



Context

Dartington Church of England Academy is an average size primary school with 244 children on roll.

Dartington is a small village in the South Hams and the school draws in children from surrounding villages as well as from the nearby town of Totnes. Whilst our children tend to come from local professional families,



they also come from further afield in Torbay and the South Hams. The Totnes area is famed for its “alternative eco-friendly” lifestyle and parents often choose to bring their children to Dartington due to our focus on outdoor learning, our ethos of strong pastoral care and due to the creativity within our wider curriculum. Our FSM is broadly average (20.9%) but our levels of SEND are higher than average (16.7% at Dartington compared to a national average of 15.9%. This includes 4.9% with EHCPs where 3.7% is the national average).

The teaching of and attainment in reading has, over many years, been a strength of the school. Our children have always been very articulate, and reading has traditionally been given a high priority. In the past, lots of time has been set aside for independent reading and for children to enjoy books and staff had always been highly aspirational in the texts our children experienced. Each year, year 6 perform either a Shakespeare play or something of equal historical significance and, pre-covid, would always visit The Globe Theatres in London for drama workshops. Whilst preparing a performance of Oliver Twist, one year 6 class visited Charles Dickens’s house in London and saw the original manuscript of this text (a real wow moment for them). This enthusiasm trickled down through the year groups and we always had a range of high-quality texts, author visits, reading celebrations and theme days, with progress underpinned by programmes such as Accelerated Reader. However, **we recently started to notice that many of our children were no longer developing this love of reading.** There have been many factors over the past four or five years that may have impacted on this: there have been many changes to the school due to external pressures and monitoring visits followed by academisation; the push to develop the wider curriculum; the usual assessment pressures and COVID lockdowns and perhaps due to the overuse of extrinsic rather than intrinsic motivators. **The need to analyse all of this and find a way forward was the rationale behind joining the project.**

Explore

At the start of the project, we undertook informal observations, conversations with staff, teacher surveys and pupil questionnaires.

Findings from staff surveys

Not all staff saw themselves as readers, some even said, “I never read,” or “I don’t have time for reading,” and the majority had only a limited knowledge of contemporary children’s fiction, relying heavily on their own childhood favourites or big commercial names. 60% of staff surveyed could only name their own childhood authors or commercial names when asked to list 3 authors.

Top 5 authors named in September survey:

1. Michael Morpurgo
2. JK Rowling

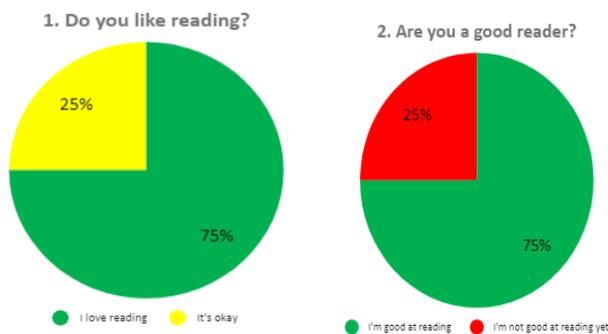
- 3. Julia Donaldson
- 4. Roald Dahl
- 5. Jacqueline Wilson

There was evidence of some good RFP practice, and this was having a positive impact on the children in these classes, although teachers felt that children were not given enough timetabled time to enjoy reading for pleasure. 70% of staff felt that the children in their class weren't given any time to read for pleasure. All teachers read regularly to their classes but the text choices were guided by key stage or English leaders to meet the needs of the English or wider curriculum or to fit in with the whole-class reading sessions that the classes would be focusing on. This meant that staff weren't empowered to or given the professional responsibility of choosing texts that matched the needs or interests of their classes.

100% of staff said that children never saw them read for pleasure.

