories from the Book of Hopes OR 3 Read-Along Stories from BookTrust	Write or video a review of all 3 stories you have read - which did you like best and why?
Teachers are Terrific:	Tell your teacher about the book you are reading.	Read something recommended to you by your teacher.	Write a review of your class reader.
Magical Movies:	Watch a TV show or movie with the subtitles on.	Watch a TV show or movie that has been adapted from a book.	For a book you have read, draw a storyboard to turn it into a movie or tv show.
Real-world Reading:	Read the packaging on your favourite food.	Read something posted through your letterbox.	Read as many words as you can find on a walk in your local area.
Facts are Fantastic: <ul style="list-style-type: none"> https://www.bbc.com/news/first-news https://www.bbc.com/news/first-news https://www.bbc.com/news/first-news 	Read at least 3 articles in First News (children's newspaper) OR 1 fact book.	Share what you have learned with your family or class.	Research 3 more facts about topic you read about.
Energetic Exploring:	Read something in an unusual part of your house.	Read something at a strange time of day.	Make a fantastic reading den (inside or outside) to read a story in.
Love to Listen: <ul style="list-style-type: none"> https://www.audible.co.uk/ https://www.bbc.com/news/first-news https://www.bbc.com/news/first-news 	Listen to an audio story (from Audible Stories, BBC School Radio or anywhere!)	Listen to your class reader every day for a week (Mon-Fri).	Make an audio recording of you reading a story (make sure you put expression into your voice!)
Sharing Stories:	Read aloud with a member of your family.	Read aloud to or with a family member or friend on a video call.	Make up your own story and share it with someone.

Lead by Headlands, this annual challenge coincides with World Book Day and all schools across NPAT participate. We are always impressed with the creativity and imagination. This year we saw readers becoming writers.





NPAT Reading Challenge 2021

“Reading builds character”



OU Research inspiration and rationale

TaRs found that in order to foster RfP effectively, teachers need to develop:

1. *Considerable knowledge of children's literature and other texts*
2. *Knowledge of children's reading practices*
3. *A reading for pleasure pedagogy which includes:*
 - *Social reading environments*
 - *Reading aloud*
 - *Independent reading*
 - *Informal book talk, inside-text talk and recommendations*
4. *As Reading Teachers: teachers who read and readers who teach*
5. *Reading communities that are reciprocal and interactive. (Cremin et al., 2014)*

BUILDING COMMUNITIES OF ENGAGED READERS

READING FOR PLEASURE



TERESA CREMIN, MARILYN MOTTRAM,
FIONA M. COLLINS, SACHA POWELL
AND KIMBERLY SAFFORD



1. Considerable knowledge of children's literature and other texts

4. As Reading Teachers: teachers who read and readers who teach

AIMS

- Engage more teachers in children's books to increase their knowledge
- Ensure all children have access to, and adults a knowledge of, a shared range of diverse and appropriate texts throughout their time at Headlands
- To create shared experiences through books that all children and teachers can draw upon and refer to
- Give children greater ownership and accountability of their own reading habits and choices
- Celebrate all reading daily and weekly
- Provide time and space to independently and collaboratively engage with a book

Outline

1. Termly Teacher Book Club
2. Reading Roads - all children have equal access to a well thought out wide range of texts that are read to them daily
3. Supplementary texts are mapped across the school that link with the wider curriculum areas and writing lessons inspired from a book
4. Responsible Reader Bookmarks
5. Class bubble books
6. 1:1 reading for each child weekly in KS2. Reading for pleasure time in class

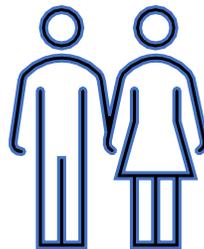
Termly Teacher Book Club

These have been held in small groups virtually in preparation for the texts to be used the following term. In a recent survey some teachers said:

Book club meetings are useful for sharing ideas that have engaged the children that we can also use in the future. Some ideas were: wrapping class readers in paper before sharing them to build suspense; using a real carrier bag so that children can relate to Stanley from 'Somebody Swallowed Stanley' to its real-life context.

