

READING FOR PLEASURE

Small Changes Make Big Differences



Walter Evans

Church of England Primary and Nursery School



Context

Walter Evans C of E Primary and Nursery School serves an area of mainly private housing to the north of Derby City centre. There are approximately 440 pupils on role from Nursery to Y6.

I am a Year 1 teacher in my seventh year of teaching at Walter Evans CE Primary and Nursery School. For the past 3 years, I have lead Reading at our school and been part of the English Team. Although our outcomes in Reading have always been good historically, we recognised that the children were good at comprehension and using the skills for reading but did not necessarily enjoy it. Developing a reading for pleasure culture is an essential part of my role.

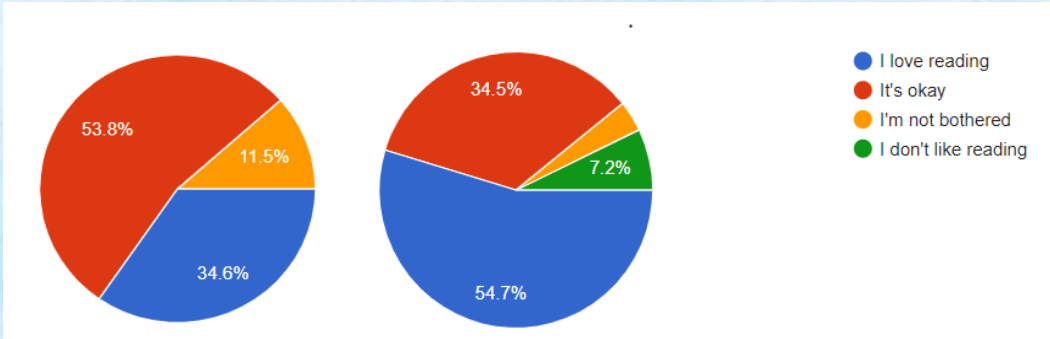
Explore

INTENT:

Reading outcomes historically good – disparity between reading outcomes and enjoyment of reading. Surveys, discussions and observations confirmed this.

KS1:

KS2:



Children reported that:

"I think this is because it is boring you can't take it in as well as if you watch the movie, and what is the point. I just don't like it."

"Because I need books THAT I LIKE"

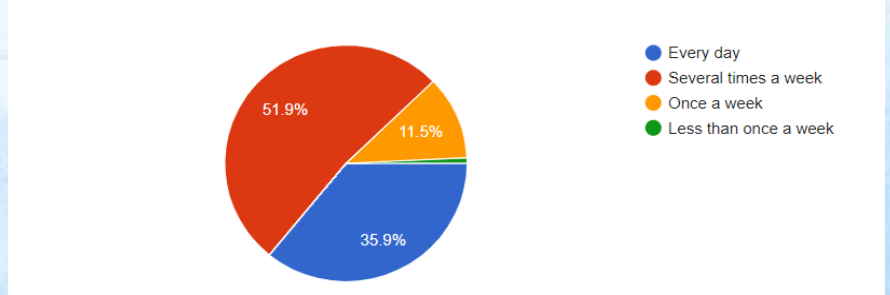
"Because I don't read that much and maybe I'm not really in to the books"

"I think this because reading doesn't excite me a lot and I have other hobbies."

"waste of time"

Does your teacher read aloud to the class?

131 responses



It was clear that children were not engaged in Reading for Pleasure for a multitude of reasons. They had other interests, the book choices were not exciting the children and they weren't listening to engaging texts often enough in class. Children were disengaging with reading and action needed to be taken.

We found that when the teachers widened their knowledge and pleasure in reading children's literature and other texts, and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014).

Prepare

Aims:

- Improve teacher's knowledge of age appropriate contemporary fiction and authors so that they can use their growing expertise to further promote a love of reading across school.
- Increase the frequency, quality and value placed on read aloud to encourage all pupils to love reading.



