



# Park Community Academy



## Reading Leader – Caroline Swift

### Context

Pupils who attend PCA have a wide range of learning needs including moderate to severe learning difficulties, complex learning difficulties associated with Autistic Spectrum Conditions and speech and language difficulties, sensory impairment, some complex medical needs and varying degrees of social, emotional and behavioural needs associated with their Special Educational Needs and Disability. All of the children and young people have an Education, Health and Care Plan. PCA caters for pupils aged between 2 and 19. Park Community Academy is a member of the Sea View Trust along with 3 other Blackpool Primary Schools, a Lancashire Special School and a Lancashire post 19 college. There are currently 317 pupils on role. Blackpool is subject to high transience rates alongside wards in Blackpool accounting for 8 out of the ten most deprived wards nationally. As a result, the Blackpool '30' challenge has been launched as an initiative across the town to increase levels of literacy in adults and children.

- Free School Meals – 58%
- Pupil Premium – 52%
- Looked After – 4%
- 3% of pupils are from Black Minority Ethnic groups
- 4% of pupils have English as an Additional Language



### Explore

#### Measuring a baseline and collection of data

All staff in school were given a reading survey questionnaire which required them to explain their current knowledge of books, their own personal preferences and attitudes towards reading and also required them to audit their knowledge and confidence when teaching reading in the school. In addition to this, I also carried out a learning walk during reading sessions within the school to gain further insight for this case study.

A pupil survey was also sent out to all pupils to be completed with their class teacher in school to determine the children's confidence, attitude and current feedback about reading. During the reading learning walk, I also questioned pupils and recorded verbal responses with regard to their individual thoughts about reading.

9 pupils were also selected to take part in the EEF Headsprout research project, specifically targeted early readers who have minimal or no independent decoding skills and they took part in video conference assessment by members of the project from Warwick University. These pupils were then re assessed after our reading for pleasure project delivery of strategies to support their reading, we are awaiting the results from the University of Warwick and the impending evaluation of the project, but these will be fed back into the action plan for RfP in the following academic year.



### **Key messages from data**

#### **Strengths (staff knowledge and practice)**

- Staff have a good awareness of different types of texts but did not know about graphic novels
- 75% of staff highlighted that they use English support leads for text recommendations
- Staff with their own young children have a greater breadth of reading knowledge
- Teachers are enjoying reading class novels aloud to their class
- Staff confidently model reading aloud to pupils
- Staff demonstrated a good breadth of knowledge with regard to picture books
- Staff use a range of texts to support their curriculum delivery

#### **Areas of challenge (staff knowledge and practice)**

- Highlighted lack of knowledge of contemporary authors. Tend to be well known or celebrity authors.
- Poetry – limited knowledge of poets, 45% of answers were left blank for this question
- In-text talk is not happening on a regular basis throughout school
- 80% of staff do not share personal reading habits with children.
- Reference was made to the use of Firstnews and The Week Junior by 23% of the staff (both publications are subscribed to in school)
- Not all staff read to their pupils on a regular basis
- Limited breadth of a range of authors delivered across school
- Utilisation of quality texts is not used consistently across all areas of the curriculum
- Reading corners vary in presentation and content of suitable materials for the pupils

### **Strength (children's RfP attitudes and assurance as readers)**

- 61% of pupils said that they enjoy reading
- A lot of pupils wrote down the book that their teacher had been reading to them at school as their favourite books, we also had a collection of David Walliams, Roald Dahl and Jacqueline Wilson books named as their favourite books.
- Storybooks and websites were the most popular choice of reading materials selected
- Children expressed that they were looking forwards to having a school library
- The pupils involved in the HERiSS study showed more interaction and enjoyment when trying to complete visual or reading exercises

### **Areas of challenge (children's RfP attitudes and assurance as readers)**

- 40% of pupils said they are not good at reading, 46% of pupils said they are ok and only 12% of pupils said they were good. This highlights the lack of children's confidence in their reading when they rate themselves.
- 42% of pupils left the answer blank when asked who they read to or with at home
- 53% said that nobody read aloud to them at home
- Pupils who had a very low reading age were more likely to not enjoy reading
- When questioned, some pupils were not able to name an author or any books that they had read
- 90% of pupils were unaware of what books their teacher likes to read
- The pupils involved in the HERiSS study showed less concentration and more negative responses when trying to complete word reading exercises

### **In Summary**

Staff are confident in their delivery of reading and reading aloud within their classrooms, but with limited knowledge of different authors or willingness to explore new texts. The essence of a developing reading culture is not yet evident as staff do not share their interest in reading materials with their pupils. Pupils in return, do not share their reading interests with staff. Pupils enjoy reading more when they are read to.

Pupils who are still at the beginning stages of reading as they progress through school show higher levels of reluctance about selecting books and reading for pleasure. When children rate themselves and their reading enjoyment their overall confidence in their reading enjoyment decreases.

There is a clear reading deficit in the children's home life reading experiences as they are less likely to be read to, or have someone to read with them. This makes the importance of being read to regularly in school even stronger. This may also account for why pupils expressed that they liked to listen to teachers read aloud.

There is a mixed range of breadth of knowledge when it comes to different authors and texts available. There is also a clear overuse of particular authors due to familiarity with the books from childhood or due to celebrity status authors. This directly impacts children's experience of literature within school. Poetry and newer genres such as graphic novels and books by

contemporary authors with a range of diversity and culture which represents changes within our society need to become part of the reading culture at our school.

