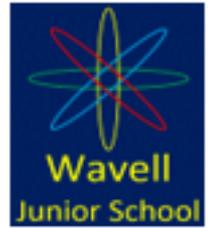


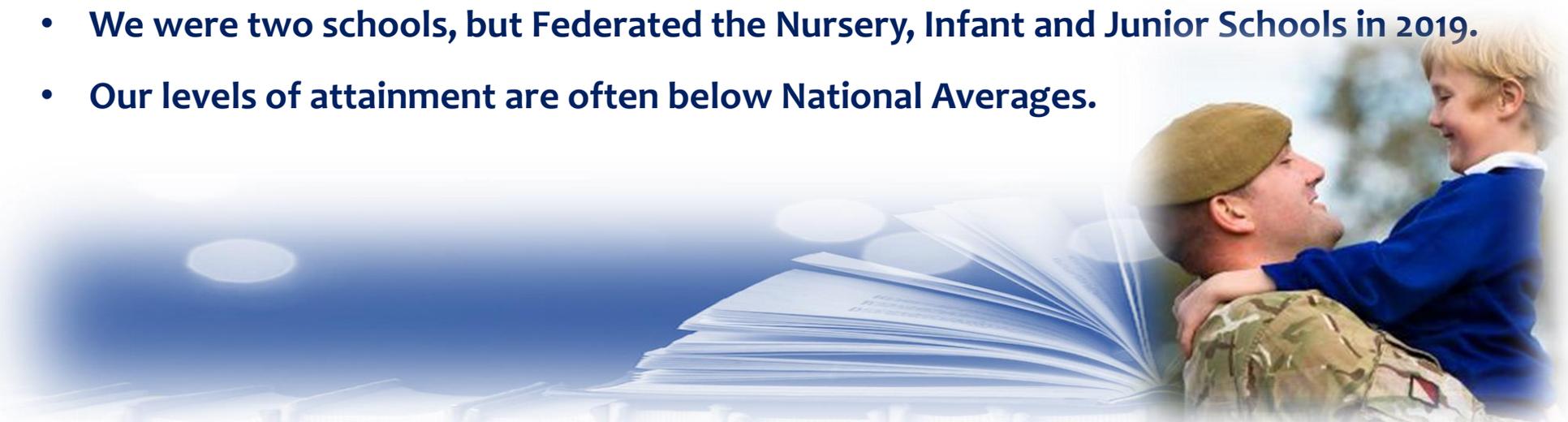


Wavell Community Schools' Federation

Developing a Culture of Reading for Pleasure



- Our school is situated on the largest garrison town in the UK.
- Over 90% of our children have a parent serving in the British Army.
- We experience high levels of in-year mobility.
- There are significant challenges to educational continuity due to pupil mobility.
- Many parents have poor literacy skills and struggle to engage with home learning.
- We have a very high percentage of children on the SEND register.
- We are a 2 form entry school with (a very flexible!) 368 children on roll.
- We were two schools, but Federated the Nursery, Infant and Junior Schools in 2019.
- Our levels of attainment are often below National Averages.



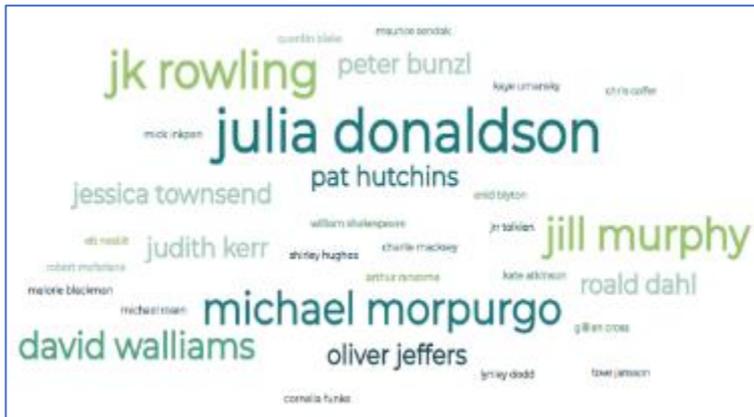
Explore - Staff

Staff – Strengths

- Staff enthusiasm, passion and love for reading.
- Staff dedication to daily story times / reading aloud in class.

