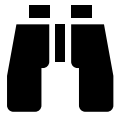
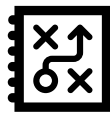




How can we develop a love of reading?



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Thorn Grove Primary School

Headteacher: Pete Luck

Reading Leader: Jayne Lilley

- Thorn Grove is a one-form entry primary school with 219 pupils in the market town of Bishop's Stortford, Hertfordshire. Over the past 8 years Bishop's Stortford has seen a rapid increase in housing developments and this is continuing.
- Bishop's Stortford is generally considered to be an affluent area. However, there are areas that do not fit this view and many of the families attending Thorn Grove are located in one of these areas.
- Statistics suggest the proportion of pupils entitled to pupil premium is below average (9%). The school has 18% SEN and 15% EAL.



On the surface, teachers value reading, but there is not an atmosphere of excitement around it

Teachers value reading

Teachers regularly read aloud

Classrooms have reading areas

Time is given for independent reading

Lack of excitement

But narrow knowledge of children authors and poets

But lack of breadth of new books

But little discussion around reading

Name three authors whose work you value



How often do you informally chat about books with children?



Explore

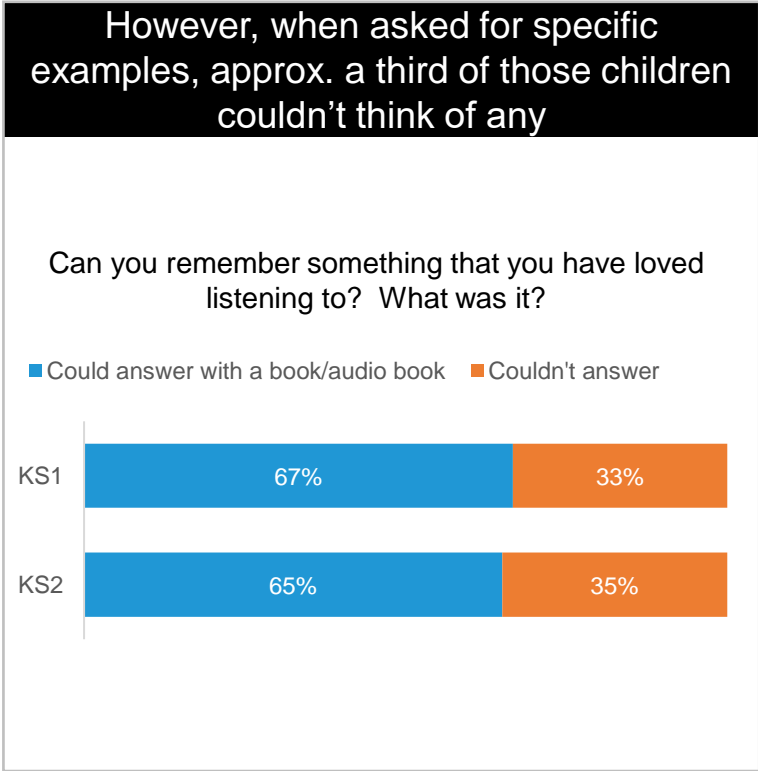
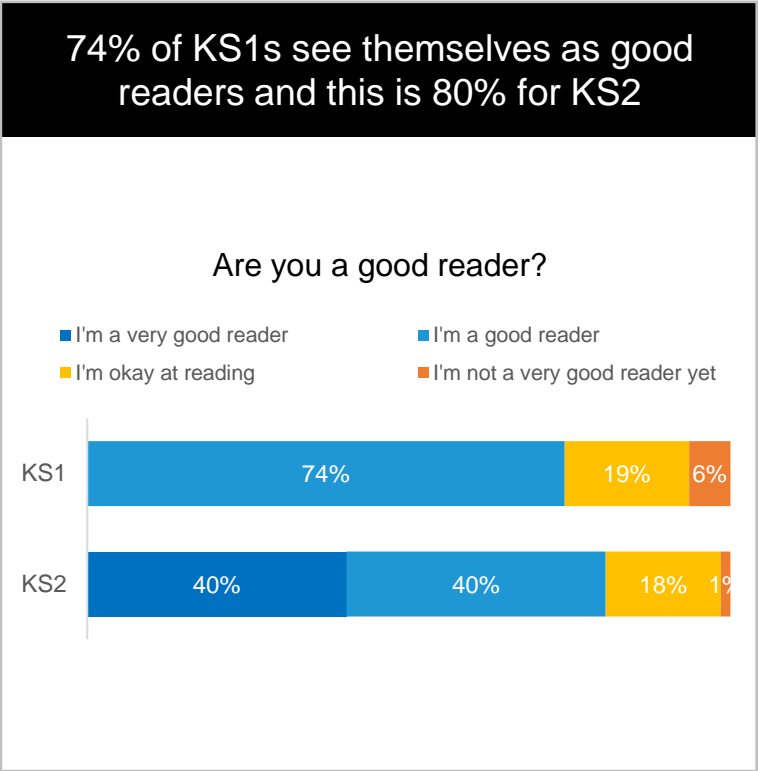
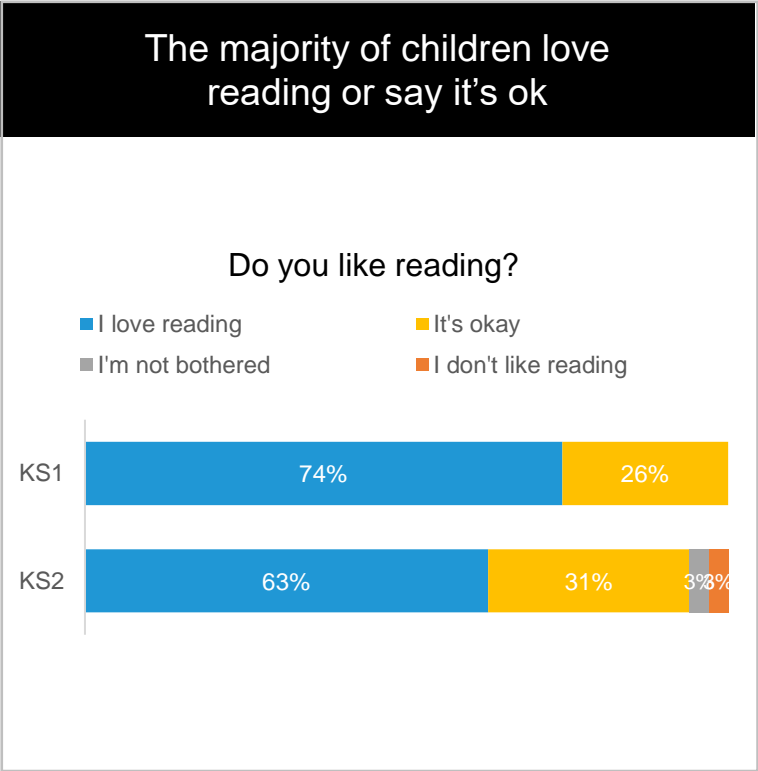
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Children say they like reading but when asked for a specific book, a third couldn't say, showing a lack of engagement



