

St Catherine's Primary Academy

Reading for Pleasure School Improvement Journey 2020-2021

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School Context

- two-form entry school situated in Burngreave, Sheffield.
- 469 pupils on role spanning from Nursery to year six
- 30% are pupil premium
- 60% speak EAL
- 39 different languages spoken as a first language.

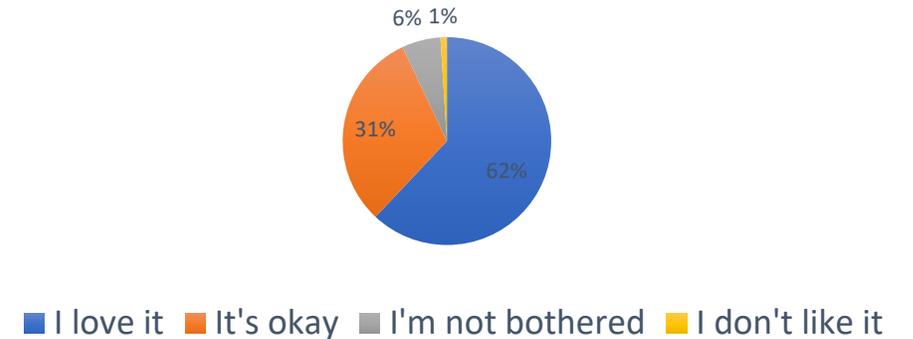
Explore

Intention: define the problem and establish a baseline

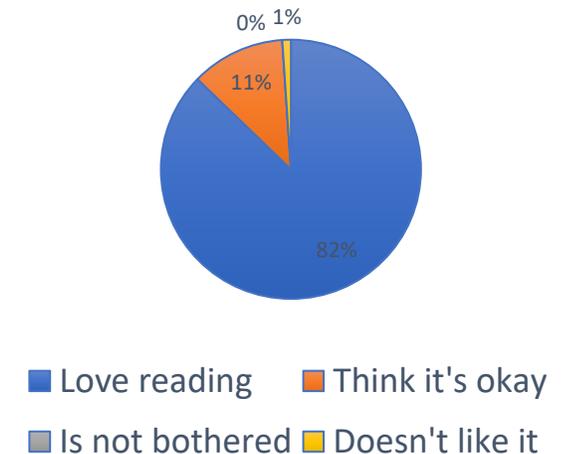
Key areas of strength identified:

- All teachers **read aloud** to their classes daily and recognise the role that reading aloud plays in developing a love of reading.
- Most teachers thought that their pupils would view them as an avid or keen reader. 82% of pupils said they thought their teacher loved reading.
- Only 7% of pupils thought they were not very good readers. The largest proportion of pupils identified as being very good readers.

Do you like it when you teacher reads aloud?



Does your teacher?

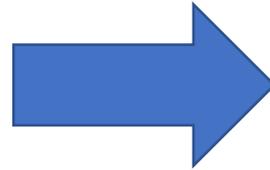


Explore

Intention: define the problem and establish a baseline

Key areas of challenge identified:

- Teachers and children referenced the same limited number of authors such as Dahl.
- There was a lack of cultural diversity in the authors shared and within the characters represented.
- Only 43% of teachers could name three poets that they valued.
- Teachers said they wouldn't feel confident in recommending books to children due to their limited knowledge of children's literature.



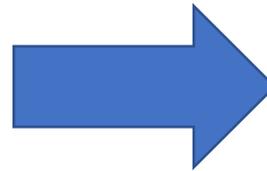
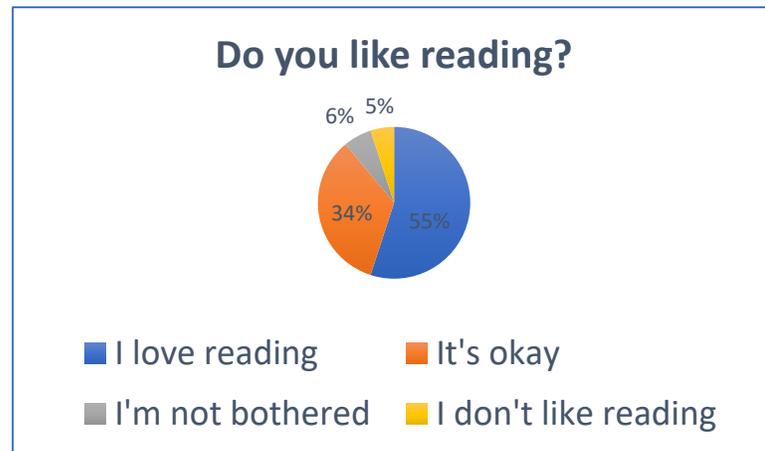
First main area of development.
We wanted to:
**broaden staff knowledge of
children's literature.**

Explore

Intention: define the problem and establish a baseline

Key areas of challenge identified:

- 45% of children did not love reading. We found it interesting that 67% of pupils identified as good or very good readers. However, only 55% of pupils love reading.



