

# St Marie's School, A Catholic Voluntary Academy



We are an average-sized primary school in the south-west of Sheffield with **242 pupils**.

We have just over **50%** of pupils whose ethnicity is described as **White British**, and the rest of the pupils are from **15 other ethnicity groups**.

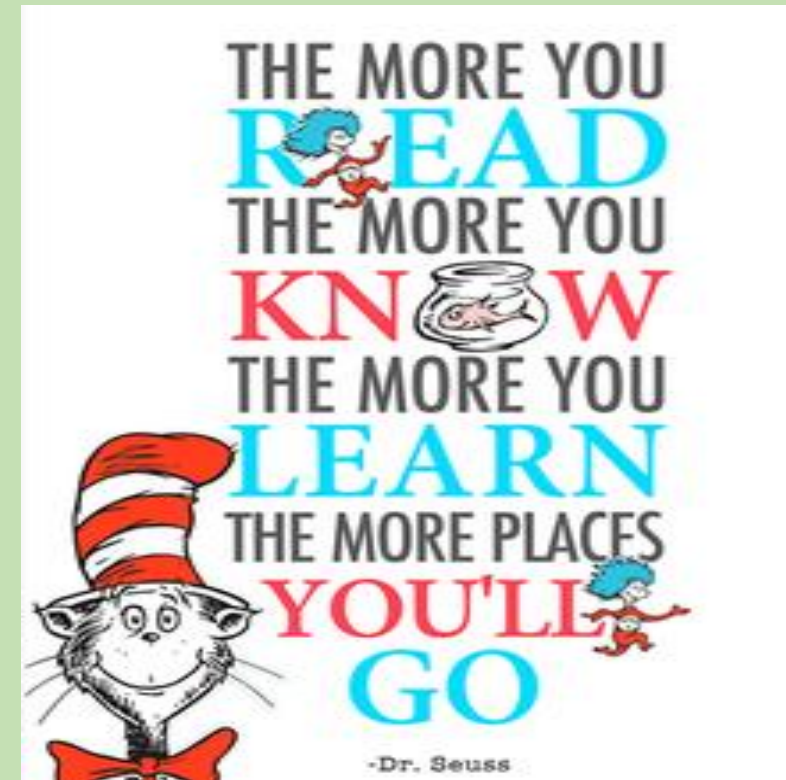
**37%** of our pupils are **EAL**. Approximately **10%** of our pupils are on the **SEN** register, and **13%** of our pupils are **Pupil Premium**.

The school's catchment area is very wide, admitting pupils from five Catholic parishes across the city of Sheffield.

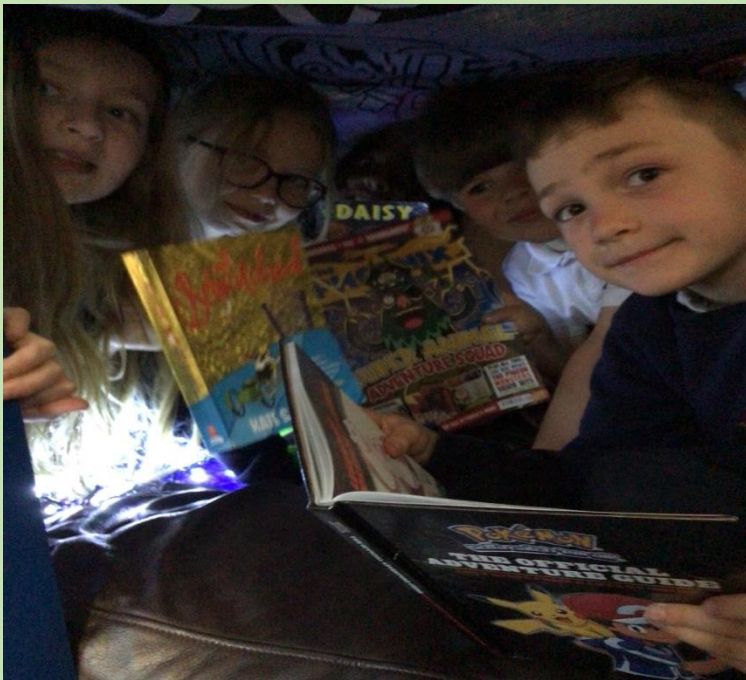
It is essential that, by the end of their primary education, all pupils are able to **read fluently, and with confidence**, in any subject in their forthcoming secondary education. *National Curriculum 2013*

