

Reading for Pleasure at St. Michael's CofE Primary School

St. Michael's CofE



"Life in all it's fullness"
John 10:10

St. Michael's C of E Primary school is a small primary school in County Durham. The school currently has 109 children on roll (Reception to Year 6). We currently have 20% of children on the SEND register and 14% of children are eligible for free school meals. Over the last two years, we have overhauled the reading element of the curriculum; including reading for pleasure and this is an ongoing journey.

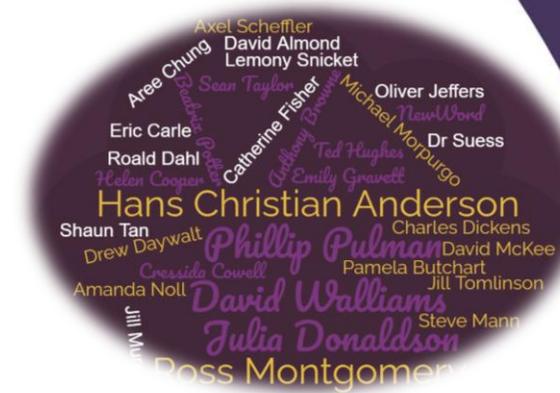
Explore

Teacher's areas of strength

- Teachers had good knowledge of the books and authors relating to their key stage.
- Teachers in all classes read aloud to their class every day.
- All teachers felt their classrooms were positive reading environments.
- 85% of children identified their teachers as someone who loves reading.

Children's areas of strength

- Children's knowledge of books and authors wasn't only limited to the class authors or class texts.
- Only 7% of KS1 and KS2 children didn't think they were very good readers.
- 70% of children read with an adult at home.

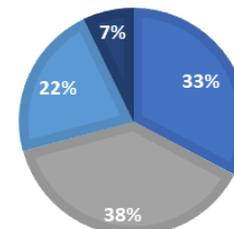


I like listening to my teacher read because he uses different voices.

Year 3

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



Explore

Identified areas of development:

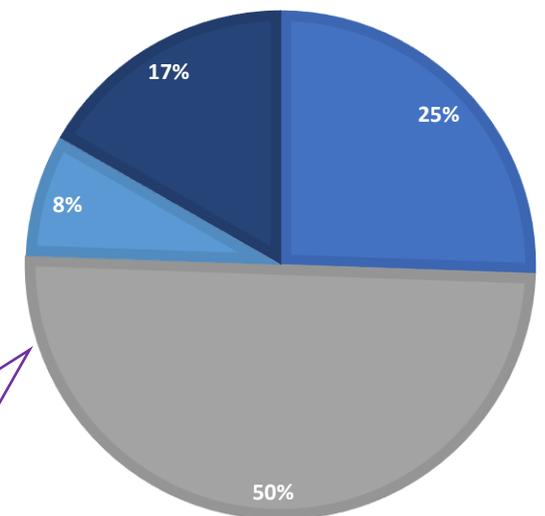
- Although there is time allocated for reading, book talk is something that can be overlooked.
- Children identified they preferred to read at home.

I prefer reading at home because it is more comfortable.

I can read books I want at home.

PREFERRED READING PLACE

■ At school ■ At home ■ Both ■ Somewhere else



Explore

Our two main aims were:

1. Pedagogy: Informal book talk
2. Pedagogy: Social reading environments.

Prepare

- Developed a Change Team
 - Head of School
 - Reading for Pleasure Lead
 - KS2 HLTA
 - KS1 TA
- Devised an Action Plan outlining roles, responsibilities and timelines.
- Staff meetings were organised and time allocated for RfP.



