

Case Study Presentation

 **All Saints'**
family, faith, flourish
God gave you that gift... Now let it flourish, as a small flame grows into a fire (2 Timothy 1:6 - ICB)

Context of the School



All Saints'

family, faith, flourish

"God gave you that gift... Now let it flourish, as a small flame grows into a fire" (2 Timothy 1:6 – ICB)

All Saints' Federation of Schools are an Infant and Junior School set across two sites which combined make a medium sized school of around 390 children. We are in an area of relatively low deprivation with lower than national average numbers of disadvantaged and SEND children.

Parental engagement is strong. The majority of children read at home and progress in reading is steady. Currently the last data showed attainment in reading at the Juniors was broadly in line with expected targets set by FFT Aspire, exceeding in Upper Key Stage 2 and just below expected targets at the Infants. Lockdown had greater impact on the younger children affecting fluency and ability to decode as well as impacting skills in comprehension; although phonics has continued to make good progress in Year 2.

The Junior school underwent a Section 8 OFSTED Inspection in Autumn 2021 and the report was as follows:

Leaders and staff promote a love of reading and books throughout the school. They want pupils to be lifelong readers.

The books that pupils are given to read match their reading abilities well. Pupils read with fluency and confidence.

Pupils who are falling behind are given appropriate support so that they can catch up.

Pupils enjoy visiting the well-stocked library and 'breakfast with a book'. They take home books to read for pleasure.

Teachers read to pupils every day to develop their knowledge of vocabulary.

Our Change Team:



Name: Isobelle James-Justice

Role in School: The Phonics Leader a KS1

Year Group: EYFS

Passionate about developing:

- Children's enjoyment of story-time and encouraging them to become storytellers themselves.
- Advocate for 'book for Christmas' worked with our PTFA to secure funding to purchase a book for every child at Christmas.



Name: Bethany Simpson

Role in School: SLT Member, LKS2 leader, worked in Infants and Juniors, deputy PP leader.

Year Group: Year 3

Passionate about developing:

- Creating magical and engaging reading environments that spark children's thirst for reading.
- Proactive in ensuring all children are able to read fluently, establishing, reviewing and monitoring reading intervention and Keep-up groups so no child is left behind.



Baseline Findings:

Most children are positive in their response to reading and enjoy reading at school and at home and very few children responded negatively. Those that did said they do not like reading is because they find it 'hard' or have not found a book they like.

Staff generally enjoy reading. Some staff are more confident at reading aloud and talking about books than others.

Children say only their teachers choose the books rather than them having any involvement with that process. They prefer reading outside

Staff are generally well informed about current children's authors and literature following several years of staff book clubs and external training focused on raising the profile of reading for pleasure. However, it is clear that these texts are mainly fiction and there is a lack of culturally diverse texts, poetry or graphic novels in staff's current repertoire.

Children cannot always find a book that they enjoy reading at school.

Aims:

Aim One:

Increase teacher's knowledge of children's literature and children's reading practices.

Aim Two:

To develop the social reading environment.

Most Effective Strategies:

1. Staff book clubs;
2. Focus worship every Wednesday using high quality diverse text to widen perspectives follow-up shared in classes the following week;
3. Reading Rivers/24 hour Reads/Reading Diaries gather record of reading habits.
4. Recommended books in newsletter;
5. All classes read every day for pleasure;
6. The use of the library to promote the RfP agenda – employment of librarians and librarians lead ‘book-talk’ in classes;
7. Classes develop their own forward facing book displays with the children developing displays of their own choices;
8. Visits to each other’s classrooms to look at the environment, share ideas and celebrate spaces;

Impact:

Pupil Librarians at All Saints'



Job title: pupil librarian
Job purpose: to help the school run a good library and celebrate a love of books.

