



For consideration for the Farshore  
Reading for Pleasure Award: Whole school



# ON THE SAME PAGE

KATY BLAND, ISABEL AKERSTROM, LAUREN LOWE, HELEN PARRY  
@SPOTLANDSCHOOL



# CONTEXT

Our school is Spotland Primary School in Rochdale, Greater Manchester.



Our Reading for Pleasure journey was informed by our recent Ofsted (2019), where it was noted that children could only name a limited range of authors.

As a result:

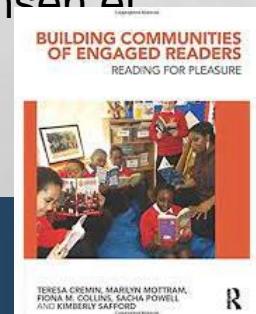
- we found out what kind of books our children enjoy, in order to introduce our pupils to a wider range of writers.
- developed teachers' knowledge of children's literature in these genres.
- linked our work raising the children's awareness of other authors, through the teachers' recommendations and experiences, to a wider focus on Reading for Pleasure.

# RESEARCH INSPIRATION AND RATIONALE

Reading for Pleasure has been a major focus of our School Development Plan for the past two years and as a result we became involved in Rochdale's OU/ UKLA Teachers As Readers group.

This led to:

- researching and being inspired by the ideas behind Reading for Pleasure
- wanting to review our own knowledge of children's reading practices by completing the practice review on the OU website
- examining our practices for developing a Reading for Pleasure pedagogy within each of our classes, focusing on social reading environments and informal book talk. We wanted to encourage children to make their own interpretations of texts, looking at reading as '*... engaging with 'the underlying messages of a text/story' and children creating their own interpretations of these,*' (Hempel-Jorgensen et al 2018).



# RESEARCH INSPIRATION AND RATIONALE

Cremin (2019) states '*We need to voice our professional views, based on years of experience and strengthened by research evidence, that reading for pleasure is a highly social process and that young readers are nurtured through their involvement in richly reciprocal communities of readers.*'

We wanted our pupils to be able to make meaningful and informed choices, without feeling intimidated and overwhelmed, and to be supported by staff throughout the school in doing this.



# AIMS



Through undertaking this practice, we hope to further the school's development in:

- Considerable knowledge of children's literature and other texts
- Knowledge of children's reading practices
- A reading for pleasure pedagogy, encompassing:
  - Social reading environments
  - Informal book talk, inside-text talk and recommendations

# AIMS

After the staff completed the Reading for Pleasure: Review your Practice survey on the OU website, we knew our main aims to develop these strands in school were:

- To increase our own knowledge of children's texts to aid in recommendations and discussion.
- To develop our social reading environments to help us guide and enhance children's reading practices.
- To start discussions about the enjoyment of reading and a wide range of texts, with a view to children being able to emulate this with each other.
- To aid children in choosing a book by thinking carefully about their choice and choosing one based on whether they would enjoy it, rather than because they had been told to get a book.
- To encourage those children who have a lack of interest in reading to listen to their peers and get involved in these discussions by choosing texts that they have heard about and that interest them.



# OUTLINE



- To survey children about whether they enjoy reading, where they like to read and which authors they like to read
- To ask staff to review their practice on Reading for Pleasure, which will show our next steps:
  - To create spaces around school that encourage reading and enhance social reading environments in the classroom
  - To develop informal book talk for adults and children
  - To develop teachers' knowledge of different authors and to deepen understanding of how to engage children with texts

# CHILDREN'S SURVEY

Name: .....

## It's All About Reading

What kind of book do you prefer to read?

Fiction

Non Fiction

What kind of books do you enjoy reading?

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Who is your favourite author?

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Where do you like to read?

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Who do you read with at home?

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Do you like the reading books you take home?

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What are the books like in your classroom?

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How do you feel about reading?