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)



In too many schools there is no coherent policy on reading overall; schools put in place numerous programmes to support reading, especially for weak readers, but do not have an overall conception of what makes a good reader... **there is not enough curriculum time to focus on wider reading or reading for pleasure.** *Moving English forward, Ofsted*



# Data from reading survey completed by pupils at the start of the project

3. Do you like reading?

[More Details](#)

I love reading	57
3-4 times a week	21
It's okay	31
I'm not bothered	2
I don't like reading	4



9. Do you read with anyone at home?

[More Details](#)

[Insights](#)

Yes	57
No	58



20. Do you ever chat about what you've chosen to read at school?

[More Details](#)

[Insights](#)

Yes	41
No	74



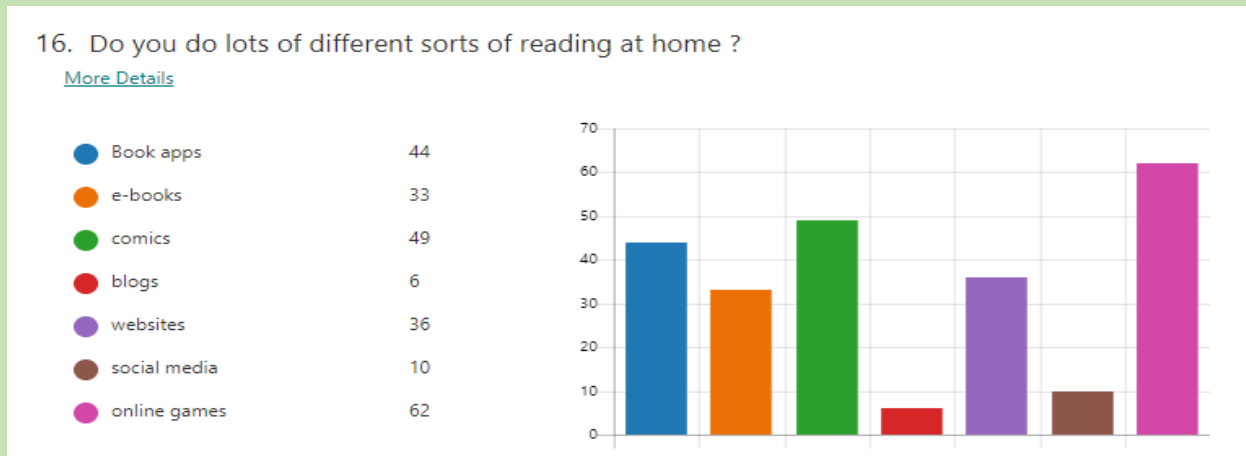
25. Does your teacher read aloud to the class?

[More Details](#)

Every day	51
Several times a week	44
Once a week	14
Less than once a week	6



“...children read all the time on various games, apps and social media sites. This leads to fragmented attention spans and it can hinder the ability to concentrate on an extended text.” *Maryanne Wolf* (Reader Come Home)



In order to successfully foster RfP, the TaRs research project found that teachers need a wide and up to date knowledge of children's literature and other texts. ***OU Reading for Pleasure***



