St Catherine's Primary Academy

Reading for Pleasure School Improvement Journey 202-2021
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School context:

St Catherine's Primary School is a two-form entry school situated in Burngreave, Sheffield. We have 469 pupils on role spanning from Nursery to year six. In total, we have 39 different languages in our school spoken as a first language.

Over 60% of the children are Pupil Premium and approximately 40% of the children speak English as an additional language. We also have a high proportion of pupils with special educational needs and disabilities.

Our Mission is to behave in the way Jesus taught us. He said "I have set you an example: that you learn that you are all equal, that the Master is no more important than the servant, and that you should behave kindly and humbly towards each other." All members of staff at St Catherine's seek to do the very best that we can for all of the children in our care. Our work is formed and led by our Mission Statement.

At St Catherine's we believe reading is the master skill. Our commitment is that every child at St Catherine's will learn to read confidently, fluently, widely and for enjoyment. In order to fulfil this commitment, we ensure that all teachers are provided with training and regular professional development to enable them to be expert teachers of reading.
We ensure that from the earliest opportunity, we expose our children to a rich array of stories, songs and rhymes and that throughout their time in our school, the curriculum is language rich and reading is a pleasurable and rewarding experience for all. We know that this is no easy feat, and that ensuring all children enjoy reading for pleasure needs to be a whole school approach and is a continuous journey.

At St Catherine's Reading for Pleasure is at the forefront of our school development plan, and has been for the year prior to this project also. In the year prior to embarking on this project, we began to raise the profile of Reading for Pleasure. We focused on the frequency and quality of reading aloud in classrooms. We ensured that teachers felt confident to read well to their classes every day. This was a step in the right direction. However, we knew that we needed to develop our Reading for Pleasure approach and pedagogy.
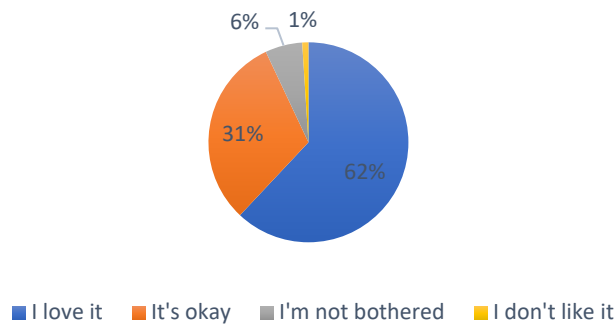
Explore:

To establish a baseline, we completed staff and pupil surveys in September 2020. The analysis of these surveys revealed **quantifiable knowledge of staff knowledge and understanding of Reading for Pleasure, and the pupil voice we gained was extremely insightful. The surveys helped us to establish clear intentions for our school's development.**

The key areas of strength identified from the surveys were:
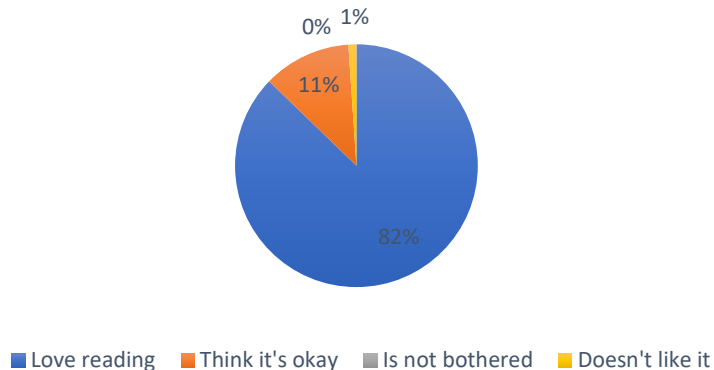
- All teachers read aloud to their classes daily and recognise the role that reading aloud plays in developing a love of reading. 62% of children love it when their teacher reads aloud to them.

14. Do you like it when you teacher reads aloud?

6% — 1%
31%
62%

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

- 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.

11. Does your teacher?

0% — 1%
11%
82%

■ Love reading   ■ Think it's okay   ■ Is not bothered   ■ Doesn't like it
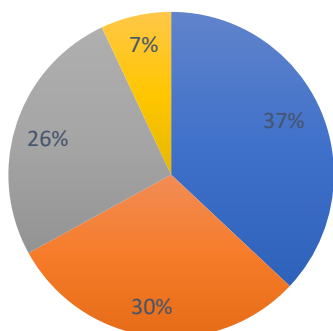
- In the majority of classes, the children were involved in choosing the books their teacher read aloud to them.

