

GET BLACKPOOL READING



Blackpool Council



Book Buzz in Blackpool

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Context

- Moor Park Primary and Nursery, Blackpool, Lancashire
- 405 children on roll
- 19% children with SEND
- 36% PP children
- SDP priorities

-Reading is high profile across school, children talk enthusiastically about texts they have read and can recommend books to others.

-Developing the school environment to promote reading for pleasure with a focus on KS2 library and classroom recommendation stations.

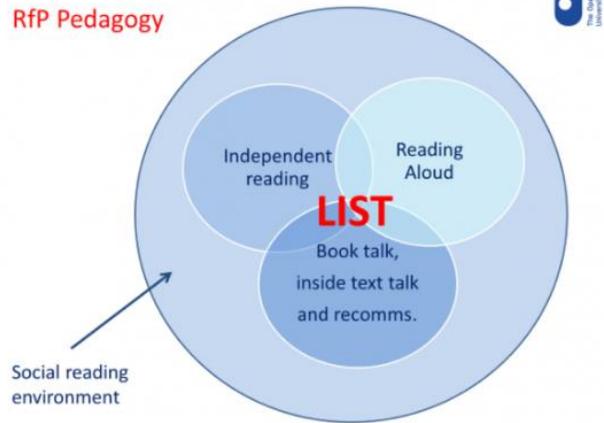


Moor Park
Primary School

Reading for Pleasure Pedagogy

The TaRs research project revealed that a robust RfP pedagogy encompassed four practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment.

RfP Pedagogy



OU Research inspiration and rationale

- **OU research inspired us to develop a Reading for Pleasure (RfP) pedagogy in our school.**
- **Although reading was already a high priority and classes had non-negotiable story and independent reading times, we felt that there wasn't enough book talk or book buzz around reading for enjoyment and recommending books to each other.**
- **Some teachers were not reading enough children's literature and were unable to make recommendations to the children.**
- **Class novels were being chosen based on the teachers' favourites, rather than what interested the children or new quality fiction that was available.**



OU Research inspiration and rationale.

We found this video clip from **Jon Biddle** particularly useful and inspiring with regards to embedding Book Talk within our setting—

<https://youtu.be/9x6pErTF0fA>

The key points from the video—

- Developing Book Talk requires teacher scaffolding and modelling and doesn't happen immediately.
- The aim is for Book Talk to become child led.
- Book Talk needs to happen as an integral part of the school day - in the corridors, playground, dining room, not only in the classroom.
- Using displays and post it notes to engage children in recommendations and new books.
- Quality Book Talk and reading for pleasure impacts on all pupils including struggling readers and higher ability pupils.
- The importance of children seeing teachers, support staff and sports coaches as readers.



Aims



Reading communities: why, what and how?

'Building Communities of Engaged Readers:
Reading for pleasure' Cremin et al (2014)

To refresh the quality of books available, as class novels, in the library and for children's reading for pleasure.

To increase children's interest and enjoyment when discussing and recommending books to each other and adults.

After reading 'Building Communities of Engaged Readers: Reading for pleasure' (Cremin et al, 2014), we identified these key points from the research -

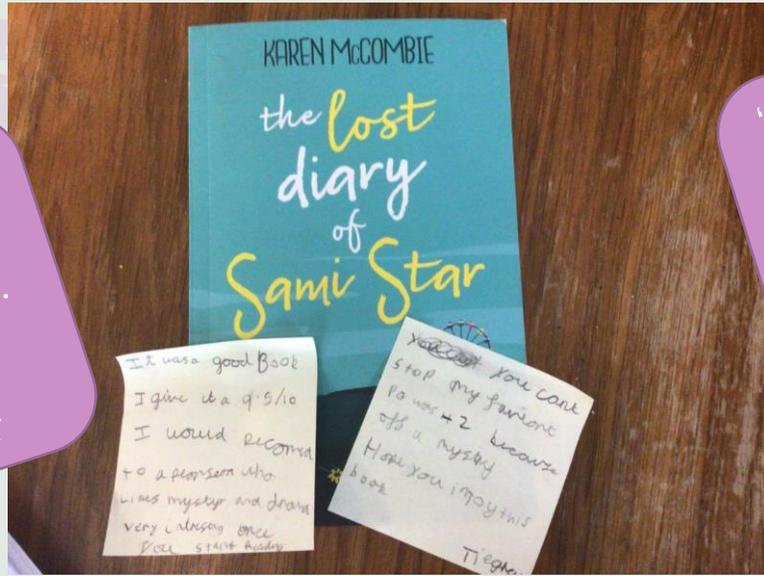
Teachers recognised that there was almost **no space and time for child-led book talk** of a more informal conversational nature.

The teachers began to appreciate the **motivating power of such Book Talk**.

In response to the **improved resources and environments** and read aloud provision, this kind of talk flourished.

Over time, **spontaneous child-led text talk also emerged**. This child-initiated text talk, complemented book talk and arguably enriched it.

