



Keighley St Andrew's Primary School

Reading for Pleasure Project 2021/22

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Keighley St Andrew's Primary School is a two-form entry primary school close to the centre of Keighley, West Yorkshire, an area of high deprivation. We have around 400 pupils on roll from nursery to Y6, the majority of which speak English as an additional language. Our school community is 97% Muslim and children enter school with a very low baseline and speaking little or no English. Around 30% of our children are pupil premium.

Keighley St Andrew's Primary School

Staff Questionnaires



We asked staff to name 3 authors, picture book authors and poets whose work they valued.

- 61% of staff named famous authors with Roald Dahl, J K Rowling and Julia Donaldson being the most popular;
- 88% of staff could name only one children's poet with Michael Rosen being the most popular.

Research shows that...	Our first aim became to:
To develop children's RfP effectively, teachers need considerable knowledge of children's literature and other texts. (<i>Cremin et al 2014</i>)	Broaden staff knowledge of children's literature and other texts so that staff can use growing expertise to promote a love of reading across school.
Intended Outcomes	
<ul style="list-style-type: none"> • The reading habits of children change with children choosing to read more regularly and with increased reading stamina. • Children are more motivated to read, particularly those children who 'can but don't' and the 'weaker' more reluctant readers. • Children are more informed about the books that are available to them to be able to choose books they will enjoy. Children have an increased range of authors and genres they choose to read • The impact of increased reading can be seen in children's books in writing and the wider curriculum and in <i>oracy</i> within lessons. 	

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Children's Reading Responses



- 67% of children in KS1 loved reading compared to only 45% in KS2;
- 58% of children in KS2 felt they were a good reader, compared to only 25% of children in KS2.
- Only 29% of children enjoyed reading in school.

Research shows that...	Our second aim became to:
Pupils need to feel that they are part of communities where the enjoyment of reading is valued, whatever form it takes, by talking more to their teachers, family, friends, whether face to face or online. Such talk can help them see the kind of reader they are and to make choices about the kind of reader they would like to become. (<i>Hitchcock, 2010:59</i>)	Develop social reading environments and develop informal book talk, inside-text talk and recommendations
Intended Outcomes	
<ul style="list-style-type: none"> • Children's engagement in reading increases; • Amount of informal book talk increases both in reading sessions and throughout the school day; • Children will be confident in using the school library: browsing, choosing, recommending; • Children begin to choose to read over other activities including at break and lunchtime; • Children will be confident in recommending books to their peers and be able to explain why. 	

Focus Children



KS1: lowest 20% of readers identified through phonics tracking and a reluctant reader working at ARE or just below.

KS2: children who didn't enjoy reading and were working just below ARE.

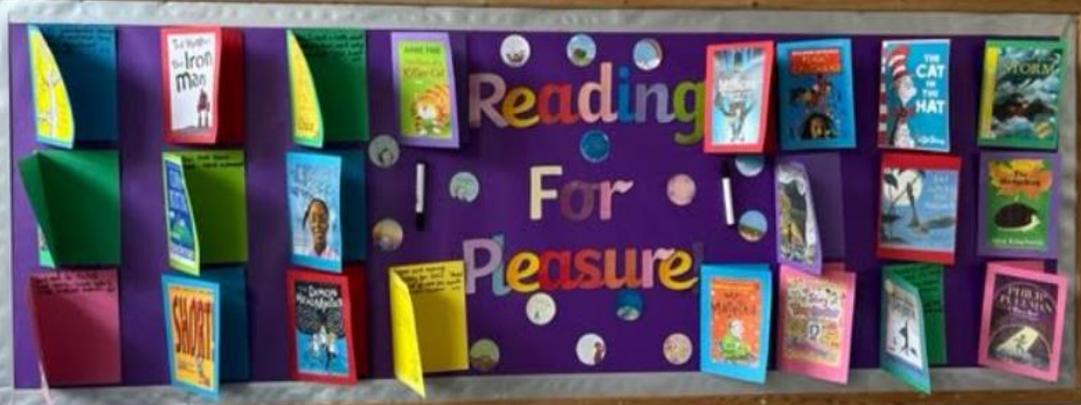
Monitoring and evaluating

- Assessment data;
- Pupil Voice;
- Close monitoring by class teacher;
- Anecdotal evidence.