Priorities	Action (or tasks)	By whom / timescale	Success criteria	Evidence of impact	Notes/adjustments
Reading for pleasure pedagogy.	- Develop tracking document to track informal book talk on class texts.	- Beth Dawson / Abby Moore (Spring 1)	- Class teachers can easily track and identify children as readers.	- Teachers can target specific children to promote a love of reading through informal book talk	
Informal Book Talk	1. Make time for informal book chats	- Beth Dawson (Spring 1)	- Teachers are confident to support children with book chat.	- Teachers engaging children in informal book talk.	
	- Teachers to identify time for informal book talk.	- Class teachers (throughout the year).	- Teachers can allocate time for informal book talk in their timetable.	- Children engaged in informal book talk in and out the classroom regularly.	
	- Teachers develop knowledge to support book talk in	- Class teachers/ Abby & Beth - (Spring 1 staff	- Teachers are confident to	- Teachers can identify the impact	

Prepare

- Focus children were identified for each class. Focusing on reluctant readers.

Year Group	Gender	Reason	View on Reading (September)
2	Male	Reluctant reader	I don't like reading
2	Female	Reluctant reader	I don't like reading
2	Female	Reluctant reader	I like reading
3	Male	Reluctant reader	I don't like reading
3	Male	Reluctant reader	I don't like reading
3	Female	Reluctant reader	I don't like reading
4	Female	Reluctant reader	I don't like reading
4	Female	Reluctant reader	I don't like reading
4	Male	Reluctant reader	I like reading
5	Male	Reluctant reader	I don't like reading
5	Female	Reluctant reader	I don't like reading
5	Male	Reluctant reader	I like reading
6	Male	Reluctant reader	I like reading
6	Female	Reluctant reader	I don't like reading
6	Female	Reluctant reader	I don't like reading

I'm a good reader but I just don't want to. At home I'd prefer to play on my Xbox and at school it just doesn't interest me. I just don't like to read.

Year 6 Focus Child

Deliver

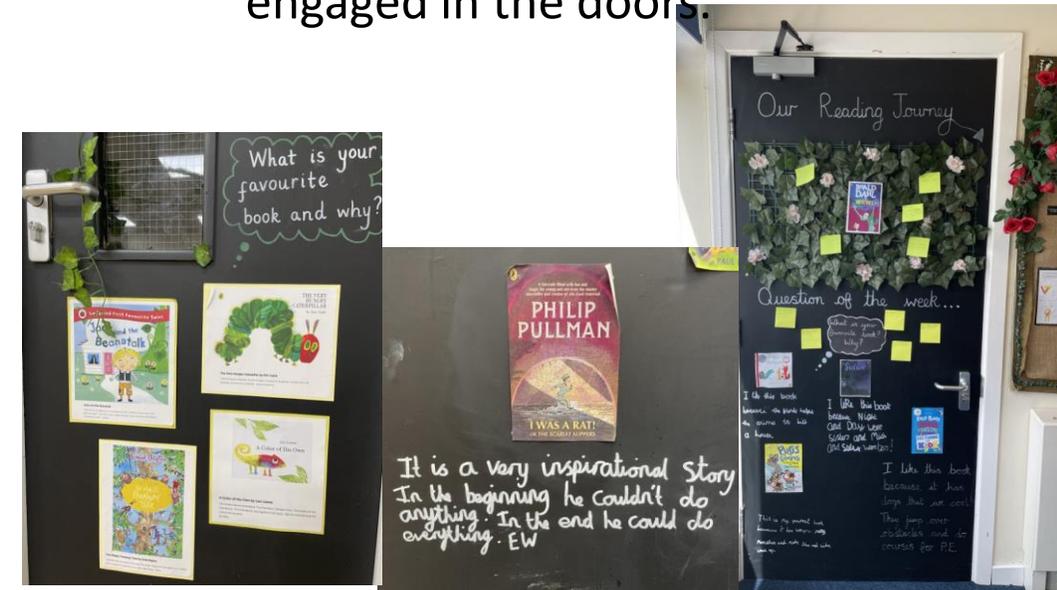
Aim 1: To develop informal book talk.

Padlet

- Padlet for each class
- Accessed from home to engage parents
- More children engaged.

Book Doors

- Children review books they're read.
- High level of engagement.
- Teachers identified children who had previously been reluctant to engage in whole class book talk as more engaged in the doors.



Deliver

Aim 1: To develop informal book talk.



Children as reading ambassadors

- KS2 children of all reading abilities to work with younger children as reading advocates.
- Children to have access to a variety of texts.
- Time allocated for this to take place.



