

Lower Fields Primary Academy

Reading for Pleasure Journey

- A large 2 form entry primary school about 1 mile from Bradford City Centre
- The area is in the top 20 most deprived areas in the country
- Ever-changing demographic – previously predominantly white/British now increasing numbers of EAL, Eastern European and refugees
- Large numbers of children enter the school well below developmental levels – speech and language a significant issue in EYFS
- Significant numbers of children have SEMH needs – difficulties engaging in learning
- Reading and phonics have been an on-going focus for the past 4 years – reading strategy developed, phonics programme followed with fidelity. Significant investment in books
- Progress was hindered due to the pandemic and a lack of engagement from our families in learning



Explore

Key areas of challenge identified:

In the initial baseline questionnaires teachers knowledge of children's authors was limited – Roald Dhal, JK Rowling, Julia Donaldson

Almost every TA named Enid Blyton

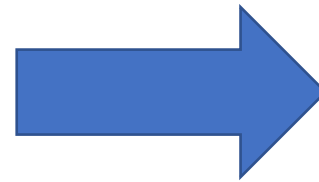
30% of staff couldn't name picture book authors – others were limited to Oliver Jeffers and Julia Donaldson

60% of staff didn't recommend books to children

Books and author knowledge lacked diversity

"I should know this."
Teacher

"This is so difficult." teaching
assistant



Aim 1

To broaden staff's knowledge of children's literature.

"I'm really embarrassed. I can't think of any poets."
Teacher

"Can you tell me another picture book author?"
KS2 Teacher to KS1 Teacher

Explore

The change team completed a learning walk to gather evidence of the priority of reading around the school.

Key areas of challenge identified:

Book areas in some classrooms were untidy and books were not valued or made enticing

In the wider school there was very little evidence of a love of or the importance of reading displayed around school

The range of books available was limited

The library although a lovely space was underused and lacked organisation, diversity and comfort



Aim 2

To develop social reading environments around school and within classrooms.

Explore

Evidence taken from questionnaires.

Key areas of challenge identified:

Only 50% of staff engaged in informal book at all with children

60% of staff said that they rarely saw children informally talking about books with each other

Through informal discussion it became apparent that some staff did not fully understand what informal book talk was. They focused on the kind of talk in reading lessons



Aim 3

To develop informal book talk between staff and children, children and children.

Prepare

- Formed a change team – Principal, Assistant Principal, KS2 Teacher, KS1 Teacher, Nursery Nurse (carried out learning walk together)
- Agreed on our key aims
- Wrote an action plan – clear responsibilities

What we wanted to achieve

- Expand staff knowledge of children's literature – expose staff to a range of texts by different authors, including more diverse texts
- Raise the profile of reading throughout school – create social reading environments and promote books widely through school
- Encourage staff and children to participate regularly in informal book talk

Prepare

Identified Focus children

Year Group	Gender	Background	Attitude to reading Autumn Term
2	Female 2 -1	Bottom 20% - not engaged	I love reading
2	Male 2 -1	Bottom 20% - not engaged	I don't like reading
2	Female 2-2	Bottom 20% - not engaged	I don't like reading
2	Male 2-2	Bottom 20%/ SEMH - not engaged	I don't like reading
3	Male 3-1	Bottom 20% - not engaged	I love reading
3	Male 3-2	Bottom 20% - not engaged	I don't like reading
3	Female 3-1	ARE/ EAL – not engaged	I love reading
3	Female 3-2	Bottom 20% - not engaged	I don't like reading
4	Male 4-1	Bottom 20%/ SEMH - not engaged	I don't like reading
4	Male 4-2	ARE – not engaged	I'm not bothered
4	Female 4 -1	GD – not engaged	I love reading
4	Female 4-2	Bottom 20% - not engaged	It's ok
5	Male 5-1	ARE – not engaged	It's ok
5	Female 5-1	Bottom 20% - not engaged	It's ok
5	Male 5-2	Bottom 20% - not engaged	I don't like reading
5	Female 5-2	Bottom 20% - not engaged	I don't like reading
6	Female 6-1	ARE – does not read	I love reading
6	Male 6-1	ARE/ SEMH issues – not engaged in reading	I'm not bothered
6	Male 6-2	Lowest 20%/ SEMH	I don't like reading
6	Male 6-3	Lowest 20%	It's ok

- Staff identified focus children using the criteria of bottom 20% or those who lacked engagement in reading
- **Findings**
- Data was more positive than expected (25% children loved reading, 45% children didn't like reading)
- Responses did not always match staff observations of children reading behaviours in class
- Most of the focus children struggled to talk about reading e.g. authors, reading behaviours

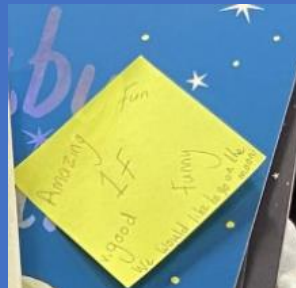
Deliver

Aim 1

To improve teachers' knowledge of children's text and broaden their knowledge of authors.

- Staff can then use their own more extensive knowledge to promote reading for pleasure across school.

Start with a story...