It helps to know about other books and the books that the previous year group have read or will hear the next year.

I think it is lovely to celebrate the positives and listen to how the children are getting on in the other year groups.



Reading Roads- a clear, simple, visual representation of the texts to be shared each term

Class read aloud text choices (fiction including poetry)

Great time, effort and care was taken in selecting the books. With so many amazing books out there, books only got a place if, as a whole, they:

- provide a breadth and range of genres, writing styles, voices and perspectives.
- are both historical and contemporary fiction.
- spark emotions, allow children to experience fun, let them discover places they are not ready to go to alone.
- allow the children to affirm who they are, offer insights into worlds beyond their own and challenge and broaden their thinking.
- provide challenge.
- build vocabulary, develop background knowledge, provide a reading role model and plant the desire to read.
- develop communities of readers by creating shared experiences of a wide repertoire of books.

Reading Roads

Year 3	Love that Dog - Sharon Creech	The Battle of Bubble and Squeak - Philippa Pearce	We Won an Island - Charlotte Lo	Charlotte's Web - EB White	The Railway Children - Edith Nesbit	The Miraculous Journey of Edward Tulane - Kate DeCamillo	The Witches - Roald Dahl	The Boy at the Back of the Class - Onjali Rauf
RR	4/5			1	1	3	3	
Protagonist	F	M	F	F	F	F	F	F BAME
Author		F	F	M	F	M Rabbit	M	F BAME
Themes	About a boy who hates writing poetry but begins to love it	Gerbils that the children love and the mother detests	Family win an island, overcoming depression, unexpected events	Friendship Death farm life	Friendship, father away, courage	A stuffed rabbit travels from New York to London and learns a lot on the way	Boy and his grandmother try to unravel the plan of the witches.	A refugee arrives in a new school and makes friends
Another world	America	England	Scottish island	Set in America	London and the English countryside	Imaginary and some reality	Norway and England	School in the UK, outskirts of London
Historical			current	1950's	1906			
Written pages	2001 112	1978 135	2019 208	1952 272	1906 309	2006 208	1983 224	2018 256
Series/prolific	P Novel in verse	Some, including Tom's midnight garden	1 other book. New author		Some including Five children and it	P	P	One other book

Comments from children about listening to the class readers:

*It's a calm relaxing time.
You can hear great prosody and learn from it.
It makes your imagination bigger.
It helps you learn new words.*



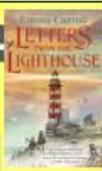
Year 6 Class Readers

Term 1



Once is the story of a young Jewish boy who is determined to escape the orphanage he lives in to save his Jewish parents from the Nazis in occupied Poland of the Second World War.





February 1941. After months of bombing raids in London, twelve-year-old Olive Bradshaw and her little brother Cliff are evacuated to the Devon coast.

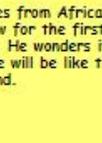
Term 2





Ebenezer Scrooge is a miserly old skinflint. He hates everyone, especially children.

Term 3



Kek comes from Africa. In America he sees snow for the first time, and feels its sting. He wonders if the people in this new place will be like the winter - cold and unkind.





Marinka dreams of a normal life, where her house stays in one place long enough for her to make friends. But her house has chicken legs and moves on without warning.

Term 4





Budi's plan is simple. He's going to be a star. Budi's going to play for the greatest team on earth, instead of sweating over each stitch he sews, each football boot he makes. But one unlucky kick brings Budi's world crashing down.

Term 5





Lily's life is in mortal peril. Her father is missing and now silver-eyed men stalk her through the shadows. What could they want from her?

Term 6





When a move to a new house coincides with his baby sister's illness, Michael's world seems suddenly lonely and uncertain.

