

# St Mark's Primary School

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- We are a 2 form-entry primary school with 394 pupils on roll. Our school has children from a wide range of backgrounds; 35% of families living in social housing and salaries below national average. We also have 38% of children who come from semi-skilled, benefits or unemployed sector and 29% of them come from a background of parents/carers with no GCSE qualifications. We are above average for Pupil Premium at 24% of children.
- We operate as an enhanced mainstream school for the local authority. We provide an SEMH unit for 12 pupils.



# Explore

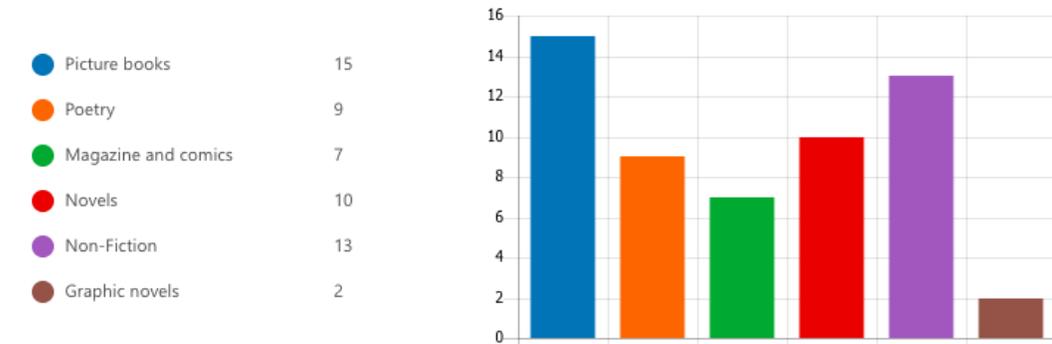
We asked our children whether they loved reading and 43% of children said they loved it whereas 57% of children said they were not bothered or did not like it at all.

It was clear from the staff survey that most staff did not have a broad knowledge of children's literature, especially graphic novels.

