



# Hardwick Primary School

- Our school serves a catchment area of high deprivation, in the bottom 3% most disadvantaged nationally, with an increased number of new arrivals from Eastern Europe.
- 97% of our children are living in the 20% most deprived areas nationally.
- There are currently 13 different ethnic groups represented within the school and 31 different home languages spoken.
- The percentage of children with English as an additional language is 93.1%, which is more than four times the national average.
- The percentage of children with SEND is 17% with 14% at SEND Support level. The percentage of children with an EHCP is above national average at 3.7%.

# Explore

Our RFP journey began by using reading surveys across the school with both the staff and the children to establish people's knowledge of books and authors, but also their attitudes and thoughts about reading.

In addition to this we incorporated several further strategies to establish our base line data:

- staff discussions
- discussions with children
- observations
- monitoring

# **Explore – what did we find?**

## **Areas of strength identified from monitoring:**

- Read aloud was timetabled into every class
- Children enjoyed the books the teachers read to them
- Independent reading time was given to the children everyday
- Reading corners were in every classroom

# Explore – what did we find?

## Areas of challenge identified from the monitoring:

- Staff's knowledge of children's literature was limited to books they had read as children, or to books covered in teaching topics, for example, Roald Dahl, Michael Morpurgo, Enid Blyton, David Walliams. Their knowledge of BAME, New Writers and Poets was limited
- Staff did not speak to the children about their reading preferences therefore knew little about the children's reading habits.
- Not enough time allocated for book talk to take place
- Reading corners were not consistently used by the children across school and needed to be organised
- Staff prioritised teaching reading skills and did not understand the true value of Reading for Pleasure
- Children's knowledge of authors was limited
- Children were unable to discuss their books/authors they liked in any detail

# Prepare

After analysing the results, talking to staff in school and considering our monitoring findings, we decided on our two aims for the project:

## **Aim 1: Develop teacher's knowledge of children's literature and other texts.**

As our staff knowledge on a range of authors beyond 'celebrity authors' and established authors was weak, we decided to have this as our first aim.

The importance of teacher's knowledge of children's literature has been further reinforced by academic research:

**'This is arguably insufficient to support reader development.'**

Cremin, (2008, 2009),

**Aim 1: Develop teacher's knowledge of children's literature and other texts.**

- \*A different staff member to read/discuss a text at the start of each PDM for 5 minutes – weekly.
- \*Hold termly assembly where teachers share a new book they have read with children.
- \*Buy two/three books every term of new writers, poets and BAME authors as a 'gift' for teachers to read. Use RfP website for and [https://www\(letterboxlibrary.com/](https://www(letterboxlibrary.com/) for information on books.
- \*Create a display on A-Z list of children's authors in school for staff and children.
- \*Use the Change Team to help advise the staff on new writers, poets and BAME authors.
- \*Create a webpage on website of the teachers' new favourite reads.
- \*Change Team to provide regular CPD for Year Groups.
- \* Keep records of the focus children's reading choices and what have been recommended by the teachers.
- \*Selected teachers to join the Derby Teachers Book Club after school

# Prepare

**Aim 1: Develop teacher's knowledge of children's literature and other texts.**

# Prepare

## **Aim 2: Develop Reading for Pleasure through Book Talk.**

Going back to our findings, we also found that children could not talk about books, that there was limited or no time for book talk and it was not seen as a priority. We wanted the staff to know the children as readers so that they could ensure the children wanted to read.

Research on this also supported our view:

‘Children are more likely to want to read material which connects to their personal interests. To support children’s engagement in reading, arguably therefore, teachers need to know them as individuals.’