How can we ignite excitement and engagement with reading?



Knowledge

Improve teachers' subject knowledge of authors

'Studies have found that effective teachers of reading require sound subject knowledge of children's literature and reading development in order to support all children in becoming independent, fluent readers who make thoughtful choices about the texts they read' (Flynn, 2007; Dreher, 2003; Hunt, 1993).



Pedagogy

Create a culture of book talk

'Talk about texts is one of the key ways in which readership networks are established. It is through talk about text that what it means to read and to be a reader are jointly negotiated' (Maybin & Moss, 1993)

Initial Change Team

- English Subject Leads
- KS1 Teacher
- KS2 Teacher
- Teaching Assistants
- Reading volunteer

I don't read at home

Teachers give me books to read

Focus Children

- 3/4 from each class
- Lacked interest in reading
- Reading flickers
- Do not read at home

I'd rather be outside running

I have to read

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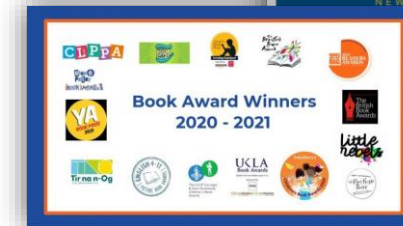
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Aim 1: Increase staff knowledge of authors

- ✓ Link created with local Waterstones
- ✓ Funding provided for staff to select new books
- ✓ Range of new texts made available for staff to borrow
- ✓ Staff encouraged to sign up to recommended blogs, newsletters and seek out award winning authors
- ✓ School participated in local Festival of Literature

Teachers with weak subject knowledge are not in a position to support children adequately in making their own reading choices'



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Aim 2: Promote book talk, inside text talk and recommendations

- Timetabled book talk sessions
- Establish reading buddies/ambassadors
- Provide cross-school opportunities to interact with books
- Reading newsletter / interactive reading displays
- Reading Rivers



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Impact on Children: A buzz around reading – whole school

- Children have become active readers and see themselves as readers
- Children are talking about their reading and seeking out new authors
- Children are making book recommendations
- Staff can name a broader range of authors
- Staff enjoy discussing children's reading choices and have a greater knowledge of children's preferences.

I used to only read the books my teacher gave to me. Now I choose my own and help my friends choose. Yr 3

We have cool books!
Year 2

I feel proud to be a
'reading guardian'. Yr 5



I'd forgotten how
much I enjoy
browsing in book
shops.

Reflecting my own
practice, I have seen a
difference in pupils'
perspective of reading

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Impact on Children: A buzz around reading – focus children

- Requesting more books by the same author but also looking at the '*if you like . . . then try . . .*' display
- Comparing themselves to other children – see themselves as a reader
- Child who preferred running outside now seen in reading garden.



Alex asked to take his book to read while on the coach to swimming

Reggie would never remember to take his reading book home. Now he comes into school and tells me about the story.



Logan has made accelerated progress in reading this year.



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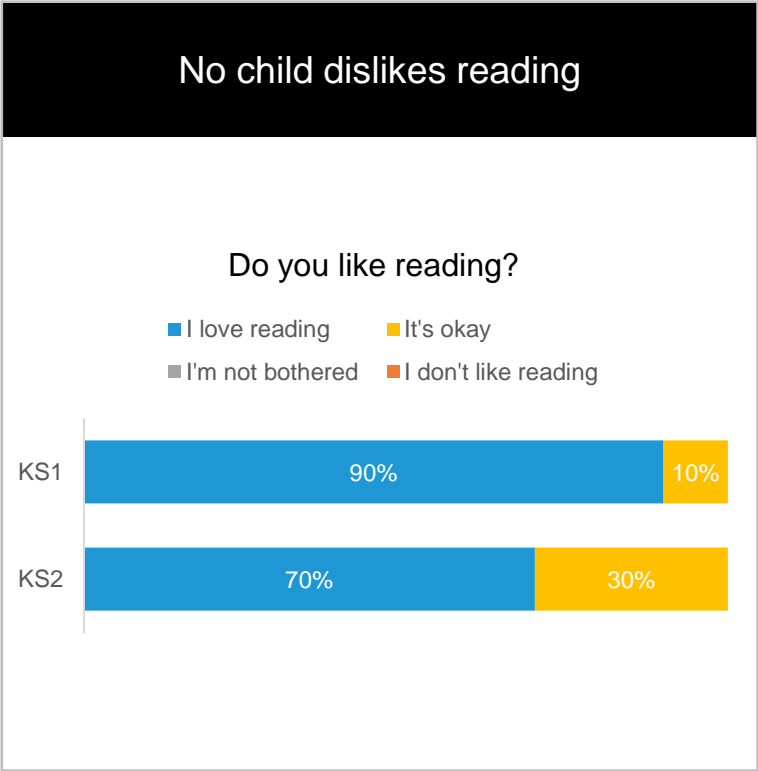
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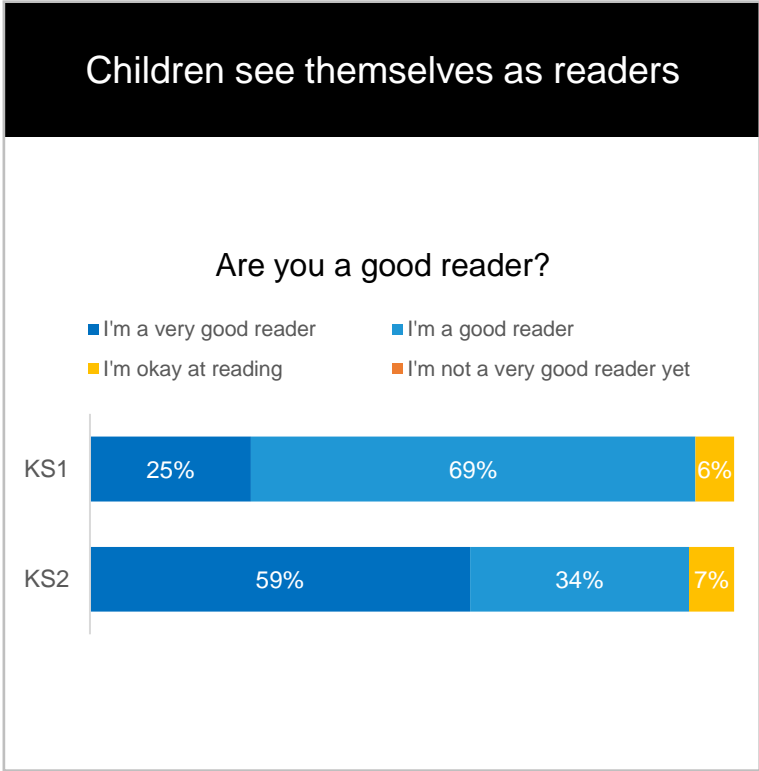
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Children see themselves as active readers