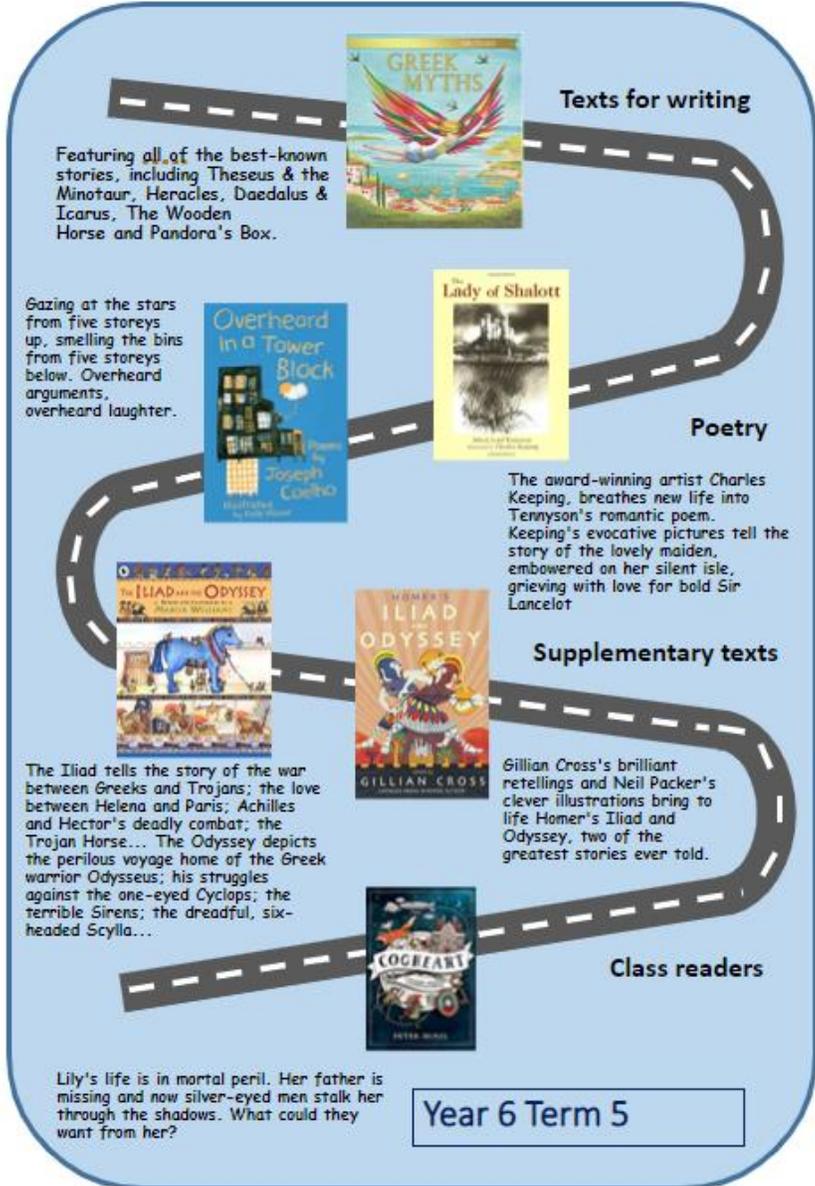
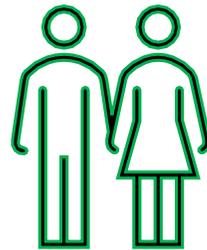
Supplementary and stand-alone texts

When asked about the Reading Roads, these are the teachers' responses:

They have been a useful addition - they have ensured equal coverage of genres/fiction/non-fiction is accessed every term.

It is good to see the range of texts that the children should be exposed to throughout the year.

Very clear to show what we need to be using and it's a great way to have it shown pictorially.



Texts for writing

Featuring all of the best-known stories, including Theseus & the Minotaur, Heracles, Daedalus & Icarus, The Wooden Horse and Pandora's Box.

Poetry

The award-winning artist Charles Keeping, breathes new life into Tennyson's romantic poem. Keeping's evocative pictures tell the story of the lovely maiden, embowered on her silent isle, grieving with love for bold Sir Lancelot.