Manzo and Manzo (1995)

## **Aim 2: Develop Reading for Pleasure through Book Talk.**

- \*Timetable weekly 30–40-minute slot dedicated to Book Talk in Year 1 – Year 6.
- \*Hold termly assembly where teachers and teaching assistants share their favourite book with children (based on the literature above).
- \*Display teacher's favourite book with copies in the library, which is added to after each assembly.
- \*Re-organise Reading Corners.
- \*Hold weekly lunchtime reading club for each year group (Y2-Y6) in the library led by a HLTA.
- \*Create an outdoor nook for lunchtime reading.
- \*Set up Reading Advocates in each class from Y3-Y6.
- \*Change Team to provide regular CPD for Year Groups.
- \*Hold half-termly Reading Conferences with children about what they like reading, what they read at home and their views of themselves as reader
- \* Keep records of the focus children's reading choices and what have been recommended by the teachers

# Prepare

## **Aim 2: Develop Reading for Pleasure through Book Talk.**

# Prepare

## Change Team

- We established a Change Team – **five members** of staff from across the school (4 teachers and one assistant headteacher). We decided to go across the school as we wanted the impact to be let across the school, and to ensure there was someone strategically placed in case staff needed any support.
- However, this was short lived, as we didn't take into consideration **times we would have available to meet**.
- In the end, our Change Team was **down to two**. This did give us both lots of opportunity to work together and was convenient to arrange meetings, however, it did place a lot of pressure on us to ensure actions were met.

## Focus Children

- We asked one teacher in every year group to have 2 focus children. We asked them to choose the children who were **disengaged in reading**, not children who struggled to read. We wanted to see the impact the project would have on the disengaged readers, as if these readers changed their minds on reading, we would know what we had put in place would be successful.

# Prepare – Action Plan

| Aim 1: Develop teacher's knowledge of children's literature and other texts.   | Aim 2: Develop Reading for Pleasure through Book Talk.  |
|--|---|
| <ul style="list-style-type: none"><li>*A different staff member to read/discuss a text at the start of each PDM for 5 minutes – weekly.</li><li>*Hold termly assembly where teachers share a new book they have read with children.</li><li>*Buy two/three books every term of new writers, poets and BAME authors as a 'gift' for teachers to read. Use RfP website for and <a href="https://www.letterboxlibrary.com/">https://www.letterboxlibrary.com/</a> for information on books.</li><li>*Create a display on A-Z list of children's authors in school for staff and children.</li><li>*Use the Change Team to help advise the staff on new writers, poets and BAME authors.</li><li>*Create a webpage on website of the teachers' new favourite reads.</li><li>*Change Team to provide regular CPD for Year Groups.</li><li>* Keep records of the focus children's reading choices and what have been recommended by the teachers.</li><li>*Selected teachers to join the Derby Teachers Book Club after school</li></ul> | <ul style="list-style-type: none"><li>*Timetable weekly 30–40-minute slot dedicated to Book Talk in Year 1 – Year 6.</li><li>*Hold termly assembly where teachers and teaching assistants share their favourite book with children (based on the literature above).</li><li>*Display teacher's favourite book with copies in the library, which is added to after each assembly.</li><li>*Re-organise Reading Corners.</li><li>*Hold weekly lunchtime reading club for each year group (Y2-Y6) in the library led by a HLTA.</li><li>*Create an outdoor nook for lunchtime reading.</li><li>*Set up Reading Advocates in each class from Y3-Y6.</li><li>*Change Team to provide regular CPD for Year Groups.</li><li>*Hold half-termly Reading Conferences with children about what they like reading, what they read at home and their views of themselves as reader</li><li>* Keep records of the focus children's reading choices and what have been recommended by the teachers</li></ul> |

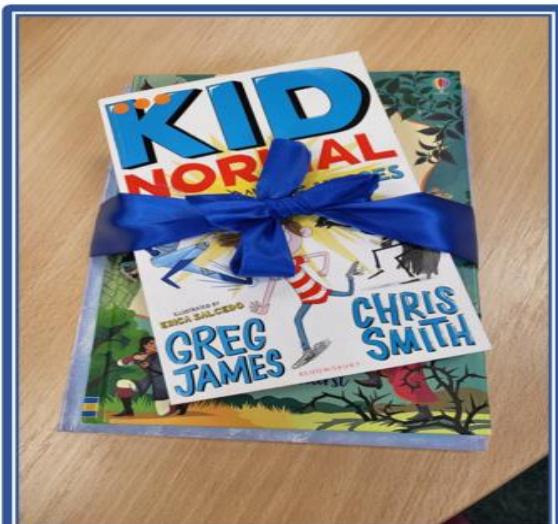
# Deliver

## Aim 1: Develop teacher's knowledge of children's literature and other texts.

- Buy two/three books every term of new writers, poets and BAME authors as a 'gift' for teachers to read. Use RfP website for and <https://www.letterboxlibrary.com/> for information on books

-When the project was initially introduced to the staff, many staff mentioned that although they saw the benefit in this, the problem for them was time – when would they get a chance to read more children's literature?