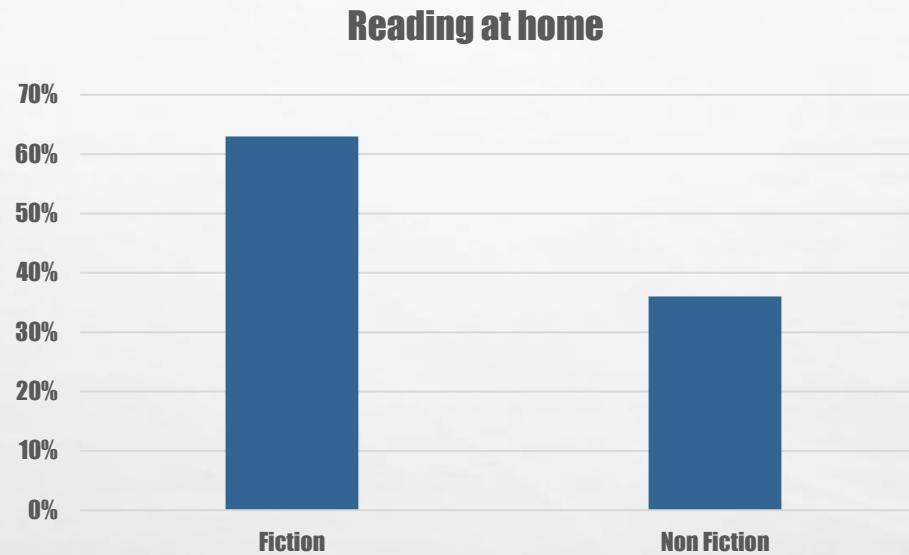
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Thank you for answering my questions -

Happy Reading



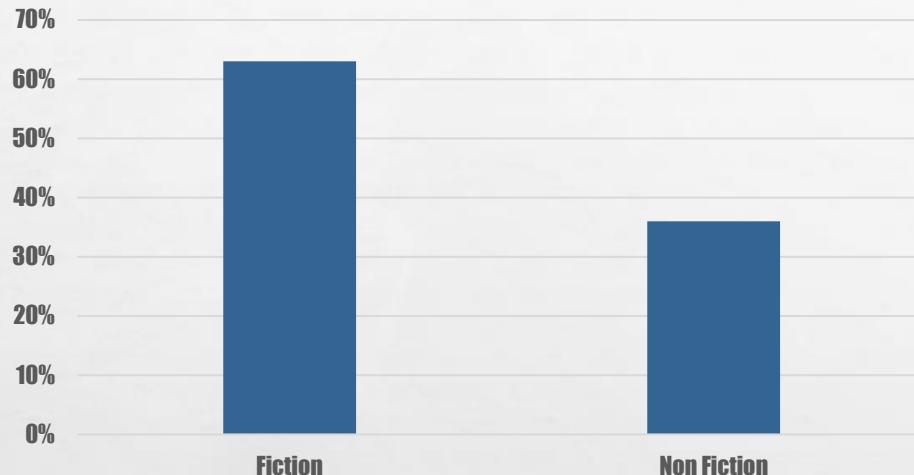
# CHILDREN'S SURVEY RESULTS – READING AT HOME



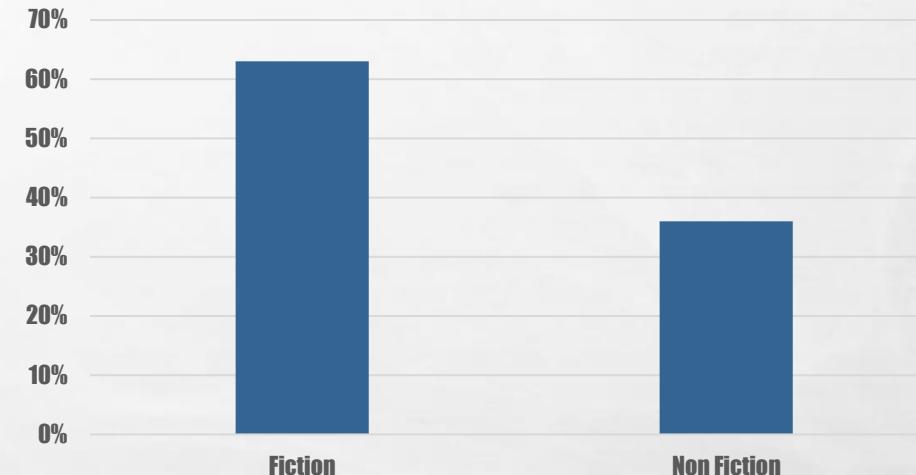
- 89% of KS1 children said they read at home with an adult.
- 82% of KS2 children said they read at home, either by themselves or with an adult
- However, only 62% of children said they enjoyed reading at home, while 92% said they enjoyed being read to in school