Staff – Areas for Development

- More exposure to a range of genres including poetry and contemporary literature.
- More understanding of how to promote book talk.
- More understanding of how to develop reading communities in school.
- More time to allow children to make their own book choices and discuss their preferences.



Staff struggled to name high quality, contemporary, diverse texts to inspire the children.

Staff did not often give opportunities for children to talk informally about book choices.

Survey Question	Percentage of 18 staff surveyed		
	Regularly	Sometimes	Rarely
How often do you encourage children to talk informally with each other about what they have chosen to read?	6%	56%	39%
How often do you informally chat about books with children?	22%	56%	22%
How often do you observe children talking informally about books or other texts with their peers?	0%	56%	44%
How often do you and the children recommend texts to each other?	22%	56%	22%

Explore - Children

Children – Strengths

- A large proportion of children love reading.
- Most children preferred reading at home.
- Children enjoy a wide range of genres.
- A high percentage of children said that they like teachers reading out loud.

Children – Areas for Development

- More emphasis on developing children’s perceptions of themselves as readers.
- Introduction of a wide range of books and genres to allow children to develop a breadth of books they enjoy.
- Develop more opportunities to discuss books and reading in class.

Are you a good reader?			
	<i>I'm a very good/good reader</i>	<i>I'm okay</i>	<i>I'm not good at reading yet</i>
FS2	58%	8%	33%
KS1	62%	17%	21%
KS2	57%	32%	11%

Do you like reading?			
	<i>I love it</i>	<i>It's okay</i>	<i>I'm not bothered/I don't like it</i>
FS2	75%	17%	8%
KS1	70%	21%	9%
KS2	51%	37%	12%



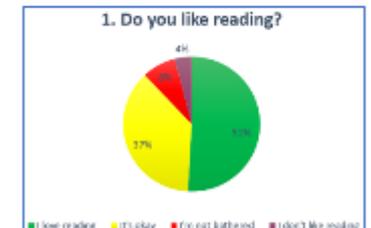
EYFS



Key Stage 1



Key Stage 2



Prepare – Our Aims

Our Action Plan had two clear aims: **knowledge development** and **pedagogical understanding**.

Aim 1:

Knowledge: Development of teachers' knowledge of high quality, contemporary texts in children's literature.

Planned Actions

Develop teachers' knowledge of high quality, contemporary texts in children's literature by:

- ✓ Holding regular RfP staff meetings to explore new and contemporary texts, share and discuss ideas and observations about whole class and Focus Children's reading habits.

Give teachers opportunity to access, read and develop their knowledge of contemporary children's literature by:

- ✓ Ordering '50 Recommended Books' for each class from Books for Topics.
- ✓ Creating a staff 'Book Talk Notice Board' and book share area so that staff can familiarise and discuss new books with children.



Prepare – Our Aims

Aims for all children

- ✓ Children will have access to new, contemporary texts in all classes.
- ✓ Children (including the Focus Children) will be able to make their own choices about what they choose to read for pleasure.
- ✓ Children (including the Focus Children) will have a growing vocabulary and confidence to talk about books and will be able to articulate their reading preferences.
- ✓ Children (including the Focus Children) will be confident to talk about books and authors they like and be able to make recommendation to peers.
- ✓ Staff's improved knowledge and wider access to a range of contemporary texts will improve children's choice of books and their book talk.
- ✓ Staff will have a better understanding of their children's reading habits and will be able to make further recommendations to broaden children's reading repertoires.
- ✓ Children will have a more positive view of themselves as readers.



Deliver - Implementation

Aim 1: Knowledge: Development of teachers' knowledge of high quality, contemporary texts in children's literature.

Strategy 1: Order '50 Recommended Books' for each class from Books for Topics.