There is a need to develop the ethos of reading for pleasure in our school and to develop staff and pupil's confidence with book talk to engage potential reading for enjoyment. There needs to be a well-resourced library and a consideration to the types of texts available as well as the specific additional needs of our pupils to expand the breadth of reading experiences for children to be exposed to.

## Prepare

### Research linked to aims

- Childhood reading- being a FREQUENT reader of choice- is linked to **substantial cognitive progress** between 10-16. (Sullivan & Brown, 2013)

- Children's attitudes to reading in England are comparatively low compared to their skills (PIRLS, 2017)

'It is crucial for children to develop a life-long love of reading. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems ...'  
(Early adopter EYFS Framework 2020: 8)

The above evidence expresses the important link between children's future cognitive achievements directly being linked to their access to texts through developing reading enjoyment from a young age which is particularly pertinent considering the high levels of depravity in Blackpool. This is summed up beautifully in the following quote:

Being a frequent reader is more of an advantage than having well educated parents and finding ways to engage students in reading may be one of the most effective ways to leverage social change. (OECD, 2002:3)

This has inspired, me in addition to the feedback from our survey where pupils reflected the ways in which they see themselves as a reader and only 12% perceived themselves as a good reader with and pupils who had a significantly low reading age were less likely to enjoy reading, to choose the first aim which is:

### **Social reading environments**

**'Engaging pupils actively in a variety of genres to develop a life-long love of reading.'**

In order to do this an action plan around this pedagogy was set out in an action plan.

Our research informed argument...  
When teachers widen their knowledge and pleasure in reading children's literature and other texts, and become more aware of their own and the children's reading practices, they *begin to see reading differently...*  
  
They can then more effectively build a RfP pedagogy and strong communities of readers within and beyond school.  
  
(Cremin et al., 2014)

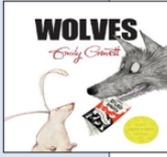
**Classroom consequences**

Teachers who developed their **reading repertoires** made a difference to the children's :

- **knowledge of authors and poets**
- **desire and motivation to read**

And their own:

- **classroom practice**
- **understanding of reading and the significance of RfP**



(Cremin et al., 2014)

The importance of equipping the teachers with knowledge of texts and a breadth of experience of texts and the above research shows that this underpins the successful delivery and impact of reading for pleasure in a school setting. As pointed out:

Studies have found that effective teachers of reading require sound subject knowledge of children's literature and reading development – Flynn, 2007, Dreher, 2003, Hunt, 1993

When the staff survey was conducted it highlighted that there was a limited breadth of a range of reading materials and authors that staff were accessing alongside a significant lack of sharing conversations about reading choices and preferences between staff and pupils.

Similarly quoted:

'You can't teach pleasure; you have to share it' (Frank Cottrell Boyce, quoted in Weber, 2013)

Therefore, our second aim is

### **Book talk and Recommendations**

**'To initiate a culture of text talk in school by helping staff to develop their knowledge of children's literature'**

In order to do this an action plan around this pedagogy was set out in an action plan.

## Deliver

In order to implement the development plan, a change team was formed. It was important to include a variety of people to support this initiative with the passion to drive it forwards in our school. The change team consisted of English, leads, a school governor, members of SLT, class teachers, support assistants, apprentice teaching assistants and staff from each key stage across the school.

To collect initial data with which to assess our strengths and areas of improvement a whole school survey was completed and repeated at the end of the project to assess impact. The pupils completed a survey and the teaching staff also completed a survey. The results were analysed to gain a true reflection of the school's current attitudes and perceptions around reading for pleasure which provided information for the change team to formulate the next steps in terms of our school's RfP journey. All of our staff then received RfP whole school training to embed the importance of our development of RfP across the school.



Finally, after consultation with the Change Team and through the analysis of our survey results a detailed action plan was written. This was a working document which was regularly reviewed and adapted when necessary. Below are summary tables of strategies used for each aim. A group of focus children were carefully selected to measure the impact of the RfP initiatives upon their intrinsic and extrinsic motivators for reading for pleasure as well as a wealth of whole school evidence within an evidence trail portfolio. Due to the constraints of Covid including class bubbles during the first term of the study a more constricted group of pupils were selected to be focus pupils. The focus group consisted of three siblings – all looked after pupils – in KS2,3 and 4. As these were all boys, a female pupil who was at the initial stages of learning phonics in KS4 was also selected. A member of teaching staff was also picked as a focus 'adult' to support the aim of helping staff to develop their knowledge of children's literature.

**AIM ONE -\_engaging pupils actively in a variety of genres to develop a life-long love of reading.**

1)Development of a school library, audit, recycle old stock, purchase	Class novels and class sets of readers (visual reminder on	Book stalls (world book day – donations) and free book stall	World Book Day	Provide every child from reception to KS3 with a new book to take home – Book
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of new books for library	each classroom door)	from old library stock at Spring Fayre		trust/Blackpool Reading initiative
Reading Ambassadors	2)Purchase of YOTO cube	Visiting authors	Subscription to Firstnews and The Week junior	Creating own class books – collaborative project
Introducing pupils to new authors/making contact with authors	School therapy dog to support reluctant readers	Children to be responsible for book choice in book areas/zones in classrooms	Parental workshops	Engaging pupils with rich quality texts in all areas of the curriculum

### Reflection on effective strategies and their impact

#### 1) Development of a school library, audit, recycle old stock, purchase of new books for library

The school library had been packed away into storage bins for several years due to the need to use this room as a classroom base due to expanding numbers. Luckily we were able to reclaim the library back and once the shelving had been put back, the unpacking of books began. Unfortunately, a lot of books were out of date, damaged beyond repair or not suitable for the needs of our children. With fresh cream paint and some new twinkling lights and book bears, the work began to create a new library space for our pupils to enjoy. Initially created with existing books, a new library was formed.