Second main area of development. We wanted to: create an increasingly social reading community where by spontaneous informal book talk can flourish between children and adults at school.

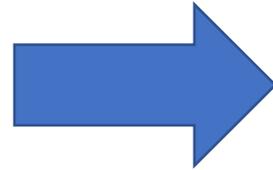
- Only 39% of pupils said that they talk about what they have chosen to read at school.

Explore

Intention: define the problem and establish a baseline

Key areas of challenge identified:

- Only 7 out of 14 teachers felt they had good knowledge of the children's reading habits and preferences in their own class.
- Through conversations with staff, we could see that reflecting on this particular section of the survey really hit home as something that they personally needed to develop.



Third main area of development. We wanted to: **expand staff knowledge of children's reading preferences, behaviours and attitudes.**

Prepare

Main Overarching aims and action plan

- Expose our children to a wider variety of literature with regards to diversity of genres, authors and characters
 - 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.
- Build an increasingly social reading community by encouraging informal book talk
 - Create an increasingly social reading community where by spontaneous **informal book talk** can flourish between children and adults at school.
 - Expand staff **knowledge of children's individual reading preferences, behaviours and attitudes** so that they can make personal and meaningful recommendations for individuals.

Action Plan - Change Team – Focus Group

Deliver

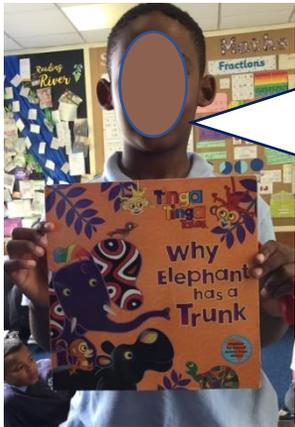
Implementation: implementing your development plan and documenting impact

Aim 1	Strategies implemented - INSET
<p>Expose our children to a wider variety of literature with regards to diversity of genres, authors and characters</p> <ul style="list-style-type: none">• 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.	Staff subscribed to websites
	Invested in a new school library
	Book Borrowing Areas
	Weekly reading for pleasure email
	Book chat social for staff via Zoom
	Reading reflection tool
	Poet of the month

New School Library

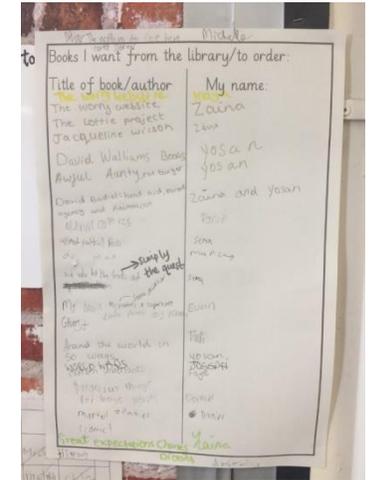
- Book awards and lists on the OU RfP website
- Diverse range of authors and characters
- Reflecting realities

Nikita Rogers (Y2 teacher) said, *"it's introduced me to new authors and genres that I would not have shared with my class otherwise"*.



"I love this book because they include Swahili which is the language my Dad speaks!"
Year 4 child.

Rebecca Conway (Y6 teacher) said, *"when I have brought specific books back from the library for individual children they have been absolutely over the moon! We also have a Books I want to order from the library list pinned up which has been really effective"*



"It would be really good if when COVID is over, we could have weekly sessions in the library where we can find a book and read it. Maybe we could read to other children or to ourselves" – Amen Year 3

"I am excited to be able to borrow books from the library soon. I want to be able to take more books home!" – Yonatan Year 3

"I can't wait to go in there!" – Year 4 child

Weekly reading for pleasure email

- Recommendations to broaden staff knowledge
- Keep momentum
- Share good practice and celebrate impact!

- Staff were overheard talking about the books/articles I recommended, and good practice shared.
- Staff were replying to the emails to ask questions, and to share what was going well as well as challenges.

Hannah Wood (F1 teacher) said, "the weekly RfP emails have been amazing for recommendations".