What we did:

- 📖 Audited books in each class reading area.
- 📖 Secured funding to invest in new books.
- 📖 Researched and purchased 50 new, diverse and contemporary books per class.
- 📖 Planned to introduce one new book per week to each class.

Impact on staff:

- ✓ Staff love for children's literature has been reinvigorated.
- ✓ Staff have a greater awareness of contemporary titles and authors.
- ✓ Staff keen to use new books to inspire reading for pleasure in classrooms.
- ✓ Staff making more time to read new texts to children in class.

Impact on children:

- ✓ Children are excited about new books in school!
- ✓ Children can access a wider ranges of diverse, contemporary books.
- ✓ Vulnerable readers are more willing and able to access a range of tempting texts.
- ✓ Children can talk to staff and peers about book recommendations.



Deliver - Implementation

Aim 1: Knowledge: Development of teachers' knowledge of high quality, contemporary texts in children's literature.

Strategy 2: Regular allocation of time in each staff meetings to update and discuss new books.

What we did:

- 📖 Secured regular staff meeting slots to implement RfP.
- 📖 Held Book Blanket discussions.
- 📖 Delivered Book Talk CPD.
- 📖 Directed staff to explore websites to improve staff's subject knowledge.
- 📖 Discussed children's reading habits - whole school, class and Focus Children.



Impact on staff:

- ✓ Staff were able to discuss and recommend new texts to one another, sharing a passion for reading.
- ✓ Opportunities to work collaboratively improved staff confidence and knowledge.
- ✓ Long-lasting commitment to RfP across the school.
- ✓ Staff have a love of reading and an improved knowledge of contemporary children's books.
- ✓ Staff developed an understanding of where to find new and exciting books from websites.

Impact on children:

- ✓ Children can discuss book recommendations with their teachers.
- ✓ Children know that their teachers know lots about books and have great ideas!



Deliver - Implementation

Aim 2: Pedagogy: Development of the culture of informal book talk and recommendations across the school.

Strategy 1: Develop a 'Reading Headteacher Assembly' to showcase RfP across the school.

What we did:

- 📖 Asked the Headteacher to dedicate time to reading for Pleasure every week.
- 📖 Timetabled a weekly assembly to share new books across the school.
- 📖 Introduced new texts for each year group each week

Impact on children:

- ✓ Children are introduced to texts that tempt them to read for pleasure.
- ✓ Children are eager to discuss the books that they have received and can talk eagerly and informally to one another.
- ✓ Children are confident that staff have a good knowledge and love for reading.
- ✓ Children know that reading is important and deserves to be celebrated in school.

Impact on staff:

- ✓ Whole school buzz about reading, ensuring longevity of the project.
- ✓ Staff are able to have informal book chats with children in different year groups.
- ✓ Staff know that reading is important and their contributions are valued.
- ✓ Staff can see the impact this is having on children, and want to continue it.
- ✓ Continuous CPD about new and exciting children's books and book talk.



Deliver - Implementation

Aim 2: Pedagogy: Development of the culture of informal book talk and recommendations across the school.

Strategy 2: Set up 'Lending Libraries' and 'Book Votes' to encourage children to talk about their book choices and recommendations.

What we did:

- 📖 Facilitated CPD for staff to share ideas for promoting informal book talk.
- 📖 Staff selected strategies to implement, including Lending Libraries and Book Votes.
- 📖 Scaffolded discussions with children, modelling text talk.

Impact on children:

- ✓ Children enthusiastic to choose and talk about books.
- ✓ Children able to discuss reasons for their choices.
- ✓ Children developed preferences as readers, and can make requests clearly.
- ✓ Children are enthusiastic to talk about books they have shared at home.
- ✓ Children can make peer to peer recommendations about books they have borrowed.

Impact on staff:

- ✓ Staff are able to discuss reasons for book choices more effectively with children. Staff have a greater awareness of their children's reading habits and preferences.
- ✓ Staff are able to assess engagement and attitudes to reading.



Review – Impact on Staff

Staff have fully embraced this project and have been positive throughout. We can see a real difference in attitudes to Reading for Pleasure, and the data gathered confirmed this.