It was clear that the library space was generating a buzz of interest about reading as each class visited the library they started to add to the book wish list. It was clear that the library was in it's infancy with a lot to be done. However, the generation of interest in books and talking about books was clearly evident.

**“Verbal response 17.3.22 – Roman explained he was really happy to come into the library today as he had missed it since it had been closed”**

Children began to talk to their teachers and me about books that they would like to see in the library. It was great to hear these conversations and I acted upon them when possible. As children requested different types of books, it fostered a genuine interest of enjoyment and recommendations from the children and more importantly, got them talking about books.



**“Dhruv loves this series of book. When I purchased the new one for the library I delivered it to him. You can see how excited it was and immediately wanted to share it with a friend. 14.12.21”**



**“Chloey requested Harry Potter books for her class library. 2.2.22”**



**“2.4.22 During an English lesson Crystal found my scholastic book catalogue and began to look through it. She showed me some books that she thought would be good to order for the library.”**

Astonishingly, not only did it generate children’s interest but they also began to establish a keen interest in the development of our school library. Pupils began to offer books they had read and enjoyed and wanted to donate them to the library for other pupils to enjoy showing their willingness in actively engaging with reading.



**“25.3.22 Nathan brought these books to me and explained that he had finished reading them and does not read them at home so he would like to donate them to our school library for other people to read.”**

The library began to develop with significant funding set aside for new books, carefully sourced by myself, the KS1 and 2 English lead, the change team, subject leaders and children’s input. A balance of fiction, non-fiction and poetry books arrived and the replenishment of the library began. Pupils enjoyed being at the forefront of unpacking new deliveries of books in school and were involved in the process of stamping them with the new book stamp before placing them into the library.



**21.4.22 I delivered a new box of books that had been ordered for the library to Rhys to look through. He enjoyed checking them all and putting them in order. Rhys said *‘These are perfect for our library Miss!’***



The library was opened up to all keystages for lunchtime clubs and now has many regular attendees actively choosing to explore different genres of books. To support the development of a wide range of genres for our pupils to access, consideration was also given to texts purchased. We have invested in Graphic novels to support the large numbers of pupils who are still working within the phonics scheme to make more age appropriate novels accessible for them and foster their life-long interest in reading. In addition, we have included a multi-cultural texts selection as well as big books for visually impaired children and audio-visual texts provision to help to break down some barriers to reading that some of our pupils may have. Our senco was impressed at:

*“the consideration of the inclusion of all within the library” Mrs Emsley March 2022*

and also during our recent peer to peer review which focused upon reading across the school it made reference to the newly purchased reading resources across the school.

**Focus Reading and Leadership:**

- There was evidence of clear differentiation in the EYFS to KS2 Reading activities, which occurred as timetabled
- Good vocabulary development was identified in all key stages
- **The academy has invested in a rich range of reading materials**

Source: The Seaview Trust Peer to Peer Review 26 and 27.4.22

## 2) **Purchase of YOTO cube**

In terms of meeting the needs of all our pupils in supporting their development of life long reading for pleasure the change team looked at various ways in which we could present different reading opportunities to our pupils. As we are a KS1-5 school we also wanted a resource which could be accessed by a wide age range. We came across the Yoto cube and found that it's simple design - easy to use for our younger children and those with poor motor control – as well as it's potential to provide a positive experience for those with visual impairment or children who are not independent readers, would be a perfect addition to our school.

The yoto cube uses story 'cards' to read stories aloud to it's user, breaking down frustration barriers and supporting visually impaired readers or non-independent readers. The story cards also present a huge range of simple picture books to more complex books and classic novels as well as a good range of poetry and non-fiction. Emily Miller (change team participant) stated **"the Yoto cube would be great addition at our school"**.

We decided as a change team that we would try and raise the fund for this buy selling old library books that we had taken off the shelves during World Book Day. The stall was run by KS5 supporting their Enterprise curriculum and they raised over £130 on the day which covered the cost of the Yoto and allowed us to start our card collection. One pupil who ran the stall said

*"It will be nice to give something back to our school and help people like me want to read" Joe Harrison 4.3.22.*

Here is Joe (KS5) helping at the stall, reading to a younger pupil who sat on his knee!



*“This is the best. I can get some books!” KS1 pupil 4.3.22 (pictured above)*

The Yoto cube has proved very popular since it’s arrival to the library. One class in KS3 had just started reading ‘The Boy who Grew Dragons’ and were excited to learn that we had bought the series on Yoto card. Miss Slack, the teacher of the class asked if they could borrow the player and the card to continue the book.

A KS3 pupil who is receiving covid catch up support intervention enjoyed accessing the Yoto player and Mrs Houghton (the teacher) recorded the following evidence to show it’s impact upon Elisha’s development towards her set reading target.