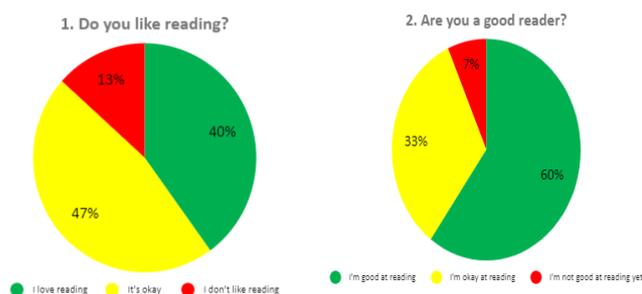
Findings from pupil surveys

We identified that children at Dartington were generally positive about reading, but not all children "loved" it. The provision of RFP across the school was inconsistent. It started well in EYFS, with 75% of EYFS children saying they love reading, and 0% of children claiming not to like it. This also tallied up with the percentage of children saying they weren't yet good at reading.



We could assume that this enjoyment of reading was influenced by their ability, and that once they improved, so would their enjoyment. This appeared to be a positive picture, however, this was not replicated across the school.

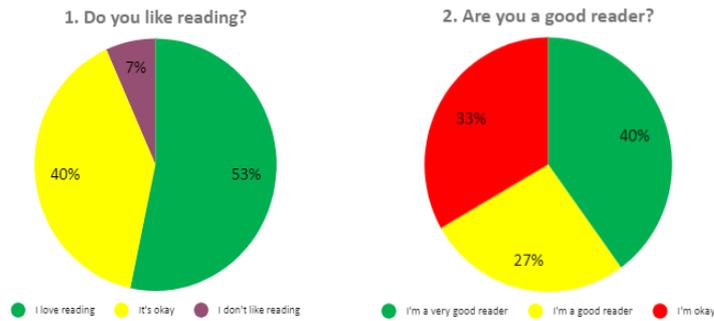
In KS1, only 40% of children said they loved reading, 47% said "it's ok" and 13% said they actually didn't like reading. 93% said they were either good or very good at reading but 7% said they weren't good at reading yet. This was a disheartening picture as there were clearly a number of children in KS1 who felt that they were good at reading but didn't actually enjoy it.



When we looked more closely at their surveys, **20% said they didn't read at home and 20% said no one read to them at home.** When we spoke to the teachers and children, the feeling was that teachers believed that children needed to stick to reading RWI books and children weren't then

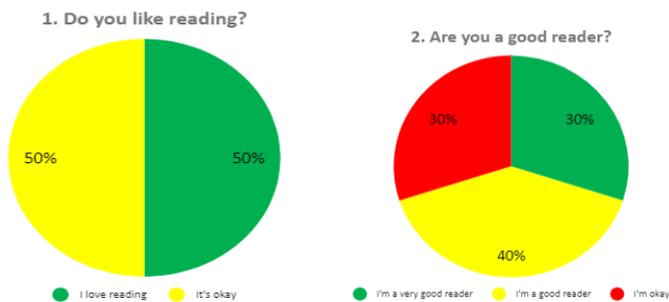
taking home other library books due to the lack of access to the library. So if they weren't keen to read their RWI book, they didn't have much of a diet of other books, particularly as many weren't being read to at home. The teachers also felt that they couldn't give the children time to read and enjoy books in class, outside of their RWI sessions.

The picture was slightly more positive in LKS2. 53% of children said they loved reading, 40% said "it's ok" and only 7% said they didn't like reading. 67% of children said they were either good or very good at reading, and 0% said they weren't good at reading.



However, from what may have initially looked like a positive picture, we discovered some concerning statistics., **Most children (80%) said they preferred reading at home, which we went on to discover was because they felt they didn't have enough opportunities to read their choice of text in school.** Other statistics included: 33% of children said they never read at home with anyone. **Only 33% of children said they talked in school about book choices with anyone,** but only 40% said they had conversations at home about their reading. 53% said they liked it when their teacher read to them but 17% said they weren't bothered. When we unpicked this with them, they said it was because they wanted more time to read their own books.

In UKS2, the picture was very similar, with 50% of children saying they loved reading and 50% saying it was OK. 70% of children said they were either good or very good at reading, and 30% said they were OK at it.



