



### Our School Vision

*We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.*

### School Values

*Responsibility, Aspiration, Kindness, Respect*

### Change Team

*Nicole Turner, Susannah Tandy, Lorna Pilkiewicz 2021-2022*

### Context

The school is situated in the English Riviera, a UNESCO designated Global Geopark, only 1 of 7 in the UK and only 1 of 147 in the world. While we live and work in this area of outstanding beauty we have some local challenges around families being able to take advantage of these opportunities. For example, Torbay has one of the lowest percentages of young people accessing higher education. Many of our children may not have visited the seaside in the last year despite our school being situated less than a 20 min walk away. Our location places us in between a largely deprived area on one side and a relatively affluent area on the other.

More pupils take up free school meals than national and we are in a higher area of deprivation (bottom 40%). 15% of pupils are on the SEN Register, which is in-line with national, although we have a slightly higher percentage with EHCPs / more complex needs. 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. For example, our number of pupils with EAL and from minority ethnic groups is well below the national average.

Children often arrive at school with challenges around speech, language and communication. The Covid-19 pandemic has had a significant further impact on this in our younger pupils but also on the older, more vulnerable ones; 2021 saw a sharp rise in pupils requiring intervention. In the academic year, 2021-2022, the Year 1 and Year 5 cohorts present with the most distressed pupils and challenging needs. We have a strong pastoral team which includes an on school static bus staffed by an experienced Thrive practitioner and a Nurture unit.

We have supportive parents who report that their children enjoy school and feel safe. This is backed up by high levels of attendance, better than national and local.

## Explore

Staff completed the RFP questionnaire and results were analysed. Parent questionnaires were distributed via Survey Monkey (60 respondents). 10 children who were selected at random (first 10 names in register) per class were surveyed using the questionnaire provided by RFP.

## Analysis

### Areas of challenge:

*Staff had limited knowledge of authors and poets.*

Parents did not feel they were seen as readers by their children.

Parents rarely frequented the library.

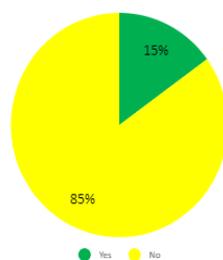
Parents said their children wanted to read less than once a week (by choice).

In KS1 some children said they did not like reading. (18%)

Reading for Pleasure was often silent.

*85% of children did not discuss their book choices in school*

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



Roald Dahl
Eric Carle
Julia Donaldson
JK Rowling
Michael Morpurgo

Top 5 Authors cited by staff.

### Strengths:

80% of the children read with a parent at home

Teachers are seen as readers by children

Reading was seen as an important part of the curriculum

Many children saw themselves as good readers.

## Prepare

### Research that supports our aims:

**Book talk develops children's language and comprehension and nurtures a love of reading** -a key impact of the classroom talk about texts is the shared understanding amongst children, between teachers and children, and amongst teachers, that reading is intrinsically worthy of discussion. Sustained time in school needs to be set aside for reading, alone and with others, for hearing narratives, poetry and nonfiction, and for **book talk** and recommendations through responsive use of a RfP pedagogy. Increased opportunities for shared 'book talk' should also encourage the next aim of increasing teachers' knowledge of children's literature.

**Teacher knowledge of children's literature and other texts, particularly poetry - developing this knowledge enables teachers to:-**

- Engage enthusiastically and reciprocally as readers in school
- Make one to one reader recommendations tailored to specific children
- Articulate an informed and strategic rationale for selecting/using texts as part of their RfP pedagogy
- Identify multi-layered texts that inspire and enrich literary experiences
- Build reciprocal and interactive reader to reader relationships with staff and children.

**Social reading environments that promote reading for pleasure** - Social reading environments were seen to be key to creating richly reciprocal reading communities in the TaRs research. Physically engaging, the most successful environments tempted children into texts and offered spaces to relax, browse, and read for pleasure. Critically they were also interactive and included considerable booktalk, recommendations and other forms of informal book promotion. The environments were influenced by teachers' knowledge of children's texts and their children as readers and by the complementary practices of reading aloud, booktalk and independent reading time.

