

St Margaret's Academy





Context



- ❖ Situated in the English Riviera, a UNESCO designated Global Geopark.
- ❖ Local challenges around families being able to take advantage of these opportunities due to a high level of deprivation.
- ❖ Children are predominately from a white British background and therefore have less experience of mixing with other faiths and cultures than other children in the United Kingdom.
- ❖ High number of children with speech, language and communication needs alongside children entering school at a lower level than average.
- ❖ The school has a small library on site and we use the Accelerated Reader Tracker.



Change Team

Our school change team is made up of 3 members of staff.

- ❖ **Nicole Turner** - Assistant Head Foundation and KS1, Year 2 teacher and Whole School Phonics and Reading Leader.
- ❖ **Susannah Tandy** – Year 1 Teacher, Phase Lead KS1.
- ❖ **Lorna Pilkiewicz** - Year 6 Teacher

Explore

Starting Points:

- ❖ Children were not always engaged readers
- ❖ Reading for pleasure was often silent
- ❖ Children often not read to at home



Strengths noted:

- ❖ Teachers are seen by children as readers
- ❖ Reading was seen as an important part of the curriculum
- ❖ Many children saw themselves as good readers



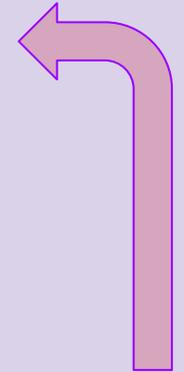
Key area of change - Aim 1

Developing teachers' knowledge of children's literature

It was found in the teacher survey that:

- ❖ Staff knowledge of children's interests was limited (where they read/what they read)
- ❖ Staff had limited knowledge of authors and poets, knowledge was often outdated.
- ❖ Teacher's knowledge was holding them back from making recommendations.

Roald Dahl
Eric Carle
Julia Donaldson
JK Rowling
Michael Morpurgo



**Most common answers
given for citing five authors**

Key area of change - Aim 2



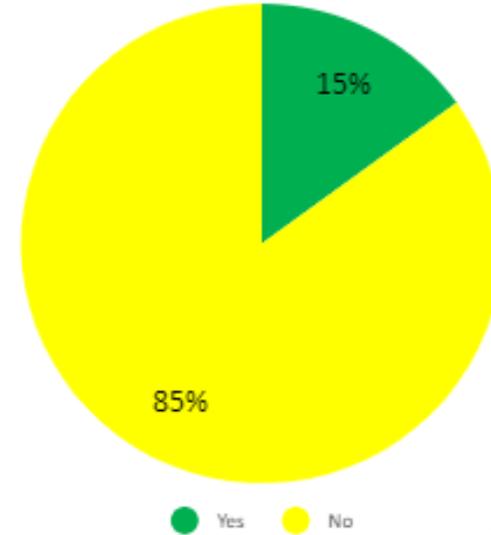
St Margaret's
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Encouraging book talk and social reading areas

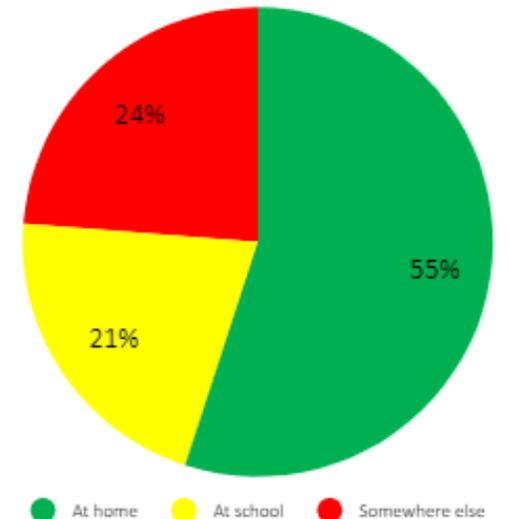
In the children's survey we identified that:

- ❖ Parents rarely frequented the library
- ❖ Parents said their children wanted to read less than once a week (by choice)
- ❖ In KS1 **18%** of children said they did **not like reading**
- ❖ **80%** of the children read with a parent at home
- ❖ **85%** of children did not discuss their book choices with adults or peers
- ❖ Children most liked to be somewhere comfy (bed or sofa) to read.

