

**For consideration for the Farshore Reading for Pleasure Award:
Wholeschool**

67 Reading Subject Leads

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Context

Tiger Primary is a two-form entry primary school in Maidstone with a higher-than-average percentage of pupil premium. The school has the community at the heart of it and a family feel. We make it our aim to know our children as individuals and use this to promote a positive attitude to learning. Our school population is diverse, and we embrace inclusivity in all aspects of school culture and curriculum.

Our reading approach has been mostly successful. OFSTED note, *“reading books provided are well matched to pupils’ reading abilities. This helps pupils to gain the skills they need to become fluent readers”*. However, reading lacked a ‘buzz’ and excitement to drive it from an expectation to a choice.

The school has been on a journey to make reading ‘cool’, exciting and loved again, through a whole staff approach.

OU Research inspiration and rationale

Our work was informed by the TaRs research which showed that an effective reading for pleasure pedagogy (3) includes:

- Social reading environments
- Reading aloud
- Independent reading
- Informal book talk, inside-text talk and recommendations (Cremin et al., 2014)

This meant weaving reading for pleasure throughout school and home life, ensuring that it was not stand alone or a temporary fad, but deeply embedded. The research links were firm.

Most importantly, every staff member had a role in this. Rather than a reading lead, taking most responsibility, we gained 67 reading leads, from mid-days meal supervisors to the school cook, office staff and headteachers, we all had a role to play.

We also paid attention to (4) developing as Reading Teachers: teachers who read and readers who teach.

Aims

We want children to want to read, share books and see their role models engaging with texts. Not because they should or have to, but because they've truly fallen in love with it.

This meant, that Tiger Primary would feature:

- Staff as role models of readers who love to read
- A feeling that reading is exciting, engaging and empowering
- Reading outside of the classroom as the new normal
- To interweave technology and reading in order to appeal to the children's interests

Our aims were focused around research findings 3 and 4. To create a reading for pleasure pedagogy and a culture of reading teachers.

Outline

Reading Buddies

Our first priority was simple. Ensuring that children who previously didn't engage with reading, had a drive to. All children could be readers, no matter their ability.

The start of this was creating an array of reading buddies. From our school dog Nelly, to teddies, to peers, to grandparents.

We noticed the genuine joy children felt from reading a story to our school dog Nelly. So, from EYFS to Y4 we decided to purchase the children their very own pets (small teddies), which children pledged to care for. Caring for these teddies involved reading to them aloud, making them laugh, imagine and learn. For our older children, this involved pairings with younger children, hearing them reading and reading to them. We also created chances for the older children to read to secondary level peers, in Y7,8 and 9.

We also wanted this culture to extend to home so regularly host parent volunteers as readers and most loved by the children, grandparent volunteers.





Vending Machine

The vending machine was one of the most exciting parts for the children. Tiger hosted a raffle to fundraise for the machine and managed to raise enough to afford a branded, book vending machine, along with enough funds to restock for the duration of two years.

The vending machine immediately created a buzz around the school, gave reading a presence and created a talking point between children and staff. We placed it in a focal point of our school, where children walk past every day.

Children gain inspiration from the machine and add books to their Christmas and Birthday lists and recommend books to their peers. We celebrate the 'Tiger Respectful Readers' – children who care for and respect books with a token for the machine. Equally, we have opportunities throughout the terms to gain tokens for the machine.





Clubs

Clubs were a huge priority. Children needed the space and time to read.

This involved the launching of reading clubs where the children could sit with a blanket and biscuit, while enjoying a good book and clubs where children could access online reading content which is read to them while they immerse themselves in a new world.

We created zones on the playground where children could take a book out and read it with their peers, in a cosy atmosphere. The library was completely revamped and classrooms featured engaging, inviting environments to enjoy a book, magazine or audiobook in.





Technology

Technology had a huge role to play. With children spending more and more time on devices, we knew we needed to tap into this.

With this in mind, each staff member created a poster with their current 'reading book' and shared it in a communal area. **The poster contained a QR code** which children can scan to learn more about the book and read current reviews on it. It is not uncommon at Tiger to see a child carrying an iPad and scanning a door code!

This created relationships between staff members and children across the school. Children wanted to share if they had read the same book, were hoping to purchase the same book or were simply intrigued at the staff member's choice. It created reading role models, where those who children looked up, were modelling enjoying reading, through genuinely enjoying reading.

Equally, we knew we could use technology to make reading accessible to those who owned tablets at home or had access to mobile devices, but had no up to date books. We use myON (a digital library) as a way to promote reading for pleasure and a way of encouraging reluctant readers, this had been evidenced in the data collected of minutes engaged. We also wanted to propel the interest of keen readers. The children are able to use myON in school, at home during evenings, weekends and school holidays. As a result, children are able to seek out what interests them and learn more about it. A SEND pupil who struggles to read CVC words, listened to a book on MyOn and shared facts about it for days following. Technology has empowered the children to access things they needed support to do before.



Impact

The impact of this has been astonishing – reading is interwoven into school life.

If you walk into Tiger Primary, you will find a child staring in awe at the vending machine. If you walk into a classroom, you each child will know which book it is that they'd like to vend. Children talk about books with a smile on their face and bonds have been created between staff and children they do not teach, through discussion of favourite books.

Reading is at the heart of the school. On every door, whether it be to the office, kitchen or staff room, you'll find titles which staff are currently reading. Staff and children talk about books, share preferences and get excited about new titles.

Books are treated with care, respect and enthusiasm. Children look after books, place them in 'book hospital' if they need repairing and ensure the environments they read in are celebrated.

Children who do not have opportunities to read at home, now do at school. Not in a technical, word reading level but in a way where books are an escape, new worlds and comfort.

Reflections on impact the TaRs research had on practice

- Continue to embed our links with local secondaries and parents as reading role models.
- Ensure pupil voice remains a driving factor in stocking the vending machine, library and in driving reading forwards.
- Expand book clubs within the school, including varied timings and targeting those who currently have not found their love of reading.

We have 67 proud reading leads and look forward to welcoming more to the Tiger Family.