Duties

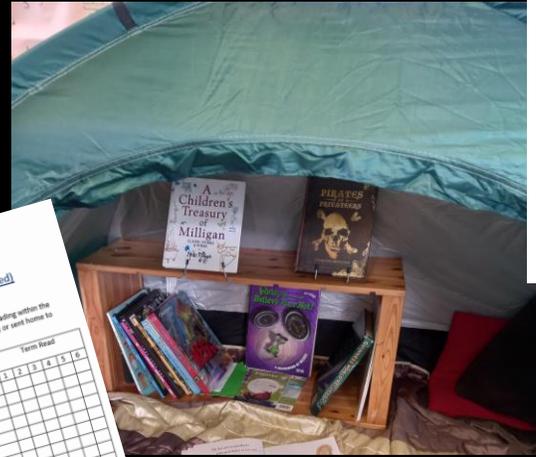
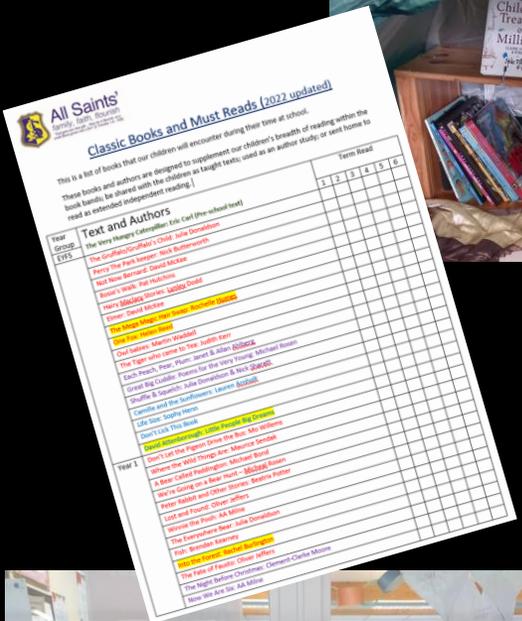
- To help in the library at set times
- To shelve fiction books in book band order
- To shelve non-fiction books in subject order
- To help with library displays
- To help book band new books
- To help other children find what they are looking for
- To promote reading and a love of books within the school

Pupil librarians are

- Reliable
- Hardworking
- Honest
- Cheerful
- Sensible
- Enthusiastic

Pupil librarians also

- Enjoy reading
- Are willing to help others
- Have an interest in new books and classics
- Are resourceful
- Enjoy helping other people
- Have good communication skills



September Outcome

3. Do you like reading? (0 point)

[More Details](#)

I love reading	89
It's okay	66
I'm not bothered	9
I don't like reading	8



16. Do you ever talk to anyone about what you read. Tick the boxes. (0 point)

[More Details](#)

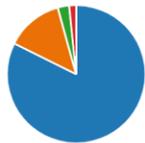
At school	75
At home	129



18. Does your teacher? (0 point)

[More Details](#)

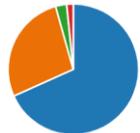
Love reading	154
Think it's okay	25
Is not bothered	5
Doesn't like it	3



22. How often does your teacher read aloud to you? (0 point)

[More Details](#)

Every day	125
Several times a week	50
Once a week	5
Less than once a week	3

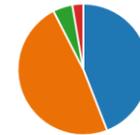


July Outcome

3. Do you like reading? (0 point)

[More Details](#)

I love reading	82
It's okay	90
I'm not bothered	9
I don't like reading	5



16. Do you ever talk to anyone about what you read. Tick the boxes. (0 point)

[More Details](#)

At school	80
At home	124



18. Does your teacher? (0 point)

[More Details](#)

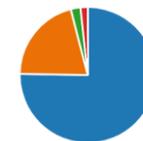
Love reading	154
Think it's okay	14
Is not bothered	3
Doesn't like it	0



22. How often does your teacher read aloud to you? (0 point)

[More Details](#)

Every day	131
Several times a week	36
Once a week	4
Less than once a week	3



Overall questionnaire data does not show a huge change except in the questions about teacher's reading habits which are more positive. This is likely due to greater opportunities for book talk between children and staff...However... reading environments, focus children, staff confidence, arrangement of books in classrooms, children accessing a greater range of texts and using the library more frequently show the impact.