However, from what may have looked like a positive picture, again, there were some other worrying statistics matching those in LKS2. 60% preferred reading at home but 70% said they never read at home with anyone. Only 30% of children said anyone read aloud to them. Only 35% said they ever spoke about reading choices in school whereas 60% said they spoke about reading choices at home. **Only 50% said their teacher read aloud to them every day** and 40% said they loved their teacher reading to them, 50% said it's ok and 10% said they don't like it.

One key finding from our surveys was that children across the school weren't having consistent opportunities to read at home, so, rather than tackling parents at this point, we decided to influence instead their reading in school.

Findings from observations

Through pupil observations and 1:1 reading conversations, it was clear that reading time was generally just used as a short gap filler during the day. It therefore wasn't being used by the children to "read for pleasure", more to just fill those few minutes. For this reason, children were not choosing books with a view to finishing them, only to "look busy" for a few moments. At the time when we started the project, the library had recently been updated with a big order of new books to reflect more of a contemporary range of texts to match the interest of the children in the school but it had been out of general use for a period of time due to covid so classes had not rebuilt the habit of going in there. Additionally, **class book corners were often over filled with out-of-date texts, which weren't displayed in an inviting way. This meant that children found it tricky to find texts that they enjoyed.**

From this information and data, we identified that our priority areas to work on would be as follows:

- 1) Continuing to sustain the great work that was having such positive success in EYFS.
- 2) Provide KS1 children with more opportunities for and access to reading books outside of their limited RWI diet. We needed to work on their will to read as well as their reading skills, as this had somehow fallen to the wayside in the implementation of RWI.
- 3) Giving KS2 children more opportunities to read in school. We hoped that by building their love of reading in school, the children's enthusiasm for reading would be the catalyst for change at home too.

In order to successfully encourage children to love reading, we also concluded that we would need to increase staff knowledge of contemporary children's texts, and that this would be the driver for the initial stage of our project.

Prepare

The initial task was to set up a "Change Team" of people who would be able to implement the project's actions across the school. I started out by issuing a general invitation to find out who would like to join the Change Team as I wanted to include people who would be enthusiastic about reading. The people who stepped forwards were as follows:

Alice - EYFS lead, was already engaged in a "Teachers as Readers" project so was keen to continue this learning and use it to support RFP across the school.

Kylie - ECT in Year 3 with a passion for reading.

Karen - HLTA and Forest School leader, a keen reader who wanted to improve her knowledge of children's texts.

Through performance management meetings, I also encouraged Susie, Year 5 teacher with a PHD, a lover of reading and learning, to join our Change Team.

Unfortunately, our KS1 team were not keen or able to be involved at this point, even though this was going to be a key focus area for our project. We knew that it would be vital to engage KS1 staff with this project so we would have to come up with some creative ways to overcome the barrier of not having them within our Change Team.

Our Change Team met once per month, when we could, and their remit was to continue to read avidly, spread the love of reading across the school, support me with RFP tasks (e.g. data collection and book organisation) and to help me to write and implement the actions in the action plan.

How focus children were selected. Who they were and why?

The first action for the Change Team was to select our focus children. Initially, the change team identified focus children through our pupil surveys – those who appeared to be RFP

disadvantaged because they said they “didn’t like reading”. We soon realised that these didn’t tally with what we were seeing in class. After observations and conversations, towards the at the end of the autumn term, we adapted our choices and asked all teachers to identify their own focus child. **Our new criteria was children who were regularly struggling to choose a book or to settle into independent reading.**

Across the school we had 16 focus children in total.

1x year 1
4x year 2s
3 x year 3s
5 x year 4s
1 x year 5
2 x year 6s

What did we want to achieve?

We wanted to create a community of readers who have opportunities to read widely and avidly, supported by knowledgeable teachers and staff.

As partly detailed in the Explore section above, as a Change Team, we chose two areas to focus on for our project:

Staff knowledge of children’s texts.

We chose this focus because it was clear that staff across the school did not yet have a working knowledge of contemporary children’s texts across a range of age ranges and genres.

