



Reading For Pleasure

2021-22



Explore Our Intention:

Baseline data : Staff and pupil surveys carried out in the Autumn term.

Key messages - Strengths :

- Some staff had a good knowledge of children's books
- Children enjoyed being read to in school and were then keen to read the book again.

Key messages - Areas of challenge:

- Most staff had a limited knowledge of modern children's books
- Children not confident selecting new books by themselves.

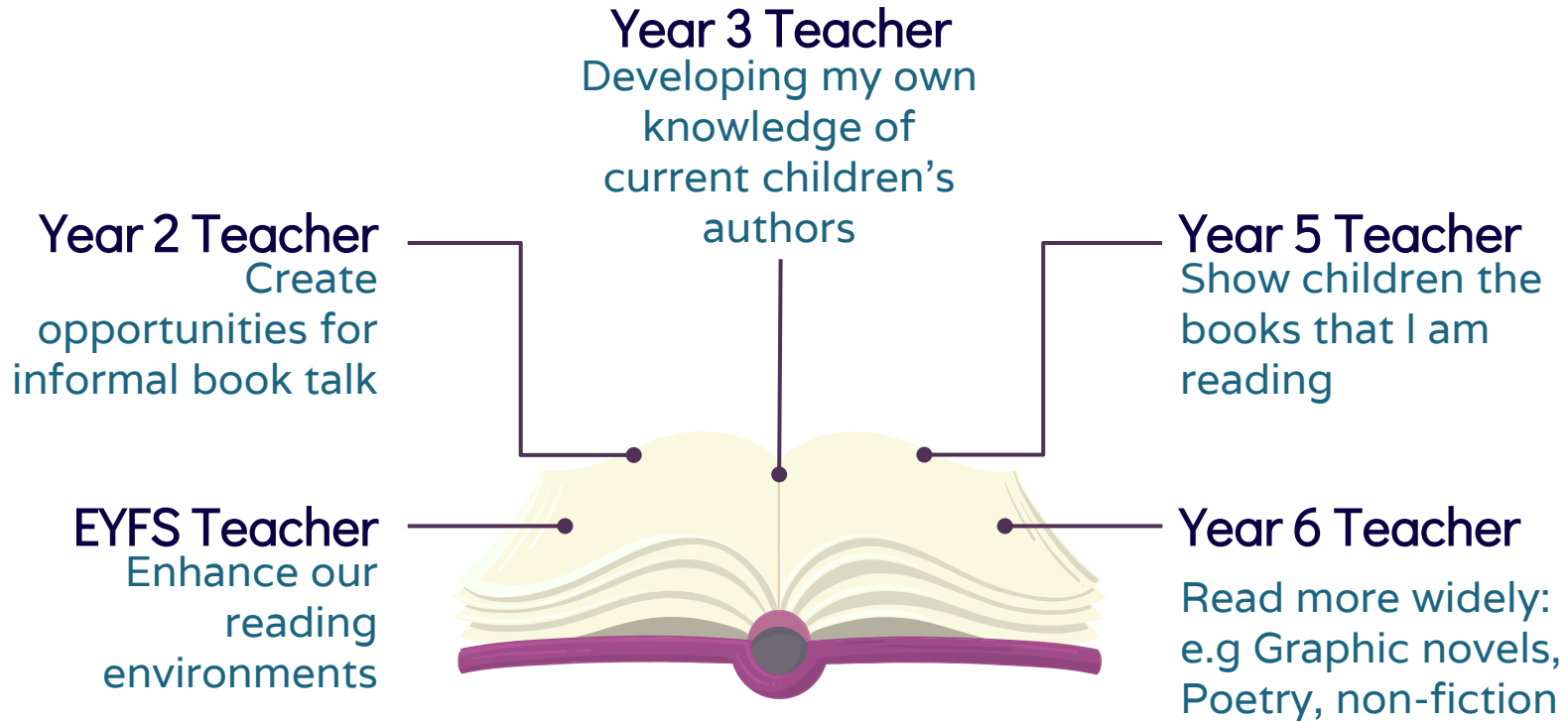




We want:
Confident, enthusiastic, staff
with expert knowledge of a
range of modern children's
books that will in turn
encourage a real joy of
reading amongst their pupils.



