



Pupil conference with children in 2021

- When pupil conferencing with children in Spring 2021, the children were able to talk about when they were taught reading, reading skills and how they had improved in reading.
- However they found talking about opportunities within school to discuss texts they liked, recommended reads, favourite authors and their class stories more difficult.

Evidence based research of the benefits of reading for pleasure

Benefits of reading for pleasure:

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

BUILDING COMMUNITIES OF ENGAGED READERS

READING FOR PLEASURE



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READING FOR PLEASURE Woodlands Park KS2 RfP survey

Year: _____ Class: _____ Name: _____

1. Do you like reading?
 I love reading It's okay I'm not that bothered I don't like reading

2. Are you a good reader?
 I'm a very good reader I'm a good reader I'm okay I'm not a very good reader

3. Where do you prefer reading?
 At home At school Somewhere else (say where) _____

4. Do you read with anyone at home?
 Yes No (If yes who?) _____ What sort of things do you read? _____

5. Does anyone read out loud to you at home?
 Yes No (If yes what is the best thing you have listened to?) _____

6. Did you read any good books when school was closed last year?
 Yes No (if yes what did you read) _____

7. Did you do lots of different sorts of reading at home (when school was closed)? (Tick all that apply)
 E books Comics Comics
 Websites Social media Online games

8. What are you reading in school (that you choose)?

9. Who is your favourite author?

10. What is your favourite book ever?

11. Do you ever chat about what you have chosen to read?
 Yes No Yes No

12. Does your teacher?
 Love reading Think it's ok Is not bothered Doesn't like it

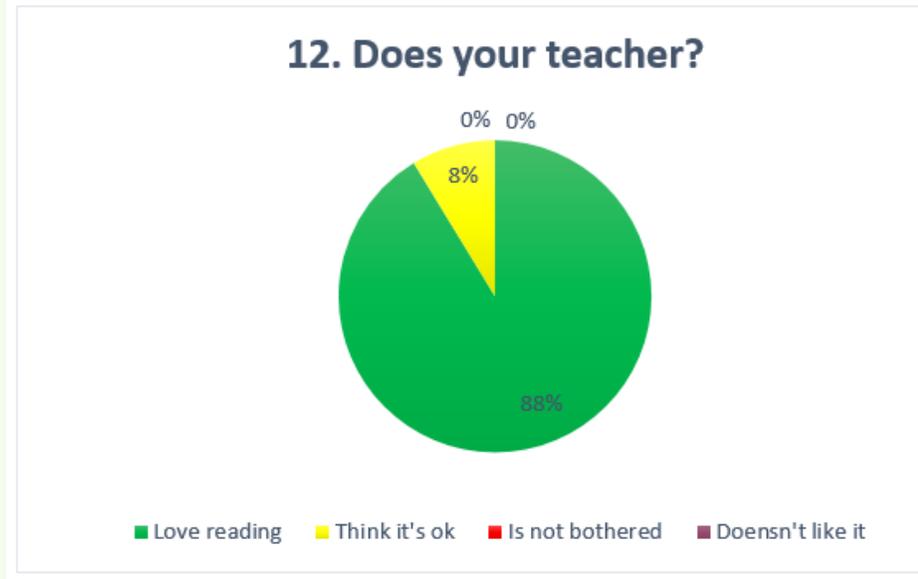
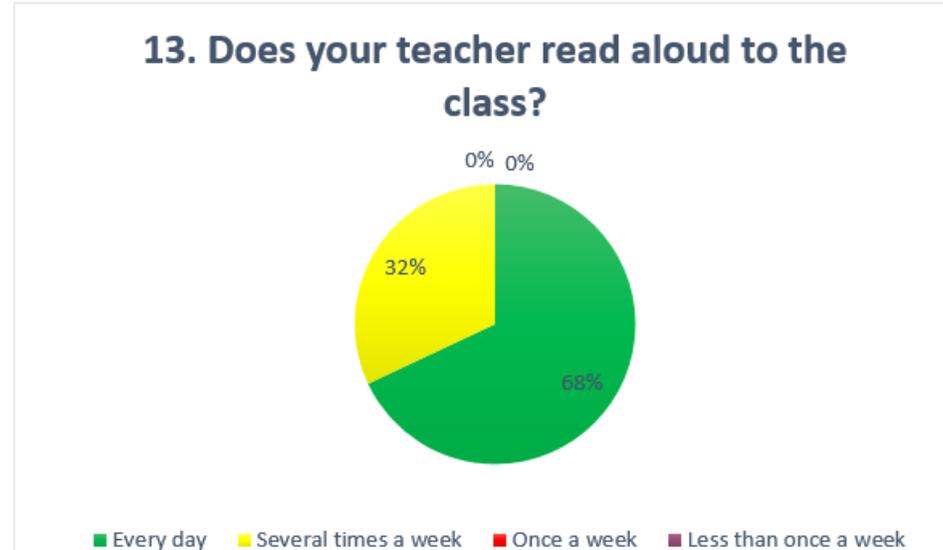
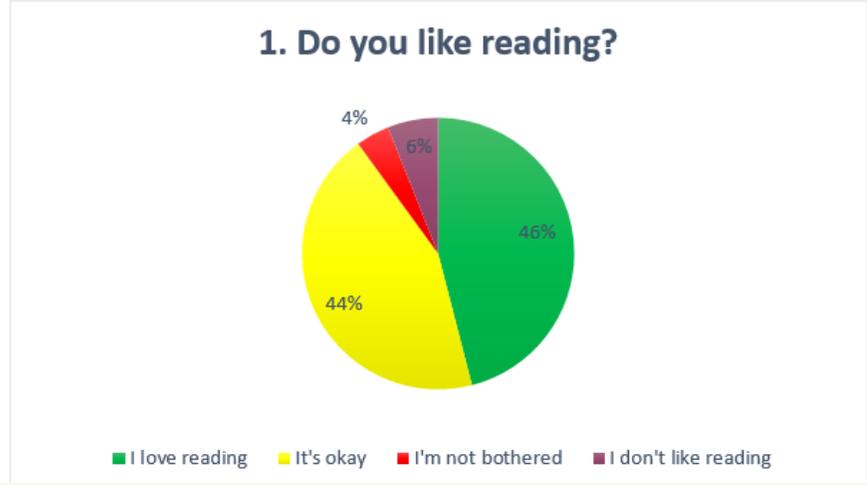
13. Does your teacher read aloud to the class?
 Every day Several times a week Once a week Less than once a week