Main Findings:

- 📖 Staff have an increased repertoire of children’s authors.
- 📖 Staff can use their improved knowledge to inform their book recommendations to children.
- 📖 Staff’s classroom practise demonstrates a commitment to the value of informal book talk.
- 📖 Staff are providing children with more opportunities to read for pleasure and use their learner-led choices to talk about books with their peers.
- 📖 Staff can recommend texts and strategies to one another, creating a community of reading teachers who value Reading for Pleasure.
- 📖 Staff are more able to engage vulnerable (Focus Children) readers, recommending texts that tempt.

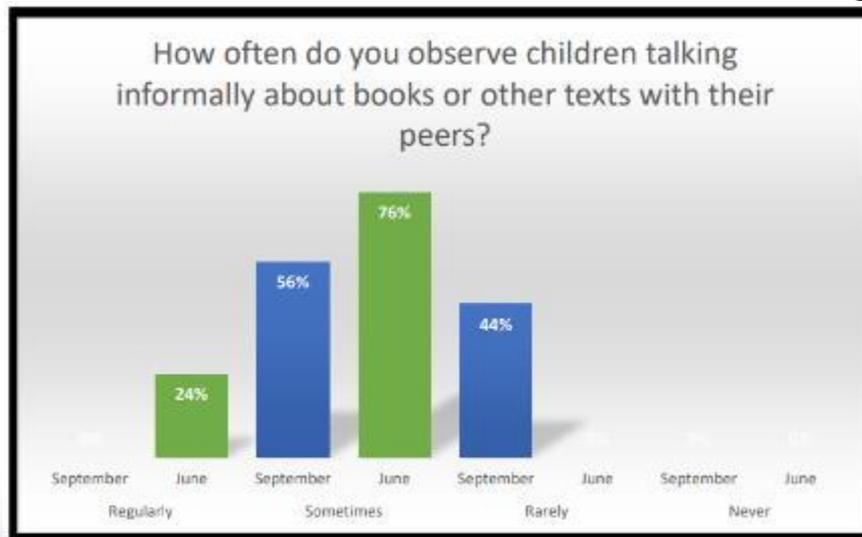
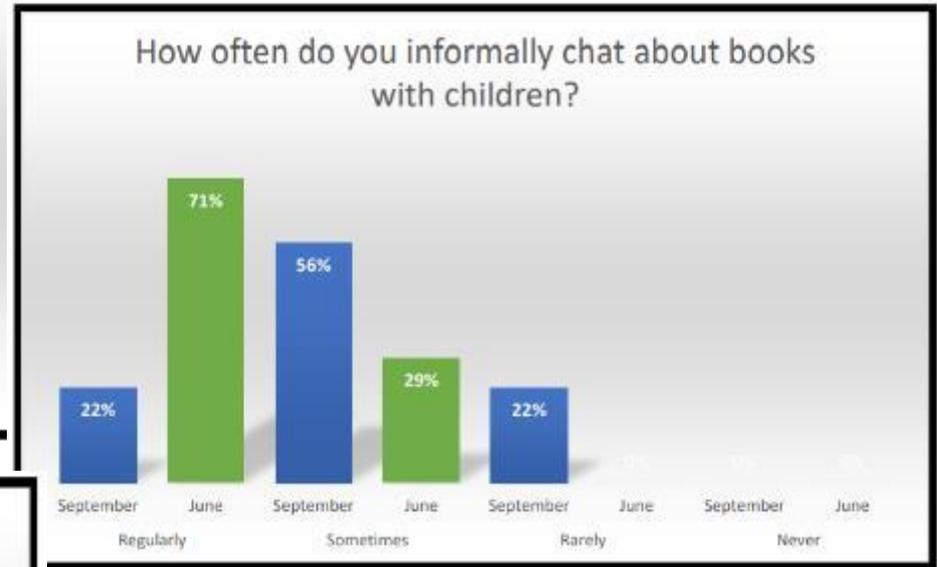
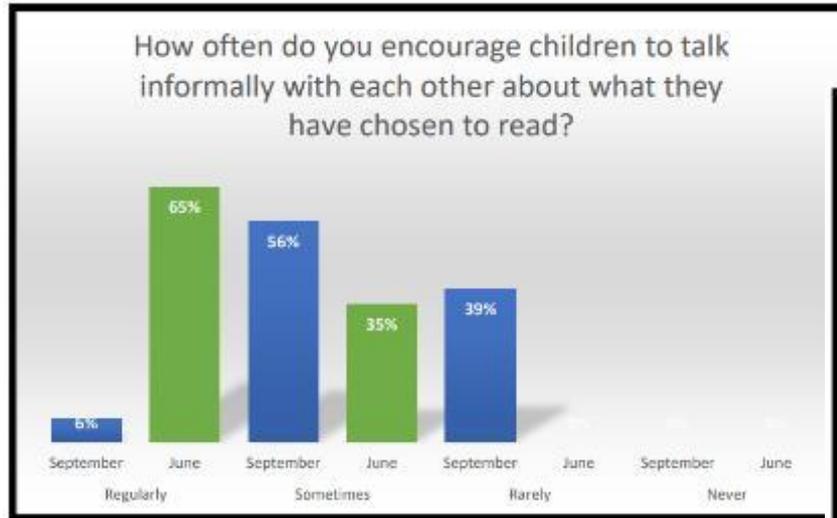