*Reading environments are just one part of a reading for pleasure pedagogy. They work in interaction with reading aloud, book talk and a designated reading time. Their success depends upon social/physical nature, use, ownership and the quality of texts available.*

<https://ourfp.org/>

**Our 2 focused and achievable aims:**

1. **Knowledge:** *Teacher's knowledge of children's literature and other texts, particularly poetry.  
Children's reading preferences, behaviours and attitudes*
2. **Pedagogy:** *Social reading environments.  
Encouraging book talk and recommendations.*

## Our actions

### Aim 1

**Teacher knowledge of children's literature and other texts, particularly poetry.**

**Teacher's knowledge of children's reading preferences, behaviours and attitudes.**

- Recommend reads folder in KS2 including books reviews, post-its, funny pages etc.
- Teacher recommend reads in KS1 pegs on books with stars.
- Designated weekly RfP book talk sessions where children can bring in a book of their choice. Whole school involvement from 2-2.30 each Friday.
- Amazon Wishlist created and updated in response to child preferences.
- 'Branching out' posters shared across the school to support teachers in widening their own knowledge. Parents are provided with this also.
- Reading rainbows and Reading rivers.
- VIPERS lessons are delivered 5 x a week in KS2. In KS1 VIPERS will happen twice a week.
- Book talk books in classrooms to record **child voice** and understanding of the type of books they enjoy at home.

## **Aim 2**

### **Social reading environments including book talk.**

- Reading Guinea pigs Roald and Dahl introduced into the school library to encourage more visitors and enhance the social aspect for more reluctant readers.
  - Classes encouraged to update their own book corners and audit the books on offer. Funding of £30 per class to enhance these areas. Emphasis on calm and cosy as picked up from children's feedback.
  - Whole school timetable changed so reading happens at the same time each day across the school.
  - Whole school Reading Advent Calendar implemented to engage parents more actively in book talk with their children.
  - Lunchtime library use - MTA to encourage Year 6 to read to Years 1 and 2 Year 6 to advise and support.
  - Entrance hall reading area updated to reflect the school commitment to the RfP programme.
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- ***What do we want to achieve for our pupils?***  
We want our pupils to talk about themselves as readers by choice. To be able to use books as a way to calm themselves. Children should be able to enhance their relationships with both adults and their peers through a shared interest in books. We want our children to have the intrinsic motivation to read, see shared reading opportunities as an integral part of their school life and reading as an enjoyable activity rather than a chore.
  - ***What are our particular plans for the focus children?***  
The overall aim for the focus children is the same as stated above. However, the impact on the focus children will be assessed in a variety of ways, for example: pupil conferencing, observations of reading habits and progress in reading in general. The focus children will be targeted during reading for pleasure sessions in order to partake in book talk regularly as well as looking at ways to increase their overall enjoyment of reading. This will look different throughout the school, in upper KS2 this is prioritising a mixture of the teacher reading to the children and child led reading for pleasure sessions.

## Deliver

### 1) Social reading environments

#### Strategies used:

Dedicated reading for pleasure sessions, interactive reading displays, ways to share book recommendations, book talk opportunities and ways of recording them for reference, choosing where to read, relaxed environments, reading areas, variety of adult readers, adults reading habits modelled, recommended books in school entrance for visitors to enjoy whilst waiting, staff book boxes of special books to share, ways to introduce and share new books with the class.

#### Most effective strategies:

Dedicated reading and reading for pleasure time has been most effective strategy. The whole school carries out reading 1:15-2:05pm every day and during this time reading skills and fluency is taught/developed. The end of the day is when staff read to the children for pleasure with no questions asked, just the child and the author making a connection (recommended by an author). The children are able to see staff enjoying books and becoming excited by them and this enthusiasm is transferred. In the past we have always read to the children whilst they are sat in lessons at a table or when sat on the carpet but when we thought about our own preferred way of reading, this was never carried out in this way and so enabling the children to be in their own comfortable space has developed their positivity to reading as a class. Governors walking around have been able to see this and commented on the engagement within each of the classes. Staff have looked at how they can raise the profile of reading and give ownership of which books are read. In some classes the children decide on which will be their class book through voting with tokens whereas other classes listen to a short description and discuss/decide as a class which book to read. The children have become more interested in what they read and rather than one child choosing a story at the end of the day, the whole class are involved. Each Friday the whole school stops and reads between 2.230pm. This opportunity provides the perfect platform for shared book talk to take place both peer to peer and adult to child. The protected nature of this time is held in high regard across the school.