These steps now need to be embedded.

- As a result of this project, we have revisited our existing reading curriculum and re-written it with greater emphasis on teaching vocabulary, modelling expression through prosody lessons, and ensuring the skills of comprehension are explicitly modelled and taught .
- We have learned through our focus children that a lack of context often affects children's enjoyment of texts and are therefore providing more texts of specific genres within book corners to help children better understand what they read.
- Book corners are designed to immerse children in context to enhance comprehension skills.



Focus Children - Rationale

How we selected our 'disadvantaged readers.'

- Those who never finish a book.
- Those who don't read at home.
- Those who don't appear to like reading.
- Those who make a narrow choice.
- Children that respond with limited answers in Reading Lessons.
- Those who are making less progress in reading.
- Those who disengage in 'book talk' sessions, never ask a questions.
- Children with limited access to texts at home.

Reading for Pleasure - Focus Child Study

Reason for choice: lack of parental engagement, mid-level reader but lacks comprehension skill, not enthusiastic about reading and said he doesn't like to read much because he hasn't found any books that interest him.

Focus Child: Mason	Start of the year:	Mid-year:	End of the year:
Class/Year group: 2			
Is able to choose a book they like and comment on why they like it.	Yes with help from the teacher.	More confident to select a book from our class selection, in the baskets displayed.	Yes can do confidently and is enjoying reading the Early Reader Beast Quest Books.
Has knowledge of books beyond the ones that are read to them for example can name key fairy tales or books by the same author.	Could name fairy Tales but less sure of books by same author.	Having poetry by Allan <u>Ahlberg</u> he is able to pick out the poems and say why he likes them . He loves these poems and recognises the style.	Yes can name key fairy tales and some other books by same author that he enjoys or we have read in class such as by Jill Tomlinson.
Is able to talk about books they like or can recommend books to their peers.	Could but lacked confidence and it needed to be led by a teacher.	More readily talks about books and is confident to talk about a book that he has enjoyed.	Yes -is quite enthusiastic about books and has recently brought in books from home to share with the class about our topic.
Book Band	Gold	White	White
Phonics Score (if relevant)	32		
PIRA Result	91	92	97
Any other comments		Has read three times weekly to compete all the reading challenges and is really proud of himself.	

Reading for Pleasure - Focus Child Study

Reason for choice: lack of parental engagement, below ARE in fluency and comprehension, not enthusiastic about reading.

Focus Child: Taliah	Start of the year:	Mid-year:	End of the year:
Class/Year group: 4			
Is able to choose a book they like and comment on why they like it.	Taliah said she didn't read books because she couldn't read. She was upset when I started the reading in her guided reading group.	Taliah has moved up 2 book bands this year and is making good progress we prioritise reading and she has enjoyed reading with the librarians.	She does choose books but she's still not excited about reading. I have written in her planner again today to ask parents to read with her at home. She rarely reads at home.
Has knowledge of books beyond the ones that are read to them for example can name key fairy tales or books by the same author.	none	She can refer to books read earlier this year in class such as The Pearl Diver and	She remembers what we read in class.
Is able to talk about books they like or can recommend books to their peers.	no	She does talk about the books she likes but she wouldn't recommend to others because she's aware that most children are on higher levels and she feels that her choices may not be valued.	She chooses books and talks about them. She answers lots of questions in whole class comprehension so her understanding is good. Recently she has enjoyed our picture book selection and has enjoyed talking to the other children about the books she enjoys such as: Look Up! By Nathan Bryon & <u>Dapo Adeola</u>
Book Band	purple	white	white
Phonics Score (if relevant)			
PIRA Result	97 (+7.8)	97 (+7.8)	99.0 (+9.8)

Reading for Pleasure - Focus Child Study

Reason for choice: EAL, parents only speak Turkish, spends a lot of time on screens when at home. Doesn't like reading, often picks up a book and doesn't finish it.