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



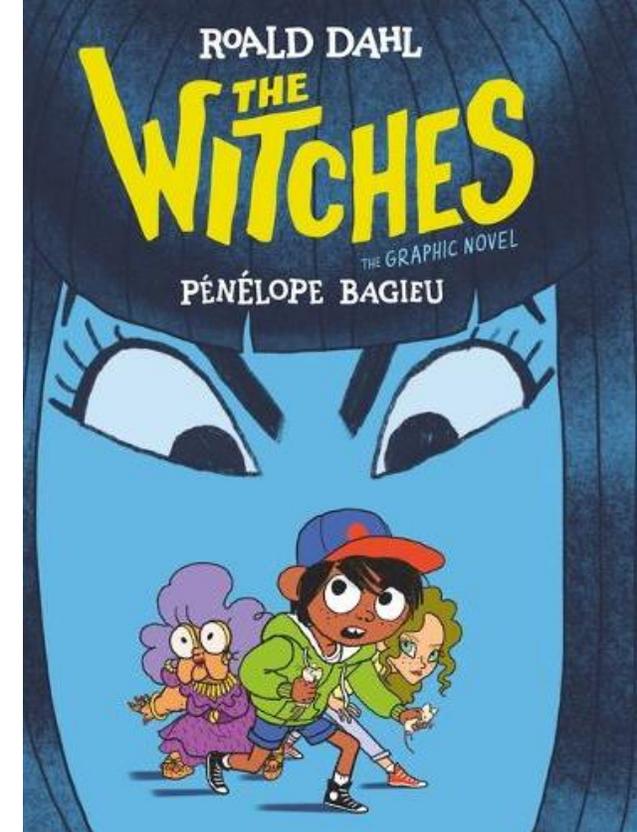
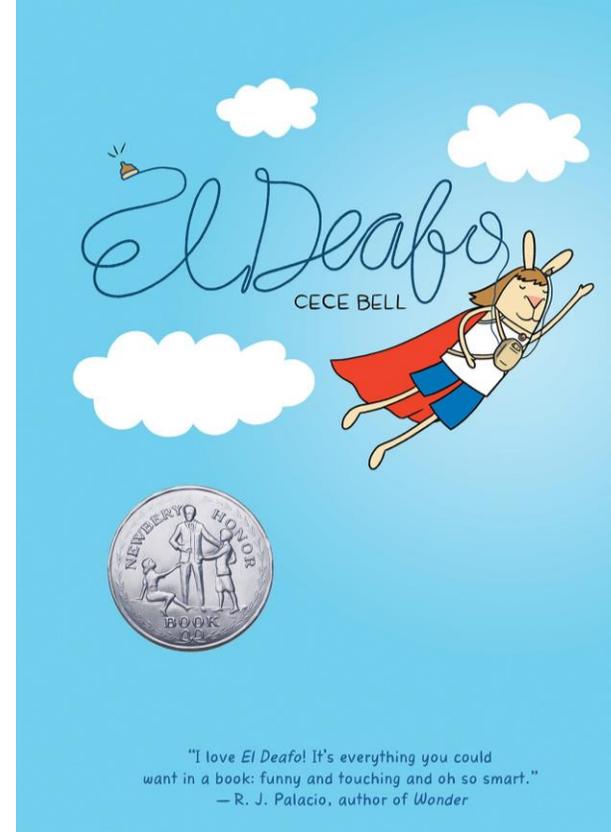
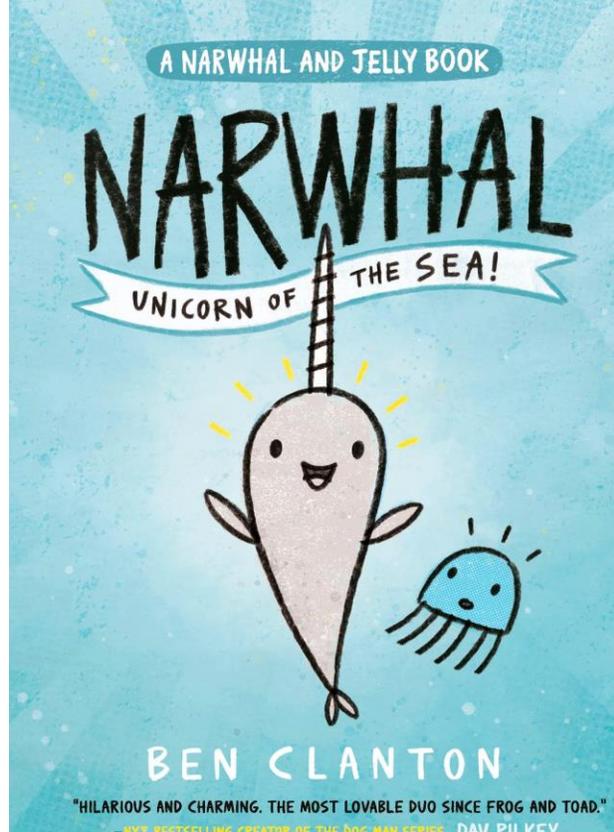
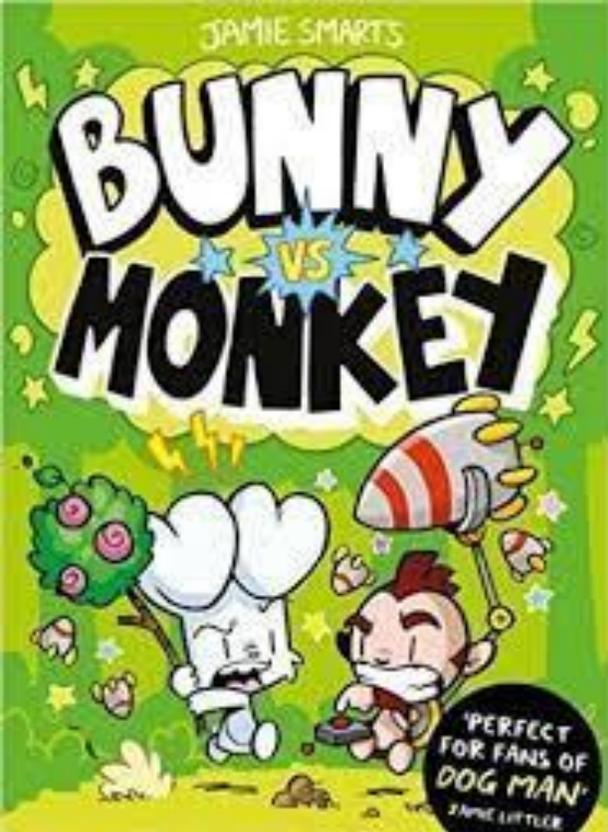
Does anyone read aloud to you at home?



I prefer reading at home because I have more books to choose from (Y6 girl)

I read boring books (Y5 boy)

In my opinion, reading is just not my thing (Y4 girl)



Prepare - Develop teachers' knowledge of modern texts in children's literature – Graphic Novels.