Elisha  
In class support  
15<sup>th</sup> March 2022

In class support

LO: Reading for Pleasure - Introduction to YOTO

Elisha could:

- Listen to a story of choice using the YOTO device and said that she enjoyed listening to it.
- She also selected a variety of books and read to PH books which she thought were suitable for younger children.
- She was able to decode unfamiliar text and discuss its meaning if she was unsure.

Next steps: Continue to read for Pleasure.

**21.4.22 - Chloe S chose to listen to the Yoto cube. She asked for a specific author Julia Donaldson**



The Keystage 1 and 2 English co-ordinator Miss Housby, trialled it’s use across several classes and it was very popular. She asked

*“Can we order one for each key stage to share?” C Housby April 2022*

As a result we have now ordered two more Yoto minis to be shared by each key stage. It is always a firm favourite during library club sessions and we have now purchased headphones to use with it during independent reading sessions. Pupils who had shown reluctance to read have been the first to want to use the Yoto cube.

**AIM TWO** - To initiate a culture of text talk in school by helping staff to develop their knowledge of children’s literature

Add tagline to email stating books that are currently being read	Whole school RfP training training	Providing new novels for teachers to pick from for their class novels. Timetabled reading slots on timetable	1)Development of a reading zone/area in each classroom	Challenge SLT to add book titles in staff weekly briefing meetings
Encourage staff to enrol on RfP website to broaden knowledge of literature	Share RfP presentation once completed to all staff in staff INSET (Sep 22)	Text-specific question in ALL subject Development meetings held with SLT for subject leaders to focus on use of text within their subject	Invite subject leaders to sort through their books in the library, to donate old ones to book giveaway and replenish some with their subject budget	Science staff to create own research based texts in Science lab
Firstnews newspaper digital copy and accompanying challenges emailed out weekly to all staff	World Book Day. All staff to take part in collaborative book making competition to enter online	2)To blog and tweet about reading initiatives, books, authors on a regular basis	Involvement/ exploration of new authors and text talk development	New Display creations – books that staff are currently reading to their classes – entrance hall

**Reflection on effective strategies and their impact**

1) **Development of a reading zone/area in each classroom**

Primarily book areas were seen as a bookshelf with random books on and also they were not considered to be appropriate in KS3,4 and 5. Some classrooms such as the DT room and Science

lab were also seen as rooms which did not require book areas. When questioned about book areas on my initial learning walk around schools:

- **85% of KS3,4 and 5 staff said that they considered book areas to be in KS1 and 2 only.**

Out of the book areas seen:

- **100% of staff said that they had made the selection of books themselves without consultation with children**
- **87% of staff did not replenish or change the books during the year.**

This area was seen as a perfect area with which to help develop a culture of text talk by empowering staff to consider the importance of book areas. Staff received training on the importance of book areas and ideas for layouts, a folder of resources was made available for staff to use to add to their book areas and finally staff were invited to collect any unused items which would support book areas such as lighting, blankets, cushions, rugs and bears and all items collected were re-used across all classrooms in the school.



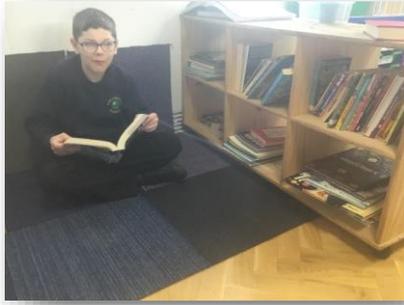
Book sharing and text talk was becoming evident through school. Children were enjoying using their book zones and were starting to take ownership of them. Posters, labels and signs were being created by children. Pupils who needed time out when in crisis liked to sit in their reading zones and pupils did not always have to sit at desks any more when reading.

*"I like it because I can lie on the ground, on a cushion with a blanket and have my own booktime. It is better than sitting in my seat. I am more chilled now...." Farrah (Y7)*

Rhys was so inspired by the library that he asked his teacher,

*"Can I make a book area in our classroom. I'm going to call it the book nook!" Rhys (Y7)*

He carefully considered book choices and chose an area, used carpet square tiles and set out a library area for his class to enjoy. He enjoys being the librarian and tidying up and organising it.



All classes were allocated a library slot on their timetables and so these supported teachers in making sure that the children picked their own choice of library books to put into the classroom library and this also ensured that books were being changed and replenished on a regular basis. When the learning walk took place at a later date the teacher's responses had changed.

- **5% of KS3,4 and 5 staff said that they considered book areas to be in KS1 and 2 only.**
- **100% of staff said that that children had made the selection of books themselves through the use of the school library**
- **0% of staff did not replenish or change the books during the year.**

2) **To blog and tweet about reading initiatives, books, authors on a regular basis**

This strategy was employed amongst all staff and co-incided with the Blackpool 30 challenge. Staff were requested to share more evidence of reading activities done across our twitter site and class blogs on our school website class pages.



Previously most English-based recording had been focused around the content of English lessons. After the initial RfP staff training sessions lead by Professor Teresa Cremin, the importance of Reading for Pleasure was embedded with all staff. In order to create momentum and continuity with this project the Blackpool 30 challenge enabled another reinforcement tool to provide not only evidence of reading enjoyment but also supported staff to be creative and fully enrich quality time for reading for enjoyment.