“New books and authors have enthused me, made me research and look in different places and have given me a focus to broaden reading choices in my class library.” (Y6 Teacher).



Review – Impact on Staff

Comparison data from September to June surveys confirmed our qualitative findings.



Through our work with the staff, it is clear to see that both our knowledge and pedagogy aims have been achieved!

Review – Impact on Children

Main Findings:

- 📖 Our exit surveys showed that more children can talk about books, their choices and their reading habits.
- 📖 Across school, Reading for Pleasure is being embedded and becoming an exciting part of the ‘everyday norm’ within a classroom.
- 📖 In June, the number of children who consider themselves to be good readers has improved.
- 📖 As children’s enjoyment of reading has developed, so has their own perception of themselves as readers.
- 📖 By the end of the project, those children who said they were ‘not bothered’ about or ‘did not like’ reading has also dropped in all key stages.
- 📖 Children are reading more widely and with a broader base, and they are now engaging more with their choices – having discovered what they like, why they like it, and then being discerning about their next book choice.
- 📖 There is a marked improvement in book talk across school, increasing from 52% of children who said they talked about what they were reading in school in September, to 74% in June.

“My reading has got better because my teacher has helped us to read every day. Sometimes I struggle to find a book, but the teachers help and I usually end up finding a really good one!” (Y4 Focus Child)



“I’ve got really into books that can change people’s lives, like the new Marcus Rashford book that we got new into our class.” (Y6 child)

Do you like reading?						
	I love it		It's okay		I'm not bothered/I don't like it	
	September	June	September	June	September	June
FS2	75%	70%	17%	22%	8%	7%
KS1	70%	62%	21%	29%	9%	8%
KS2	51%	50%	37%	42%	12%	8%

Are you a good reader?						
	I'm a very good/good reader		I'm okay		I'm not good at reading yet	
	September	June	September	June	September	June
FS2	58%	89%	8%	11%	33%	0%
KS1	62%	69%	17%	19%	21%	12%
KS2	57%	74%	32%	17%	11%	9%

Review – Focus Children

September

Using children's surveys and our own knowledge, we identified two focus children in each class. We found that:

- Most of the Focus Children identified had a poor image of themselves as readers, poor engagement with books and said that they did not like reading.
- Most of the Focus Children said that they did not talk about reading at school.
- Less than half of the Focus Children in EYFS and KS1 could name a favourite book.
- Less than half of the Focus Children in KS2 could name a favourite author and a book.