- Only 7% of pupils thought they were not very good readers. The largest proportion of pupils identified as being very good readers.

2. Are you a good reader?

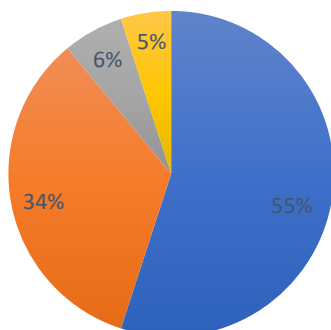- I'm a very good reader ■ I'm a good reader ■ I'm okay ■ I'm not a very good reader

The key challenges and areas for development identified from the surveys were:

- Teachers and children referenced the same limited number of authors such as Dahl.
- There was a lack of diversity in the authors shared and within the characters represented.
- Only 43% of teachers could name three poets that they valued.

The above challenges were highlighted from the surveys and through discussions with staff around their own confidence and knowledge of children's literature. We identified this as our first main area of development. We wanted 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.**

- 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.
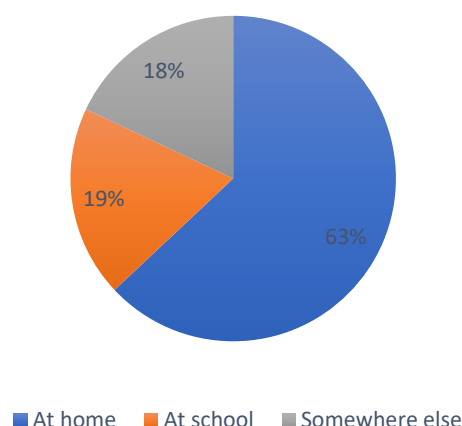
1. Do you like reading?

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

- 63% of pupils preferred reading at home. When we asked the pupils why, they said because it is quiet.

3. Where do you prefer reading?

18%

19%

63%

■ At home ■ At school ■ Somewhere else

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

From the above challenges highlighted from the surveys and through discussions with pupils, we identified our 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 7 out of 14 teachers felt they had good knowledge of the children's home reading habits 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.

We identified the need to **expand staff knowledge of children's reading preferences, behaviours and attitudes so that wider reading is valued and has high profile across school.**

Prepare

To ensure that the project was a whole school approach we created a change team. This was group of dedicated members of staff with a purpose of supporting the reading leader in driving the project. After the completion and analysis of the surveys, we met as a change team to discuss the challenges in more detail. We decided on two main overarching goals. These goals are a now a clear vision shared by the whole school. We are passionate and driven towards achieving these goals for the benefit of our pupils and our community.

Reading for pleasure is the single most important indicator of a child's success (OECD 2002).

International evidence demonstrates the following benefits of reading for pleasure*:*
- *increased attainment in literacy and numeracy (e.g. Anderson et al., 1988; OECD, 2010; Sullivan & Brown, 2013)*
- *improved general knowledge (e.g. Clark and Rumbold, 2006)*
- *richer vocabulary (e.g. Sullivan & Brown, 2013)*
- *supports identity explorations (e.g. Rothbauer, 2004)*

- *encourages imagination, empathy and mindfulness of others (e.g.Kidd & Costano, 2013)*

At St Catherine's, we strongly believed that although in a low socio-economic primary school like ours, the temptation might be to focus on technical proficiency and the standards agenda, we should draw on research examining the *'potential of reading for pleasure pedagogies to disrupt the 'pedagogy of poverty'.* That in order to have a more socially just education system, we should *'create pedagogical spaces where children could develop volition and skill as readers' (Hempel-Jorgensen et al, 2018).*

As well as incorporating research and practical suggestions from 'Building Communities of Engaged Readers: Reading for Pleasure' (Cremin et al, 2014), we drew on the research, resources and case studies published on the OU RfP website https://ourfp.org/

Our first main overarching aim:
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.

We know that knowledge of children's literature and of individual children and their interests is essential in order to develop young readers who can and do choose to read for pleasure. 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, Cremin et al 2014).

Teachers' subject knowledge is key to fostering readers. It is needed to make tailored text recommendations, role model being a motivated reader and develop effective RfP pedagogy. Practitioner passion and knowledge enables the effective sharing of the pleasure to be found in reading. (Cremin, 2019).