After RfP Professional Day



Prepare: two aims

STAFF

Broaden staff knowledge of current children's literature so that they can use growing expertise to promote a real love of reading across the school.

STAFF/CHILDREN

Expand staff knowledge of children's reading preferences, behaviour and attitudes through **book talk** to strengthen reader relationships across the school.



Action Plan

Broaden staff knowledge of current children's literature

Staff research and read new books from new authors.

Staff set up recommended reads book basket to share with each other.

Staff sign up to monthly newsletter and use OU RfP website.



Action Plan

Staff knowledge of children's reading preferences

Staff share knowledge of books with their classes.



Training to support Book Talk pedagogy.



Staff given time to become more familiar with the wide range of books we already have in our library.



Based on s

Book

Book Talk : informal, reciprocal, spontaneous

A Timeline



Autumn 2021
Initial launch and
staff/pupil surveys
Book areas
developed

Spring 2022
RfP Professional
Day
Focus pupils
chosen

Spring/Summer 2022
Action plan created
Follow-up staff meetings
Reading Ambassadors
nominated

Summer 2022
Focus pupil 'reader
profiles' completed
Staff review of
actions to date.

Implementation/Impact

1. Book Blether

Encourage staff to develop informal 'Chatter Books' (Book blether) times in the week. Staff to act as role models to help children develop confidence.

Impact

Initially a timetabled slot to ensure this was developed. Now beginning to take place more informally.





Implementation/Impact

2. Three Word reviews

Set up pupil recommended book displays with three-word reviews on post-it notes attached to front covers.

Impact

More successful in KS2 so other year groups have adapted and are developing own recommending systems.

Implementation/Impact

3. Reading Ambassadors

Introduce role of Reading Ambassadors to St.Michael's to include staff and pupils who want to read and promote reading across the school.

Impact

Great opportunity for our quiet but avid readers to be involved in leadership, finding their voices and becoming more confident advocates of reading.

Ambassadors created 'new books list' for classrooms and library. They liked spending money on books!





Implementation/Impact

4. Democratic book choices!

Establish voting system for choosing story time book based on Book Blether and selecting from three books.

Impact

This has been very popular with the children. It has encouraged them to choose books carefully and they have enjoyed stories that they wouldn't usually have chosen. Children often seen re-reading these shared stories later in the week.

Implementation/Impact

5. Reading Buddies

Re-introduce Reading Buddies as a popular strategy for encouraging peer book talk

Impact

This had not been possible for previous two years (Covid) and the children loved sharing with older/younger pupils. This in turn has encouraged more regular opportunities for peer supported reading/book sharing.



Review and Sustain

End of year curriculum audit, identifies that staff are more confident, after two terms, in sharing their book knowledge and initiating Book Talk.


I have enjoyed talking to the children during our reading for pleasure sessions.

Children are starting to enjoy reading more. They enjoy listening to me read to them more and are taking more care when choosing books.



Review and Sustain

Children say:



I love reading books,
it's a way of being
calm and having fun
at the same time.

Y4 boy

I am a better
reader and I read
more at home
now!

Y3 girl

She now comments to her
friends how much she
enjoyed the book she
chose.

Y1 girl

I like reading now because
when I first started this
year, I was just flipping
through the pages because
I wasn't interested in books.
Now I really like books,
especially fairy tale books
and adventure stories.

Y3 girl





Conclusion

What we have learnt about RfP?

So much and so many different ways to engage our children in reading- approaches that are not costly on time or resources. The increased 'buzz' around reading across the school is already tangible.

Our next steps to embed this work and sustain the improvements across the school:

- Reading Ambassadors to profile their new book selections in their classrooms and in Collective Worship
- Continue to monitor RfP progress with selected pupils as they transition to new classes for the whole of next academic year
- Keep RfP focus on CPD calendar- exploring different pedagogy in the Spring term.

Thanks!



If you have any further questions

office@stmichaelschurchschool.co.uk

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