Rachel Goodwin (Y6 teacher) said, "I read that book by Jasbinder Bilen that you put on the email. It is amazing. I loved it. I can't wait to share it with the children". I was then able to recommend books by the same author and the author's incredible website where you can explore the worlds of the characters.

Poet of the Month

- Shared contemporary and diverse poets each month
- Flipchart provided to share with the children
- Shared with parents and careers via newsletter and twitter

Overheard in an F2 class *“I just love Michael Rosen so much”*
“yeah me to he is so funny moan, moan, moan”. The girls then went on to act out the poem from The Big Cuddle collection of poems.

Jodie Ng (Y2 teacher) said, *“Poet of the month has helped me feel more confident in sharing poetry with the children, and having a poet to focus on each month has helped create a poetry buzz”*

Isabelle Frost (Y3 teacher) said, *“children are noticing and enjoying rhyming and rhythm in stories and poems more”*.

“I love Poet of the month. I think it would be fun if Poet of the month was done in assembly” – Isimi Year 3

Overheard in a year 4 classroom *“I loved this poem by Grace Nichols. You think the caterpillar will be happy to turn into a butterfly, but they have never been a butterfly. They are worried that the wings will change who they are. You don’t often think about that”* Year 4 child



F2 children performing Micheal Rosen’s ‘Welly Boots’
‘Again, Again!’

Deliver

Implementation: implementing your development plan and documenting impact

Aim 2	Strategies implemented - INSET
<p>Build an increasingly social reading community by encouraging informal book talk</p> <ul style="list-style-type: none">• Expand staff knowledge of children's individual reading preferences, behaviours and attitudes so that they can make personal and meaningful recommendations for individuals.	Vote for story
	Reading Rivers
	Reading at home records

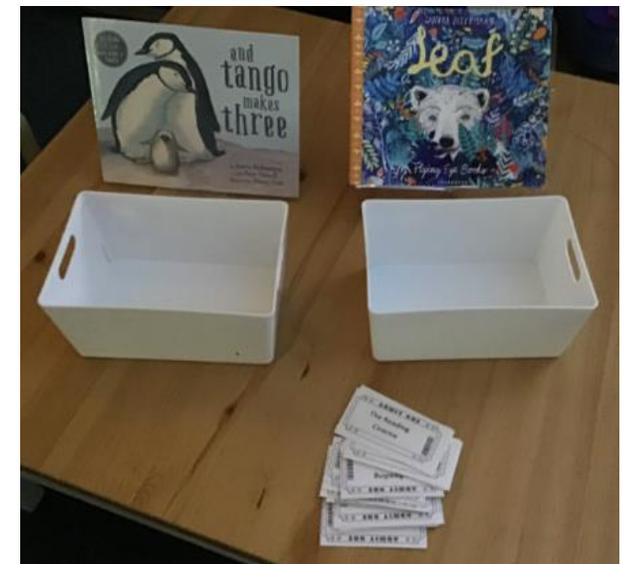
Vote for Story

We found that keeping the same voting style for a short while was beneficial as it meant the children could familiarise themselves with the system e.g. voting with blocks based on the front covers of two books. Some teachers noticed that the children seemed to become disengaged with the voting after a prolonged amount of time.

"I usually just vote for the book that has the most votes or what my friends voted" – Ayaan Year 3