Independent reading time

We chose this focus because we discovered that children’s home reading habits were patchy so we needed to ensure that they were definitely experiencing good quality reading time in school. Independent reading time was not embedded across the school; we needed to ensure that there were opportunities in the timetable for this and to ensure that reading time was LIST (Learner Led, Informal, Social and using Texts that Tempt).

Action plan

I initially wrote the action plan in conjunction with the OU team and mentors, but then took this back to the Change Team for their input. We talked through what was manageable in two terms, what could be implemented easily, what would prove to be tricky and therefore needed changing. The actions we agreed upon are detailed in the Deliver stage below. The main focus of our conversations was the aims we had in mind for our project. These were:

- To ensure that staff are more knowledgeable about the books they provide for the pupils in their classes.
- For the staff to promote a wide range of books and authors to the class.
- For staff to update their class reading corners to promote a range of genres and authors.
- That staff were no longer reliant on big commercial names or childhood reading but are able to talk about a wider range of authors.
- For children to be given the time and resources to read for pleasure within the school day.
- That children have time to discuss and share their reading preferences with peers and with adults.
- That children will be able to choose books which they know they will enjoy and have the time and motivation to read them from beginning to end.

Deliver

Launch Event/ Staff CPD

We launched the project with teachers in a Professional Development Meeting on Wednesday 22nd September. At this meeting, I introduced the rationale and the aims for the project, we carried out the staff surveys and I asked teachers to read through “Reading Communities, What, Why and How?” by Theresa Cremin.

Our teachers and HLTAs then attended the OU RFP Launch Event on Wednesday 20th October, and the follow up session on 10th November. In the spring term, we revisited RFP in a PDM session on Wednesday 19th January, where we used the staff meeting resources from the OU RFP website to look at Teacher’s Knowledge of Children’s Texts in more detail.

Below are the actions we undertook for each of these focus areas, with those highlighted in green being the ones explained in more detail, which are those which the Change Team felt had the most impact.

Staff knowledge of children’s texts	Independent reading time
Challenge staff to read and share three children’s texts by January NDP.	Non-RWI groups to give one DERIC session per week to RFP.
CT to share a selection of children’s books in the staffroom	KS1 timetable to be reorganised to give time for RFP
Staff to be given a budget to purchase new books by new authors.	Reintroduce “calm” reading time after lunch each day.
Book match resources available in the school library.	Teachers to model reading for pleasure during RFP time.
Staff to add their “recent reads” to their email sign offs.	“Wild reading” to happen at Forest School.
Spring term PDM to take place at local independent bookshop.	Class scrapbooks to record and celebrate RFP.
Find similar resources for EYFS/KS1	Staff and children to review what is in their book corners to ensure available books are relevant to classes.
Staff to be given time to read books during class RFP time.	School library to be updated with a range of books by new contemporary authors.

Aim 1: Staff knowledge of children’s texts

Spring term PDM to take place at local independent bookshop.
Staff to be given a budget to purchase new books by new authors.

The East Gate Bookshop

On Wednesday 23rd March, our PDM took place in our local bookshop, The East Gate Bookshop in Totnes, whose incredibly helpful staff increased our knowledge of contemporary texts by providing us with an excellent selection of good quality children’s texts to browse. Teachers were given time to really consider the texts available and were allowed to choose some to take back for their classes. We know that this had a positive impact due to the increased confidence staff had when discussing books after this visit. In summer term surveys, staff referred back to the texts they had discovered during this visit and many of these texts appeared in staff “Ask Me About” email sign offs – see below.





Staff to add their “recent reads” to their email sign offs.

We wanted to raise staff awareness of contemporary children’s books and to create a buzz of “books in common” across the school. One way we did this was through our email systems: the staff started to add an image of a recent children’s text they had read to their email sign off. This generated lots of chat when people spotted texts they had already read, and this habit was so successful it then spread to another OU RFP project school within our school Trust.

Aim 2: Implement independent reading time across the school.

Reintroduce “calm” reading time after lunch each day.