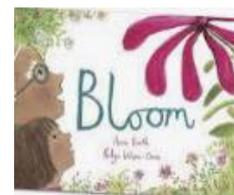
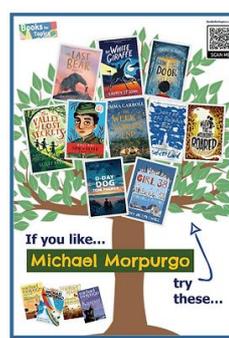
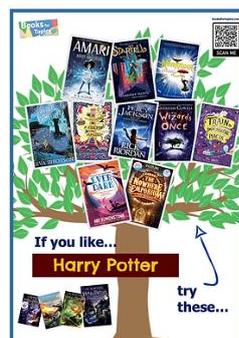
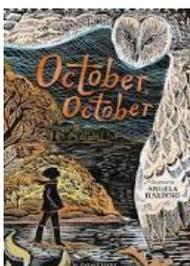
## 2) Teacher's knowledge of children's literature and other texts, particularly poetry. Children's reading preferences, behaviours and attitudes

### Strategies used:

Books shared in staff meetings, starting a meeting with a new story, staff library available in the staff room, adult recommended books in classrooms, 'branching out' posters displayed around school to support adults in widening their knowledge, children invited to share books on a Friday and broaden the knowledge of books for both children and staff .

### Most effective strategies:

Reading books at the start of staff meetings and staff sharing books of interest to them has broadened the books and authors we know as a school. Listening to stories during RfP training has inspired and broadened the reading team's knowledge and these books have been brought and shared with staff. This has been effective because many staff have asked to borrow the books and share them with their class (Bloom, After the storm) and some staff have read them to develop their own knowledge. A member of staff bought October, October as a book to listen to on the way to school. A child in Year 3 actively sought to find me and thanked me for lending Bloom to his class as he really enjoyed it - he was not a child who would have done this in previous years. To further develop our knowledge of authors we have bought the Pie Corbett book Spine Books for each class as well as the Pie Corbett Book Spine Page Turner books. This has ensured each year group can build a range of books which the children know well and allows exposure to a wide range of authors.



In addition to the above strategies during a designated RfP staff meeting all staff shared best practice. This was useful as it helped to give us an insight as to what other year groups are doing but also gave everyone the opportunity to magpie ideas for their own class. The engagement and enthusiasm during this meeting really emphasised the gaining momentum for this project. Below are some of the practice shared and those which we feel have had the most impact in developing our aims.

**Year 1** – Book talk, choosing a book using counters. Choosing which RWinc book to read in phonics. Relaxed reading sessions including slippers in book corners. Reading advent calendars instead of chocolate ones.



**Year 2** – Wrapping up books, RFP choose where you read, slippers from home. Relaxed reading sessions.

**Year 3** – Star of the Week opens a wrapped up book, Patrick the Pony (real pony came in for the children to read to!), Post it's recommended on the front of books. Show and tell (bumped up the queue if they bring a book in )

**Year 4** – Reading rainbow, variety of adults readers, new read for teachers – experience together, book talk post it notes.



**Year 5** – Reading diaries – challenge each week. Questions to answer. Reading River, emails to parents Book for Topics to support parents choosing books.



**Year 6** – Halo AR, using different covers of the same book – question why? Reading challenge to encourage mathematical brains how many words have you read. Building up a culture of book talk.

## Review

### Aim 1

**Teacher knowledge of children's literature and other texts, particularly poetry.**

**Teacher's knowledge of children's reading preferences, behaviours and attitudes.**

### Impact

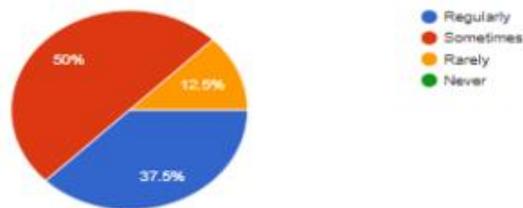
The range of authors named by our teaching staff is now more diverse and contemporary. They have taken the time to get to know their pupils reading preference and actively utilised the Branching Out posters to encourage suitable and more varied choices.

Teachers reported that they either regularly (25%) or sometimes (75%) encourage children to talk informally about what they are choosing to read with their peers during RfP sessions.

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

Teachers also reported that book recommendations between themselves and their pupils was taking place more regularly.

20. How often do you and the children recommend texts to each other?



Teacher have used this information to inform our school Amazon Wishlist to ensure that the books available to the children honestly reflect their own interest and preferences.

### Aim 2

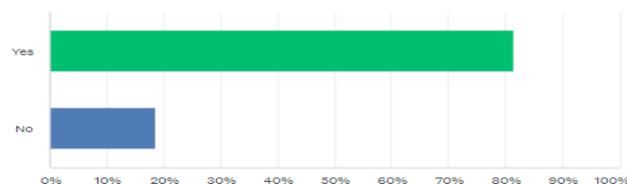
**Social reading environments including book talk.**

### Impact

In KS2 the data clearly showed that children feel they do have a place to enjoy reading socially.