Deliver

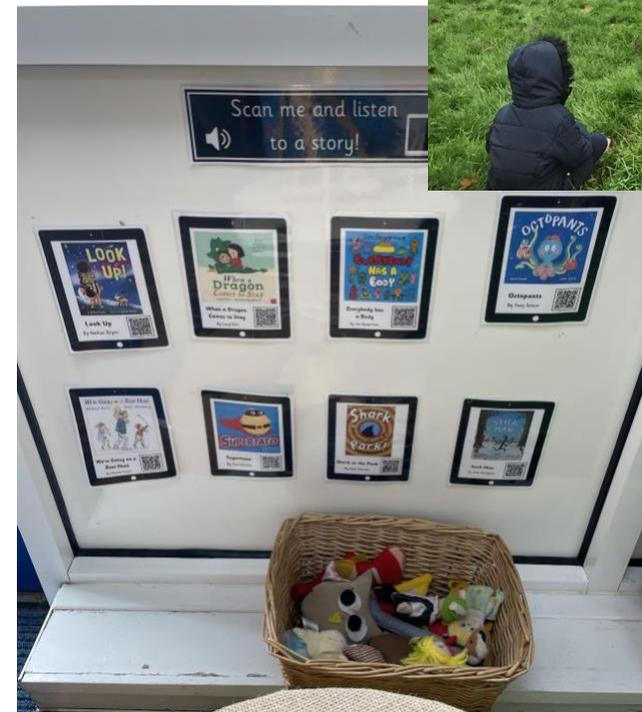
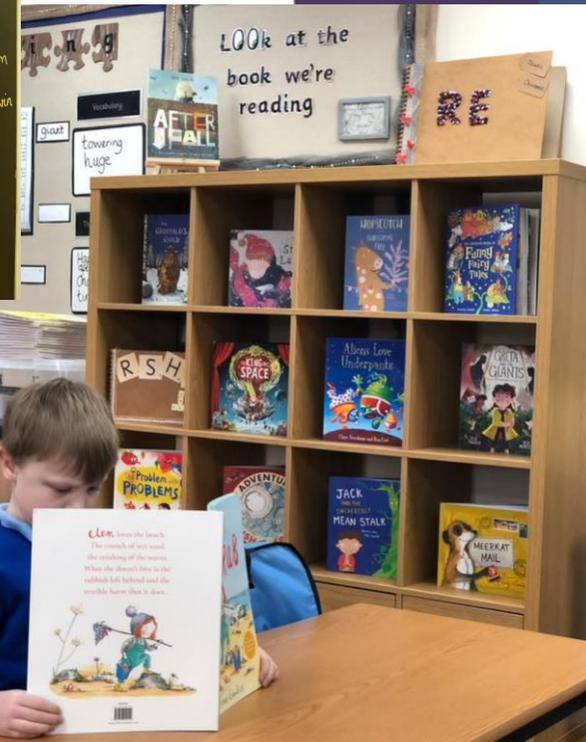
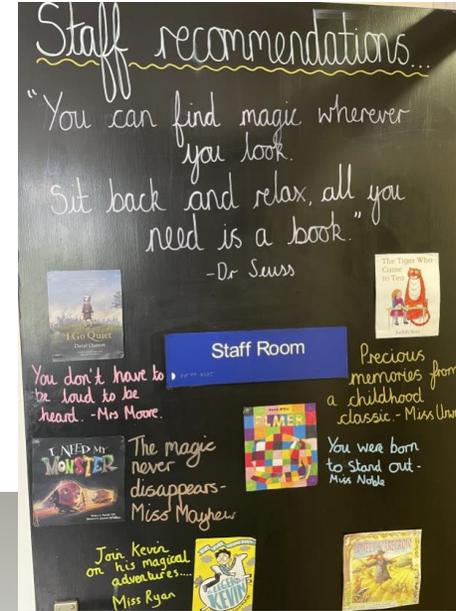
Aim 2: To create and develop social reading environments.

- Review of indoor and outdoor areas that could be used for reading.
- Allocate each class a budget to invest in class books for playtimes and lunchtimes - all chosen by the children!
- Share tracking document of who is using the areas, special focus on focus children.



