

Reading for Pleasure Case Study: Provost Williams CE Primary 2022-23

Context

The school is a one-form entry primary of around 186 pupils, with a pre-school attached run by the school. We have a significant minority of GRT pupils, many arriving in Year 2 onwards without any school experience.

Pupil Premium figures are around 33% with SEND at 25%.

While the percentage reaching expected in KS2 SATs had been around 74% most years, few children read widely for pleasure. In KS1, few children are heard to read by adults, and in KS2 this drops even further, as parents rarely read themselves. Children often begin Reception with poor language skills.

Before the project we had tried encouraging children to read through activities (Bookflix –style displays, book covers, author displays, ‘Poetree’ displays, reading challenges and one-off activities) but this had zero impact on children’s reading habits or interests. We discovered that children did respond to having ‘teaser’ sessions with parts of books being read out.

Explore: Intention: define the problem and establish a baseline

Resources

We had very little poetry and what there was, was not good quality.

We had spent quite a lot of money buying more up to date books a few years ago, but these were now getting old.

We had very little diversity in background or types of books.

Our non-fiction books were very old and often not related to the new NC or topics children were interested in.

Provision

All classes had independent reading time and most teachers read to their classes at least occasionally.

Accelerated Reader had widened the range of books available for children to choose from and children were positive about it.

Children’s surveys

Most KS2 children took the survey online. KS1 children were unable to access this because of technical difficulties so we relied on staff observation and conversations. Staff also compared responses to the questionnaire with their observations of children.

- Children responded positively, saying they liked reading (34% loved, only 6% saying they didn’t like it) and thought they were quite good at it (55%). This contrasted with staff observations that children liked reading quite simplistic books, did not like moving out of their comfort zone, and read mostly Diary of a Wimpy Kid, Tom Gates and David Walliams. Their response if asked why they liked a book was usually ‘it’s funny.’ They did not engage with texts that introduced new experiences or were thought provoking.

- Children were read to fairly regularly:

26. Does your teacher read aloud to the class:

[More Details](#)

● Daily	30
● 2 or 3 times a week	15
● Once a week	5
● Rarely	2

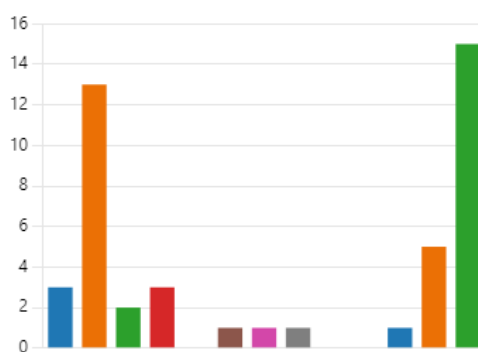


- Most children read in school rather than at home.
- The majority were not read to at home (65%). These were KS2 children which confirmed teachers' opinions that once children could read words parents stopped being involved in children's reading.
- 19% put teachers or friends first when asked who they chatted to about reading.
- Children did not like poetry or comics and mostly enjoyed non-fiction or picture books (this was interesting given that they were KS2 children):

16. What is your **favourite** type of text to read?

[More Details](#)

● Information books	3
● Picture books	13
● Novels	2
● Comics	3
● e-books	0
● Websites	1
● Poetry	1
● Graphic novels	1
● Blogs	0
● Audiobooks	0
● Social media	1
● Online games	5
● Other	15



The areas for development I identified were:

- Teachers will know the RfP definition of Book Talk , how to engage in it with children and how to model it.
- Children will know a wider range of authors and text types and be confident enough to explain their preferences and try new books.
- Focus children will be able to recommend books and have two text types or authors they enjoy reading,
- Classes will have regular free reading and book talk sessions.
- Ensure that KS2 children have books that tempt and engage them.

Staff surveys

- Most staff relied on books they had read as children, to their own children, or were very well known: (eg Roald Dahl, Jacqueline Wilson) or were celebrity authors (David Walliams). KS1 staff could name lots of picture books but mostly by older authors (Allan Ahlberg).
- Staff could only name adult poets (Wordsworth, Keats) or older children's poets (Heard it on the Playground, Michael Rosen).
- Staff rated their knowledge of children highly (most choosing scale 5) but conversations showed this was more based on assessment data - they did not really know when children read, why they liked or did not like genres, what they had tried, and so could not recommend books to children.
- Staff did not see children recommending books to each other.