In particular, we wanted to broaden staff knowledge of diverse and contemporary authors and books in which our children's realities are reflected within the characters, settings and plots. *'But we also know that learning to read is a social process, to be successful you need to connect with your reading material, you need to be able to see yourself, in some way, in what you read. The under representation of Black, Asian or Minority Ethnic characters means that readers from a range of backgrounds do not always have the opportunity to make those connections' (Johns-Shepherd, 2020).*

Our second main overarching aim:
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.

Reading is social process. We want our children to feel confident and comfortable in a social reading community. *Reading is linked to one's history and identity. Sharing your reading choices requires confidence and a belief that all view and voices are worth listening to (Cremin et al., 2014 , Building Communities of Engaged Readers, p.110).*

Knowledge of children's literature and of individual children and their interests is essential in order to develop young readers who can and do choose to read for pleasure. 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, Cremin et al 2014).

We understand that achieving these goals in such a way that all pupils choose to read for pleasure is going to be an ongoing progress and a journey. **We have been careful to identify and monitor our reluctant readers. Teachers on the change team have identified a group of reluctant reader's based on surveys and observations, to form their focus group. All of the focus group children answered 'I don't like reading' when asked 'Do you like reading?'**
Staff have ensured to consciously observe and monitor the impact of the project on these pupils in particular.
- **Jodie Ng's (Y1 teacher) focus group consisted of 5 children (3 boys and 2 girls).**
- **Isabelle Frost's (Y3 teacher) focus group consisted of 4 children (4 boys).**
- **Rebecca Conway's (Y6 teacher) focus group consisted of 5 children (4 boys and 1 girl).**
You may notice that the majority of our focus group children are boys. We chose the children who presented as reluctant readers, and the majority just happened to be boys.

Deliver

A detailed action plan was created, and its effectiveness was regularly reviewed. The tables below is a summary of the actions we took and the strategies we used to meet our aims. The strategies found to be most effective are highlighted in the tables and then reflected upon below.

One strategy that we used to raise the profile of reading for pleasure, share our main whole school aims and create a buzz around school was we took part in a whole school training day via zoom. Every member of staff attended. This was key in creating a whole school buzz and in delivering a consistent, clear message. The training day consistent of key notes speakers from Teresa and the OU Reading for Pleasure team as well as workshops run by myself focusing on our identified main aims. The impact of the training day was evident the very next day when conversations were overheard in the corridors where by staff were talking about the workshops and the importance of reading for pleasure. It was a great way to kick start the project.

Aim 1	Strategies Implemented
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.	All staff subscribed to: - OUP Reading for Pleasure newsletter - UKLA book awards - CLPE book lists - Love reading for kids
	We invested in a new school library. The library was stocked with rich and diverse texts for teachers to borrow and use in their classrooms.
	'Book borrowing areas' were created in the KS1 and KS2 corridors. They displayed rich diverse texts for teachers to borrow and read aloud to their classes.
	All staff received a weekly Reading for Pleasure email. This included text recommendations, research articles to read and examples of the impact the project was having within school.
	All staff were invited to a weekly book chat social

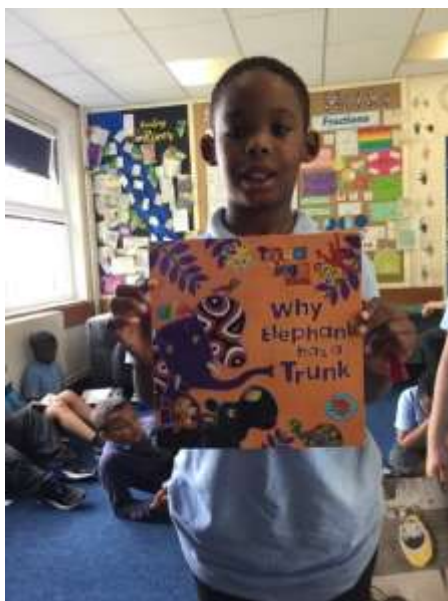|	zoom meeting. This became a space for staff to share recommendations and talk about of both adult and children's literature.
	Reading reflection tools were used by teachers to reflect on the range of books they were sharing during daily read aloud sessions.
	We found that less than half our teachers could name 3 Poets. <mark>A poet of the month was shared and celebrated in school and at home.</mark>

<mark>New School Library:</mark>

We invested in a new school library packed with new books. We choose the books based on book awards and lists on the OU Reading for Pleasure website. This meant that we had a wide range of rich, high quality, engaging books. We made sure to include a diverse range of authors and characters. We wanted the books to reflect the children's realities and their friend's realities also. We made sure to purchase a wide range of picture books that lend themselves to reading aloud as well as series of books to hook the children in during independent reading. Finally, we made sure to purchase multiple copies of some books.