# CHILDREN'S SURVEY RESULTS – FICTION OR NON FICTION

KS1 Fiction vs Non Fiction



KS2 Fiction vs Non Fiction



- Fiction is the clear choice for most of the children but non-fiction is not as low as we thought it would be, especially in KS1.
- The range of authors that the children knew was also quite large (see next slide) but not as diverse as it could be

# STAFF SURVEY – REVIEW MY PRACTICE



Reading for Pleasure: Review your practice  
Primary



We asked all school staff to complete the Review My Practice survey on the OU website. From the answers provided, we looked at the questions that did not have the most positive responses.

The questions were:

- 6. Rate your knowledge of their reading habits and preferences out of school  
(Rate this on a scale of 1-6 with 6 being the highest)
  - The average number was 2
- 11. Does your class library include a range of genres, age appropriate tempting texts that reflect children's diverse realities?
  - Most people said they had picture books, novels and non-fiction but almost everyone said they did not have poetry, magazines and comics and graphic novels

# STAFF SURVEY – REVIEW MY PRACTICE

- 19. How often do you observe children talking informally about books or other texts with their peers?
  - 50% sometimes
  - 31% rarely
  - 12% never
- 21. How often do the children in your class see you Reading for Pleasure?
  - 37% sometimes
  - 31% rarely
  - 12% never
- 24. How often do children see or hear you chatting about what you are reading with other teachers/adults?
  - 12% sometimes
  - 63% rarely
  - 12% never

**Looking back across this review**, which area do you feel is strongest and which do you want to develop to support children's reading for pleasure?

#### Strongest

Children really enjoy reading and ask to read

Children are happy choosing books and sharing their ideas with adults about them

Children believe that teachers and teaching assistants like reading and enjoy sharing with us

#### Aspects to develop

Reading at home – range of books available for children at home, value of reading celebrated, benefits of reading understood by parents

Variety of books that children choose to read – often they are very happily stuck in a rut of reading ALL the Wimpy Kid / Dork Diaries / football biographies etc. etc. series and never break free of it. I'd like to engineer ways for them to try e.g. poetry, First News etc.

My knowledge of new children's books / authors, especially for KS2 fiction, and children's knowledge of them too – they know a few well and this is good (e.g. they know Michael Morpurgo and are happy to recognise that they've read his in class before) but I'd like them to broaden their knowledge

# READING HABITS OUT OF SCHOOL

In order to learn more about children's reading habits out of school, we decided to share our reading practices with the children. This would also help them to see us Reading for Pleasure.

The staff took pictures of the place where they liked to read at home with a copy of the book. This was shared on Twitter and in whole school assemblies.

The children were then encouraged to share their reading practices from home, which was an area that staff didn't feel they know enough about from the review of practice.



# READING CORNERS IN CLASSROOMS



- We discussed our reading corners in the classroom and knew we had to include a wider range of texts.
- We also wanted to build reciprocal relationships between the classes to help children make informed independent choices.
- We put 5 boxes in each reading corner, with the titles:
  - Wonderful World (Magazines and Newspapers)
  - Fantastic Facts (Non-Fiction)
  - Great Graphics (Comics and Graphic Novels)
  - Perfect Poetry (Poetry books)
  - Acclaimed Author (age appropriate and to be rotated on a termly basis)
- Staff then reorganised their reading corners, using the pupil survey as a guide, and we filled gaps from the school library and by subscribing to different outlets



# INFORMAL BOOK TALK – WHOLE SCHOOL



To allow the children to experience informal book talk, so that they could emulate it themselves, we decided to have a whole school book focus. This meant that everyone in school was talking about the book and the children could hear staff talking about it and could talk about it with siblings at home as well as with their peers in class.

We chose the book ‘The Invisible’ by Tom Percival and created a giant immersive story map for the children to walk through. Each class contributed to the story map and then walked through the story while it was read aloud.