RfP Aim	Success Criteria – on staff	Expected impact – on children
<p><b>Broaden staff knowledge of children’s literature and other texts so that staff can use growing expertise to promote a love of reading across school</b></p> <p><b>Expand staff knowledge of children’s reading preferences, behaviours and attitudes to strengthen reader relationships at all levels across school</b></p>	Staff are more knowledgeable about the books they provide for the pupils in their class	Children are more motivated to read – particularly those children who ‘can but don’t’ and the ‘weaker’ readers
	Staff promote a wide variety of books and authors to the class by reading extracts or discussing books/encouraging and providing recommendations	Children are more informed about the books that are available to them to be able to choose books they will enjoy
	The reading material enriches the curriculum and is appropriately matched to the needs and interests of the pupils	Children are enthusiastic about books and make informed choices about the books they are reading
<p><b>Provision for independent reading is consistent throughout the school</b></p> <p><b>Learner led</b></p> <p><b>Informal</b></p> <p><b>Social</b></p> <p><b>Texts that tempt</b></p> <p><b>Reading for pleasure includes book talk with staff/staff, staff/children, children/children, parents/children</b></p>	All teachers have reading for pleasure timetabled at least 3 times a week which includes time to browse through the books, talk about books, hear reviews, listen to extracts read by teachers	The quality of book talk increases
	Children have choice about where to read and who to read with during reading time	Pupils are motivated to read more at home and at school and to talk more about what they are reading
	Recommendations from the class teacher/TA and other pupils are given to inform pupils about book choices	Children choose to read over other activities- including break and lunch times, breakfast and after school club.
	The books are well organised, appealing and accessible to the children	Parents become more engaged in their child’s reading especially those parents/families in our target groups

# To broaden staff knowledge of children's literature and other texts so that staff can use growing expertise to promote a love of reading across school.

**Year 1** We have fewer books out but all of the books are on display with their front cover showing rather than their spine. The impact is that children spend more time reading a book rather than just flicking through lots of different books.

**Year 5** Staff involvement has really encouraged the children to read more. The children seem engaged when we talk about the books we have enjoyed reading.



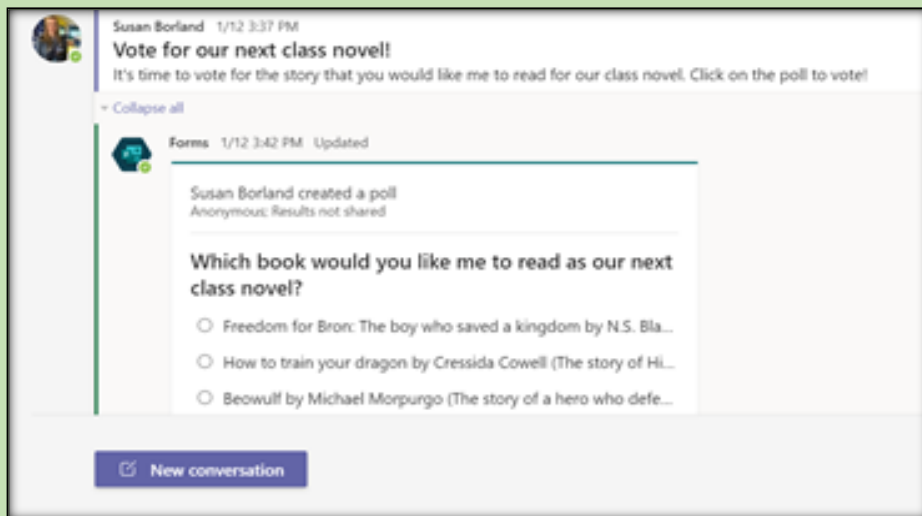
**Year 3** The children began to donate their own books to the class library that they had enjoyed reading, recommending the books to friends with similar interests.

**Year 6** Children are more interested in the class bookshelf. They spend more time looking at the books as it looks more inviting. There are more recently published books, a greater range of books, and authors that they haven't heard of.

"I think that it is fun to get books recommended so that I know what to read next." Year 3 pupil.

# To expand staff knowledge of children's reading preferences, behaviours and attitudes to strengthen reader relationships at all levels across school.

"I like book chat because you get to know about other people's books, and other people will make recommendations to you." Year 3 pupil.