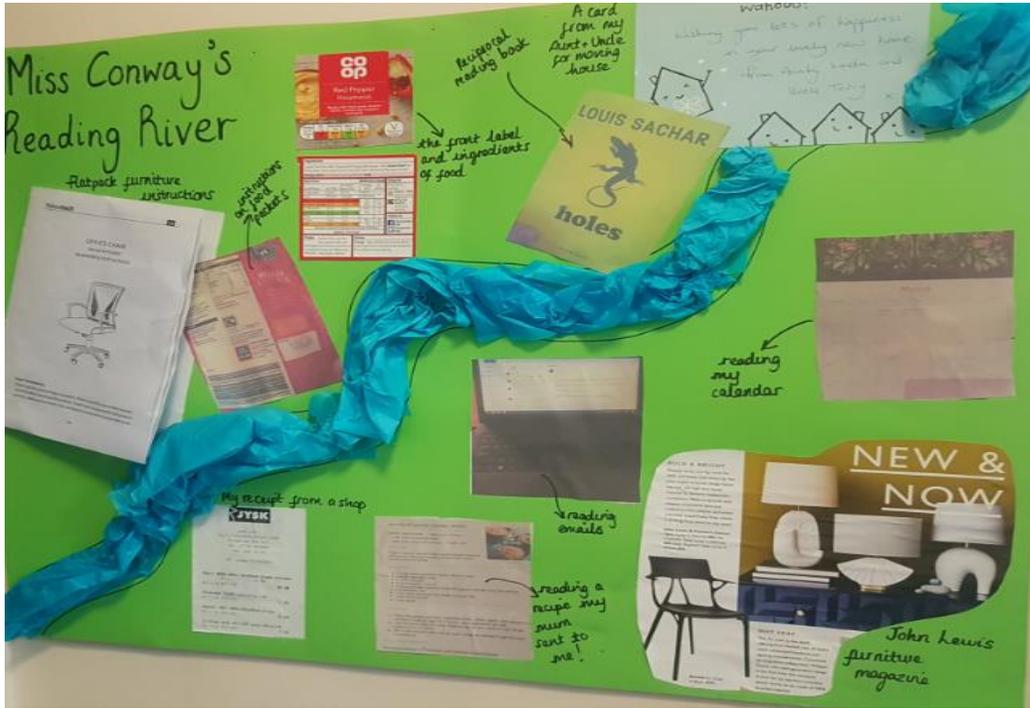
From staff observations and pupil voice we decided we needed to introduce different styles of vote for story:

- Vote with pegs
- Vote based on blurb, first line
- Secret voting ballot
- Multiple adults reading so all children got to listen to their chosen story



Reading Rivers (staff and children)

- Reading is everywhere
- Uncover reading identities



Miss Hammonds Y5 teachers said 'during a discussion about what we read over half term. I had a child speak about how she had been reading many things including text messages. She spoke about how anything is 'real' reading. This is something we discussed as part of reading rivers, so must have really stuck with her. Another child said they had been reading recipes and trying them out whilst another child said they had been reading an article on Prince Phillip'



Deliver

Implementation: implementing your development plan and documenting impact

Aim 2	Strategies implemented - INSET
<p>Build an increasingly social reading community by encouraging informal book talk</p> <ul style="list-style-type: none">• Create an increasingly social reading community where by spontaneous informal book talk can flourish between children and adults at school.	Timetabled informal book talk sessions, and spontaneous book chat encouraged.
	Book recommendations
	Twitter account @STC_BookChat

Informal Book Chat



A year 4 class enjoying book blanket browsing. During the book blanket browsing the teachers and TAs would be putting out wonderings and modelling informal book chat. They aimed to create an informal and fully inclusive atmosphere where by everyone felt comfortable to talk and give their opinions.

When observing the book blanket sessions we found that children were confident and keen to talk about and recommend the books they had read.

When the children in this class were asked to give their thoughts on the book blankets, some responses were:

"I'm not frightened to share my thoughts. Its good" Owais Year 4

"I like to recommend to my friends" Daniel Year 4

"It's great because find out about other books didn't know about" Danielle Year 4

"I can speak with people who like the same books as me" Michael Year 4

"It inspires me to read more, and it is a great way to socialise in a fun way"

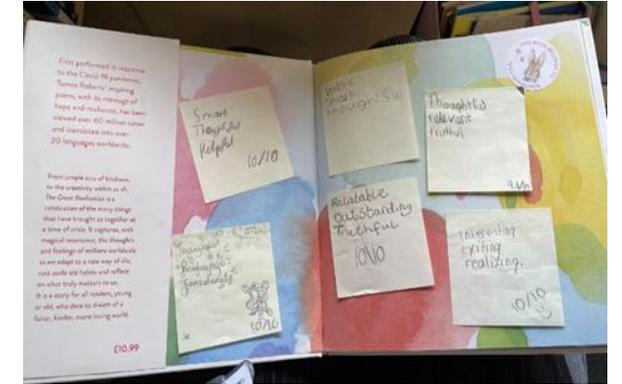
Sham Year 4

Miss Fitton (year 2 teacher) overheard a child in her class *say 'Oo I read Oi Platypus last night, and that's by the same author as your book!'* the fact that the children had an author in common really brought them joy – fostering a love of reading.

Recommendations:

- Post-it note 3 word reviews

Miss Ng (year 2 teacher) said that she often has children spontaneously asking for post-it notes to write reviews



- Adult to child bespoke recommendations

Sam Fowler Y5 teacher said *'Imagine someone thinking specifically about what **you** would enjoy reading, seeking it out in the school library and then hand delivering it! That's what we can do now!'*

Rebecca Conway (Y6 teacher) said *'At the start I found I had to actively ask the children if they would like a recommendation. Now the children come straight up to me and say **'Miss Conway I need a recommendation'** I feel like the children really want recommendations and treasure the recommendations'*

- Child to adult recommendations

A child in Year 4 emailed me to recommend *The Tin Forest* by Helen Ward.