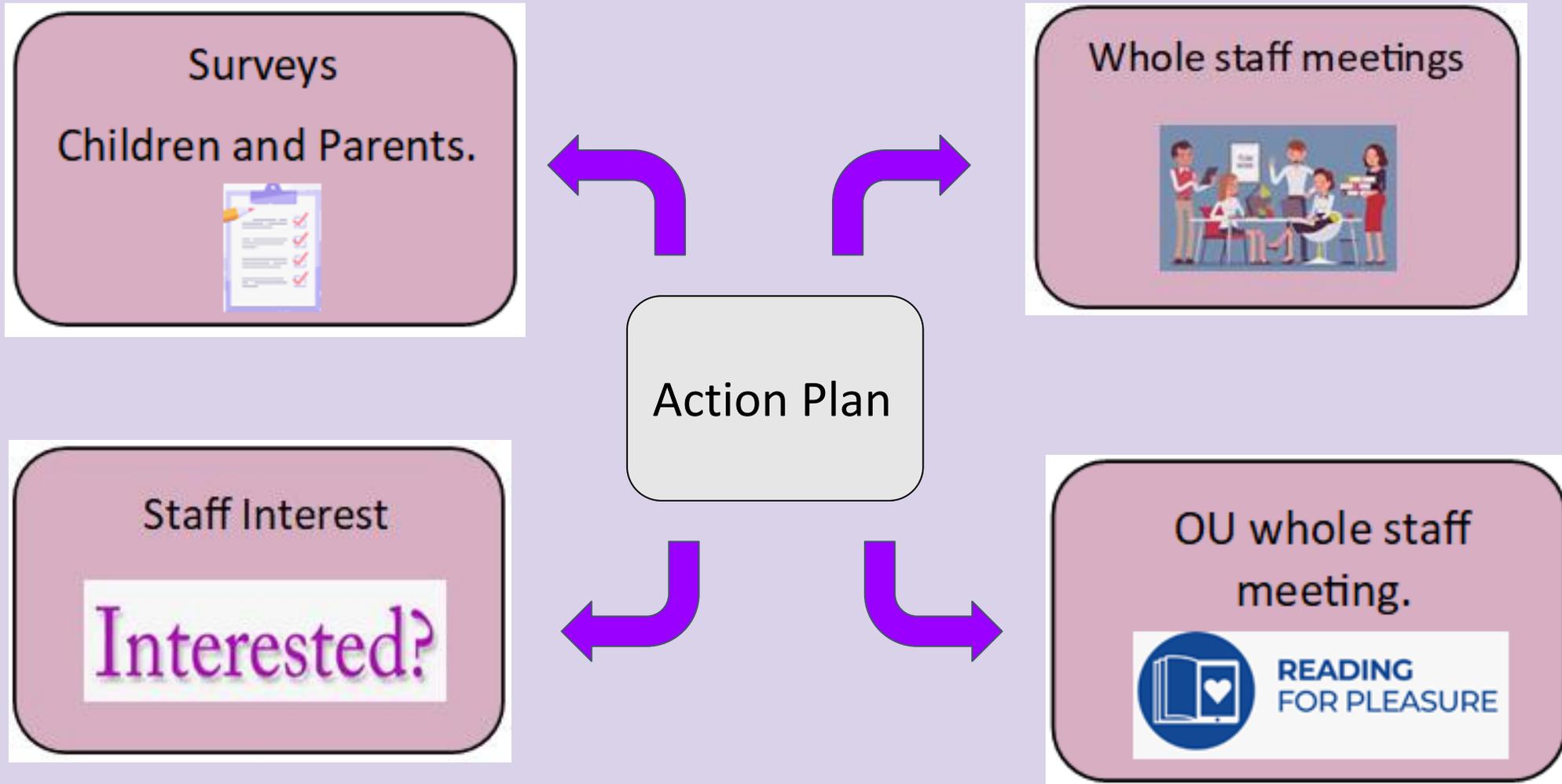
Do you ever chat about what you've chosen to read at school?



Where do you prefer reading?



Prepare - How was the action plan developed?



Prepare

Focus children

- ❖ Children from across the class (could be the initial 10 who completed the survey but not necessarily)
- ❖ Mixture of boys/girls
- ❖ Children from the Change Team classes
- ❖ A range of abilities in each class
- ❖ PP eligible children included.

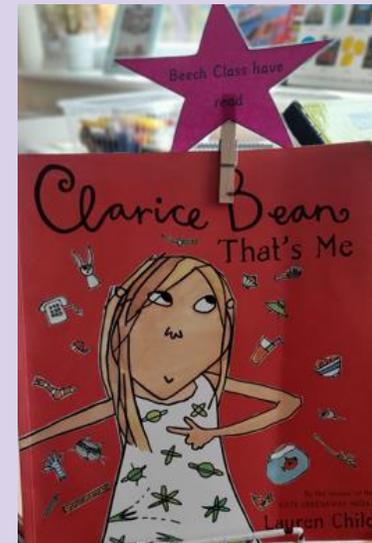
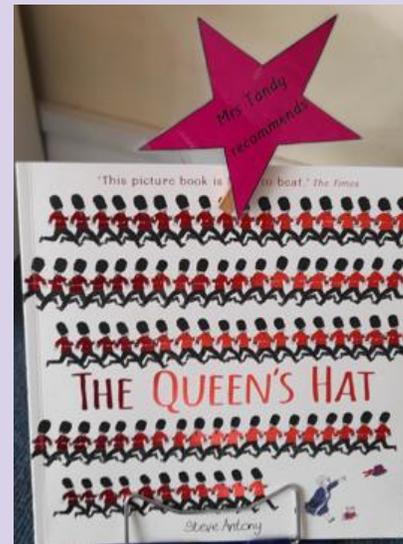


