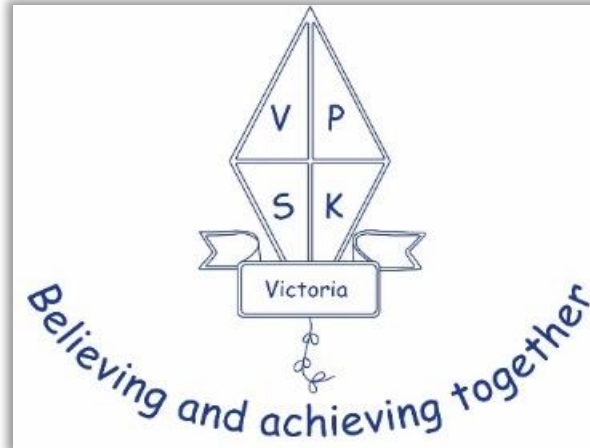
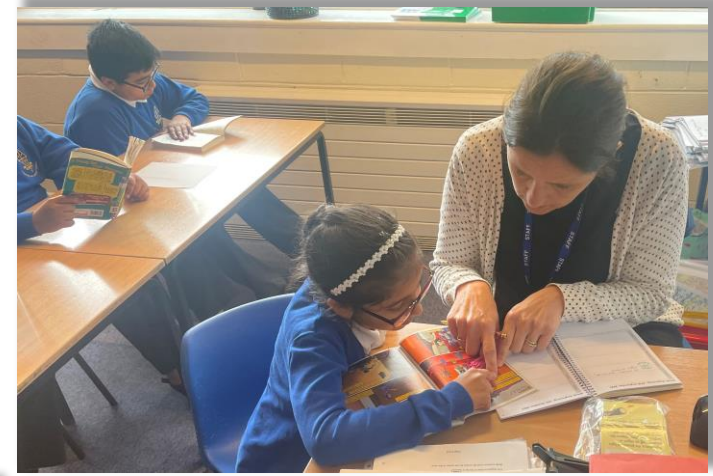


Reading For Pleasure at Victoria Primary School



Explore: Defining the problem and establishing a baseline

- First staff training
- Staff Questionnaire
- Pupil Questionnaire

Key Messages

- Staff were passionate and understood the importance
- Pupil Knowledge

Explore: Case Studies

- Pupil Questionnaires
- Staff knowledge of the children (including the previous year's teachers)
- Discussions in classes and assemblies