"I'm finally enjoying reading. I read The Lost Diary of Sami Star and recommended it to T. She loves it too."
 MH Y5
 reluctant reader

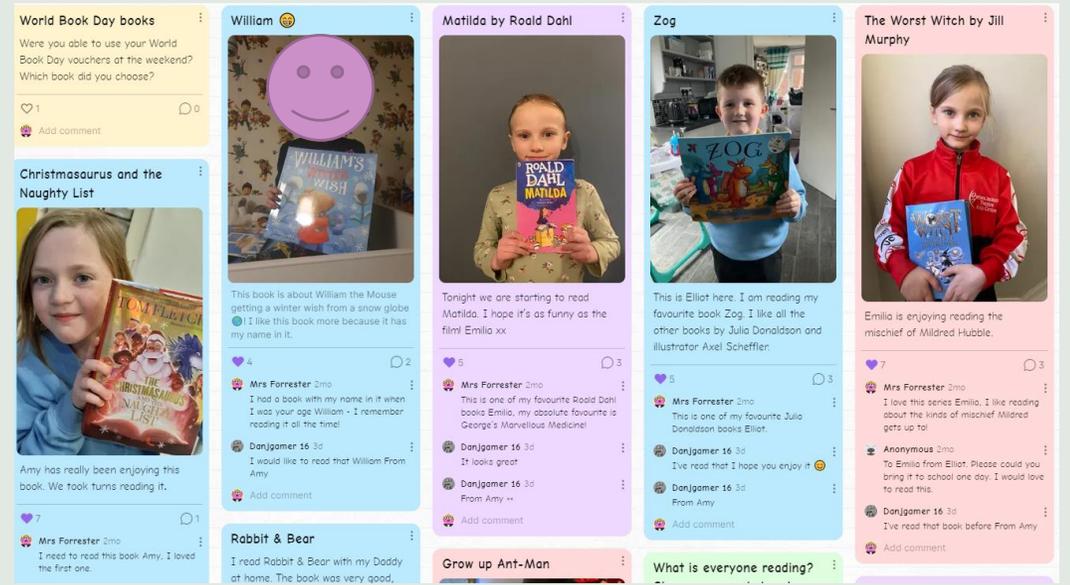


"When I leave a post-it note, I always give it a rating out of 10 and its good because people can see my taste."
 RH Y5
 avid reader

"Sometimes you look at a front cover and think its not good but when you see the post-it note, it tells you its good after all."
 LM Y5
 eager reader

"Mrs F, you are going to be really jealous when I tell you what I got for my birthday... all the Christmassaurus books!"
 avid reader Y2

"Lets go and ask Mrs J and Mrs M what they are reading."
 Y2 children



Impact

Environment

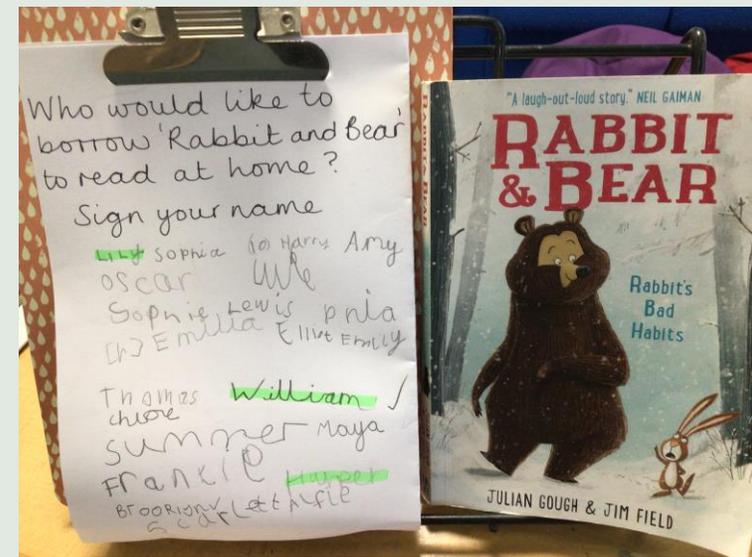
- Classrooms have dedicated Recommendation Stations where children can leave post-its and messages for others. The children took ownership of creating sign in/out lists.
- Our KS2 Library has a dedicated area for new, recently published and award winning books.
- Classrooms across school display reading challenge posters to celebrate success.

Attitudes

- The children are interested, engaged and enthusiastic when discussing the books they are reading and recommending to others
- Teachers are enjoying reading new texts and are seeing themselves as teachers who read and readers who teach.
- More spontaneous child-led book talk is occurring across school

Attainment

- As a result, we are aiming for a 5% increase in the number of children achieving EXS in reading at the end of KS1 and KS2 over the next few years.



"I want to share Rabbit and Bear with my family, I can't wait."
Y2 child

"I read The Star outside my Window and I loved it. Now I want to read all the other books by Onjali Q Rauf."
Regular reader Y5

Reflections on impact the TaRs research had on practice

Next Steps –

To continue the partnership with Storytellers Inc to purchase more children's texts over the next academic year.

To continue to create and roll out our bespoke Moor Park reading spine.

To continue to make reading high profile by taking part in reading challenges, events, author visits.

To create a 'Coming Soon' display board where the children can see new and upcoming books.

To continue to work with staff to ensure that Book Talk is a consistent part of our daily classroom practise.

To allocate dedicated time for teachers to discuss what they are reading as individuals and class teachers to create a book buzz amongst staff.

To roll out use of Padlet to all classes as a source of recommendations and to encourage links with parents.