"I love this book because they include Swahili which is the language my Dad speaks!" Year 4 child.
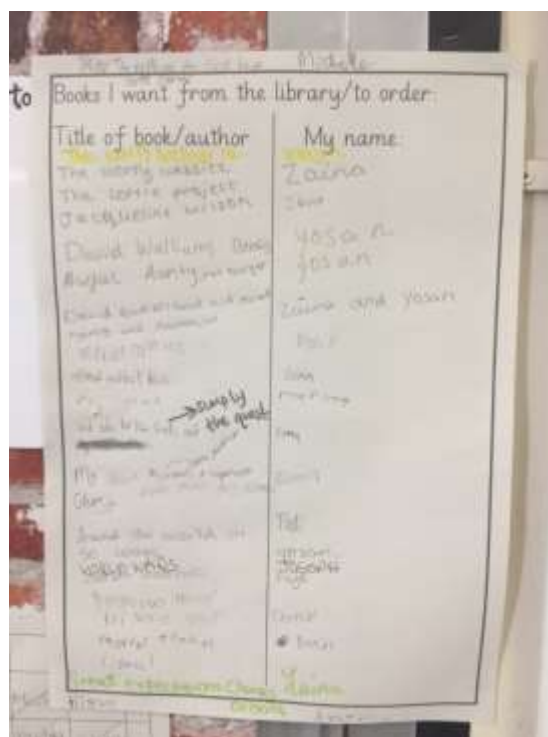
Due to COVID restrictions, we were not able to make good use of our new library until March 2021. From March, teachers were able to borrow sets of books from the library to have in their classroom. This had a huge impact on teacher's knowledge of children's literature. They were able to browse a range of diverse, contemporary texts to read aloud or recommend to their pupils.

Sam Fowler (Y5 teacher) said, *"borrowing new books from the library to share with the children and have in the classroom has been amazing. The children get so excited when a new batch of books comes in. It's broadened my knowledge and helped me make bespoke recommendations"*.
Nikita Rogers (Y2 teacher) said, *"it's introduced me to new authors and genres that I would not have shared with my class otherwise"*.

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"*

All teachers agreed that having access to the new school library has broadened their knowledge of literature. This knew knowledge of literature has given staff the confidence to choose and recommend books for their classes and individual children.

"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

"Will we be shown where to find different types of books. Ooo and can we borrow books to take home?" - Year 4 child

"Can we display recommendations in the library?" – Year 4 child

I sent out a weekly Reading for Pleasure email to all staff across the whole school. The purpose of this was to broaden staff knowledge (book and text recommendations) and to keep reading for pleasure momentum (celebrating the impact and asking for feedback). I was conscious that keeping the momentum was key. I was also conscious not to overload staff – I kept the email short and easy to read with pictures of the book recommendations. Staff engaged with the weekly email really well. I knew this because of the questions and conversations I had or overheard within school. Staff were talking about the books recommended in the emails. Staff were replying to the emails and sharing what was going well for them and raising challenges they were facing. It definitely opened up reading for pleasure discussions that otherwise would not have happened.

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 any book by the same author and the author's incredible website where you can explore the worlds of the characters. The main impact of the weekly email was more book chat amongst staff. It really helped create and feed a reading culture within our school.

Poet of the Month:

Lucy Duggleby researched contemporary and diverse poets that the children could relate to, and put together a plan for Poet of the Month. She shared a poet to focus on each month. She made this easy for teachers to access by creating a mini flipchart to share with the children, which included a page all about the poet and links to videos of the poets reading their poetry aloud. We also shared the poet of the month with parents and carers through the newsletter, our website and our twitter page.

Poet of the month has been successful in broadening staff knowledge, and it has had a direct impact on the pupils.

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".*

Observed and overheard in a reception classroom by Lizzy Andrew (reception teacher and reading leader). Two reception girls were looking at Michael Rosen's picture on display by his books. *"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 XXX from The Big Cuddle collection of poems.

Here is picture of our r**eception children enjoying reciting Michael Rosen's 'Welly Boots' poem. They loved it.** **'again again'** **they would chant! Many children recited the poem independently as they were putting on their wellies weeks and even months after we shared the poem.** The children also enjoyed creating their own poems with the same rhythm and intonation.

