



The Evolving Reading Diary

EVE CAIRNS VOLLANS



@EVEVOLLANSMCA

@REAL_READING

Context

Eve Cairns Vollans

LKS2, Reading and Professional Development
Lead at Mayflower Community Academy,
Plymouth

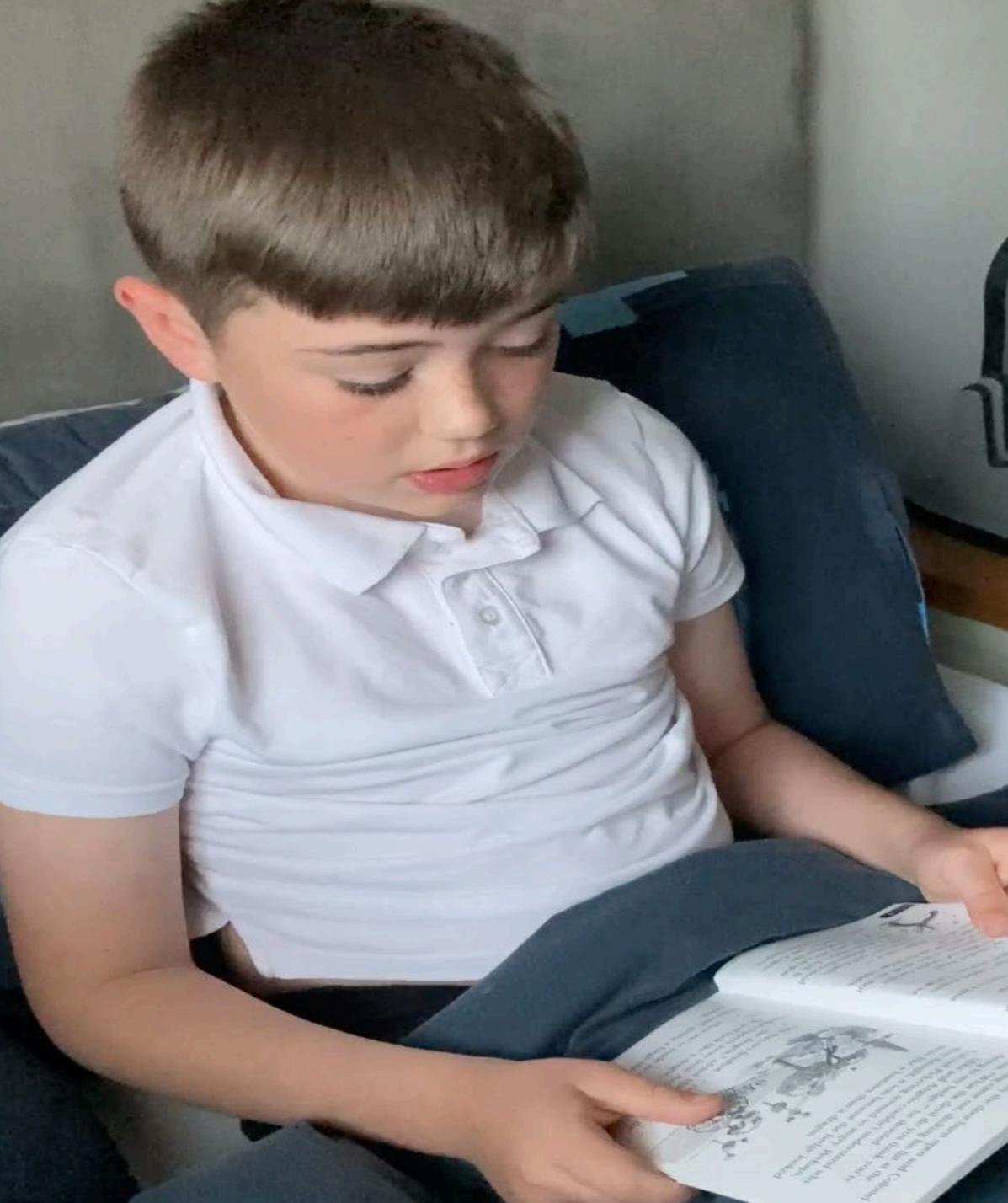


450+ pupils
2 form entry

City primary school

Always looking for new ways to innovate and involve families with reading for pleasure. Paper reading diaries were not effective and so a change was needed.

me to Mayflower Community



OU Research inspiration and rationale

We felt that any change to the reading diaries would need to consider and be immersed in the Teachers as Readers (TaRs) OU research findings. This would ensure that our changes were credible and evidence-based.

Amongst the TaRs research, findings highlighted that in order to foster RfP effectively, teachers need to develop:

Knowledge of children's reading practice (Cremin et al., 2014).

The Aims

The aims of the change to reading diaries were as follows:

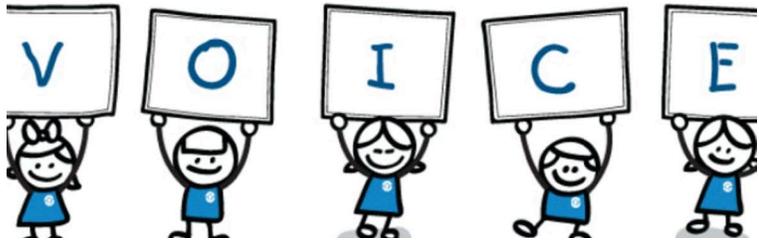
- **To find an effective way for teachers to learn about children's reading choices (to replace unpopular reading diaries).**
- To change mindsets regarding reading at home and school.
- To allow for families to see reading at home as an enjoyable time, not a chore.
- To accept that some families will not complete a reading diary- due to disinterest, ability to support or being too busy.
- To listen to what the children want and to adapt reading at home strategies.
- To lessen the administrative workload of teaching assistants in class and to allow them to support children with reading in class.