The deputy headteacher challenged herself to try and fit in book titles during briefing meetings for staff to spot and staff began to create purposeful activities, environments and opportunities in which reading could take place within classrooms without the restriction of having to sit at desks and also reading outside of the classrooms. Increasingly children sprawled across floors, in blankets, led on cushions and sharing books with each other and acting out stories with props became a familiar site on blogs and twitter feeds.



28.4.22 - Lower primary recording their reading outside with friends, on Twitter

21.4.22 KS1 on Twitter sharing evidence of the book 'Emergency' that they enjoyed

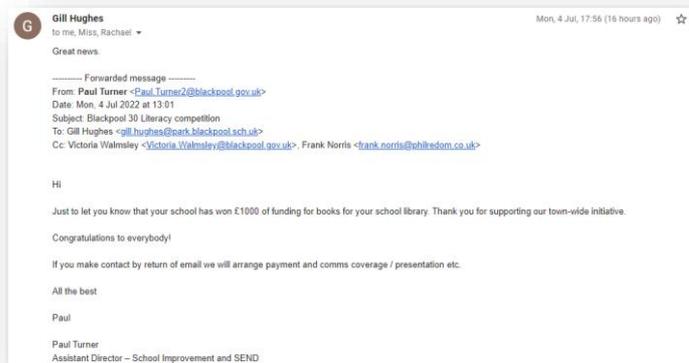


The impact of this began to be seen with children choosing to read outside whilst their class friends took part in an outdoor movement session. During a wet lunchtime in kS4 one boy was seen sat down on the floor with a book. When I questioned him about it he said:  
*"I don't want to play on the computers. I am enjoying this story and want find out what happens next. I'm comfy here on the floor thanks!" Harvey (KS5) 30.3.22*



Children's attitude to reading was changing due to the enriched experiences that staff were providing for their pupils. Taking away barriers such as always having to finish a book, always having to read aloud to a teacher, sitting at desks were changing our pupil's mindset about reading.

Most recently, this evidencing strategy has also helped us to win £1000 for books as a school by taking part in the Blackpool reading 30 challenge. So the next academic year will start with the promise of ordering new books to complement our expanding range of reading choices available.



## Review

### Intention: reviewing to ascertain impact at the end of the academic year

Through the use of the change team and individual staff members involved with the chosen focus children themselves, I collated a Reading for Pleasure evidence document to record any evidence of the impact upon the focus children throughout the year. Evidence came from various sources such as blogging, being in a newsletter, performing on stage in an assembly, to taking part in world book day, attending a book stall or library lunchtime club as well as emails received from support staff working with pupils and individual conversations held during

learning walks and English leadership time across the school. Analysis has also come from termly benchmark assessments and the children's willingness to participate in reading.

The 3 male siblings – looked after children – all showed great enthusiasm towards their development of reading for pleasure. Rhys (Y7) devised his own 'Book Nook' in his classroom for him and his friends to enjoy after he enjoyed visiting the school library so much. The purchase of the Yoto opened up a whole new world for Rhys as he is visually impaired and he loves to access the books as a treat or reward! Rhys now regularly attends the library lunchtime club – choosing this over his minecraft club and he bought several books at the World Book Day stall to start his own 'library' at home.



Rhys has since stated that he would like to be the school librarian and may like to do this as a job in the future. He loves to stamp new books and open up the new deliveries of books to school. It was Rhys' love of accessing lots of books that inspired his younger brother Aaron. Recorded in the evidence log

*22.4.22 – verbal - Aaron M wants to create his own library at home. He was not able to make it to the spring fayre at PCA where there was a free book give away stall and wanted to create a library at home.*

*26.4.22 - Aaron had finished his intervention work with Miss Housby and then went to choose some books which were left over from the school fayre. He was really happy.*