June:

Focus Children Survey Questions	September	June
Focus Children said they did not like or were not bothered about reading.	43% (12/28)	11% (3/28)
Focus Children thought they were good or very good at reading.	18% (5/28)	61% (17/28)
Focus Children who considered themselves to be not very good at reading.	39% (11/28)	3% (1/28)
Focus Children who said they did not talk about reading at school. *this was not a question for EYFS/KS1 in September	63% (10/16)	29% (8/28)
EYFS & KS1 Focus Children could name a favourite book.	42% (5/12)	92% (11/12)
KS2 Focus Children who could name a favourite author and a book.	38% (6/16)	88% (14/16)

"The Focus Children now regularly choose to read to other children in our book corner during self-led learning time – it's fabulous to see!" (Y1 Teacher)



📖 The percentage of Focus Children who said they did not like or were not bothered about reading diminished considerably.

📖 Focus Children's opinion of themselves as readers has improved.

📖 More Focus Children can talk about books that they like and can discuss authors and genres.

📖 An increased percentage of Focus Children talk about their reading choices with someone in school.

📖 More Focus children want to read for pleasure!

"I didn't really read before, but now there's more choice of books and we talk about them more." (Y6 Focus Child).



Review – Focus Children

Children's Survey Autumn 1 2021

I am ok at reading...

I prefer to read at home...

Reading is ok...

Summer GL last year...

3/G	Lukas	Ellis	05:05	84	-10
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Autumn GL...

3/H	Lukas	Ellis	07:01	93	
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Some of the books Lukas has enjoyed reading this year...



Lukas can view reading negatively however, he has found books that interests him and he loves to talk about them! He expresses which type of genre he enjoys. Lukas loves reading new books that he hasn't seen before. He likes a book that is broken down into pictures and a story like a comic book. He loves books that have a narrative about any sport as he loves competitive sport!

I love reading!

I'm starting to get better at reading as I have read great books in Year 5!

I like reading in front of the class...

Pupil Conferencing – Summer 1 2022

Spring GL...

3/H	Lukas	Ellis	08:00	98	5
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FOCUS CHILD – LUKAS YEAR 5 HAWKS
WAVELL SCHOOLS' FEDERATION



As we continue to encourage and develop the culture of 'book talk' across the school, we have seen that the successes seen in the Focus Children are also apparent in the wider school and that reading habits are changing for the better.

Conclusions

- 📖 *Children and staff have been empowered to develop their own reading habits.*
- 📖 *New and inspiring books in school have refreshed staff's enthusiasm and have opened children's eyes to a new world of reading opportunities.*
- 📖 *Staff have updated their knowledge, shared and re-ignited a passion for reading.*
- 📖 *Development of Learner-Led reading habits have been extremely effective in engaging reluctant readers.*
- 📖 *Making time to talk about books and reading has been key to strengthening and developing a love for reading.*
- 📖 *Reading for Pleasure has been embedded in our school culture – and will continue to be part of our development plans in the coming years.*
- 📖 *Children and staff know that Wavell is a school where reading is valued and celebrated.*



Sustain

- 📖 Continue the newly established Reading Headteacher Assemblies.
- 📖 Continue to provide one new book for each class each week.
- 📖 Develop our school library.
- 📖 Continue to plan regular RfP updates in staff meetings.
- 📖 Keep introducing staff to new texts, and give them the opportunities to talk with one another about books.
- 📖 Reading Leads will continue to follow OU RfP updates.
- 📖 Work towards RfP Quality Mark
- 📖 Develop a 'Trooper's Reading Blog', using our school tortoise to inspire children to chat about reading.
- 📖 Celebrate reading and continue to inspire children to love reading.



Staff Opinions

As a result of this project, staff have now said that their strengths are:

📖 *“Broadening and adapting library books based on children’s interests.”*

📖 *“Much improved knowledge of books and authors.”*

📖 *“Talking about reading more informally in class – and every day!”*

📖 *“Valuing the book choices of children, listening to their recommendations and actively engaging with all of them about what they are reading.”*

📖 *“Positive attitudes to reading as an enjoyable past time.”*

📖 *“Encouraging non-engaged children to become interested in books.”*

📖 *“Being able to recommend a wider range of books and authors. [Using Branching Outs and websites such as Books for Topics].”*