Reading communities that are reciprocal and interactive.

(from Cremin et al., 2014, above).



Outline- The Why?



- Parent and pupil surveys considered paper reading journals. **72% of parents requested a change.**
Scrap books were introduced with a reading diary in the back of the book, alongside optional reading challenges. **Parents felt this was too much work, on top of homework. The numbers of children involved started to decline.**
- Teaching assistants mentioned that **it was taking a lot of time to read through**, make a comment, discuss reading and change books as well as monitoring an online reading scheme. Something needed to change.
- The pandemic hit us. Using TEAMS I designed an online version of the reading diary, available as an app. Families could choose multiple choice options on their phones/lpads for us to see what children had read and how many times. There was also a short video option if parents wanted to upload videos. Problems were that each week TEAMS, would wipe clean the diary meaning I had to redesign each week. Some families didn't want the app, so didn't join in. Sometimes it would work, other times it would glitch. It was just not quite reliable enough and the same parents who didn't join in with the paper diaries, did not join in with the online version. **Back to the drawing board.**

Outline- The What?



A drastic change was needed.

I spoke to the children and found their interests were YouTube, blogging, gaming. This offered a way forward.

We designed a Reading Diet for all the children.

We needed to accept that not all children will read at home and we cannot monitor it all. We had become the “Reading Police” which was the opposite of what we wanted.

We identified all the children who needed support with reading at home and carefully designed a full **Reading Diet**.

Without the TAs needing to be out checking reading diaries, we could use them to support readers in class.

I led weekly TA CPD sessions alongside teacher CPD.

Every member of staff was now trained to lead the EEF reading interventions and our phonics SSP. Every TA is also part of the Mayflower OU TRG Plymouth group.

And so, we designed the #watchmebecomeareader weekly reading video/audio diaries.



Mayflower Community Academy
Continuous Professional
Development 2021-2022

Outline – The How?

A simple power-point is assigned to every child each week using TEAMS. It has step by step guidance as to how to record the video/audio.

Parents then upload the audio/video to their child's TEAMS accounts.

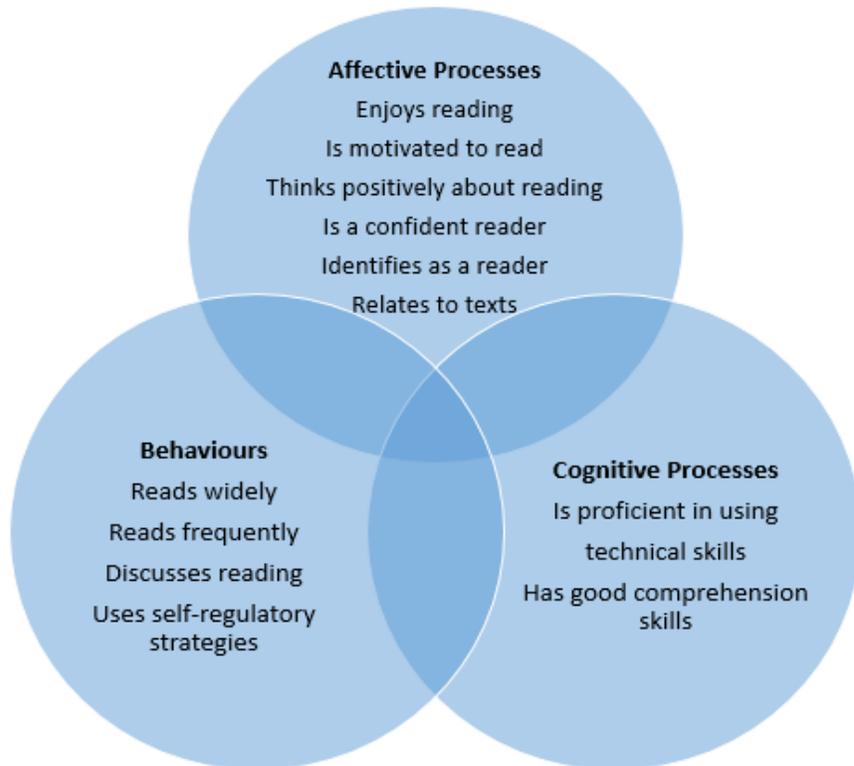
Every class watches/listens to every child read each Friday. **It is a class celebration.** No extrinsic rewards are given.

There are some rules:

- Every child must be dressed and reading somewhere that is not their bedroom.
- The adult must check the video and upload to TEAMS (as that is our IT dept regulated platform).
- The teacher can then combine the videos to make a montage for parents and the child. A great way to see progress in a short amount of time.



Reading...



Impact

Every child has the chance to record themselves reading throughout the week.

Those children that cannot read at home, can take the class Ipad and record themselves at school. The teacher will then upload to TEAMS. This means that

NO CHILD IS LEFT OUT. IT IS ACCESSIBLE TO ALL.

88% of Y1-Y6 have participated in reading video/audio diaries at home.

With the children participating at school, we have reading video/audio diaries for 100% of the children. We can see progress and share the love of reading with every child.

This has changed the way that we document and share reading.

Reflections

We realized that to involve the communities with the social aspect of reading, and **give teachers a way to learn about childrens' reading choices**, a change was needed.

Using the TaR research, we were able to use pupil and parent voice to gage the situation and the wants and needs of our community.

From listening to the feedback, we realized that a change in our mindset as a school was needed.

We needed to provide every member of staff with the importance of RfP through an MCA OU TRG.

We recognize that this is constantly evolving and we are looking at ways of expanding this so that families are even more involved and feel empowered. Watch this space!