Deliver

Implementation: implementing your development plan and documenting impact

Aim 1	Strategies implemented
<p>Broaden staff knowledge of children's literature within their year group and curriculum texts across school so that staff can use growing expertise to promote a love of reading across school</p> 	<p>Books from the writing curriculum shared in turn by year groups at the start of each staff meeting.</p>
	<p>Staffroom display created using a selection of children's books for staff to read and record reviews.</p>
	<p>Each year group to take it in turns to create a whole school display showcasing books read.</p>
	<p>PSHCE books purchased which have been shared across classes using 3 words.</p>
	<p>World Book Day Readathon in which all staff took part recording the children's books they read over a two week period.</p>
	<p>Staff developed knowledge through selecting texts for English units by reading books from a curated selection.</p>

Deliver



Aim 2

Create social reading spaces in school and develop the use of informal book talk.



Strategies implemented

As part of a training day, all old non-fiction books removed from the library and taken out of circulation; current topic books distributed to appropriate year groups for reading spaces.

Teachers to evaluate current books selection in their classroom using strategies from OUP to engage children.

Book corners to be revamped making them more visually appealing with fewer books.

Children to be given the opportunity to vote for the class read.

Staff to work together to design and create shared reading spaces in EYFS, KS1, LKS2 and UKS2.

Staff training on book talk: reading for pleasure to be timetabled weekly for all year groups.

Review and Sustain



Review and Sustain

Impact on Staff



Staff survey results showed a huge difference in the authors who teachers valued.

Chitra Soundar

Ele Fountain

Bethan Woollvin

Tom Palmer

Colin Thompson

Sharon Creech

Charlie Roscoe

Tom Percival

Graham Baker-Smith

Gary Crew

Shaun Tan

Malorie Blackman

Tom Clohosey

Aaron Becker

Oliver Jeffers

Maurice Gleitzman

David Litchfield

Mini Grey

Nicola Davies

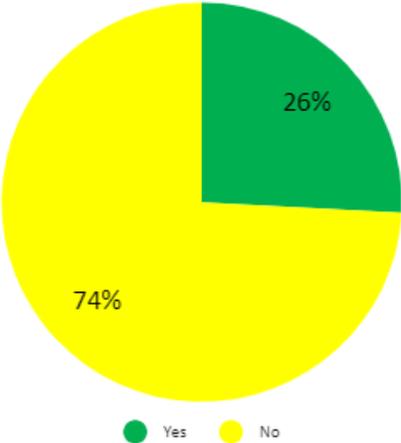
Joe Todd Stanton

Review and Sustain Impact on all Children



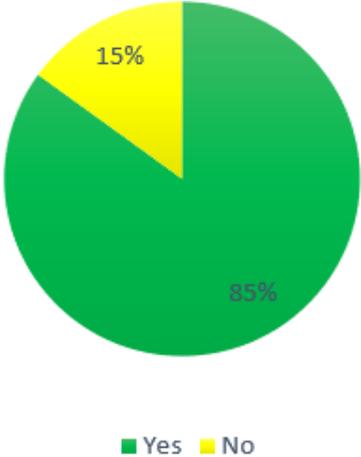
Baseline (whole school):
26% of children enjoyed reading in school.

Do you like reading at school?



End data (whole school): 85% of all children
now said that they enjoyed reading in school.

Do you like reading at school?



Review and Sustain Focus Child 1 Y3



Before RfP

- 'Reading is boring.'
- 'I don't like books, I would rather play.'
- 'I am bad at reading.'
- Some words are hard so I give up.'

After RfP

- 'I love to read because the books are really interesting.'
- 'I dream about things after reading.'
- 'The illustrations make me think.'
- 'I can share a book with my friend and they help me with words I can't read.'
- 'My teacher finds me books I like.'

Review and Sustain Focus Child 2 Y5



Before RfP

- 'Reading is boring.'
- 'I am into sports (football) not reading.'
- 'I don't know what to read.'
- 'It takes too long and I would rather do other stuff.'

After RfP

- 'Please can we read the one about the war?
Choosing class read
- 'Can I really keep it and read it?' *after being given a book with a football theme by our author at the library visit.*
- 'Please can we read in the reading area every day?'
- 'Are there any more books by this author?'



Sustain (What we have learned)

In order for teachers to make recommendations to children in their class, the most important factor is subject knowledge through expert knowledge of authors and books. Without this knowledge we cannot inspire children.

‘For children to become motivated, enthusiastic readers they need to be introduced to literature which will interest and inspire them to read.’
Cremin et al 2014.

Without the high quality book talk modelled by teachers, we cannot build a community of readers.

‘To help ensure that reading becomes a lifelong habit, children need to see themselves as members of communities that view reading as a significant and enjoyable activity.’ *Cremin et al 2014*



Sustain (What next?)

Next Year

- RfP will form part of new staff induction;
- Library membership for all pupils and staff;
- Termly visits to local library;
- Library 'boxes' to be delivered to reading areas with surprises and request in;
- Begin to develop our home reading community through reading coffee mornings and invitations to come and read with children.