See the video here : [The Invisible on Twitter](#)

# INFORMAL BOOK TALK - ACTIVITIES

We then arranged activities throughout the school, that would be conducive to informal book talk between staff and children.



## Activity

**Special Guest Reader in School Library  
(Elsa from Frozen, Father Christmas, Mad Hatter and White Rabbit)**

## Who took part?

**Whole School timetabled**



**Special Guest Reader in School Library  
(Governors and SLT)**

**Whole School timetabled**



**Mystery Reader  
(School staff)**

**Foundation Stage and KS1**

**Reading Blankets**

**Year 6**

**Book Bus**

**Whole School**

# WORLD BOOK DAY

Book Title	Children
Rapunzel	17 (Year 1)
Rapunzel	25 (Y2-Y6)
We are going on a Bear Hunt by Michael Rosen	16
Tiddler by Julia Donaldson	12
George's Marvellous Medicine by Roald Dahl	5
Mr Wolf's Pancakes by Jan Fearnley	36
Hairy Maclary from Donaldson's Dairy by Lynley Dodd	11
The Diddle the Dummed by Kes Gray	2
Billy's Bucket by Kes Gray	11
The Tale of Peter Rabbit by Beatrix Potter	12
The World's Worst Parents by David Walliams	25
The World's Worst Parents by David Walliams	20 (5K)
The Enormous Crocodile by Roald Dahl	2
The Highway Rat by Julia Donaldson	20
Mog the Forgetful Cat by Judith Kerr	3
The Witches by Roald Dahl	13
Burglar Bill by Allan and Janet Ahlberg	18
The Cat in the Hat by Dr Seuss	5
The Slightly Annoying Elephant by David Walliams	10
I wish I'd been born a unicorn by Rachel Lyon	16
The Hobbit by J R Tolkien	17
There's a ghost in the house by Oliver Jeffries	27 (KS1 + 3R)
There's a ghost in the house by Oliver Jeffries	22 (LKS2)
There's a ghost in the house by Oliver Jeffries	32 (UKS2)

To celebrate world book day this year, we decided to show teachers reading for pleasure and encourage informal book talk using a book blanket

Each teacher chose a story they enjoyed, to read to the children. The children then chose the reading they wanted to attend, after seeing 'trailers', which had blurb about the book. The children did not know which teacher was reading which book.

The spread of books the children chose really helped to deepen understanding of children's engagement in texts and was a pleasant surprise.



# WORLD BOOK DAY

A giant book blanket was set up in the hall with tents and blankets to create a social reading environment and each class spent time talking about and choosing books.



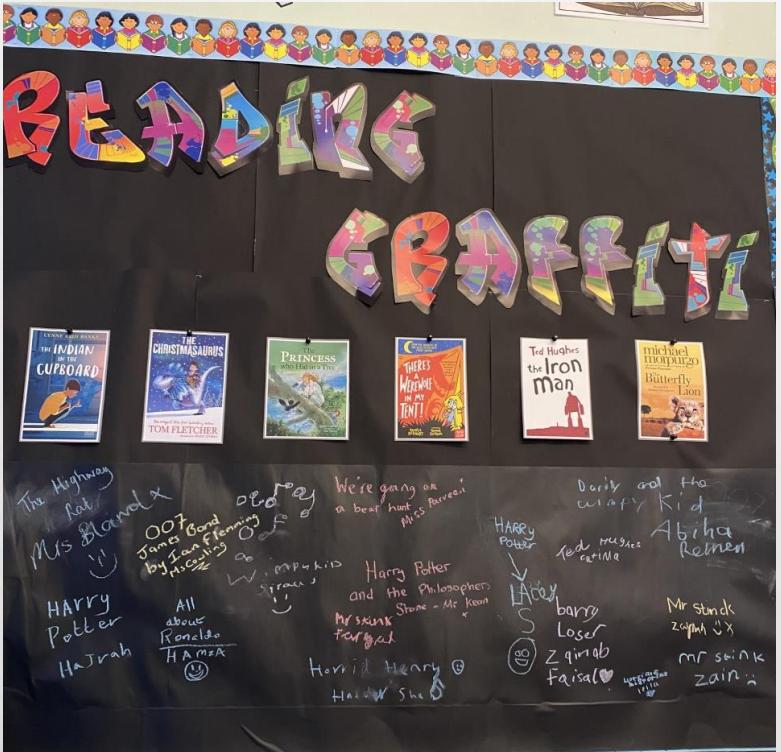
# TEACHER RECOMMENDED READS

To show staff read for pleasure, we set up two treasure chests of books. Each staff member chose two books to go in the chests.