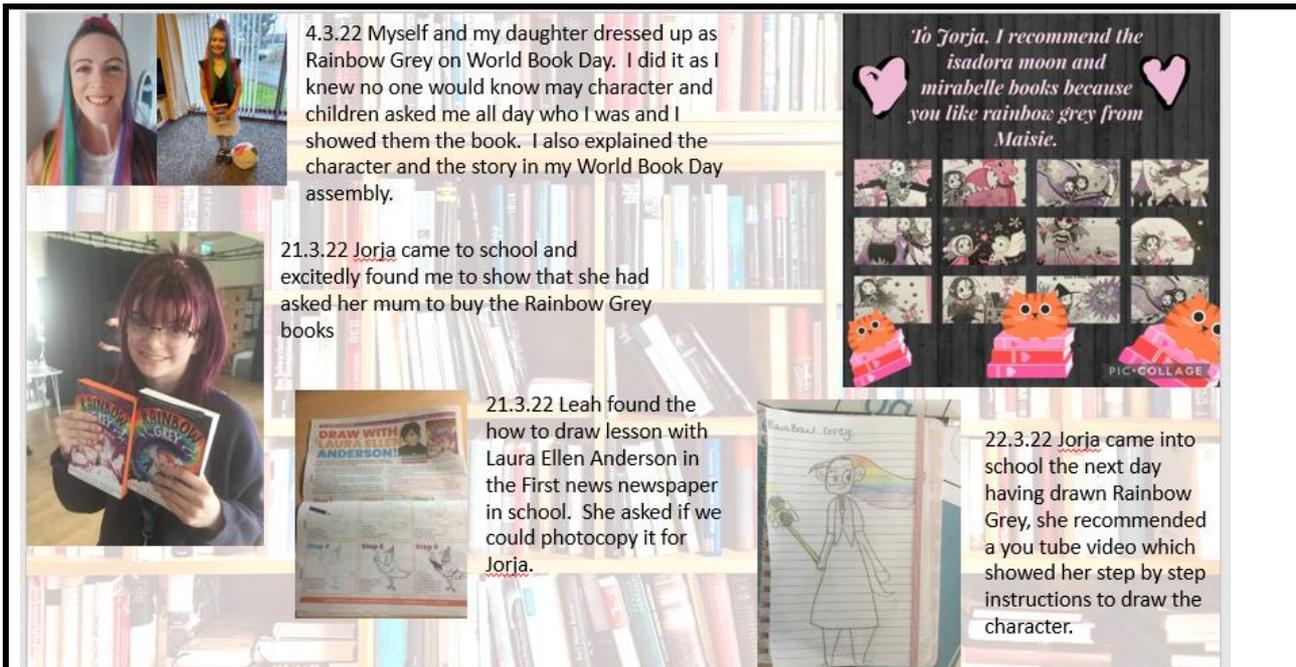
Rhys' older brother Daniel (KS4) had always shown reluctance to reading and had very low confidence about his reading, then one day in English he had brought a book he liked from home. It was a book about paper aeroplanes so we photocopied some of the pages and made them together. Daniel then brought in a story book from home the week later and asked if I could read it out to the whole class at the end of the lesson explaining;

*"No one reads to me at home Miss, I'd like to hear one of the stories in this book" Daniel 24.5.22*



The female pupil, Jorja (Y10) displays high levels of anxiety and also can have low self-confidence when tackling something out of her comfort zone. When approaching reading Jorja said that she did not think she was good reader, did enjoy being read to but does not have a good knowledge of a range of authors and would find it hard to give a book recommendation. Jorja absolutely loved the introduction of the class novels being read to her class and became interested in books by Ben Miller after we read *The Boy who Made the World Disappear*. She also likes to access the school library and regularly changes her books and replenishes her class reading zone.

Displayed below is a page from the evidence for Reading for Pleasure document which shows how a suggestive unknown character which I dressed up as on World Book Day inspired Jorja to access new books. She received book recommendations from Maisie and was curious about my character as she has not heard of the character before. 2 weeks later she was desperate to show that her mum had ordered her both Rainbow Grey books and her class friend Leah found an article the Firstnews newspaper about the author and how to draw a character. This was a great evidence trail to show how book talk between staff and pupils has allowed pupils to want to access a greater breadth of reading materials and that shared recommends are appreciated between adults and pupils alike.



A teacher was picked as a focused 'adult' for the purposes of also evidencing the difference that has been made to staff. The staff member picked had previously been an SSA at school and then became a teacher and also had been a Keystage lead. From the initial teacher survey to the end of the survey it can clearly be seen that the focus teacher...

Evidence for this teacher was sourced through emails and conversations between herself and myself as well as active blogs and tweets. Evidence was also found in her school reports for English and also when her class performed a fable in assembly. She developed her reading zone within her room and also experimented with using Apple TV and electronic books displaying the pages so that her class could read along and follow the story. She was more open to ask for suggestions and support for different texts that could be used to help teach some of the English content for her classes and has fully embraced Firstnews and her class receives a weekly hardcopy of the newspaper.

Following this as her role as Computing Lead she is now setting a whole school target in the beginning of the next academic year relating to the use of Apple TV and using the mirror function and would like to focus on accessing reading materials for all during timetabled reading sessions allowing teacher's to use this technology to support visual learners in increasing their interest in looking and following different texts being read to them by their teachers.

It was exciting to see that her class enjoyed the genre and style of Jeff Kinney and the Wimpy Kid series and when I suggested Tom Gates, she shared this with her class, generated a genuine enjoyment for reading ethos and completed one of the books. She also tweeted and the author of the book replied to her comment. Naturally when I ordered 20 different Tom Gates books for the library, her classroom was the first place that I visited with the unopened delivery. They were more than happy to help me open the new delivery and quickly tweeted their excitement.

The evidence below is taken from the Reading for Pleasure evidence document.

11.3.22 Acting out King Midas a story studied in the English Myths and Legends unit, for assembly.

19.5.22 Mrs Johnson takes out her class to read their class novel, on school twitter feed.

20.3.22 Mrs Johnson sent an email as her class had been reading Tom Gates and had put it on twitter. Liz Pichon re tweeted it!

10.6.22 – I visited class 3J as they have found a new interest in Tom Gates. I had ordered a 20 book set and went to their classroom with the unopened parcel as a surprise. They were very excited to help me open it, and were pleased to see the newly ordered books for the school library.

The children in this teacher’s class have enjoyed the ways in which books have now been presented to them. The variety of acting out stories, listening to books outside and receiving tweets from the author of a book to requesting books for the library has had such a positive impact upon creating a culture of text talk to support their reading for pleasure. In summary a pupil said

*“I look forward to Mrs J reading me the book. I can’t wait to borrow the new ones from the library, I don’t know which one to pick first!” Ryan (KS4) 10.6.22*

Below are the results from the survey for each of the pupils in November and in June as evidence to show that there is measured impact on the focus pupils.