-When staff received the books, there wasn't any pressure on them to read them straight away. However, having the physical copies 'gifted', made them read them. Once they got into the book they were reading, naturally they wanted to finish it.



| Year group recommendations spring. |   |  |  |
|------------------------------------|---|--|--|
| Year group                         | Poet  | BAME   | New writer   |
| FS                                 | Red Sings From Treetops: Sidman Joyce.            | We're going to find a monster: Malorie Blackman. | One Camel Called Doug: Lee Fraser.                                 |
| 1                                  | A stick is an excellent thing: Marilyn Singer.    | Sulwe: Lupita Nyong'o.                           | Monster! Hungry! Phone!: Sean Taylor.                              |
| 2                                  | Sardines swim high across the sky: Jack Prelutsky | Look Up: Nathan Byron and Dapo Adeola            | The Dinosaur that pooped a pirate: Tom Fletcher and Dougie Poynter |
| 3                                  | Edgar Allan Poe's Pie: J. Patrick Lewis           | Hair Love: Matthew Cherry and Vaeshi Harrison.   | Leonora Bolt - secret inventor: Lucy Brando                        |
| 4                                  | A light in the Attic: Shel Silverstein            | Jae Santos vs the world: Priscilla Mante         | The Worst Class in the World Dares you: Joanna Nadin               |
| 5                                  | Words with wings: Nikki Grimes                    | How High The Moon: Karyn Parsons                 | The Boy Who Got Accidentally Famous: David Baddiel                 |
| 6                                  | Wet cement: A mix of concrete poems: Bob Raczka   | Listen Layla: Yassmin Adel-Maged                 | When the War Came Home: Lesley Parr.                               |

Spring class list of new book 2022

# Deliver

## Aim 1: Develop teacher's knowledge of children's literature and other texts.

- A different staff member to read/discuss a text at the start of each PDM for 5 minutes – weekly.
- This ensured we maintained the importance of staff reading children's literature.
- Not all staff felt comfortable with reading to the staff aloud, plus as we had limited time already for our PDM due to tuition. We decided to ask a different staff member each week to discuss and inform the rest of the staff on a new book they have read.



# Deliver

- **Aim 2: Develop Reading for Pleasure through Book Talk.**
- Timetable weekly 30–40-minute slot dedicated to Book Talk in Year 1 – Year 6.
  - To ensure children and staff received a good quality session where their teachers and other adults could engage with them and discuss books, we timetabled in a weekly Reading for Pleasure session. During this session, the focus this year was purely on Book Talk. Staff were asked to use ideas from the CPD received from the OU team on Book Talk, for example, Reading Rivers and initially, this did not always occur, due to the fact staff would complete other work during this time. However, with regular monitoring and constant discussions with staff, this slowly became embedded throughout the year. Currently the children and the staff really do look forward to this session, with many of the children asking for more Reading for Pleasure sessions to be timetabled in.



Example book blanket from Year 5

# Deliver

- **Aim 2: Develop Reading for Pleasure through Book Talk.**
  - Hold termly assembly where teachers and teaching assistants share their favourite book with children

-Staff shared a great read with the children in assembly. They spoke to the children in assembly, by first giving them just a taste of what the book is about, why it is their favourite book and, who they would recommend the book to. These books were then displayed in the library, with a three-word post-it note attached.