14. What is your teacher reading aloud to you?

15. Do you like it when your teacher reads aloud to you?
 I love it It's okay I'm not bothered I don't like it

16. Why do you think this is to Q15?

Strengths:
 80% of children said they love or are ok with reading
 85% of children said their class teacher reads regularly to them
 90% of children thought their teacher liked reading

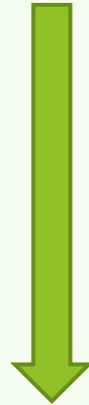


Explore Why develop reading for pleasure at Woodlands Park?

Areas to develop

Teacher survey October 2021

- There was a range in the teacher/TA knowledge of children's literature across the school
- A limited range of children's authors and texts chosen to share in class story time
- Staff had limited knowledge of the reading preferences of children.



Aim 1 - Subject Knowledge
To broaden teacher knowledge of children's literature and other texts, particularly for their year group.



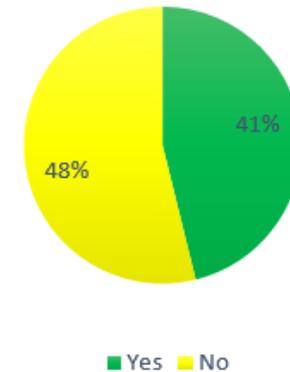
Pupil survey & conferencing October 2021

- 54% of children said they talked about books in school
- Children primarily used the blurb and front cover as a way of choosing books and didn't speak about recommendations from others



Aim 2 - Pedagogy
To improve the quantity and quality of informal book talk, inside-text talk and recommendations.

11. Do you ever chat about what you've chosen to read? At school



Prepare How we plan develop reading for pleasure at Woodlands Park?