With the development of our wider curriculum across our Trust, as well as the implementation of daily number fact practice, we had found our timetables to be incredibly squeezed; things felt really busy and the children were noticing this too. To counteract this, we re-introduced “calm reading” time for 10 minutes directly after lunch in the afternoons. This was something we had used for many years previous to joining the Trust, as a way to calm down and refocus children after their busy lunch breaks. We repackaged this for staff and children as having many mental health benefits. We used the rationale that, “In a 2009 study by the University of Sussex, researchers found reading for as few as six minutes reduced stress by as much as 68 percent”. It also had a positive impact on the children’s focus - thereby in fact effectively saving time for the rest of the afternoon. However, we were aware that this was not true RFP time if it did not follow the LIST principles, so we needed to do more.

Non-RWI groups to give one DERIC session per week to RFP.

KS1 timetable to be reorganised to give time for RFP

We also introduced “RFP” time by replacing one of our whole-class “DERIC” reading sessions with a social, informal, independent reading time. We know this made a difference because children were now truly reading for pleasure by sitting with their peers, engaging with and discussing books. One focus child commented,

“Last year it was different reading and now it’s better and I love it. It’s one of my favourite things.”

Staff to be given time to read books during class RFP time

Teachers to model reading for pleasure during RFP time.

We knew we had to remove one of the barriers to teachers increasing their knowledge of contemporary children’s texts (lack of time to read). So, during whole-class RFP sessions, we also encouraged teachers to get involved with their own reading - or to read with a group of children. This would then be their time to engage in the sorts of books their classes liked/would like reading.

“Wild reading” to happen at Forest School.

Because we were aware that our children weren’t all having enough positive reading experiences at home, we wanted to ensure that they were having as wide a range of positive reading experiences in school as possible. Our Forest School leader implemented at least one “wild



reading” Forest School session per half term, within the class’s normal weekly Forest School sessions. She was really surprised at how enthusiastic the children were to partake in these, having initially expected them to complain about missing out on den building time! In fact, the majority of children were ecstatic at having more time to relax and immerse themselves in their current read. In their end of year surveys, when asked about their favourite places to read, several children commented, “In a tree.”

School library to be updated with a range of books by new contemporary authors.

Another task we took on board during the project was to assess what was in our classroom book corners and our library. We couldn’t increase teachers’ knowledge of children’s texts without having enough of these in school. Plus we needed enough enticing texts to encourage our children to read during our RFP reading sessions. During the summer term last year, in preparation for the project, our head teacher had invested our £2500 library budget in a range of books including the following:

- books by popular authors: Dav Pilkey, Liz Pichon etc
- non-fiction books meeting our children’s interests: the environment, sport refugees,
- graphic novels for all reading levels

In the spring term, I used the library budget to continue to bolster the number of graphic novels in our library, as these had proved to be very popular. I also increased the number of books in different series, e.g. The 54 Story Treehouse series and The Wizards of Once etc. Our library is mostly organised by Accelerated Reader ZPD and I also found that we had a huge number of books within the 3.0 - 5.0 range, but not a lot above and below this. Therefore, I also invested a big chunk of the budget in 0.5-2.9 range (picture and chapter books) as well as “middle years” books in the 5.0-8.0 range. Staff have used these books to continually review and update with the children what is available in their classroom book corners to meet the interests and needs of the readers in their classes.



Additional actions we carried out:

As we prepared and started planning to deliver our actions through the autumn term, it was clear that other elements of our provision for independent reading was not in line with LIST principles, so we also undertook to change these.

Class novels

It became clear through our work on the project that the way that class novels were selected was not in keeping with the LIST principles of RFP. All teachers read regularly to their classes but the text choices were guided by key stage or English leaders to meet the needs of the English or wider curriculum (e.g. a text set in WW2 to fit with a history topic) or to fit in with the whole-class reading sessions that the classes would be focusing on. This often meant that staff weren’t empowered to or given the professional responsibility of choosing texts that matched the needs or interests of their classes and were unable to go at the pace of the class in order to discuss, reread or immerse themselves fully in a particular text choice. Towards the end of the autumn term, it was decided that the teachers, as well as the children themselves, would choose their own class novels. We discussed a large number of ways to decide on class novels to the benefit of the class in order to increase staff and children’s knowledge of texts. Discovering a new author, reading the first in a series, trying out a new genre, recommendations from children, were all strategies we tried out. The main instruction given to the class teacher was that they needed to read the texts first, to check for suitability.