Teachers' knowledge of children's literature and other texts



Teachers' knowledge of children's reading practices



Reading for pleasure pedagogy

Social reading environments

Reading aloud

Independent reading

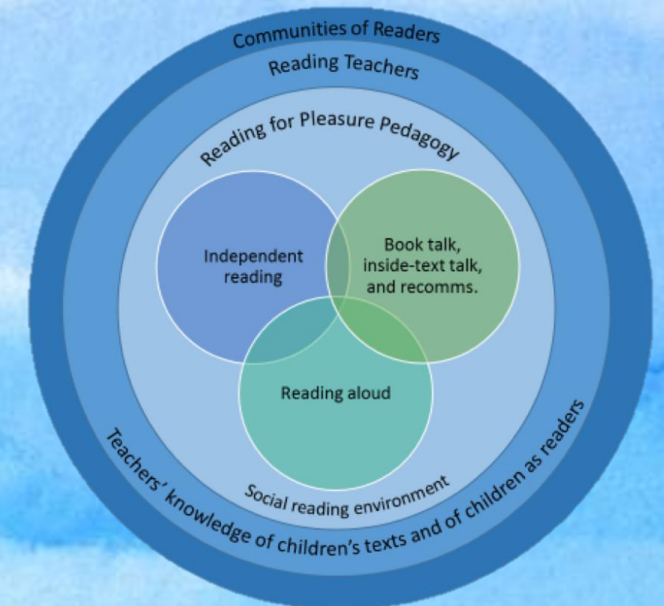
Informal book talk



Reading Teachers: teachers who read and readers who teach



Reading communities

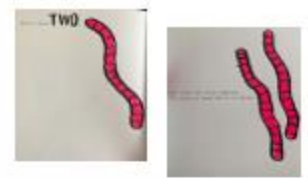


Deliver

IMPLEMENTATION and IMPACT:

Improve teacher's knowledge of age appropriate contemporary fiction and authors so that they can use their growing expertise to further promote a love of reading across school.

- Library
- Staffroom displays
- Lending Library Basket
- Sharing stories in staff meetings



Deliver

IMPLEMENTATION and IMPACT:

Increase the frequency, quality and value placed on read aloud to encourage all pupils to love reading.

- Library – organisation and plinth
- Children choosing their own texts for teacher read aloud – how does that vary?

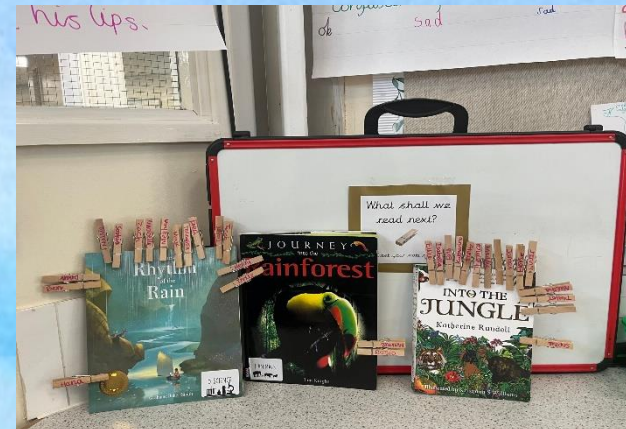
- Timetables

	8.45	9.05-9.25	9.25-10.25	10.25-10.45	10.45-11.05	11.05-12.05	12.05-1.05	1.05-2.05	2.05-2.25	2.25-3.00	3.00-3.20
Monday		Whole School Worship	Maths		Phonics	T4W		Topic 1		Dina RE	
Tuesday		Whole School Singing Worship	Maths		Phonics	T4W		PE 1		Topic 2	
Wednesday	Wash hands and registration	K33 Worms	Maths	Break	Phonics	T4W	LUNCH	Dina PSHE/Circle Time	Break	Dina Music	
Thursday		Class Worms	Maths		Phonics	T4W		Computing		Topic 3	
Friday		Handwriting Practice	PE 2		Phonics	Guided Reading		Maths		Golden Time Celebration Worship	

- Worship

- Reading relay

**BETTER LUCK
NEXT TIME**



Review

IMPACT AIM 1, TEACHERS:

- Surveys show staff felt much more confident with naming books and authors
- Staff engage with library and lending basket to find new texts to share with the class.
- Staff like children choosing their own texts but found it worked better when children were given a focus choice of 2 or 3 texts rather than complete free choice.
- Staff reported that they would now like some further work on poets and poetry which gives a brilliant next step.
- Children reported that staff engage in reading more