The development of RfP at Woodlands Park Primary School

1. Change Team:

- 1 Foundation stage teacher
- 1 Year 1&2 teacher
- 1 Year 3&4 teacher
- 1 Year 5&6 teacher

2. Action plan

- 2 targets each with a range of strategies identified by Change Team.
- Clear responsibilities and timescale for each strategy
- Success criteria
- Evidence of impact

3. Focus children

- 3 children for each class who show a lack of enthusiasm for reading identified for pupil surveys.



Deliver How we implement reading for pleasure at Woodlands Park

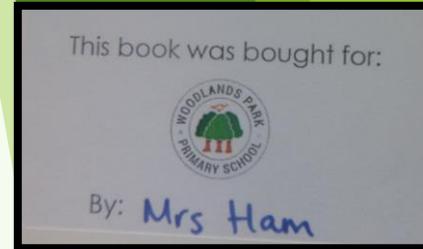
The development of RfP at Woodlands Park Primary School

Strategies for the implementation of Aim 1:

Aim 1 - Subject Knowledge
To broaden teacher knowledge of children's literature and other texts, particularly for their year group.

- Training for staff on the impact of RfP and the effect of teacher subject knowledge of text.
- Guidance to all staff on where to find quality age appropriate texts.
- £20 voucher to be used by all staff to buy children's literature of their choice.
- Front facing teachers library of children's text in the staff room.
- Promotion of informal staff discussion of texts by those staff with wealth of knowledge of children's literature.
- Class story 3-5 times a week with record kept of stories read to ensure no repetition, and assess breadth of genre, gender culture etc.
- Opportunities for teachers to find out about children's reading preferences and order texts they would like to read.

Knowledge of children's literature and of individual children and their reading interests is essential in order to develop young readers who can do and do choose to read for pleasure.... Those teachers are in a better position to create a community of readers in the classroom (Younger and Warrington 2005 Kwek et al 2007)



Deliver How we implement reading for pleasure at Woodlands Park

The development of RfP at Woodlands Park Primary School

Aim 2 - Pedagogy

To improve the quantity and quality of informal book talk, inside-text talk and recommendations.

Strategies for the implementation of Aim 2:

- Weekly timetabled 'formal' book talk led by the class teacher eventually leading into 'informal' book talk.
- A bank of strategies and ideas from CT to promote high quality book talk.
- Class teachers asking the children reading habits and preferences before purchasing texts children would like to read.
- Teachers seeking opportunities to talk about books with children at opportune moments. For example walking into another class, on the way in from play, assemblies on break duty etc.
- Front facing book displays with a small number of books of recommended reads.

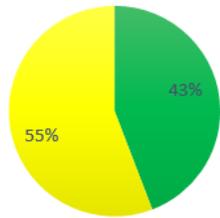


Review What is the impact of the reading for pleasure project at Woodlands Park?

Pupil surveys June 2022 - Focus on the results of Q11. Do you ever chat about what you have chosen to read at school.

- Percentage of children answering yes rose from 52% in October to over 85% in June.
- 11/12 classes had significant improvements in the number of children answering yes.

11. Do you ever chat about what you've chosen to read? At school

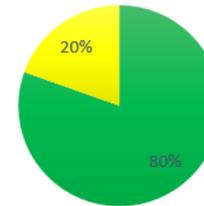


Year 3

■ Yes ■ No

Oct 2021

11. Do you ever chat about what you've chosen to read? At school

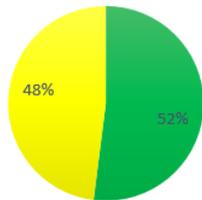


Year 3

■ Yes ■ No

June 2022

11. Do you ever chat about what you've chosen to read? At school

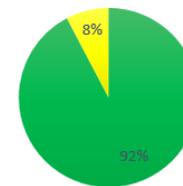


Year 6

■ Yes ■ No

Oct 2021

11. Do you ever chat about what you've chosen to read? At school



Year 6

■ Yes ■ No

June 2022



Review What is the impact of the reading for pleasure project at Woodlands Park?

Pupil conferencing Spring Term 2022

3 children from each class chosen with one being a focus child. Teachers didn't know which children were going to be picked.