- We wanted staff to become familiar and understand a range of graphic novels and authors.
- We wanted staff to be aware of award-winning books
- We wanted staff to read current children's books to be able to make recommendations.



Prepare - Develop informal book talk, inside-text talk and recommendations.

- We wanted the children to engage in informal book talk with other children and recommend books to each other
- We wanted the children to see the teachers as readers and engage in informal book talk
- We wanted staff to engage in informal book talk with each other and recommend books to other members of staff

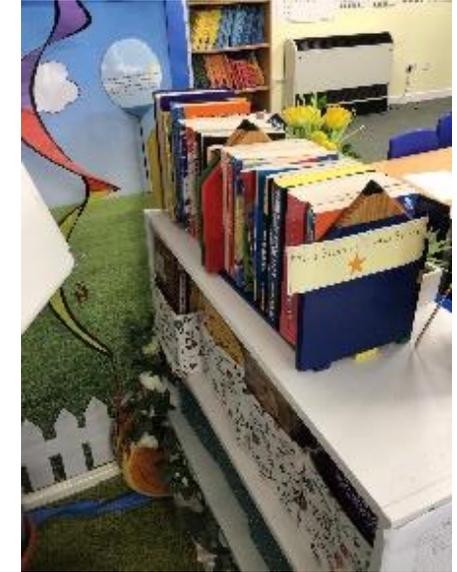
# Deliver- Develop teachers' knowledge of modern texts in children's literature – Graphic Novels.



Staff Book Shelf



Staff Vote



Teacher Libraries'

**Deliver** - Develop informal book talk, inside-text talk and recommendations.

## Reading Buddies



I like the way you can choose which book you want.

I love finding new books!

It gives me access to authors, who I have never heard of before.



Story Store

I like asking my Year 2 buddy questions about what they have read. I can talk about the books I enjoyed reading when I was in Y2 - Y5 girl.

The children really enjoy being able to share their books with a buddy. The younger children are fully engaged listening to the older children, who are great reading role models – Y2 teacher.

# Review and Sustain - Staff

Authorfy.com has really helped me improve my knowledge of children's authors. I have found at least 2 new favourites from using this website this year.

Having a staff library full of children's literature has encouraged me to read more children's books. I have enjoyed finding new graphic novels.

I have really pushed myself this year to find award winning books and authors that my class would enjoy and it has paid off! They love Jamie Smart 'Bunny vs Monkey'

I have really understood my children's reading habits through conversations with them. They have recommended some excellent books for me to read.

# Review and Sustain – Book Talk

What type of books have you read this year?



36% (green and red) have said they have read graphic novels/comics.

Have you read any good books this year?

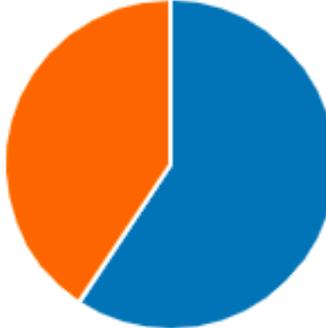


80% (blue) said yes.

Do you chat about what you've read in school?



Autumn



Summer

# Review and Sustain – Focus Children

## Y6 focus child

- This year, he is more willing to discuss what he has read and can describe in detail the type of books and why he enjoys it.
- He has recommended books to me, to read, from the 'Story Store'. I have been reading it in ERIC time and we have been able to discuss the characters and the story.
- He has commented on graphic novels - 'The layout with the pictures and less words makes it easier to understand'.

## Y4 focus child

- Returned to school after being home-schooled for 2 years
- Started off as a poor reader – with intense intervention, she is able to sight read and recognise most phonics sounds.
- She has taken a huge interest in the 'Teacher's Library' and regularly checks to see any new books and discusses these with her teacher.
- She thoroughly enjoys our 'Story Store' as she has freedom to choose any book.

## Year 2 focus child

- Is able to identify different genres - has a keen interest in graphic novels.
- He enjoys our class vote for the book we would like to read at the end of the day. He has regularly brought in books from home to discuss and added them to our class vote.
- He has quoted 'I can see you love reading' which shows he sees the teacher as a reader.
- Dedicated time throughout the day to discuss books we have enjoyed has inspired him to purchase some of his own books we have discussed.

# Sustain (Conclusion)

*'Effective teachers of reading use literature to engage in wide-ranging discussions with children. Millard (1997) argues that children are more likely to become critical readers where teachers and children talk about their reading choices and their reading is influenced by social relationships and process' (Cremin et.al. 2014)*