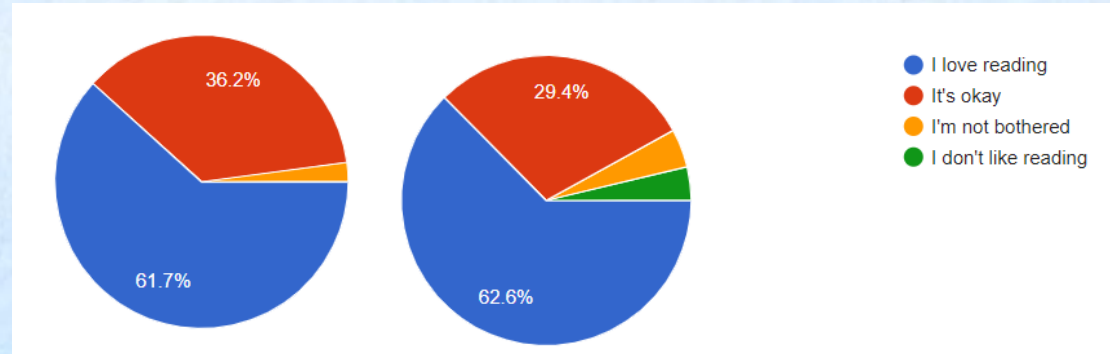
Teachers now are 'a teacher who reads and a reader who teaches (Cremin et al, 2009),'



Review

IMPACT AIM 2, CHILDREN:

- Surveys
- Pupil voice



"I love reading because when I read I always feel like I'm in that world and its an awesome feeling."

"It is like being somewhere to go when you stay were you are"

"Because it opens my imagination and creativity."

"Because you can travel somewhere else without moving"

"Reading gives me a chance to see the world as it could be, and I love that"

"I really like reading because it can picture an adventure in my head"

"I love reading because it can upgrade your imagination"

"The world we live in is corrupted with pain and loss, when i read, its as if all of this leaves me alone, like I am living the life of a different person, who does not stress"

"I think this because when I read more than 2 pages I get engaged and can't but the book down."

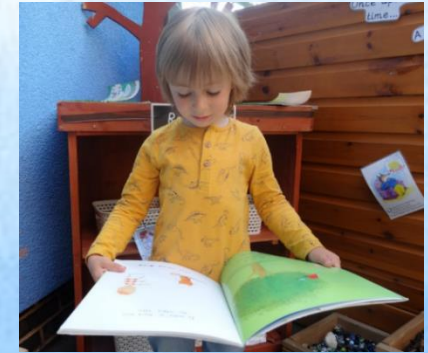
"I feel like it's real and when I read I'm never alone."

"it gives me nolog for the future"

"because I love to be peas full and reading is peas full"

KS1 and KS2: Increase in number of pupils who say they love reading.

Decrease of pupils who say they do not like reading (now 3% KS2) and pupils who say they are not bothered about reading (4% KS2).



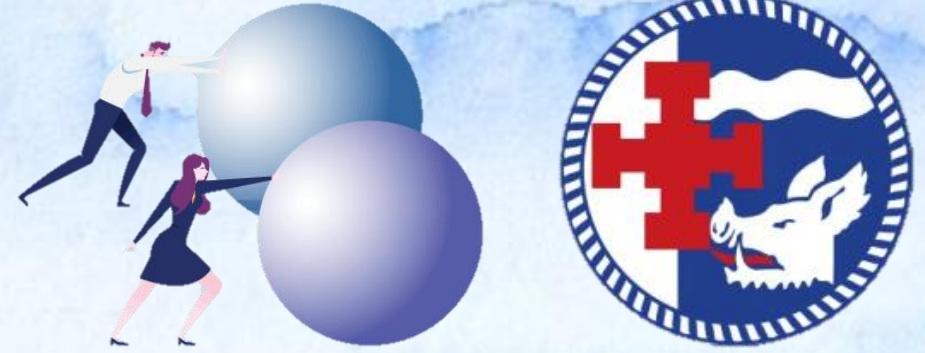
Pupil Voice



Sustain

WHAT NEXT?

Keep that ball rolling!



- Subject leadership at Walter Evans is changing – need leave behind a legacy.
- Maintain the same level of engagement from staff
- Continue to monitor daily reading frequency and impact
- Plan in opportunities for keeping staff up-to-date with new texts
- Next steps – consider ways to enhance 'book talk' and quality of independent reading and a way to develop staff knowledge of poetry and poets.