- Children from 12/14 classes said they talked regularly about books.
- Many children stated they had chosen the book they were reading based on a recommendation by an adult or another child.
- Nearly all children could recall the class stories they had heard read already this year. They talked enthusiastically about the stories and which they preferred.
- Many children said they had recommended a book to another person in their class this year and could give the name of the text.
- Many children talked about a range of authors and a range of texts that they had read or enjoyed in comparison to data from pupil conferences the previous year.



Review What is the impact of the reading for pleasure project at Woodlands Park?

Anecdotal snapshots - Teacher Subject Knowledge & influence on children's reading habits or other colleagues

Year 2 - Rob Clutterbuck Moles class
Year 6 - Jo Fearon Barn Owls class

I have read a range of poetry & picture books which has led to children reading others in the same series at home. The recommendations display has created daily discussions between children leading to them bringing in books to share with one another before being placed on the front facing book display.

This year I have read a number of children's books which has allowed me to recommend them to both my class but have also made an effort to talk to children in other classes; one child from another class borrowed a book of mine. In the Spring term I took a reading challenge to read 50 children's texts which was celebrated in assembly. I've also had many conversations with other members of staff about books they are reading.



Review What is the impact of the reading for pleasure project at Woodlands Park?

Anecdotal snapshots - Teacher Subject Knowledge & influence on children's reading habits or other colleagues

Year 3 - Chloe Ham Pine Martins class

Year 3 - Minnie Sweeny Foxes class

I've used Twitter and books for topics Top 50 recommended texts to read many texts suitable for Year 3 children. Video calls with 2 authors and an easily accessible front facing book display are both strategies that have encouraged children to read different texts. Having the freedom to order books that my children have wanted to read from Ivybridge bookshop has instantly transformed the motivation for a number of children.

Regular weekly book talks have encouraged children to discuss different books they have read and the authors of those books. This has increased the range of authors the children have heard of and are then willing to read. Children are recommending books to each other and I'm able to order books they would like to read.

You Retweeted
Mrs Ham @PrimaryHam · 07/01/2022 ...
What an inspiring afternoon talking to the illustrator of 'fossil' #billthomson whilst using the @BabcockLDPEng sequence. He taught my class about his story telling and drawing process!



2 1 4

You Retweeted
Mrs Ham @PrimaryHam · 24/02/2022 ...
It's been a good half term deciding what to read for my next class book. A fabulous collection of books! @Louiestowell @radiyawrites @ActualBenMiller @HGold_author



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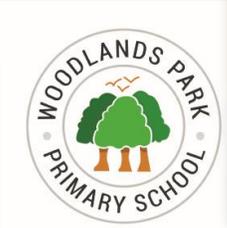
Review What is the impact of the reading for pleasure project at Woodlands Park?

Anecdotal snapshots - Teacher Subject Knowledge & influence on children's reading habits or other colleagues

Year 2 - Emma Pope class
Year 5 - Emma Doe Snowy Owls class

Reading/listening to lots of children's fiction myself has given me the ability to recommend a wider range of suitable books to children. We have talked about these books publically so others become inspired. Choosing high quality texts for class stories including poetry, fiction and non-fiction has then motivated the children to read other texts by the same author.

Finding out about a variety of authors who are not so widely known has helped me to broaden my classes exposure to texts they might not otherwise have found. Having this curiosity about unknown authors and talking aloud has promoted intrigue around unfamiliar texts.



Review What is the impact of the reading for pleasure project at Woodlands Park?

Data - impact of RfP on focus children

Year group child	Pupil survey Sept 2021	Pupil survey June 2022
3 Child A	Don't like	Ok
3 Child B	Don't like	Ok
3 Child C	Not bothered	Ok
3 Child D	Not bothered	Not bothered
3 Child E	Don't like	Don't like
3 Child F	Don't like	Ok
4 Child A	Don't like	OK
4 Child B	Not bothered	Love
4 Child C	Not bothered	Ok
4 Child D	Not bothered	Not bothered
4 Child E	Don't like	OK
4 Child F	Not bothered	OK
5 Child A	Ok	OK
5 Child B	Not bothered	OK
5 Child C	Not bothered	OK
5 Child D	Don't like	Don't like
5 Child E	Don't like	OK
5 Child F	Not bothered	Love
6 Child A	Not bothered	Love
6 Child B	Not bothered	OK
6 Child C	Not bothered	OK
6 Child D	Not bothered	OK
6 Child E	Not bothered	Not bothered
6 Child F	Don't like	Not bothered



Review What is the impact of the reading for pleasure project at Woodlands Park?