Deliver

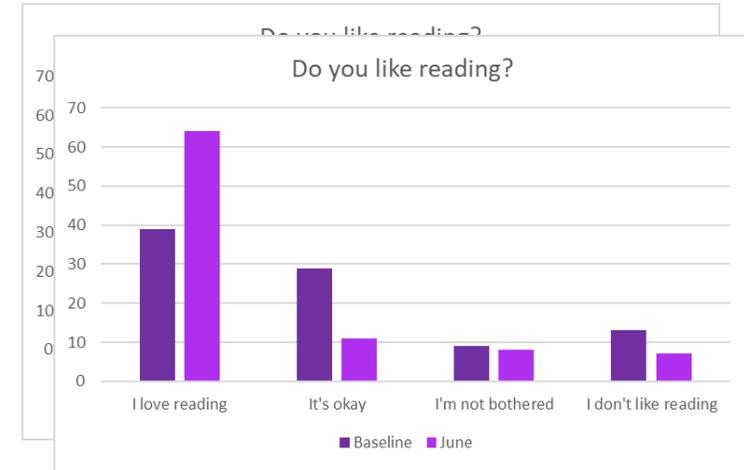
Aim 2: To create and develop social reading environments.



Review

Aim 1: To develop informal book talk.

- Overall data showed an increase in children's like of reading with 73% children love reading.
- "Children come into school and are excited to share what they have been reading or facts they think their friends, or I will find interesting." Year 1/2 Class Teacher
- "The difference in attitudes to reading is amazing! Children want to share what they have read and their use of vocabulary and confidence has expanded." Year 4 Class Teacher



Book Doors and Padlets

- All children in KS1 and KS2 have had opportunity to added their reviews
- "Children who can be reluctant to share their views to a whole class, are move confident to initiate book talk with the use of the book door." KS2 HLTA



Reading Ambassadors

- "I love sharing books with the younger children" Year 5 Child
- "Children love the older children reading with them and listening to them engage with each other is amazing. They really love talking about the books and characters and it has become second nature." EYFS Teacher

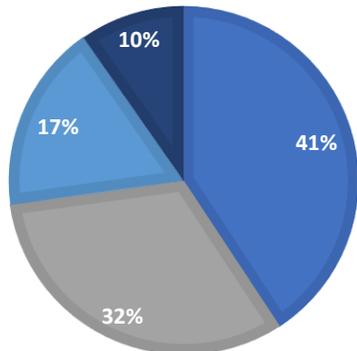
Review

Aim 2: To create and develop social reading environments.

- Positive feedback from the children regarding ownership over their outdoor books.
- Different areas were set up outside, utilizing the outdoor area, however most children enjoyed finding their own space.
- Compared to the baseline data where only 33% of children preferred at school or both home and school, May data shows 58% of children now preferred reading at school or both home and school.

PREFERRED READING PLACE (MAY)

■ At school ■ At home ■ Both ■ Somewhere else



My friends and I like to read books and swap ones that we know each other will like.

Year 3 Child

Being able to pick my own book is really fun! I like to hide away sometimes and as Miss says, get lost in a book.

Year 5 Focus Child



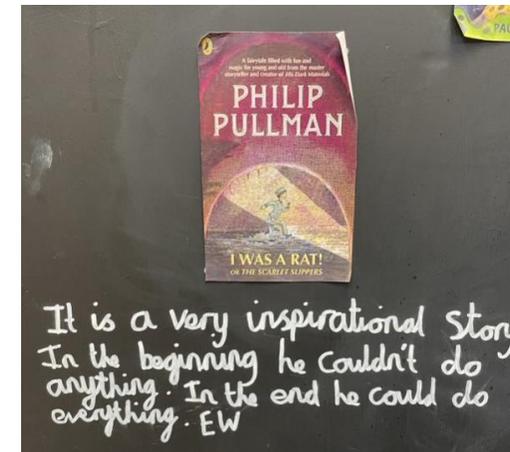
Review

- Our focus children who had been highlighted as being reluctant readers because they found it difficult became more engaged.
- 86% of focus children use the outdoor reading environments at least once a week.
- Children's confidence grew to share during book talk
- From the baseline data, 73% of children identified themselves as children who didn't like reading. In May, this decreased to 33% who don't like reading.