Accelerated Reader

Where previously we may have encouraged children to complete an AR quiz on finishing a book, or asked children to only read within their ZPD level, for the year of this project we relaxed these expectations entirely. We still had AR on offer for those who enjoyed engaging with it, but we found that this enthusiasm fizzled out across the year as children were engaging with the intrinsic enjoyment of reading rather than these external motivators.

World Book Day Celebrations

What an exciting World Book Day Swallows had. We loved sharing our favourite books and just taking some time to enjoy reading for pleasure.



Rather than allow adults to organise World Book Day this year, I spoke to our Pupil Focus Group about how they would like World Book Day to be organised, using the principles of "LIST". They decided that their theme for World Book Day would be "Our favourite books"

The children really didn't want this World Book Day to be all about dressing up (which not all children were keen to do anyway) but more about books themselves, so all the activities that day were focused on RFP using the LIST principals.

One key highlight was that, during our whole school assembly, a whole range of school staff (admin, mealtime assistants, SENDCo, teachers, support staff) came on screen to share their favourite books.

Wider curriculum actions

As we moved through the year of our project, RFP started to be more of a priority across the rest of the curriculum, not necessarily pushed through the work of the Change Team or our actions, but because awareness grew that the children were really motivated by and were loving their books! One example is that when the teachers needed to plan a DT outcome for a project on making lights, they chose to make a "Reading torch for a RFP slumber party". The children brought in their pyjamas, slippers and favourite books, we provided snacks and hot chocolates, closed the blinds and turned the lights off, and the children snuggled down to read their favourite books with their

friends by the light of the reading lamps they had made in DT.

On another occasion, we had a year 4 class from another OU RFP project school visit our year 4 class to discuss favourite reads. The children were all delighted to discover they had so many "books in common" and to hear book recommendations from their peers.



Another additional action was to take part in the Silver Stories project. This involves children calling and reading stories each week to elderly listeners around the country. The children chosen to be involved were all those who lacked confidence in their reading, but this project has given them a purpose to sustain a story week by week.

All of these memorable moments have increased the children's positive



memories associated with reading and have increased many children's perceptions of what reading is, beyond just "sitting quietly with a book."

Monitoring impact on our focus children:

Throughout the project, we tracked the impact on our focus children. We initially gathered notes through informal and incidental ad-hoc observations during independent reading times. The Change Team all noted down these observations and brought these to Change Team meetings. However, towards the end of the first term of the project, we felt that this was not capturing developments in enough detail or across enough of the school - for instance, in KS1, which was our focus area. We decided that it would be beneficial for all teachers to have focus children, as we wanted them to build their own awareness of the impact of their RFP actions. This would also allow us to monitor progress more widely.

