



St. Wilfrid's Primary School

- Situated in a suburb of south west Sheffield.
- 309 on roll.
- 17% of children have EAL.
- Below 5% eligible for FSM and PP.
- On entry, majority of children are at national expectation.
- Children are well supported by their parents.

Explore

Before the project, most children had access to books at home and parents were supportive of reading. Story time was timetabled daily and systems to encourage reading had already been set up. Surveys were completed early in Autumn term.

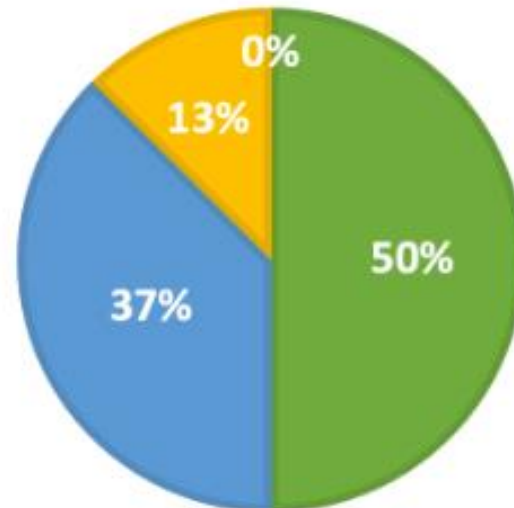


Children's Surveys

KS1
HOW DO YOU FEEL ABOUT READING?
■ I love it ■ It's okay ■ I don't like it



KS2
HOW DO YOU FEEL ABOUT READING?
■ I love it ■ It's okay ■ I'm not bothered ■ I don't like it



- In KS1, children struggled to name a favourite book. 27% could name two.
- In KS2, 80% could name a favourite book with 84% naming a favourite author.
- In KS2, 77% said they preferred to read at home.
- 95% of KS2 recognised that their teacher loved reading.

Explore



Staff Surveys

- Knowledge of authors relied on popular authors or authors from childhood (15 authors named).
- Lack of knowledge of BAME or graphic novels.
- Only 28% of staff could name 3 poets, and the range was limited.
- Only 28% of teachers said that they regularly talked informally about books with the class.

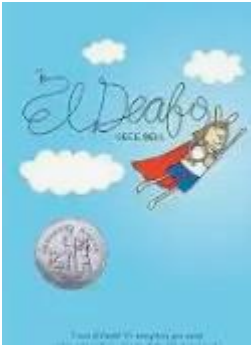
Strengths – children regarded their teachers as readers, and over 80% of KS2 could name a favourite author and book.

Weaknesses – Staff were unfamiliar with new authors and titles, especially graphic novels, poetry and non-fiction. Staff did not talk to children about books.

Prepare



- After analysing the surveys, the staff and change team decided that a priority for the school was **to increase the number of children who say that they love reading.**
- The surveys revealed that staff needed **to improve their own knowledge of new children's authors and titles.**
- We also needed **to increase informal book chat throughout the day.**
- Three focus groups (of more reluctant readers) were identified in three classes with the intention of meeting half-termly for informal chats about books and the reading experience in school. The aim was to get to know them as readers, and support them to choose and enjoy reading a wider range of books. The aim was for them to see themselves as readers.



Deliver



Aim 1 To improve teacher knowledge of children's authors in their own Key Stage.

- We started our PDMs with a book swap. Books were selected by the change team to include award winners and recommended books from a range of genres. Books were set out like a book blanket and staff were asked to browse and chat, before choosing one.
- Staff were also asked to choose and read books during the holiday, then share them with the rest of the staff. Pictures of what staff were reading were displayed outside each class for children and colleagues to see.

Impact – Staff started to want to read. They began to talk to each other informally about what they had read, and they started to borrow books from each other. When some new books were delivered, a KS2 teacher said “I’ve already looked through them and chosen two to read at the weekend!”





Deliver

- Aim 2 To increase the number of children who say they love to read.
- The change team spent time talking to a selection of children across the school about their reading preferences before buying some new high quality titles. The books were introduced to the children and displayed attractively on shelves to tempt. More new books have been introduced throughout the year.
- The school subscribed to Beano, Match and Story Box.
- Reading areas were improved by sending old and unappealing books to charity. Furniture was rearranged, and staff put up bright, engaging displays to encourage children to talk about books.

Impact – The new books have had a huge impact on the children's enthusiasm for reading, especially graphic novels – some classes have a waiting list system in place!





Deliver

- Aim 3 **To increase informal book chat throughout the school day in all classes.**
- Children recommended books to each other by using sticky notes in KS2 or five star rating in KS1. They had the opportunity to talk about books every day – snack and chat in KS1, and the recommendation table in KS2.
- Staff got to know the children as readers using surveys, 24 hour reads, ‘me as a reader’, then supported them to choose books.
- Children voted for books in both Key Stages.