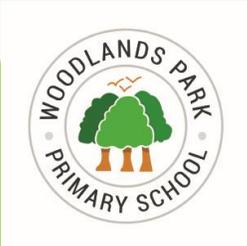
Anecdotal snapshots - impact of RfP on focus children

Year 1 - Lewis - Squirrels

Year 6 - Riley - Eagle Owls

Lewis really struggled to pick up a text at the beginning of the year. I bought a number of magazines aimed at under 8s. Lewis loved looking and sharing the magazines with his friends.

At the beginning of the year, Riley struggled to find a suitable book in quiet reading. When Jo asked about the books we'd like to buy as a class, he suggested the footballer biographies as he had read the Mane biography a number of times but it was the only copy in the library. 8 other examples were bought for the class and he soon rattled through them before progressing onto Marcus Rashford suggested by Beth.



Review What is the impact of the reading for pleasure project at Woodlands Park?

Anecdotal snapshots - impact of RfP on focus children

Year Foundation - Ethan Little Woodmice
Year 6 - Beau Barn Owls

Ethan started the year as a shy, reluctant reader in Foundation stage. We asked the children to bring in books from home to share and then a photo goes up on the reading corner wall with a speech bubble. He brought in 6/7 books over the course of the term including comics, non-fiction and fiction. He now enjoys reading and listening to stories in class.

Beau had struggled to settle into reading this year until our class story 'Can you see me' She then went to the Ivybridge bookshop and bought the sequel 'Do you know me' . She read a summary in book talk which prompted 4 other children in the class to read it too.



Review What is the impact of the reading for pleasure project at Woodlands Park?

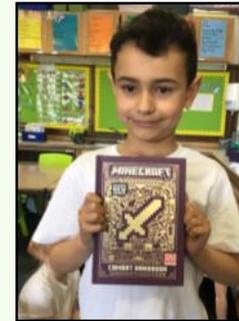
Anecdotal snapshots - impact of RfP on focus children

Year 4 - Harrison Otters class

Year 6 - Frances & Jakub Foxes class

Our regular weekly books talks, regular daily 1:1 sessions reading and discussing texts with an adult and our recommended reads display have transformed Frances' motivation to read. She loved recommended reads from authors such as Michael Rosen and then recommended books of her own such as 'Rabbit in the dark'

In 'book talk' we recently discussed about what it was like when we reached a tricky or dull part of a book and whether it was worth keeping going. We discussed this a lot and Harrison mentioned that he had really been struggling with reading the Midnight Gang. He was at the middle of the book and was finding it heavy going and boring. Other children who had read the book explained that they had found this part of the book hard too but had kept going and were glad they did as they thought it was a fantastic ending. Harrison finished the book and gave it 10/10



Jakub Gateley's Recommended Read:

Frances Trayte's Recommended Read:

My favourite pages!

Since our class has a lot of children who love Minecraft, I've brought this book that talks about how to solve the different puzzles and gives you lot of clues about the game. I like to use it to help me and I recommend it to any Minecraft lover.

If you are someone who likes to leave bedtime as late as possible, this book is for you. It is by an author called Nicola O'Byrne who grew up in Singapore and has an eye for lovely pictures in her books. (Yes she drew the pictures!). This story is about a little rabbit who doesn't want to sleep and wants to hide the 'dark' in a biscuit tin. Along the way we learn how important the dark is. I recommend this book because of its lovely illustrations and its message.



Sustain What is the impact of the reading for pleasure project at Woodlands Park?

Key principles for next year:

- Regular (weekly) formal and informal book talk
- Front facing book displays in each class with a small number of recommended texts changed regularly
- 3 common class reads for partner classes and a record of the remaining class reads over the course of the year
- A record of class reads displayed in the classroom
- The continued use of the staffroom library of children's texts with every couple of weeks, texts presented to the children by teachers

Development for 2021-2022:

- School community partnership. Supporting our families to help develop RfP in the home.