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*

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

Aim 2	Strategies implemented
Build an increasingly social reading community by encouraging informal book talk • Expand staff knowledge of children's individual reading preferences, behaviours and attitudes so that they can make personal and meaningful recommendations for individuals.	Children voted for the stories that their teacher read aloud.
	Staff and children took part in Reading Rivers.
	Reading records were used as a tool to learn about children's reading preferences, behaviours and attitudes.

Vote for Story:
We used a range of different ways for children to vote for which story they would like read aloud to them. 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

Based on the observations and pupil voice we decided to introduce different types of vote styles to keep voting interesting and appealing.
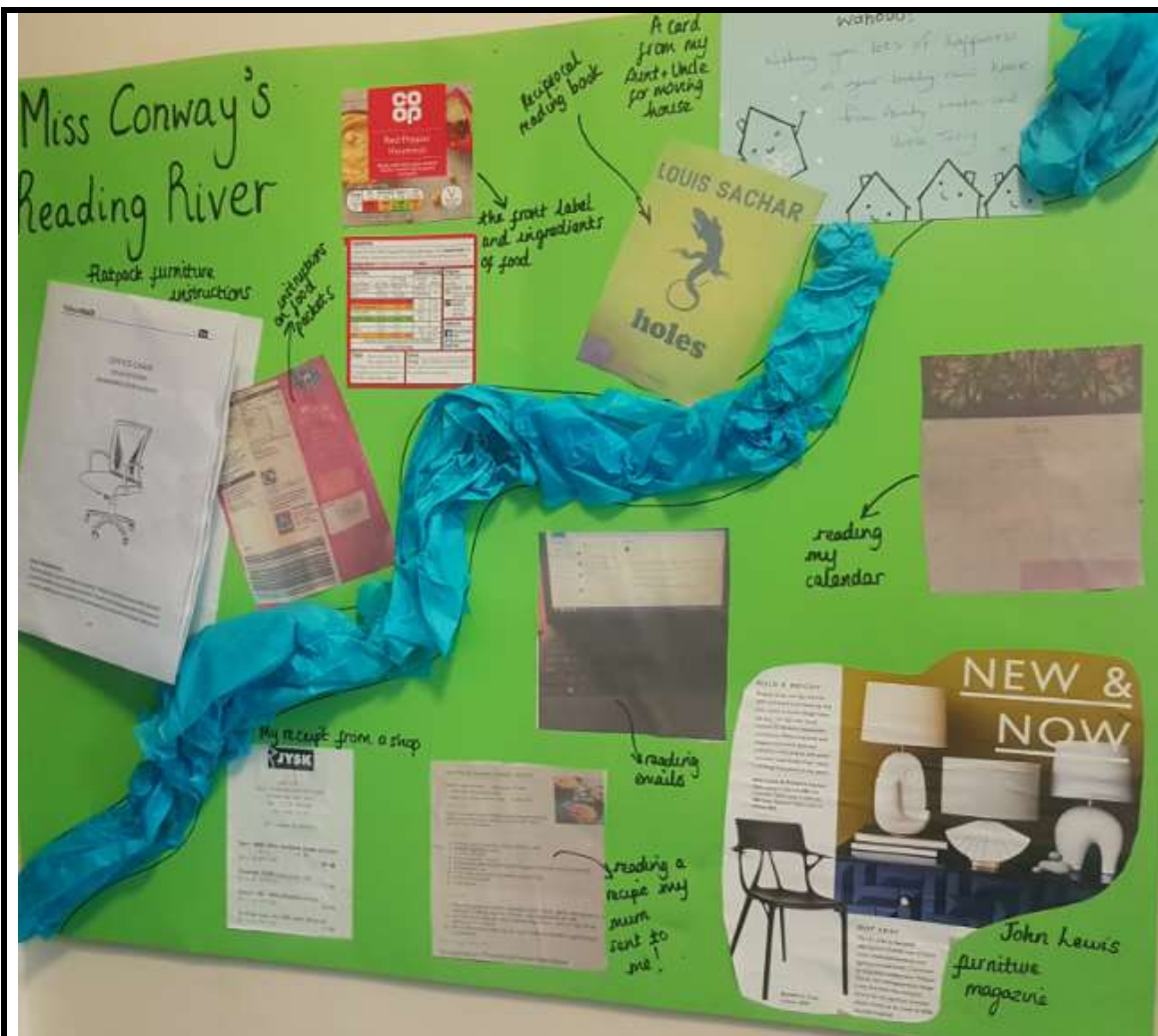-   Voting for a story with pegs.