Strengths

- 75% of children thought their teacher loved reading.

More Details

● Love reading?	40
● Think it's ok?	13
● Isn't bothered about it?	0
● Doesn't like it?	0



- Many teachers read to their classes.
- Most teachers said they liked books and thought reading was important.
- Independent Reading was timetabled.
- Accelerated Reader gave children access to a wider range of books including ones from home.
- Whole-text English curriculum meant that all classes were hearing and studying high-quality texts.

The areas I identified for development were:

- Provide opportunities for informal conversations so staff would get to know the children as readers.
- Provide opportunities for staff to get to know each other's strengths and interests so they would know who to go to for recommendations.
- Develop staff knowledge of a wider range of genres, authors, poets and illustrators. Continue to develop the diversity of reading genres across school.
- Develop regular opportunities for informal book talk in the classroom and throughout school.

Prepare: creating a clear, manageable plan for achieving your RfP aims

What is it you want to achieve for your pupils?

When we began the Reading for Pleasure project we wanted children to enjoy reading outside school and choose to read; to read more widely and be prepared to try different types of books as well as knowing what they liked and how to find books they might enjoy.

We wanted them to have teachers who enjoyed reading, enjoyed discussing reading, and had a breadth and depth of knowledge of children's literature.

We wanted them to have a wide range of texts to choose from, and time to read in school.

Aim 1: Improve staff knowledge of contemporary literature

We had found from previous attempts that children responded to books rather than pictures of books, and that widening children's reading habits would take time. Research shows that Reading for Pleasure is most effective if it is learner-led, therefore staff would need to resist the temptation to 'tell them what they should be reading' or recommend what THEY liked.

Staff needed to improve their knowledge of children's literature so that they could recommend what the children would want to read.

We needed to widen staff knowledge of up to date children's literature so that they knew at least one author in several genres eg humour, adventure, fantasy, poetry.

'Knowledge of children's literature and of individual children and their reading interests is essential in order to develop young readers who can and do choose to read for pleasure. Those teachers who have a secure knowledge of a range of children's literature are not only more able to recommend the right text for the right child, but are also better positioned to create a community of readers in the classroom.' (Younger and Warrington, 2005; Kwek et al., 2007).

We knew from our surveys that whilst staff had a good understanding of celebrity authors, their knowledge of a range of authors and texts needed to be considerably broadened. There was a range of interests across the staff, but this knowledge was not being shared regularly.

Aim 2: Develop informal book talk

'Talking about books brings texts alive for readers through extending their understanding and relationship with the narrative' (Cremin et al., 2014).

Our aim was to introduce Booktalk so children were recommending books, deepening their appreciation of books beyond 'it's funny', relating books to the world around them and being prepared to read more widely.



24 hr reads showed that most children did not read much other than phones, environmental print and some short session of reading books.

Informal observations showed that weaker readers were not able to choose books effectively, and did not really have a knowledge of themselves as readers, or of themselves as a community of readers. Reading was taking place individually and silently. We therefore

wanted to give children a chance to talk to others, share books, compare books, find others who liked the same books, and develop their understanding of themselves as readers.

While attending CPD sessions, we became aware of LIST: “employing these four strands of practice much depends upon the extent to which these pedagogic practices are LIST, that is:

- Learner-led
- Informal
- Social and with
- Texts that tempt.

I felt from the surveys and informal discussions with my class that children were probably enjoying reading and would talk about it, but that we were not discussing the books they were reading, or offering the books that they wanted to read, but were instead insisting they read the books WE wanted them to like.

“ If as teachers we hold the reading reins too tightly and don’t ensure that our reading for pleasure pedagogy is reader-led, reader-directed and reader-owned, we will never create communities of engaged readers.” (Cremin, T., 2019)

While staff were enthusiastic about reading with their children, it was noted staff were not confident chatting about reading with their classes and it was rarely happening in classrooms. By improving their confidence in book talk and developing children’s book talk we could ‘...rouse minds to life’ (Tharpe & Gallimore, 1988).