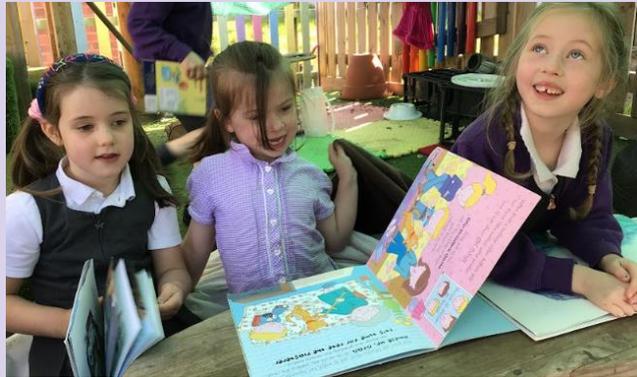
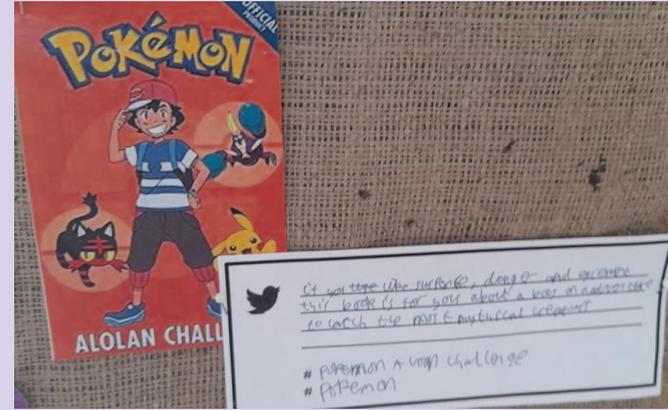
Deliver: Aim 1

Knowledge:

- Teacher's knowledge of children's literature and other texts, particularly poetry.
- Children's reading preferences, behaviours and attitudes

Strategies Implemented:





Deliver: Aim 2

❖ Social reading environments





❖ Social reading environments



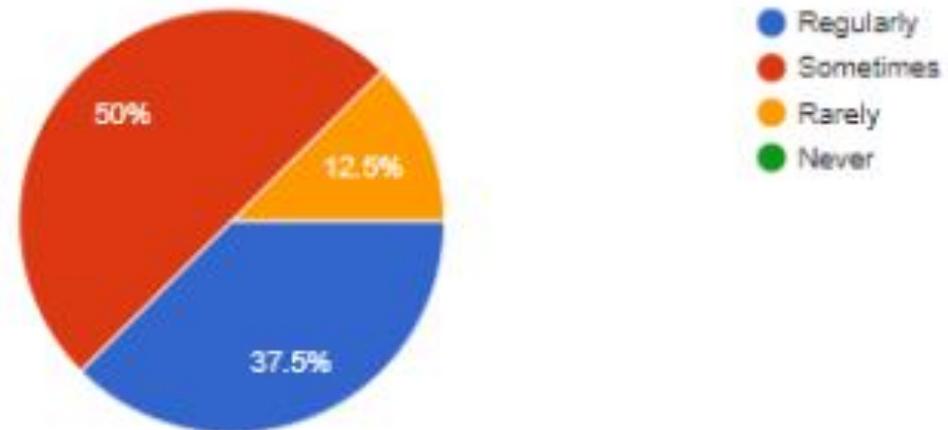
Review and Sustain

Aim

- ❖ **Knowledge:** Teacher's knowledge of children's literature and other texts, particularly poetry.
- ❖ Children's reading preferences, behaviours and attitudes

Impact

Before	After
Roald Dahl	Katherine Rundell
Eric Carle	James Dashner
Julia Donaldson	Jennifer Killick
JK Rowling	Louis Sachar
Michael Morpurgo	Tom Percival