- Voting for a story based on only the title.
- Voting for a story based on only the blurb.
- Voting for a story based on the first line of the book.
- Occasionally allowing all children to have their chosen story read to them. We did this by having 3 different adults all reading aloud at the same time 'Today everyone gets to listen to their chosen story!' https://twitter.com/STC_1JN/status/1372874886394355715?s=20
- Vote for story reading cinema style.
- Secret vote for story in ballot boxes

Reading Rivers:
Teachers and teaching assistants created a reading river and shared it with the children. The purpose of this was to show the children that reading is all around us and we reads many texts that we don't even notice.
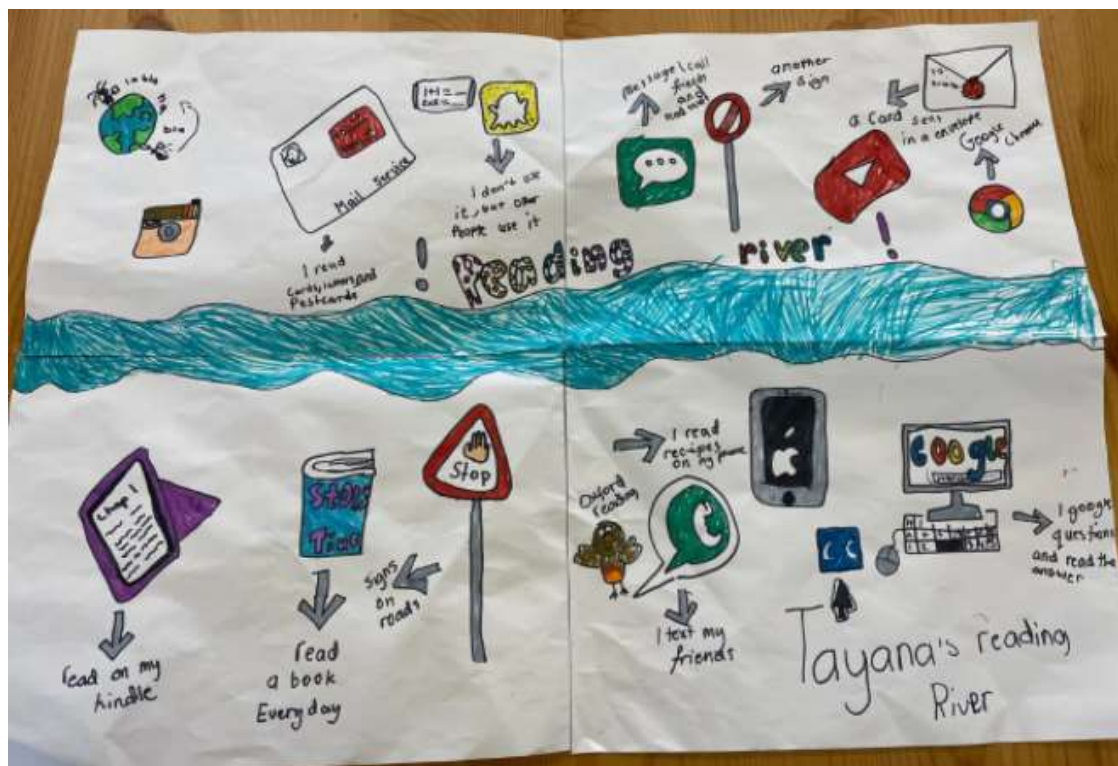
The impact of the teachers sharing their own individual reading rivers was that children wanted to create and share their own. This gave teachers a real true insight into individual children's reading habits and preferences. Taking part in a reading river journey also helped the children understand that reading is everywhere.

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.

Aim 3	Strategies implemented
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.	Teachers timetabled set Informal Book Talk sessions into their days. Spontaneous Book Talk was encouraged also.
	Book recommendations were embedded within classrooms.
	A Twitter account @STC_BookChat was created and used as a platform for teachers, classes, pupils and parents to share their love of reading.

Informal Book Talk:
We asked all teachers to include Informal Book Talk sessions into their timetables. We also encouraged spontaneous book chat throughout the school day. We knew that it needed to be timetabled in initially to ensure it happened.
Teachers used a range of stimuli to ignite book chat in their classrooms. Some classes needed more structure than others – it seemed to depend on the children.