Question	Response in November				Response in June			
	Pupil a	Pupil b	Pupil c	Pupil d	Pupil a	Pupil b	Pupil c	Pupil d
Do you like reading?	No	Yes	No	Yes	Yes	Yes	Yes	Yes
Are you a good reader?	No	No	No	No	No	Yes	No	Yes
Do you read at home?	No	No	No	Yes	Yes	Yes	Yes	Yes
If yes, who do you read with?	N/A	N/A	N/A	I read by myself	I read with my brothers	I read with my brothers	I read with my brothers	My mum and dad and myself
Does anyone read out loud to you at home?	No	No	No	No	No	No	No	No
Where do you most like to read?	I don't	With Miss	Don't know	In my bedroom	In the school library	School library and book nook (classroom)	I like the teacher to read to me in school	Lessons in school, school library, at home, outdoors
What do you most like to read?	Don't know	Picture books	websites	Story books	Story books Story app	Non-fiction story apps	Storybooks, non-fiction, comics	Story books, non-fiction, picture books, story apps
What are your two favourite books?	Don't know	Don't know	Don't know	Amelia Fang books Unipiggle books	Dogman	Lego handbook	The Boy who made the world disappear and Doodlebug Alley	Rainbow Grey series The Last Spellbreather

As you can see when the results are compared there is a 100% positive response to liking reading compared to a 50% divide in November. 50% of the focus group stated they now read at home, previously none of the focus children read at home which supports Cox and Guthrie who state:

*'Readers who are intrinsically motivated are more likely to be reading for their own pleasure and satisfaction. Research suggests these readers may be reading more widely and more frequently and enjoying their reading more.'* Cox and Guthrie (2001)

Compared to initial answers in November, pupils now answered with a wider variety of places that they liked to read – many linked to the library and school experiences – as well as expressing a greater variety of genres they were interested in and were able to state their favourite books. In relation to Aim One - **engaging pupils actively in a variety of genres to develop a life-long love of reading** – this shows that the strategies that have been put in place have definitely broadened genre choices of material to read.

This also supports Aim Two - **To initiate a culture of text talk in school by helping staff to develop their knowledge of children's literature** – as the focus children are now more confident in naming their favourite books and discussing texts that they enjoy. It is also interesting to note at this point that pupils were also able to state more places that they enjoyed reading in, which further reinforces the impact of the focus teacher reading aloud to her pupils outside the classroom as well as teachers accessing the library on a regular basis with their classes.

Aim Two is also further supported as two of the books read by their teachers, namely 'The Last Spellbreather' and 'The Boy who made the world disappear' have now appeared as some of the children's favourite books. This is further enhanced by the mention of Tom Gates by the focus adult's class. This exploration of new authors and talking about characters in books and other

books written by the same author supports the importance of enhancing teachers' knowledge of children's literature as stated:

'...that for many teachers of older primary children, knowledge of children's literature may not be seen as a priority, which, given children of this age (8-11yrs) have recently been shown to hold increasingly negative attitudes towards reading' Clark (2013)

### **End of year data and it's impact towards the RfP aims**

The initial children's and staff's surveys which were completed at the beginning of the project were then completed again in June 2022 to support analysis of impact of the project undertaken.

#### **Key survey findings related to Aim One - engaging pupils actively in a variety of genres to develop a life-long love of reading.**

The new survey showed that 52% of pupils now considered themselves as 'good' readers against a hugely comparable 12% at the start of the RfP trial. This is a tremendous difference but supports the importance of exposing children to a variety of genres such as graphic novels for pupil's who are visual learners and audio books and the Yoto cube to support visually impaired pupils or to engage pupils who find reading very difficult. Also the important surroundings with which we given our children time to read with carefully timetabled reading slots and environments such as the library and book areas in classrooms has had a significant impact on the way children perceive themselves as readers.

Story books and websites were mentioned as the most popular choice of reading materials, but when questioned at the end of the study more pupils selected several categories of preferred text. Some pupils had chosen to write additional categories such as 'Firstnews newspaper', 'new graphic novels', 'annuals' and 'any yoto story'.

Upon reflection it is notable also how many children have met me in a corridor or come to find me to make a suggestion of a book, author or series that they would like to see in the library and when some of these suggestions are purchased, the pupils always appreciate it being delivered to them personally.

The ownership of the classroom reading areas changing to pupils selecting the texts from the library has empowered children to want to access the reading areas more frequently within the classrooms as they are aware that the texts available have been selected by them.

#### **Key survey findings related to Aim Two - To initiate a culture of text talk in school by helping staff to develop their knowledge of children's literature**

The initial baseline survey highlighted the lack of knowledge around authors, with a strong correlation of well-known authors such as David Walliams, Jacqueline Wilson and Roald Dahl. When re-questioned with the same survey in June it was great to see a developing knowledge of authors – often by suggested books given to their classes. Names such as B B Alston, Onjali Q Rauf, Ben Miller, Julie Pike, Robert Swindells, Catherine Fisher and Katya Balen were mentioned

in addition to numerous picture book authors, many of whom have been bought recently for the library to replace older books.

Below is one of the change team enjoying Amari and the Night Brothers – B.B. Alston with her class, excitement about a new Katya Balen book after reading October, October and an SSA searching for Katya Balen books after she had borrowed October, October from my recommendation.