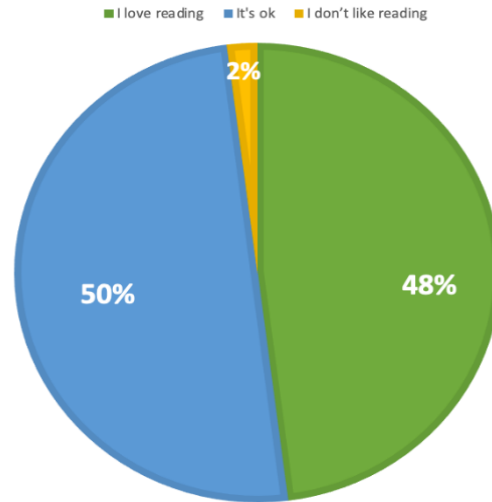
Impact – Children now talk enthusiastically about books . This has moved from teacher led to spontaneous chat, and two-way recommendations. Children find it easier to choose a book when it has been recommended.

Review and Sustain

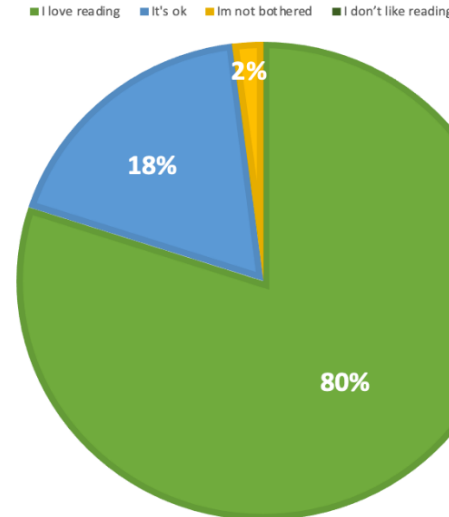
More children in our school say they love to read.



KS1 DO YOU LIKE READING? (JUNE 2021)



KS2 DO YOU LIKE READING? (JUNE 2021)



“The magazines are so much fun. I love the jokes!”

In Y5/6, a teacher reported that when she told the class that they would have some quiet reading time after lunch, they cheered.

“There is a giant waiting list for some books.”

“I like that there’s so much time for reading and anyone can recommend a book to you. I love how there’s so much around to do with reading. Just look – it’s everywhere!”

Review and Sustain



Staff have a broader knowledge of new children's authors.

- Staff could name 60% more authors in the Summer term.
- Of the authors named, 12% were BAME authors and 8% were authors of graphic novels. These authors did not feature at all in the original survey.
- 63% of staff could name 3 poets compared to 28% in the Autumn term.

'I never thought I'd like to read a graphic novel, but I really enjoyed that and couldn't put it down.'



Review and Sustain

The focus children now regard themselves as readers. They can talk about books.

- 18 focus children were identified in three classes across the school.
- They were identified by the class teacher as children who did not choose to read for pleasure, although they may have been fluent readers.
- Teachers met to talk informally about book preferences and their reading experience in school.
- Teachers got to know their reading preferences so they could help them to select books.

'It's easier to find books that I like because my teacher recommends them.'



Review and Sustain

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

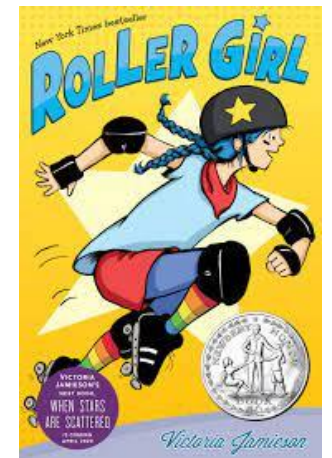
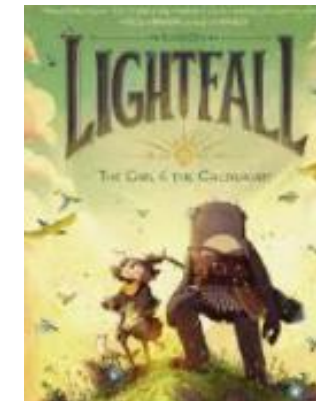
Profile – this Y6 child was late to learn to read. He is working slightly below ARE. He was part of a Reading Fluency intervention during Autumn term.

In September

- Never chose to read during independent reading time.
- Low confidence about his reading ability.
- Said, “I’m not a reader.”

By May 2021

- Has discovered a love for graphic novels.
- Can recommend books.
- Constantly reading in class – even during lessons!
- Sees himself as a reader now.



Sustain (Conclusion)

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



- We have learnt that it takes time to embed the progress we have made so far so RfP will remain on the School Development Plan.
- Senior leaders and all school staff need to be engaged in the project.
- It is important to know the staff well and to recognise strengths and also where support is required.
- New, engaging texts are key.
- It is vital that staff have a good knowledge of a range of current authors and texts.

Next steps to embed RfP

- Transition days and the establishment of focus groups.
- Improvement of the reading environments throughout school.
- Stronger partnerships with parents to build reading communities.