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 cause 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 Frost (Y3 teacher) said *'They love talking about books! It's all they want to do now!'* A child in her class said *'when are we going to do that thing where we talk about books and authors again?'*
On reflection, here the child's comment shows that they enjoy talking about books. However, they see Informal Book Talk as an activity that a teacher decides to do in class. This shows that Miss Frost's class may be ready to move onto spontaneous book chat. This is something that the teachers and TAs will start to model more and more now.
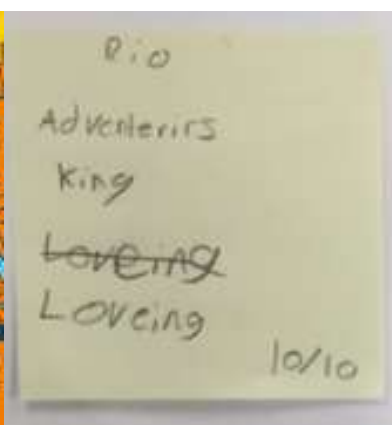
Many teachers said that a perfect time to include Informal Book Chat was after reading aloud to the children. They found that modelling informal book talk and inviting the children to chat informally about books had a positive effect. The children were able to speak about the books and give their opinions more easily. The children seemed to have a stronger love for the books and authors shared with their classmates.

Miss Fitton (Year 2 teacher) said that she found giving the children time to chat in groups or pairs to chat about books they have read that are similar was really effective. When the adults observed this, they found that the children who read loved talking about the books that they were reading. They also found that it was an incentive for reluctant readers to read so that they could be more involved in book chat sessions. Miss Fitton 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.

Book Recommendations:
Having a big focus on recommending books has had a very positive impact. We have explored book recommendations in a number of ways.

Post it notes 3 word reviews have been a huge success. All children can create and access them – in lower KS1 children worked together to support each other in the process. All that was needed to create the 3 word review hype was for teachers to think out loud about what they thought the book was like and turn it into a 3 word review on a post it note. The post-it note then goes inside the first page of the book for people to read when choosing a book. Here are some examples –

The children were keen to recommend books to their peers, and the 3 word reviews were a great way for them to reflect on what the book was like and who would enjoy it.
Some books quickly became very sort after due to the wonderful post-it note recommendations. The classes had to create waiting lists for those books!
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 have been amazing! The combination of staff developing their knowledge of children's literature and that of the children's reading preferences has meant that they have been able to make bespoke recommendations for individual children. This has been special for the children.

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'*

This shows that as teachers we have to put the work in to embed the culture of children accepting, seeking and giving recommendations. We need to model it and make it desirable.

Child to adult book recommendations began to happen organically. This to me shows that talking about books and recommending books if beginning to be a part of our whole school culture.

Below is an email from a child recommending a book to myself which I then shared with all staff.
To Miss Andrew,

I want to recommend the Tin Forest to you.
I like it because it is creative. It shows you who you really are. The moral is there's more to you if you take off the cover. It shows the man's inner peace and love for nature, it makes us want to love nature too.

Love from Carter 😎
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. Your class are going to love it"*

Class to class book recommendations via twitter or email have been a great way for our classes to build social reading communities between classes during COVID restrictions.

Y2 recommendation - The Three Little Pigs and the Big Bad Book - we love the rhyming in this story, and how it is a twist on the traditional tale! It is a funny book with a very nice ending. We chose it together with the money for books for the classroom, and all of the children voted for this one! We really enjoy reading it together, and the pictures are beautiful too!

Review

We completed the children's and staff surveys again in June 2021 in order to analyse the impact of the project.

Key survey findings related to Aim 1 - *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.*

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?' The 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.

Key survey findings related to Aim 2 - *Build an increasingly social reading community by encouraging informal book talk Expand staff knowledge of children's individual reading preferences, behaviours and attitudes so that they can make personal and meaningful recommendations for individuals.*

The number of teachers who felt they had a good knowledge of children's reading habits and preferences increased from 50% to 100%. We would like to ensure that the children agree with this.

Key survey findings related to Aim 3 - *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*

The number of children who said that they talked about what they read in school increased from 39% to 66%. Although this is an increase, there is still much room for improvement.
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.

Focus group findings:

Year Group	Gender	Do you like reading? Autumn	Do you like reading? Summer
			Red – no impact / Amber – some impact / Green – good impact
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 made 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"

His teacher mentioned that he is still reluctant to read. We have found out a lot about his interests. He is interested in football. However, he is still disengaged with books about football. He sometimes enjoys sharing a book with a friend.