- One was for ‘old but gold’ books, either a book from their childhood or a book that they have enjoyed reading in school for a few years.
- One was for ‘new and bold’ books, which helped staff look at new children’s literature that was available.

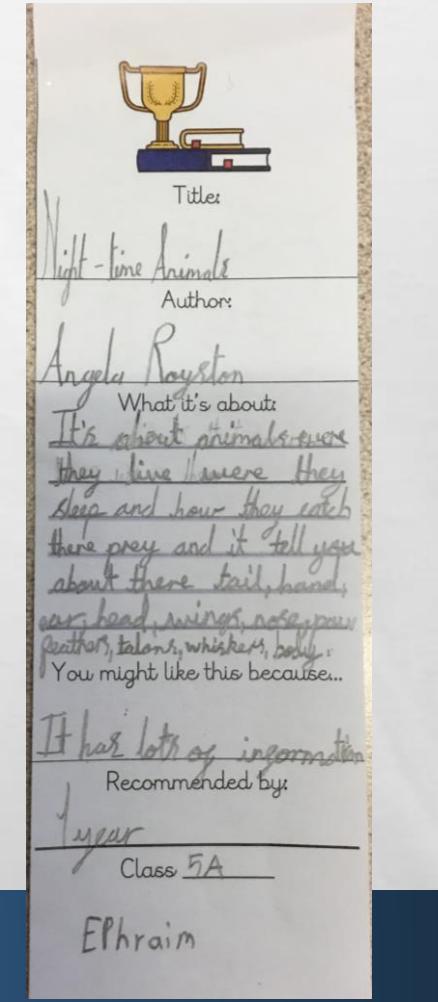


# INFORMAL BOOK TALK - DISPLAYS



Displays are being set up around the school for children to share the books that they have enjoyed reading. This will hopefully spark discussion about texts.

Bookmarks have been made by the children which say why they enjoyed the book and why they would recommend it to others. The bookmarks are in the school library to help encourage children to discuss the book they are choosing.



# IMPACT

Throughout the two years that we have been working on this project, we have seen enthusiasm for reading grow within staff and children alike.

- Each teacher identified three children within their class who were reluctant readers and have honed in on them during the various activities to encourage them to find joy in reading. The identified children in Year 5 said:
  - ***'The best thing is the comfy places to read because it's fun, creative and the kids really love it.'***
  - ***'Reading in general is good because there are a lot of people who don't know English but they enjoy listening to the stories being told.'***
  - ***'The best thing about reading is that we can show our friends and teachers what we have read.'***
- The impact was seen in observations of the children identified during these activities and in the classroom during reading time.



# IMPACT



- A wider range of books is now available to every child in the school and we have observed less confident readers benefitting from having a range of genres to choose from without feeling overwhelmed with the content.
- This has become especially apparent with the introduction of magazines, newspapers and graphic novels/comics into the reading corners.
- Conversations about books can be heard during reading time in class, during time spent in the school library and around the playground.
- Teachers are now more confident in making recommendations about books to enjoy and are using their own experiences, as well as knowledge of a child's reading habits, to help inform this.

# REFLECTIONS ON IMPACT

We understand that this is the start of our journey and that the true impact of what we have done will not be seen for a few years. With this in mind, we want to enhance what we have achieved so far, rather than introduce anything else.

## NEXT STEPS:

- Staff CPD on children's literature at Madeline Lindley's bookshop as part of our summer INSET days
- More whole school events that are centred around the same book
- The opportunity for all classes to do book blankets in the school library
- Pupil survey at the end of the school year to compare with the previous one
- We are also hoping to develop our social reading environments to encompass the community, now that we are able to invite parents to join us in school to read.