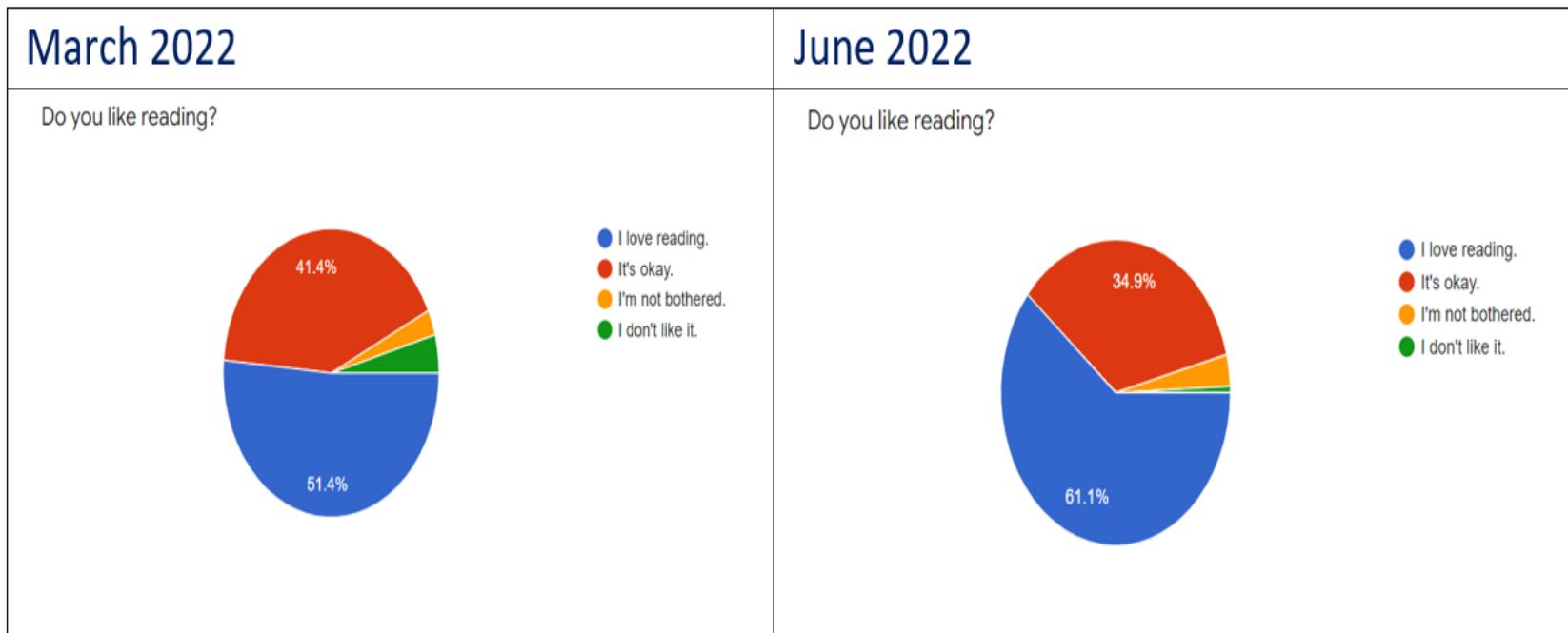
Example staff recommendation area within the library.

Three word reviews were added to copies of the books to entice readers. Three word reviews worked particularly well because they were accessible to all, snappy and created intrigue and interest.

# Review and Sustain

## Impact on all the children.

At the beginning of the research project, when surveyed, only 51% of the pupils stated that they enjoyed reading with a surprising 41% indifferent and a small percentage stating that they did not like reading for one reason or another. Having surveyed the pupils again in June 2022, their were promising increases in the percentage of children who loved reading and a reduction in the percentage who were indifferent.



### Key findings:

- Those that loved reading had increased by 10%
- Those that think it's ok reduced by 7%
- Those not bothered reduced.
- Those who do not like it reduced to 0%

## Impact on all children continued...

### Quotes taken from the survey

'I love reading because when I read I feel like I am taken on an adventure.'(Year 5)

'I think reading is awesome to me because I love the creativity . Also its like a movie but being told in words!' (Year 6)

'I think that because it takes me to a whole new imaginary world.'  
(Year 3)



# Review and Sustain

*Final data analysis of the impact on staff subject knowledge.*

- *Staff have responded positively to sharing a book at the beginning of staff meetings and recommendations have begun to take place across year groups.*
- *Teacher's knowledge of authors has increased significantly and the final survey revealed a far wider range of authors, including some BAME and contemporary.*
- *Evidence of consequential book talk developing was apparent between staff and pupils with pupils observed speaking to staff other than their class teacher about books they had shared and would recommend.*