When I visited Carter's classroom on a learning walk, he instantly said, *"I know why you are here! You're here for that book I recommended. Let me get it. You're class are going to love it"*

Review and Sustain

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

Key survey findings related to Aim 1 (broaden staff knowledge of literature) from monitoring and summative survey analysis

- Teachers could name and valued a much **wider range of authors** including Onjali Q Rauf, Zillah Bethell, Benjamin Zephaniah, Kwame Alexander and Judith Kerr. This was also reflected in the children's answers to 'Who is your favourite author and book?'
- Percentage of teachers that could **name 3 poets whose work they valued increased from 43% to 78%**. Teachers named many of the poets from poet of the month recommendations.

Review and Sustain

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

Key survey findings related to Aim 2 (broaden staff knowledge of children's reading habits and preferences) from monitoring and summative survey analysis

- The number of teachers who felt they had a good knowledge of children's reading habits and preferences increased from **50% to 100%**

Key survey findings related to Aim 2 (embed informal book talk) from monitoring and summative survey analysis

- The number of children who said that they talked about what they read in school increased from **39% to 66%**
- When the teachers were asked 'How often do you provide opportunities to talk informally about books, answers were inconsistent. **On reflection the expectation of frequency is unclear for teachers.**

Review and Sustain

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

Focus group analysis:

5/14 = good progress

7/14 = some progress

2/14 = little progress

Staff feel that having access to new books through the library and book chat have had the most impact for our most reluctant readers.

Year Group	Gender	Do you like reading? Autumn	Do you like reading? Summer
2	Male 1	I don't like reading,	It's okay.
2	Male 2	I don't like reading,	I don't like reading.
2	Male 3	I don't like reading,	I love reading.
2	Female 1	I don't like reading,	I don't like reading.
2	Female 2	I don't like reading,	I love reading.
3	Male 4	I don't like reading,	I love reading.
3	Male 5	I don't like reading,	I love reading.
3	Male 6	I don't like reading,	I love reading.
3	Male 7	I don't like reading,	It's okay.
6	Male 8	I don't like reading,	It's okay.
6	Male 9	I don't like reading,	It's okay.
6	Female 3	I don't like reading,	It's okay.
6	Male 10	I don't like reading,	It's okay.
6	Male 11	I don't like reading,	It's okay.

Male 2 Year 2 – little progress

“I don’t like reading because I don’t know how to read. I like it when other people read a book to me like a teacher”

Notes from teachers observations:

- Still reluctant to read.
- We have found that he is interested in football. However still disengaged with books about football.
- He sometimes enjoys sharing a book with a friend.

Quotes from child

“I like it when my story gets picked”

“It’s not exciting when a new book comes because I can’t read it, but I am happy if someone reads it”

“I don’t like recommendations because I can’t read them”

Male 9 Year 6 – some progress

“Reading is ok because it’s not my type”

Notes from teachers observations:

- Definitely knows what books he likes now.
- Really enjoying millions.
- He wanted to read Ghost, so we ordered the series and delivered it to his classroom.
- He was the first to complete a reading river.

Quotes from child

“When are we doing that group again?”

“My favourite books are millions and ghost”

“sometimes I stutter on words in my head”



Confidence - Fluency - Reading Identity

Sustain (Conclusion)

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

We have learned that for RfP to be successful:

- a whole school approach is needed – shared clear vision - keep momentum
- teachers knowledge of children’s literature and children’s reading habits and preference is imperative! This knowledge filters down into the children’s choices.
- we need to continue to focus on our reluctant readers (every class to have a focus group)

- **Our next steps to embed this work and sustain the improvements across school will be (all of these will be on our School Improvement Plan next year):**
- Increase children’s access to the library as COVID restrictions lift
- CPD around building children’s reading identities, the rights of the reader and building confidence
- CPD to sustain this years 3 main aims
- CPD for staff to understand independent reading
- Focus on social reading environments around school
- Focus on building fluency in all year groups (will-skill)
- Clarity for teachers around timetabling



Thank you for listening!

Are there any questions?

A final quote for you...

Visitor “So what’s your favourite lesson?”

Joseph Y6 “Maths”

Visitor “ Oh so reading is not your favourite lesson?”

Joseph Y6 “Reading’s not a lesson – it’s more just for enjoyment”