A key observation I had noticed is that there has been a higher uptake on staff borrowing class sets of books which have been made available to all staff for their classes as they are now visible and on display just outside the staffroom, they had previously been kept in a small stockroom cupboard. Carefully presented to entice the teacher's book sets have been organised clearly to make the process of selecting new texts easier.



During a learning walk in April 22, some pupils were able to tell me their class novel, the author and also mentioned what their teacher liked to read! More pupils shared books from home by bringing them in to show their class and their teacher. I was inspired by an SSA as she had written a personal poem for her brother many years ago and brought it in unexpectedly and asked if she may read it to the class. It was incredible to see the confidence in sharing text talk

as I took the class into the library for their personal poetry reading. The children and myself were truly inspired and the very next lesson the pupils asked

*Can we write a poem like Miss did? Sean (KS4)*



## Sustain

**Intention: review and plan for embedding implementation and impact in future years**

### What have I learnt about RfP?

By taking part in this research this year, I now have a clear understanding of the need for a multi-layered Reading for Pleasure Pedagogy to run alongside explicit teaching for reading within schools. This is supported as the UKLA Phase II project Teachers as Readers, Building Communities of Readers identified the need for

*'...a multi-layered Reading for Pleasure Pedagogy, and subtle, but significant distinctions between reading instruction and reading for pleasure.'* Cremin et al., 2008c,d,2009a.

Previously the National Curriculum had not included this in the English Curriculum but due to extensive research now in this area it now features as:

*'The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop the love of literature through widespread reading for enjoyment.'* DFE, 2013.

The initial evaluation of our school context, alongside the results from a survey with both pupils and staff showed current strengths and weaknesses. It was from these that a pattern emerged and an action plan could be set into place. As previously mentioned the want to make huge changes at the expense of not embedding new strategies clearly and succinctly meant that I

quickly learned to appreciate the need to work on 2 initial aims with a view to reinforcing their success before implementing future aims.

With reading for pleasure gaining momentum in the world of education I also have been enlightened as to the benefits and positive impacts this has on children from an early age.

‘Whilst reading for pleasure is seen as a worthwhile activity in its own terms, it has also been associated with, directly and indirectly, with reading attainment. There is considerable international evidence that reading for pleasure and reading engagement are strong predictors of reading attainment’ (Anderson et al 1988 PIRLS, 2006; OECD, 2002, 2010)

And similarly,

‘There is also evidence of reading achievement impacting upon wider academic attainment across the curriculum (OECD, 2002) and the suggestion it can diminish the effects of socio-economic status’ (OECD, 2002; Topping et al., 2003)

In summary, looking at the research that has already been conducted in this field it is very clear to see a clear picture emerging of the need for reading for pleasure to deserve its place as a main focus in every school, for every pupil in order to allow them to achieve their true potential by accessing education at the highest possible level, whatever their personal, social and economic circumstances.

### **What have I learnt about managing school improvement**

Taking part in this Reading for Pleasure study, I have learnt that in order for Reading for Pleasure to be successful within a school, it needs to be confidently led and embedded over time. The importance of collecting relevant data to analyse the school’s current situation is essential to create a purposeful action plan to benefit the pupil’s development.

I have equally learnt by conducting a staff survey that not all staff share the same passion as myself about reading, and also the importance of providing the correct support to embed good practice across the whole school. I have taken on board the phrase ‘*It’s a marathon, not a race*’ which has been used across our training to help to refine clear and achievable aims across the school.

I have also learnt that in order to make effective change, it is paramount that it remains a whole school focus with the help, support and guidance needed from all of the SLT team in school in order to be able to maintain Reading for Pleasure as a priority and key focus across the school.

### **Adjustments to the reading curriculum to enable evaluation and adjustment**

In the next academic year, in order to evaluate and adjust provision I will collate evidence from a focus child from each keystage and create a new evidence trail for Reading for Pleasure to track progress across the whole school. There will be more time allocated to each keystage with daily Reading slots across all year groups. These will be monitored by the two English leads so that there is a variety of reading strategies in place to develop not only reading attainment but

to foster reading for pleasure too. Reading for pleasure attainment will be tracked using beginning and end of year survey formats, but this time the questionnaire will be based upon the chosen focus aims for the coming year, in order to accurately analyse its impact.

### **Next steps to develop RfP across our school**

In order to sustain RfP as a whole school ethos I propose to celebrate the successes of this year's RfP evidence and re-iterate the aims to all staff, sharing the portfolio of documented evidence and evaluate the action plan accordingly.

In order to develop RfP as a whole school ethos I propose the following

- Create a new action plan for the forth coming year with newly identified aims and to use as a working document
- Maintain and recruit members to the change team due to staffing changes across the school
- Explicitly support staff through INSET by identifying the 4 main pedagogies of Reading for Pleasure
- Seek a Reading for Pleasure annual budget from the Headteacher
- Produce a reading for pleasure governor's report twice a year
- Staff training into how to create an effective book area/zone within their classrooms (linked to the DFE document)
- Heighten the profile and awareness of Book talk across the school
- Support Computing co-ordinator in the use of Apple TV to make texts more accessible for all pupils across all areas of the curriculum
- Repeat presentation of RfP project to school governors. SLT and Academy Trust Lead