# Review and Sustain

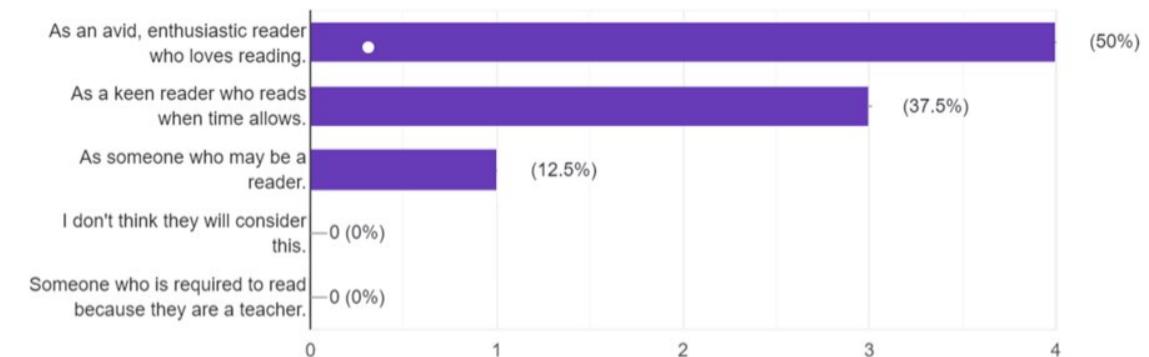
## *Final data analysis of the impact on staff subject knowledge continued...*

By the end of the project 75% of teachers felt that they had a **very good understanding** of children's' reading habits with a further 25% feeling that they had a good understanding.

When surveyed again at the end of the project their was a significant increase in how the children perceived the teachers as readers with 87% of staff being perceived as avid, enthusiastic readers or keen readers. We believe that this is possibly because of the teachers' increase in confidence and knowledge of texts and authors which they could then discuss and share with their classes.

22) How often do you think children in your class view you as a reader? (Pick one)

 Copy



# Focus children at Hardwick.

The criterium for identifying the pupils was simply those who were disengaged with reading, regardless of gender or reading ability.

Two pupils were chosen from each year group to take part in the project as focus children.

| Year group | Gender | Do you like reading?                   |
|------------|--------|--|
| 1          | Female | Reading is boring                      |
| 1          | Male   | I don't like it                        |
| 2          | Male   | It's hard.                             |
| 2          | Male   | I don't like it because it's boring.   |
| 3          | Female | I do it because I have to              |
| 3          | Male   | My Mum makes me.                       |
| 4          | Female | It's boring                            |
| 4          | Male   | I don't like books.                    |
| 5          | Male   | Doesn't like reading much. Disengaged. |
| 5          | Female | It's boring                            |
| 6          | Female | We have to do it for SATs              |
| 6          | Male   | I just don't like it - it's boring.    |

# Year 4 reading journey- Laiba



## *Beginning of the year*

When asked at the beginning of the year, Laiba was one child who was identified as not enjoying reading.

Through further discussions, it was identified that Laiba was struggling to find a book she enjoyed and therefore did not choose to read in school.

## *Strategies in place*

A variety of strategies were put in place to foster reading for pleasure in the classroom including:

- Children sharing book recommendations with each other and displaying these in the classroom.
- Discussions about authors.
- Class reading at the end of each day with books the children have chosen.
- Informal book talk between peers as well as involving teachers.
- Teacher working with child to recommend and choose books.

## *End result*

Laiba is now a child who enjoys reading and will come into class and pick up her book straight away.

She is keen to share with myself and peers the books she has been reading and often recommends these during class discussions.

Laiba has recently read Charlotte's Web as her class book. She was surprised how much she enjoyed reading this and has since recommended this to her friends.

## Year 6 reading journey- Azan



### *Beginning of the year*

Azan did not enjoy reading and found it boring. He used to change his books often without reading them fully.

### *Strategies in place*

- Peer recommendation (book reviews on post-it notes stuck inside the books)
- Sharing your favourite book
- Library treasure hunt
- Create reading rivers
- Borrow a Book for a Friend based on what you know about them
- Book chosen together with a teacher. Once read, the child had an opportunity to talk about it.