Child 1



Child 2



Child 3

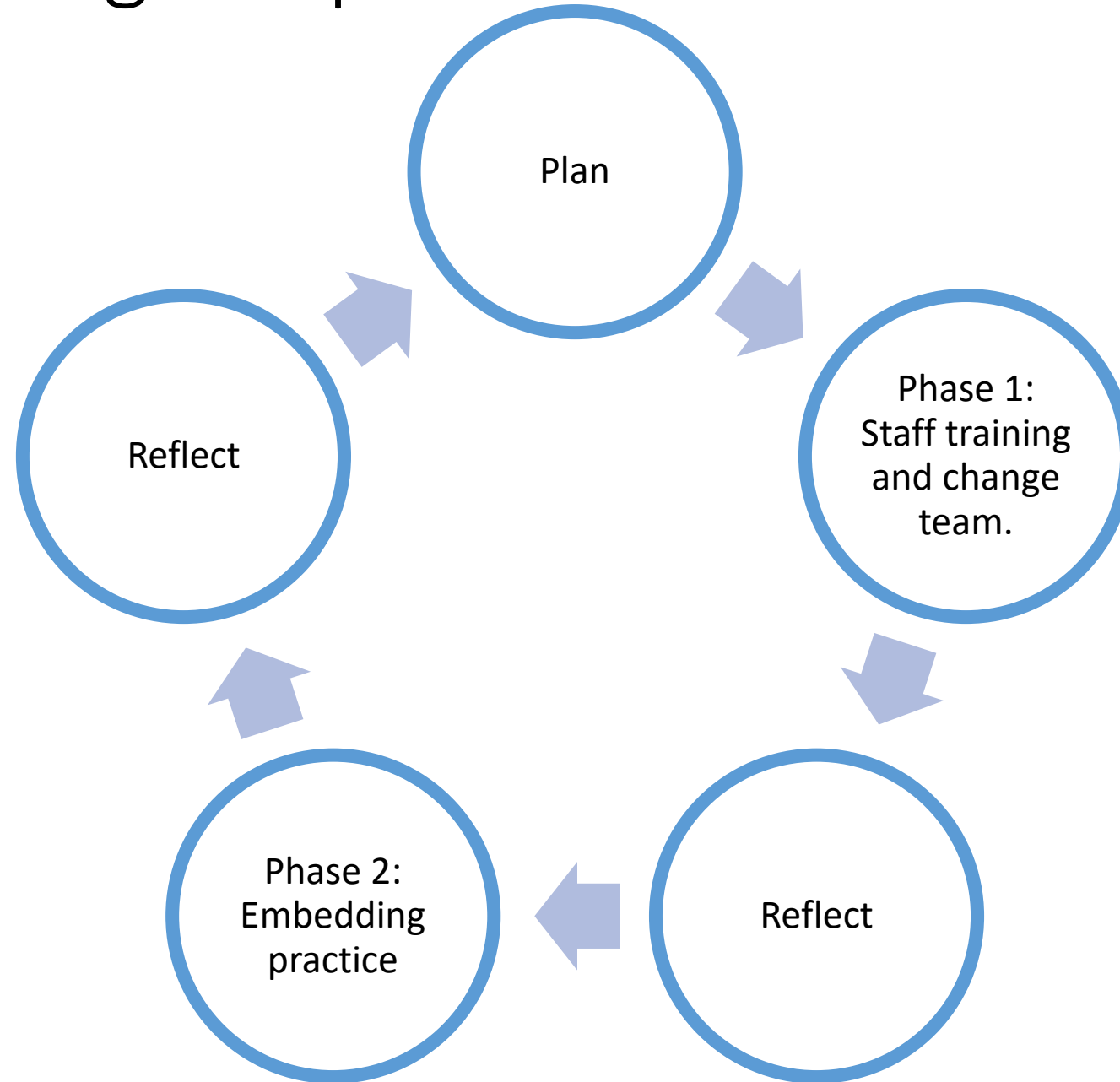
Prepare: Finding our aims

Overall we wanted to expose children to a range of texts which expanded their knowledge of the world.

Aim 1: Broaden staff knowledge of a range of texts in order to promote a love of reading

Aim 2: Develop staff understanding of children's reading preferences through effective book talk in order to establish effective adult-child reader relationships

Prepare: Making the plan



Deliver: Aim 1 *Broaden staff knowledge of a range of texts in order to promote a love of reading*

Strategies

Bring a book

Texts in shared areas

Books talk sessions as part of daily reading

Directing to websites and mailing lists

Reading change team

Linked texts



Deliver: Aim 2 *Develop staff understanding of children's reading preferences through effective book talk in order to establish effective adult-child reader relationships*

Strategies

Graffiti wall

Reading Leader

Peer book mentors

Books talk sessions as part of daily reading

Book talk in one to one reading

Book votes

Reading for pleasure prompts



Review

- Staff questionnaires showed a wider knowledge of genres and authors
- Staff feedback identified that they were more confident in making text recommendations or seeking support if they weren't sure.
- Children spoke more confidently about reading for pleasure.
- Children were reading a wider range of texts.

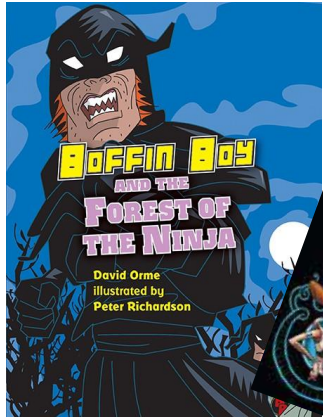
*'Reading is
the key to
everything'*

*'Reading takes you to a
whole new place. It is
more than escape, it is
therapy'.*

*'When I am
stressed, I
submerge into
a book'*



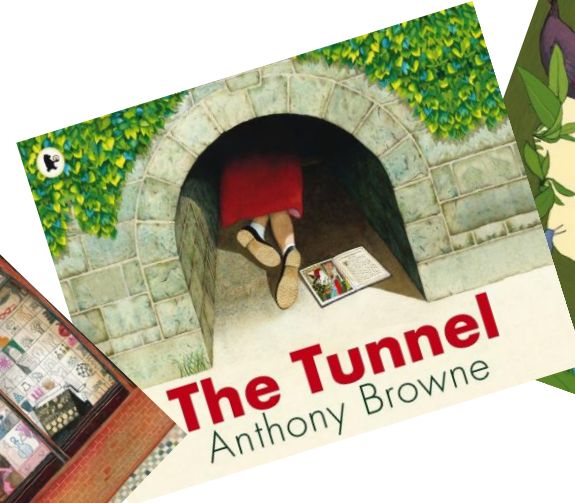
Review: Case Studies



Child 1



Child 2



Child 3

Sustaining

- Develop the change team due to staff changes.
- Establish a new junior reading leader and peer reading mentors earlier in the year.
- Continued staff training and 'bring a book sessions'