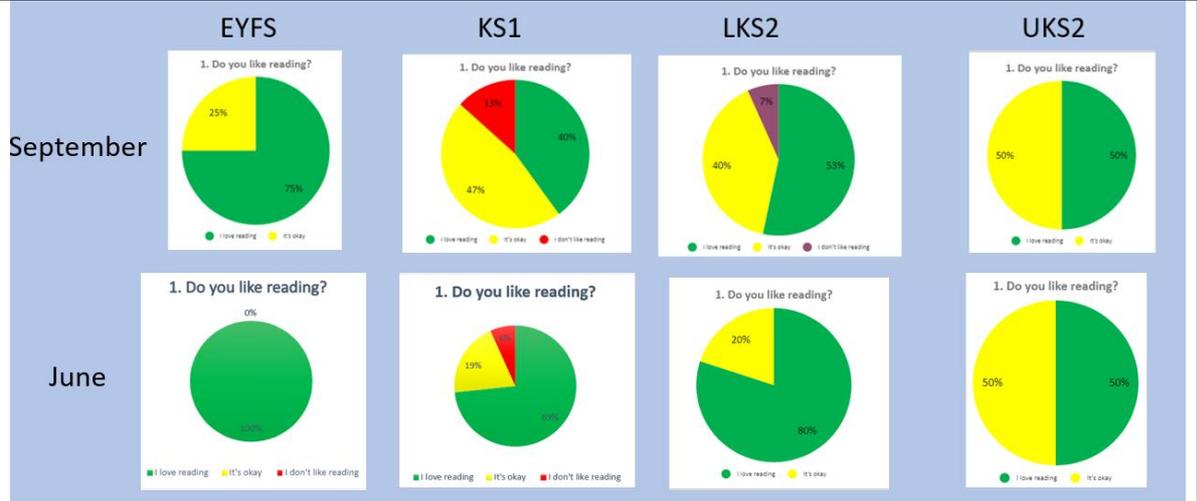
From here on in, staff were asked to note regular impact updates on their focus children using a google sheet, which I shared regularly to prompt them to do so. The aspects they were asked to focus on were as follows:

- Are they reading regularly? Is this reading independent?
- Are they able to sustain quiet reading? Is this improving?
- How are they choosing their books? Has this changed since the start of the project?
- Can they talk about books? Is this improving?

Review

Our aim had been "To improve children's future life chances by increasing the levels of enjoyment in reading across the school", so have we met our aim? Firstly, have we improved staff knowledge of contemporary texts?

When we repeated our staff surveys at the end of the year, 100% of staff were able to name at least 3 contemporary children's authors/texts. In fact, most were able to name considerably more! This image below shows many of the authors who were either discussed through the project, mentioned in staff surveys or in "Ask Me About" signs off at the bottom of emails: When asked, staff all felt that their confidence and knowledge of children's texts had increased, and that this had had a positive impact on the children. But all staff acknowledged that this would be an ongoing task that would never be "complete" due to the number of new texts released each year and the changing interests of each new cohort of children.



Has this had an impact on our focus children?

When we analysed the data for our focus children, we discovered an overwhelmingly positive picture here too. These were going to be the trickiest children to engage, and yet some of the improvements in data were so vast, we had to create a new scale of RAG rating:

- Red – level of enjoyment had decreased
- Amber – level of enjoyment had stayed the same
- Green – level of enjoyment had increased by one statement above previous
- Silver – level of enjoyment had increased by two statements above previous
- Gold – level of enjoyment had increased by three statements above previous. These children had essentially gone from saying they didn't like reading to saying they loved reading.



Overall, 81% of our RFP disadvantaged children expressed improved levels of enjoyment of reading.

3/16 views stayed the same = 19% (These were all "It's OK" or "I'm not bothered" . No one said they didn't like reading. "It's just not my favourite" was the quote from two of these children.

5/16 = green – views increased by one level = 31%

4/16 = silver – views increased by two levels = 25%

3/16 = gold – views increased by two levels = 19% This equates to children who said they didn't like reading, who now say they LOVE reading!

For those whose views had not improved, the main issue was the combination of them being lower attainers in reading and the difficulty in finding reading material to match this with a high enough interest level. This was most apparent in UKS2. This is quite a specialist area and something to unpick further. Also, one year 4 boy said, "It's not that I don't like reading, it's just not my favourite." He expressed a certain difficulty in simply sitting still and reading when he just wanted to be outside kicking a ball around all day!

We then looked at more detail at two of our focus children to unpick what had made the difference for them.

Impact on individual focus child: Year 2 girl

Year group	Gender	Response in autumn term	Response in summer term	Rag rating the improvement
2	Girl	I don't like reading	I love reading	Gold

This was a child who, in September, didn't have the will because she had not yet developed the skill but that also the opposite was true at the same time: she had not yet developed the skill because she wasn't enjoying her reading. We now know that it is vital to develop both for our KS1 children.

At the beginning of the year, this child didn't read at home. Parents have now noted that she is bringing books home and reading them enthusiastically. She said, "I did have books at home but I didn't know how to read them. I just didn't try hard enough and it didn't work out for me."