**SPRING READING CHALLENGE**

1. A one word title ☐
2. A biography or true story ☐
3. Read out loud to a friend ☐
4. A comic or magazine ☐
5. A book made into a movie ☐
6. A book written before you were born ☐
7. A book set in another country ☐
8. A book a friend has read ☐
9. A mystery book ☐
10. Record yourself reading ☐

**Happy Reading!**



**Year 5** The children loved the reading challenge. Lots of children in my class got involved and parents even spoke to me about this too saying they saw a change in their child's reading during the challenge.





“My strengths include reading aloud to the class, encouraging the children to make decisions about the books we read, and giving time for reading for pleasure”

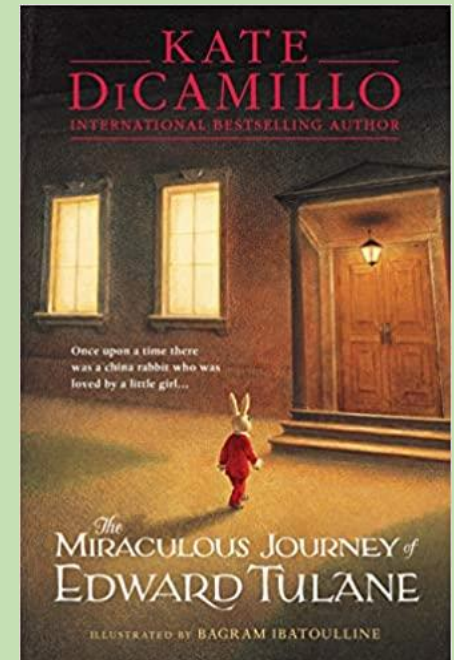
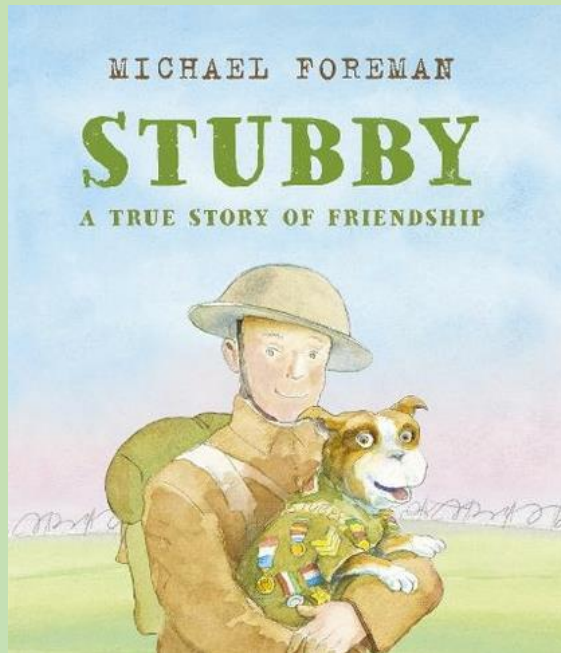
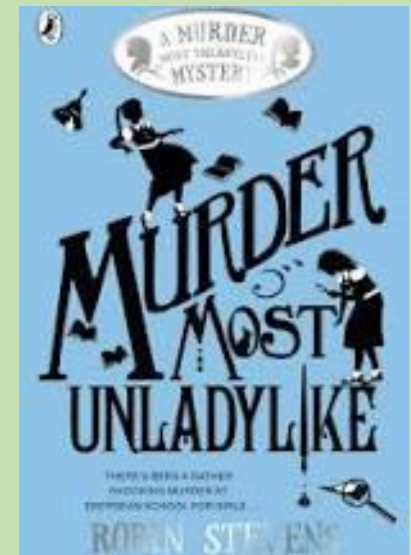
“I have given regular opportunities to read independently.”

“I have developed a wider knowledge of children’s reading material.”

“I feel I know what the children are reading and like to read.”

“I regularly provide reading opportunities, both individual and shared.”