"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 made some progress.

"Reading is ok because it's not my type"

His teacher explained that he has shown amazing progress in that he definitely knows what kind of books he likes now. He asks for specific books from the library.

Definitely knows what books he likes now. He was the first to complete a reading river.

"When are we doing that group again?"
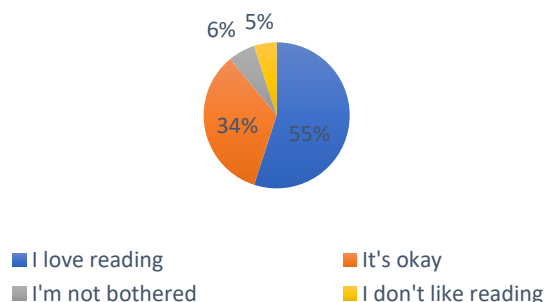
"My favourite books are millions and ghost"

"sometimes I stutter on words in my head"

On reflection, we feel that some support needs putting in place with the children's confidence, reader identity and fluency. These seemed to be the main barriers for our focus group children.
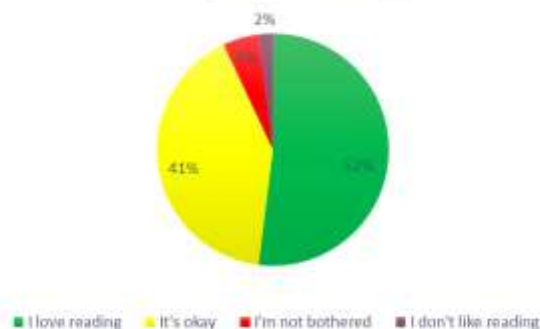
Further findings of interest.
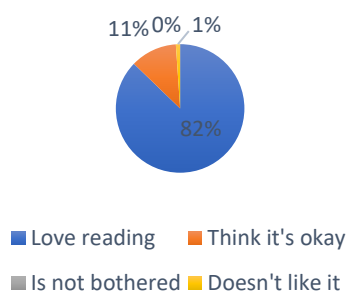
- Do you like reading?

| October 2020 | June 2021 |

Here you can see that there has been some movement of pupils from *I'm not bothered and I don't like*

reading into *it's ok.* This shows that we have had an impact on some of our reluctant readers. However we can also see that some children have moved from *I love reading* to *it's ok.* I wonder why this is. One possible explanation could be that the increase in frequency of reading has been a difficult adjustment for some children. Of course this is just speculation and further investigation into this would be interesting,
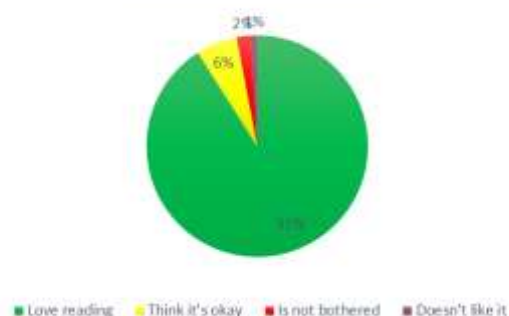
- Do you talk about reading in school? In October 2020 39% of pupils said that they talked about what they were reading at school compared to 66% of pupils in June 2020. This is a significant change. Here we can see the impact of our timetabled dedicated Book Chat and possibly some spontaneous book chat also.

- Does your teacher love reading?

October 2020   June 2021

I thought it was important to note the changes here. By June 2021 only 3% pupils thought that their teacher doesn't like reading and 91% thought that their teacher loves reading.

Sustain

This project has given us amazing insight into our staff and children as readers. We have learned that for Reading for Pleasure to be successful a whole school approach is required alongside a shared clear vision. It is also key to keep momentum.

We found the teacher's knowledge of children's literature and children's reading habits and preference is imperative! This knowledge filters down into the children's choices.

Next year we need to continue to focus on our reluctant readers. All class teachers have identified a focus group of children and passed detailed information about each child onto their new class teacher ready for next year. Next year every class will have a focus group, and reading meetings will be completed regularly.

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):

- Continue to use a detailed action plan and review throughout the year regularly
- 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 year's 3 main aims
- CPD for staff to understand independent reading – start to implement this more effectively

- Focus on social reading environments around school
- Now that we understand how the will influences the skill and vice versa, we want to focus on building fluency in all year groups.
- Clarity for teachers around timetabling of Reading for Pleasure

I would like to leave you with a final quote from a Year 6 boy.

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"