Focus Child: Anil Class/Year group: 5	Start of the year:	Mid-year:	End of the year:
Is able to choose a book they like and comment on why they like it.	No	Yes – much more interested in picking up reading material from the book shelves and dipping into books.	Anil has had some more structured friendship-building book talk sessions with JL and two friends. (Alicia and Olly) where they went to the library, picked books and discussed the blurbs. He loves graphic novels
Has knowledge of books beyond the ones that are read to them for example can name key fairy tales or books by the same author.	No	No	Yes – Michael Morpurgo after a class study on this author
Is able to talk about books they like or can recommend books to their peers.	Not really, although he did express an interest in the content of a factual book he was reading. He was disinterested – but not passionate.	Yes, El Deafo has had an impact on him. I think the pictures helped his understanding a lot, being EAL and he is passionate about wanting to share his experience of it. It also made others want to read it.	Graphic Novels are a firm favourite, Anil has recently enjoyed reading one about The Titanic and is looking forward to rifling through the new range in the library purchased with the sponsored read money.
Book Band	Brown	Grey	Dark Blue
Phonics Score (if relevant)			
PIRA Result	Scaled score: 100	Scaled score: 90	Scaled Score: 100.8
Any other comments		Anil enjoys reading to our Year 5 LSA several times a week and looks forward to this time.	

Next Steps:

- Join the children up for a local library so that all our children benefit from increased exposure to up-to-date literature *increasingly, libraries' ability to engage and inspire young readers, support families in developing the language and communication skills during the early years, and reach children from disadvantaged backgrounds with free access to books, means that they are key players in local literacy campaigns.*
- Continue to monitor the Focus Children in each year group as they transfer into the next class, make the teacher aware of this group of children who may need additional support to engage them as readers.
- Develop and grow school librarian role next year with children forming their own reading book groups at lunchtime; something that the children have expressed the desire to do.
- Continue to invest in books that open doors and reflect realities; books popular during PRIDE month have been – Red, a Crayon's Story, Dogs don't do ballet, I am not a Frog Prince! The children have really learnt about respect and understanding through these books recommended by Stonewall.
- Continue to make Staff Book Club part of our CPD schedule so that the staff continue to broaden their knowledge of latest texts.
- Develop and use the book corners as part of Reading Practice and Guided Reading Sessions so that the children use the areas they have created.
- Refine our teaching of reading within school so that the children have modelled examples of 'book-talk' and comprehension skills are far more precisely taught using guidance from Ofsted Research Review and our own school New Reading Curriculum
- Ensure significant events timetabled into Annual Calendar (everyone visit each other's social reading environment, library visit, books on the field afternoon, create a lending book box) all classes have a structured programme of events.
- Parents invited to poetry reading session on National Poetry Day (6th October – theme Environment) children share their class focus poems in a part of our school grounds.

Influential Reading Materials:

GOV.UK

1. Home (<https://www.gov.uk/>)
2. Education, training and skills (<https://www.gov.uk/education>)
3. Inspections and performance of education providers (<https://www.gov.uk/education/inspections-and-performance-of-education-providers>)
4. Research review series: English (<https://www.gov.uk/government/publications/curriculum-research-review-series-english>)

Ofsted
raising standards
improving lives
(<https://www.gov.uk/government/organisations/ofsted>)

Research and analysis
Research review series: English

Published 23 May 2022

Applies to England

Contents

- Introduction
- Curriculum and pedagogy
- Assessment
- Systems at subject and school level
- Conclusion

Public Libraries and Literacy Recovery

National Literacy Trust
Changing life stories

Libraries Connected



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The reading framework

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