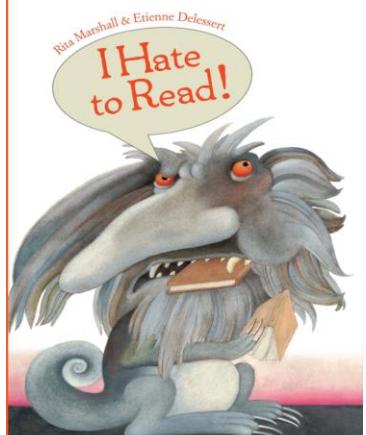


### *End result*

Azan enjoys reading a lot more. He now understands what kind of books he likes to read. It turns out he likes funny adventure stories. He uses any opportunity to read his book, even when he is not supposed to.

He has recently read the Diary of a Wimpy Kid and told the class what he liked and disliked about the book. He then recommended it to his classmates.

# Year 5 reading journey – Zayan

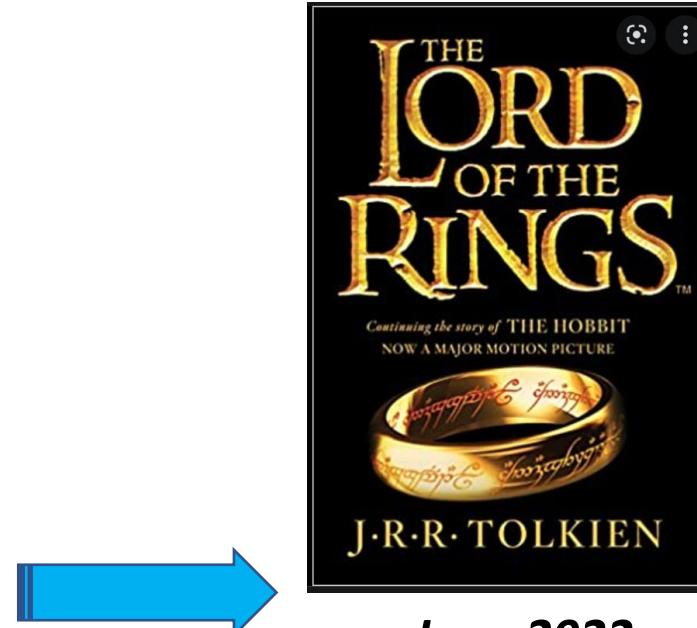


March 2022

*A disengaged reader – a capable reader who avoids reading unless they had too. "I read because I have too to get better at it, but it's pretty boring."*

How do you think your feelings towards reading have changed?

" I now know that reading is about fun and enjoyment and sharing that with other people, not just reading for tests and because I have too. I really understand what is happening in the books now and it's like being inside an adventure in your head!"



June 2022

*Reads daily in class and at home and engages in deep discussions about texts he loves reading, including Lord of the Rings.*

The class teacher's enthusiasm and subject knowledge around reading had a major influence on not only this pupil, but all the pupils' in his class.

# Sustain

## Aim 1: Develop teacher's knowledge of children's literature and other texts.

'Teacher's knowledge of children's literature is dominated by Dahl and 'celebrity' authors and is insufficient to support reader development'. (Cremin et al., 2009; Clark and Teravainen, 2015)

### Next Steps

- Continue with purchasing books terms termly for year groups
- Continue to introduce a book in PDM
- Send fortnightly emails on books of interest for staff
- Actively engage with members of staff so that they also become part of the Change Team – without knowing at first!
- Complete actions from the action plan we could not complete
- Embed what we have in place

# Sustain

## Aim 2: Develop Reading for Pleasure through Book Talk.

‘Children are more likely to want to read material which connects to their personal interests. To support children’s engagement in reading, arguably therefore, teachers need to know them as individuals.’

Manzo and Manzo (1995)

### Next Steps

- Continue to make time for book talk
- Continue to have a termly assembly about staff’s favourite book – and also get our Head of School involved
- Hold weekly lunchtime reading club for each year group (Y2-Y6) in the library led by a HLTA.
- Create an outdoor nook for lunchtime reading.
- Set up Reading Advocates in each class from Y3-Y6.
- Embed what we have in place

I never knew my teacher was just like me and we could share our books and recommendations. My teacher is a reader just like me and gets excited about what they read... we are like book buddies.

Year 5 child