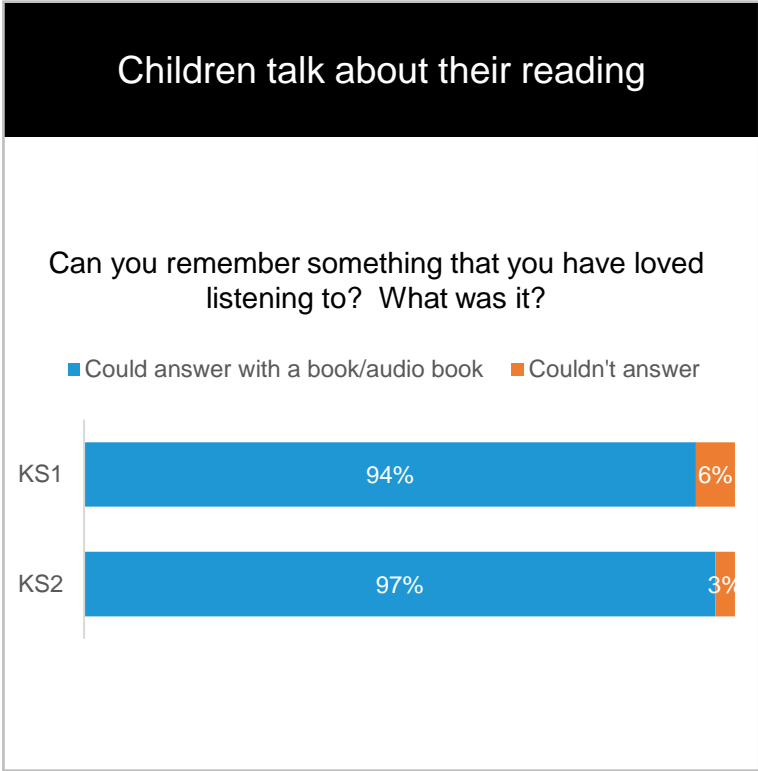
The majority of children love reading or say it's ok



74% of KS1s see themselves as good readers and this is 80% for KS2



When asked for specific examples, approx. a third of those children couldn't think of any



Building on the buzz

- Staff journey - staff can see the impact their increased subject knowledge is having on the children. Reading has become a more social experience within the school
- SLT to continue model reading behaviours. Continue with reading reviews in weekly staff meetings
- Celebrate reading across the year
- Reading newsletters for staff
- Librarians/reading ambassadors to be appointed
- Reading across years groups to be developed
- Non-fiction stock to be reviewed
- On-line library software to be embedded
- Recommended texts to be incorporated across the curriculum
- Build strong relationship with parents.

Good subject knowledge builds confidence. This confidence allows teachers to discuss and influence children's reading choices. Children become excited about read.

Result: reading is becoming:

Learner led, Informal, Social, with Texts that tempt.

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