Her teacher said, "Her whole attitude towards reading has changed, she is starting to pick up fluency and use expression within her reading. This has also been reflected in her writing in RWInc. In maths she is able to work more independently as she can now read and understand the questions."

This renewed enthusiasm has helped this child, who was finding reading incredibly tricky, continue to make steady progress in RWInc this year, going from pink to yellow. She can now list favourite books, including lots of classics and fairy tales as well as comedy texts such as "The Book That Did Not Want to Be Read." Overall, this focus child has gone from someone who didn't see herself as a reader to now a child who lists reading as one of her favourite things.



I'm better at reading now, I couldn't do it before.



Last year it was different reading and now it's better and I love it. It's one of my favourite things.

Impact on individual focus child: Year 4 boy

Year group	Gender	Response in autumn term	Response in summer term	Rag rating the improvement
4	Boy	I'm not bothered	I love reading	Silver

Similarly, this focus pupil is an EAL child who said, "In year 3 I hated reading. I had never read a book. Now I love it. You just have to choose the right book for you." In the past, he didn't used to speak to about books due to the lack of English spoken within the home environment and the lack of opportunities in school. Now, through evidence in his surveys, pupil interviews and observation, we know that he is now able to share what he is reading with other children in his class. It is significant that he said in his pupil survey that, "I'm a good reader because I'm good at English" because it shows that he is aware that his increased levels of engagement with reading have improved his fluency in English and vice versa. This has all had a huge impact on his attainment across core subjects:

- He has gone from WTS to GDS in writing
- His reading has improved from 8:04 in September to 10:01 in June
- Has gone from low EXS to high EXS in reading and maths



Reading makes me happy.

Because he now also loves non-fiction and is reading widely about a range of subjects, this is also having a hugely positive impact in his attainment across the wider curriculum. During lessons he will often say "I already know that because I read it in a book."

Interestingly, in the autumn term survey, this focus pupil also said he wasn't bothered about teacher read alouds. He now says these are, "Ok, because I like listening to stories." He has even bought several of the class novels so that he can read ahead, or other books by the same authors. The only reason he said he didn't "love" listening to teachers reading aloud was because he would prefer to be reading himself!

From speaking to both of these children, it was clear that the recipe of giving children time to read and access to a good quality range of texts, supported by teachers who have improved knowledge of children's reading habits and of contemporary texts and authors, has had an overwhelmingly positive impact on our RFP disadvantaged children across the school.

Sustain

Our key takeaway from this project is that we need to ensure that children have time in school to read and that everything we do within our Reading for Pleasure work needs to be:

L (learner led)

I (informal)

S (social)

T (using texts that tempt)

This quote from Building Communities of Engaged Readers sums up the findings of our project entirely:

"Young readers who do not receive a balance between reading instruction and reading for pleasure, and particularly those who do not have access to a range of meaning-rich, visually engaging texts, will be seriously disadvantaged as readers and as learners." Cremin et al 2014

The recommendations for our next steps for this project are as follows.

- 1) Continue to plan consistent opportunities for reading for pleasure into our timetable, as well as new, creative and exciting ways to motivate children to keep reading in school.
- 2) Continually update library stock to reflect the interests of our readers and introduce them to new, contemporary texts.
- 3) Develop ways to ensure that we are tracking children's reading without allowing it to put them off the enjoyment of it.
- 4) Develop our community of readers more widely across the school, now that RFP is embedded within classes.
- 5) Begin to engage the parents of RFP disadvantaged children in supporting their children's reading at home.

Moving forwards into next year, there are some staff changes ahead: a new English lead is about to take the helm and will be briefed about RFP before taking up their post. Our EYFS lead is leaving to take up another post, but current staff in EYFS will be continuing with all the successful actions that have had such a positive impact in this part of the school up to now. The rest of the Change Team will still be in school and will be tasked with continuing the great RFP work we have started this year. After all our hard work from this year, the future of RFP at Dartington looks really bright. 😊