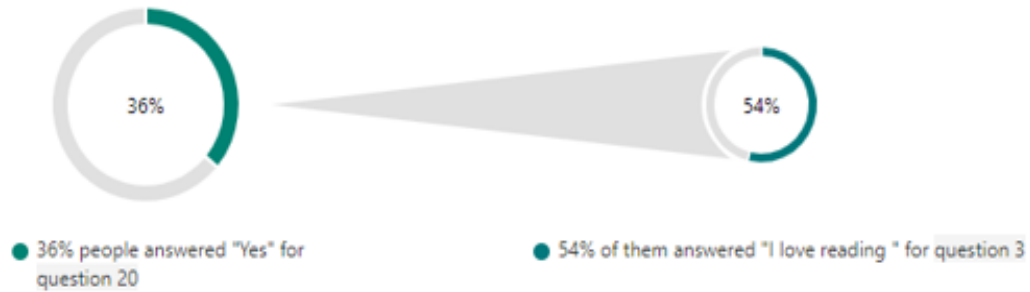
“...lots more time spent researching new books and authors. Lots more books tailored to the children...”



Do you ever chat about what you've chosen to read at school?

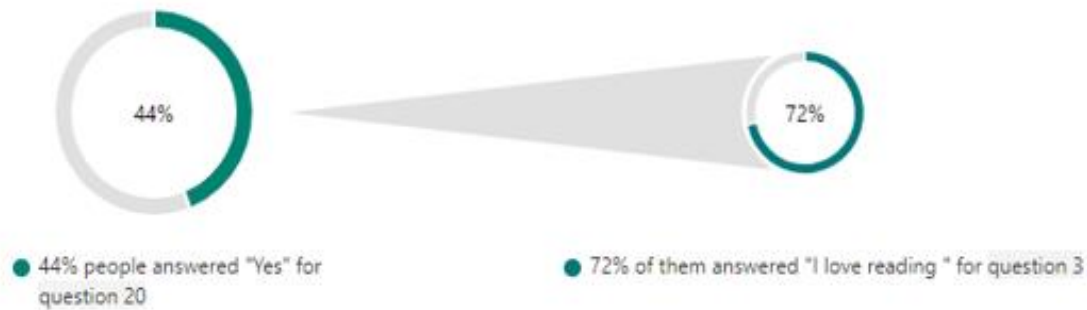
Previously in March 2020:

36% of people answered **Yes** for this question, and the majority answered "**I love reading**" for Question 3.



Now in May2021:

44% of people answered **Yes** for this question, and the majority answered "**I love reading**" for Question 3.



More children reading at home. Previously 57, now 69.

9. Do you read with anyone at home?

[More Details](#)

[Insights](#)



Increase in children saying that somebody reads aloud to them.

Increased from 54% to 64%.

12. Does anyone read aloud to you?

[More Details](#)

[Insights](#)



More children like reading in KS1, especially in Year 1 (over 50% increase) AND more children perceive themselves to be good readers.

Standardised Reading Scores		
	Previous score	Current score
Child A	111	119
Child B	104	115
Child C	96	113

“In September I used to look at the pictures and I liked ‘Where’s Wally?’ but now I get more into it. ‘The World’s Worst Parents’ changed it for me.” **Child A**

“Fiction makes me relax. I enjoy looking at the pictures. It is fun finding out what the characters are doing.” **Child B**

“I read this book in Year 2 and I really enjoyed it so I want to read it again.”  
**Child C**





St Marie's

masked

READER



## Reading Instruction

**is oriented towards:**

Learning to read

The skill

Decoding and comprehension

System readers

Teacher direction

Teacher ownership

Attainment

The minimum entitlement:

The “expected standard”

The standards agenda



The Open  
University

## Reading for Pleasure

**is oriented towards:**

Choosing to read

The will

Engagement and response

Lifelong readers

Child direction

Child ownership

Achievement

The maximum entitlement:

A reader for life

The reader’s own agenda