Supplementary texts

Gillian Cross's brilliant retellings and Neil Packer's clever illustrations bring to life Homer's Iliad and Odyssey, two of the greatest stories ever told.

Class readers

Lily's life is in mortal peril. Her father is missing and now silver-eyed men stalk her through the shadows. What could they want from her?

Year 6 Term 5

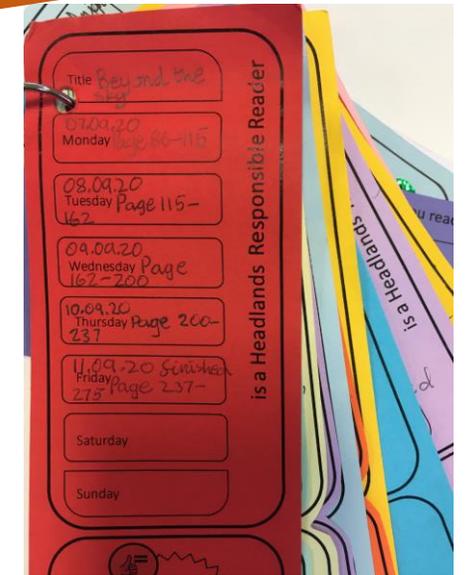
Responsible Reader Bookmarks

All children have a bookmark each week.

These bookmarks are a different colour each week and the children or adults record their reading.

Children who show responsible reading each week are celebrated in class.

Bookmarks are collected each week and collated so that over time children can build up their rainbow of reading bookmarks and celebrate their responsible reading habits.



1:1 reading-

For 30 minutes a day children are engaged in independent reading activities and the adults read with individual children

Staff development was delivered before this initiative started to ensure the impact could be maximised and a protocol was shared and understood by all adults.

This is taken from our 1:1 reading protocol for all staff:

Learning to read is hard work and confidence can be brittle so, praise, praise and praise again. The children you read with need to view themselves as successful, competent readers.

"Reading proves the master skill of school, so we need to nurture our pupils' reading will and skill." Alex Quigley, Closing the Reading Gap 2020.

"We learn to read so that we may read to learn, but more important is to learn a love of reading." Orin Cochrane

With a skilled active listener, the process will:

- Enable children to practice the skill of reading.

- Act as a window on the reading process allowing us to understand the strategies children are using, misusing, not using and what help they need.

- Build confidence and self-esteem.

- Develop, encourage, share and enhance a **will** to read and an excitement about books.

Quotes from children about the independent reading time showing how the changes have affected their processes or their reading behaviours

The teachers help with prosody.

It's great as it builds your confidence.

It encourages me to read more at home.

They can help with tricky words.

I read much more now.

I like the busy brain reading in the 1:1 reading time.

The adults like to chat about the book.

I really like reading to the adults, and they support you to find the right book.



OU Research inspiration
and rationale

*1. Considerable knowledge
of children's literature and
other texts*

*4. As Reading Teachers:
teachers who read and
readers who teach*

Reflections on impact the TaRs research had on practice

- Through the teacher book clubs, the adults have widened their knowledge of a range of children's books
- The roadmaps across the school are ensuring that children have access to a range of texts that has built a shared experience that will continue to build over time
- The older children have embraced the bookmarks and their reading journey can be easily tracked. The younger year groups may prefer something different so that will be something to look at for September
- The 1:1 readers initiative has had a huge impact on both children and adults. The adults have a much more detailed knowledge of the child as a reader and it has widened their own knowledge of children's literature. This has also been supported by the books being in the bubbles not in the Library. This will be retained moving forward



Next steps

- Widen the scope of the Termly Teacher Book Club to further increase the range of books all adults know about
- Continue to promote teachers' reading and book chat in the staffroom and the classroom
- Review our reading roads at the end of this academic year
- Continue with the reading bookmarks in KS2 and explore other options for EYFS and KS1
- Open up the library again to the school and the wider community
- Retain and improve the book bubbles in class so that books can be electronically borrowed