Review and Sustain



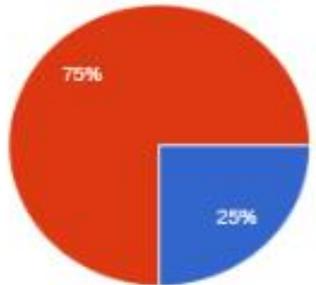
Aim

Impact

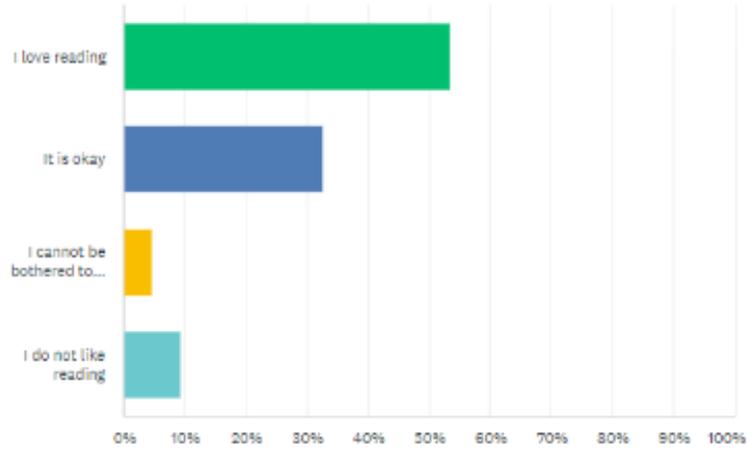
❖ Encouraging book talk and social reading areas

17. How often do you encourage children to talk informally with each other about what they have chosen to read in this time?

8 responses

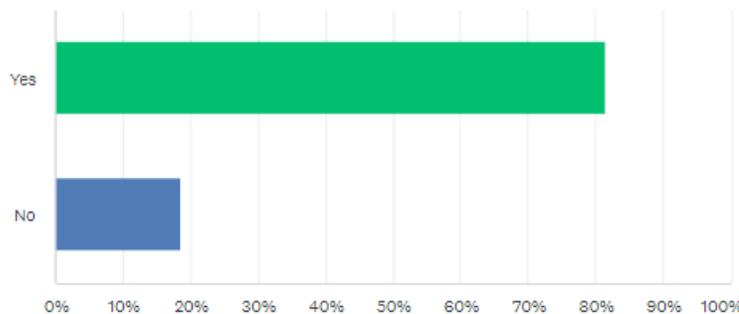


- Regularly
- Sometimes
- Rarely
- Never



Is there a place in school where you can enjoy reading with your friends?

Answered: 43 Skipped: 0



Male focus child year 6 - significant progress

“Reading takes me to a different world!”

Teacher observations in September:

- ❖ Child is a reluctant reader
- ❖ Would not choose to read

Teacher observations now:

- ❖ Child chooses to read
- ❖ Will discuss reading choices without prompting
- ❖ Eager to join in when discussing recommendations



Female focus child year 6 - little progress

“Reading isn’t fun but I don’t mind talking about books.”

Teacher observations in September:

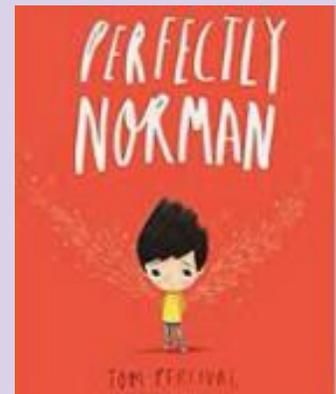
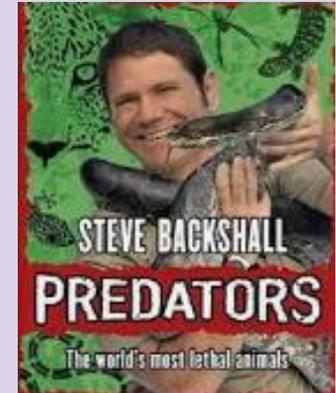
- ❖ Lacks interest
- ❖ Disengaged, reads when necessary not for pleasure

Teacher observations now:

- ❖ Reading as seen as a chore rather than something done for enjoyment
- ❖ Enjoys social reading due to being with friends rather than book talk.

Review and Sustain Celebrations!

- Year 1 child keen to share Predators non-fiction book with a child in next door class “Louie would love this!” Child invited to share. Normally hard to reach child but quietly and calmly engaged in this non-fiction book and keen to try and decode.
- Year 2 during phonics “Please can we read a bit more? Then we will have finished the book!”
- Jack has asked his mum to buy books covered in TWS so he can read at home. Treat for getting a good parents’ evening report.
- Year 6 children actively asking for the next chapter of their class story Holes. Comments made that they hadn’t been read to before.



Review and Sustain

What strategy has been the most effective?

- Reading environments and Book Talk

What strategy has had most impact?

- Reading Areas and dedicated RFP whole school time.

How do we know?

- The children enjoy reading in the reading areas, talking about the books they read and choose to do so.



What will do next and how?

- ❖ Link Reading for Pleasure to our school Pupil Premium strategy
- ❖ Poets of the month
- ❖ Relationships - continuing to build on these through Reading for Pleasure sessions.

Reading
Areas
Before...



Reading Areas After...



Reading for Pleasure



Roald and Dahl the Reading Guinea-pigs



Reading in the Wider School





Reading Advent Calendar - Day 1, Creating a Reading Den