Strategies Implemented - INSET

Reading for Pleasure assemblies – smaller more intimate year group assemblies set up. Time to enjoy a book and to read a broader range of texts including award winning books. ★



Staffroom book award box ★





New books read at the start of staff meetings – example shown is from SEN staff meeting. A Kind of Spark is about a girl with autism. ★



Staff book recommendations display

3 word book reviews


Deliver

Aim 2	Strategies Implemented - INSET
Reading for Pleasure Pedagogy - Developing social reading environments in school Ensuring reading is seen as a focus and important around. Ensuring there are places around school where children can read for pleasure in a comfortable and relaxed environment.	All classrooms have an engaging and comfortable reading area. 
	The school library is developed further and used by all classes in school. 
	Develop smaller, comfortable and intimate book nooks in other areas around school.
	Create displays around school to bring reading to the forefront – include a broader range of diverse texts
	Monitor the use of the library and other book areas.

Deliver – Evidence



Deliver

Aim 3	Strategies Implemented - INSET
Reading for Pleasure Pedagogy - Developing informal book talk between teachers and teachers, teachers and children, children and children.	Reading for Pleasure assemblies – smaller more intimate year group assemblies set up. A good way to model informal book talk for staff and children.
	Staffroom book award box - staff made recommendations to each other at lunchtimes and read texts to their classes
	KS1 Book club set up weekly after school 
	New books read at the start of staff meetings – modelling book blether.
	Monitor the use of the library and other book areas.

Review Impact on Staff

*Visitor commented –
“Wow, reading is
everywhere here!”*

- **Data from Summer questionnaires**
- More new authors made an appearance in specific year groups although not as many as we would expect – still dominated by Roald Dahl, Julia Donaldson
- More positive results when asked if staff engaged in informal book talk/ book recommendations – 30% more teachers, 40% more Tas
- **Anecdotal/ Observational evidence**
- A number of teaching staff have really engaged in the project and those classes have seen the most positive results
- More general talk about books in the staffroom – recommendations
- More staff come for book recommendations from reading lead
- Books are on display more in classrooms
- Staff use 3 word book reviews in classrooms



Impact on all Children

- Over the past 8 months all children have been exposed to and have access to a wider variety of texts – good quality new picture books, longer fiction books from newer authors, books with more diversity
- There is a buzz around school about books
- There is more informal book talk between staff and children/ children and children than previously
- All children are accessing the library and getting to choose their own book – can read in a comfortable, relaxing environment
- A range of children regularly come and ask to borrow books from the special shelf
- There is still a long way to go!

*“I’m in book heaven” –
Children choosing books
from the special shelf*

*Reception child
excitedly said, “This
book is about me.”
when the teacher read
Too Small Lola*

Review

Impact on Focus Children

Year Group	Gender	Background	Attitude to reading Autumn Term	Attitude to reading Summer Term
2	Female 2 -1	Bottom 20% - not engaged	I love reading	I love reading
2	Male 2 -1	Bottom 20% - not engaged	I don't like reading	I love reading
2	Female 2-2	Bottom 20% - not engaged	I don't like reading	I love reading
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Has begun to write her own texts and we have put them in the school library.

Frequently requests the teacher to read aloud in class

Regularly participates in story assemblies.



Focus Child 1 Year 5 – Lower Fields Primary Academy

Before

- Gracie lacked engagement/ interest in reading
- SEMH needs – prone to dysregulation
- Lack of motivation in lessons
- Avoidance

Actions

- Class teacher used a lot of good quality picture books with the class/ class would review them for younger children
- Class were given a small budget to purchase books that interested them
- Class teacher found out the interests of target child – space (wants to work for NASA). Found books around school and took them to class
- Target child sent to choose books from Headteachers bookshelf
- Target child regularly engaged in book talk with HT/ Reading lead

Progress

- Accessing phonics/ reading interventions now more effectively
- Reading more regularly
- Has found she likes non-fiction texts
- Enjoying reading with Reception children
- Will give opinions about texts
- More regulated within lessons



Focus Child 2 Year 4 – Lower Fields Primary Academy

Before

- Child would switch off during reading lessons
- Rarely read at home
- Expressed that they were not interested and didn't like reading, that it was boring

Actions

- Class teacher let the class choose their read aloud text
- Reading aloud happens everyday after lunch – the children are gripped
- Class teacher encouraged the class to ask reading lead to purchase some books by authors they liked
- Teacher takes class regularly to the library to change books and for story time
- Book blether happens regularly in the class

Progress

- Focus child is really engaged in lessons now
- Likes to comment on the read aloud story and will share their own opinions
- Now has authors that they know they like
- In questionnaire was very positive about read aloud in class

Sustain

- Staff who see the value of reading for pleasure, show and share an enjoyment of reading with their classes and embed the pedagogy has have the most impact (this can be seen in the data)
- Teachers and Tas have the biggest influence on the attitudes and enthusiasm towards reading of their pupils

Moving forwards - Need to share the good practice of others in order to inspire teachers/ Tas to do more

Continue to develop the areas we have been developing this year – particularly staff knowledge of literature

Carry out further book talk training

Begin to engage with parents around the importance of reading for pleasure