I like writing my review on the book door. My friends can see what I think when I'm too nervous to share and I can point them to it.

Year 4 Focus Child

Year Group	Gender	Reason	View on Reading (September)	View on Reading (May)
2	Male	Reluctant reader	I don't like reading	I don't like reading
2	Female	Reluctant reader	I don't like reading	I like reading
2	Female	Reluctant reader	I like reading	I like reading
3	Male	Reluctant reader	I don't like reading	I don't like reading
3	Male	Reluctant reader	I don't like reading	I like reading
3	Female	Reluctant reader	I don't like reading	I like reading
4	Female	Reluctant reader	I don't like reading	I like reading
4	Female	Reluctant reader	I don't like reading	I like reading
4	Male	Reluctant reader	I like reading	I like reading
5	Male	Reluctant reader	I don't like reading	I don't like reading
5	Female	Reluctant reader	I don't like reading	I don't like reading
5	Male	Reluctant reader	I like reading	I like reading
6	Male	Reluctant reader	I like reading	I like reading
6	Female	Reluctant reader	I don't like reading	I like reading
6	Female	Reluctant reader	I don't like reading	I don't like reading



Review



More children are accessing the reading books at playtimes and lunchtimes – even the reluctant children who like to build a den and read inside their own environment – swapping books and recommending books to one another.

Year 3 Teaching Assistant

I like reading the different books at playtime because they are fun and I can share them with my friends.

Year 2 Focus Child

Review - Focus Child

This Year 2 child has found reading difficult and has been reluctant to read. They wouldn't pick up a book without an adult present and would shy away during lesson time.

Sometimes I don't want to read because I find it too difficult. Even though I love listening to my teacher's stories, reading my own book is too hard so I don't.

In September

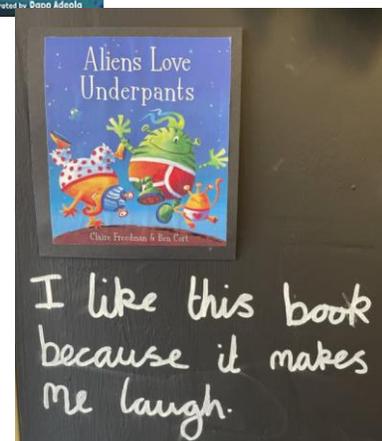
- Didn't want to take part in reading because they found it difficult.
- Engaged well in teacher led Storytime.
- Reluctant to engage in book talk activities.

By May 2022

- Is more confident to ask friends about a book.
- Will happily and readily engage in book talk activities in class.
- Regularly visits the reading areas during break and lunchtimes.
- Likes to write their own stories and share these with friends.



I like to tell my friends what I have read and reading with my friends. I love reading silly stories with them.



Review - Focus Child

This Year 6 child has always been a good reader, however they have been a reluctant reader in school and at home throughout the years. They are working in line with age related expectations.

In September

- Doesn't enjoy reading and was reluctant to participate in reading time (independent or class)
- Wouldn't chose to visit the reading area during play.

By May 2022

- Will recommend books too peers, teachers and children across the school.
- Is excited about what he has read and will want to share what he has been reading.
- Regularly visits the reading areas during break and lunchtimes.
- Will initiate book talk in class and during playtimes and lunchtimes.

I like reading to the little ones. They like my different voices. They also love my fact books.



THERE IS NO SUCH THING AS A CHILD
WHO HATES TO READ,
THERE ARE ONLY CHILDREN WHO HAVE
NOT FOUND THE RIGHT BOOK.

— FRANK SERAFINI

Sustain

- Focus on promoting reading for pleasure and book talk at home and engaging parents
 - Book groups
 - Book clubs
 - Summer reading challenges
 - Padlets
- Raising the profile of reading ambassadors
- Renewing new books.
- Rewards and tokens for reading
- Raising the profile of poetry
- Headteacher's book of the week