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

Answered: 43 Skipped: 0

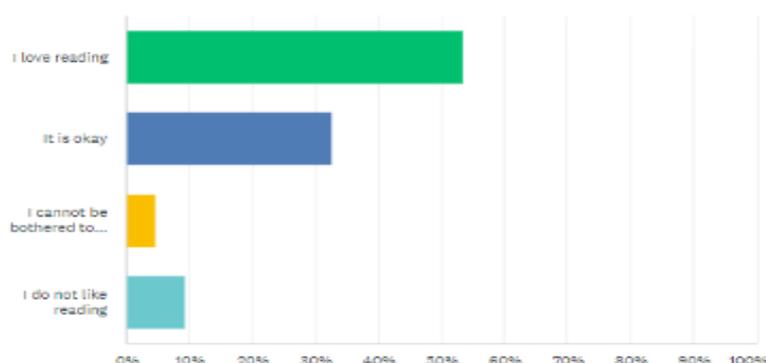


In KS1 children ask when 'Book Share' is and check the visual timetable for its appearance. After some initial over enthusiasm about where to sit and who to sit with they now settle quickly and treasure this part of the week. Boys who are prone to being silly or disruptive can be relied upon to choose sensible books and share these with enthusiasm week on week.



*Year 1 child keen to share Predators non-fiction book with a child in the 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.*

80% of children questioned now said that they loved reading and the number of children who stated that they did not like reading has reduced from 18% to 10%



As a fundamental part of our School Improvement Plan our Trustees were invited to share in our whole school daily reading sessions. Some of their 'What Went Well' observations are detailed below:

*"High standard of VIPER presentation and activities in the reading journals"*

*"Reading logs and the children's response to questions asked or tasks within them about books they have read"*

*"Children are obviously enjoying their shared reading sessions and are engaged"*

## **Focus Children**

### **Impact**

Focus children were monitored throughout the school year in a variety of ways, which included:

- Conferencing about book choices
- Observations during reading time in class
- Making notes of book choices and how often they were quizzing in accelerated reader
- Focusing on including them in book talk
- Ensuring TA's were aware of who these children were and incorporating this into their annual reviews.

### **Findings**

Some of the children have hugely changed as readers, now reading more than at the beginning of the year as well as actively taking part in book talk with peers.

### **Observations before**

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



***“Reading takes me to a different world!”***

Year 6 Focus child quote.

However, with some children the impact has been less. This may be due to them still being reluctant readers or not actively seeking out reading as an independent activity. Although independent reading still appears to be somewhat of a chore for this child – the social reading sessions are proving more popular. We would hope that this social side of reading will encourage a more positive view of reading in general.

### **Sustain:**

We have learnt that RfP has an essential role to play in our school and links strongly with 'relationships' forming the crux of what we are trying to embed as a Trauma Informed School. *Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).* Reading needs to be seen as a relaxing activity in which views, thoughts and feelings are openly shared in order to build reciprocal and interactive reader to reader relationships with staff and children. A whole school approach is essential in maintaining the impact across the year groups and reading needs to become an embedded part of school wide communication - a consistent and repetitive vocabulary which can be accessed and understood by all.

We will continue to designate a protected whole school reading time and raise the profile of our RfP weekly sessions through the reading blog and social media. We plan to continue to try and build upon our parental engagement through inviting in Mystery Readers and parent recommendations. Staff meetings will be planned in termly to ensure that best practice can continue to be shared and the good work continues.

### **Looking ahead**

RfP will be linked to our Pupil Premium strategy as an impactful way to increase reading ability amongst the more disadvantaged and raise the profile of reading as a whole in these families. We will explore the possibility of 'gifting' books to our most disadvantaged pupils.

Poetry will become a focus for the coming year particularly in terms of staff knowledge of poets. (This was part of our original Aim 1 but was not achieved). We aim to have a regular poet of the month feature which will be shared with parents as well.

To further increase parental engagement we will explore the possibility of a Reading Newsletter which builds upon the success of the Reading Advent Calendar at Christmas.

**To finish here are 2 quotes taken from the end of year reports. The child's voice is paramount and will continue to support us in developing our RfP practice in the coming years!**

*"I like it when we do Book share because it is fun sharing books"*

*Archie (Year 1)*

*"My proudest achievement was getting my bronze Accelerated Reader award because I feel like I've got better at reading more frequently for pleasure now that I've found books I enjoy, which has helped me read more fluently"*

*Oscar (Year 6)*