Children tended to read humorous but quite shallow books which did not represent a particularly wide range of backgrounds, places, interests or encourage genuine reflection. They did not engage children with the real wider world which we wanted to encourage children to do:

‘Developing book talk can make a significant difference to the overall lives of the children by promoting critical thinking when topics are related to children's developing identities, including race, gender, and class.’ (McCarthy, 2001).

Change team

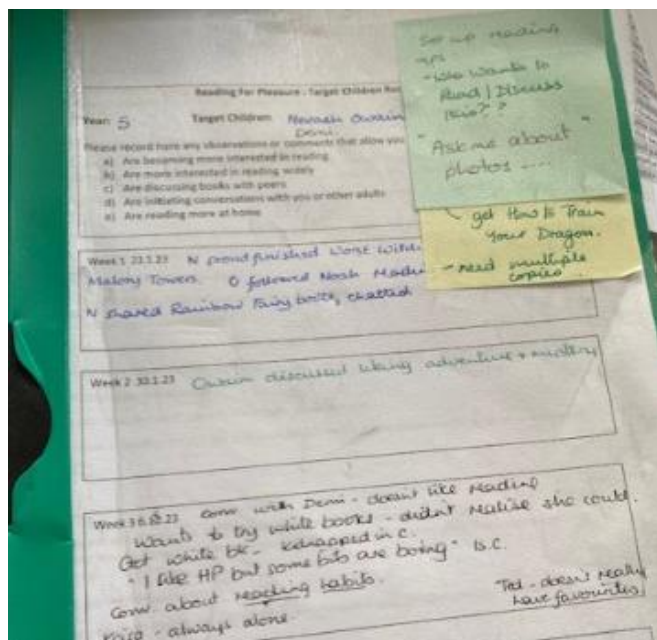
2 members of staff volunteered to be on the Change Team – the Y1/2 and Y4 teachers. This allowed us to pair up: Y5 with Y6, Y4 with Y3 and Y1/2 with EYFS. Meetings were very difficult to arrange because of part-time staff and other meetings. We relied on catching up at lunchtimes and communicating by email, and both teachers did work with their partner class but we did not manage the reading and follow up with focus children which would have made the analysis much more effective. This is something we will try properly next year now I have a better understanding of the Change Team’s role.

Focus Children

Teachers identified children they wished to focus on in each class. These were children who were not engaged with reading, regardless of ability:

		Type of reader	Other information
EYFS	M	Doesn't choose reading as an activity	
Year 1/2	M	Doesn't show interest in reading; not read to or with much at home.	
Y3	F	Fairly able but did not choose to read.	
Y4	M	Enthusiastic on the surface but rarely settled with a book	PP
Y5	F	disengaged, weaker reader, chose mostly 'fairy' type books	PP
	M	disengaged, rarely finished books, didn't discuss them.	
Y6	M	beginner reader, did not focus in reading sessions or show much interest.	PP
	F	Reasonably able reader but disengaged.	

Each class had a record sheet to note down observations on focus children so that we could respond to their comments ('professional noticing') and show progress.



Deliver: implementing your development plan and ongoing documentation of impact – how well did they work and what effect did they have?

Aim 1: Staff knowledge of children's literature

This was the harder of the two objectives to achieve. We began the project with a whole school book Advent Calendar which improved staff knowledge of contemporary picture books for older children, and any new books we acquired went in the staffroom first for staff to look through. Some staff engaged with this more than others. Some staff tended to stick to the books for the age group they were currently teaching. It did lead to some conversations: staff showed in conversations that they needed to know more recent authors and three staff were very proactive in looking up new authors and buying new books for themselves. EYFS and KS1 staff were keen to share their knowledge of up to date authors with KS2 staff who had beginner readers. It has started to create a culture where staff discuss books and ask each other for ideas.

Staff interests on doors. We displayed teachers' interests to spark conversations with children but it had more impact on staff knowledge and prompted conversations between adults and adults/children:

Mrs Lambeth likes dramatic books!



Which one is her favourite?

"Mrs Lampe Cullen likes that - ask her about it." Y4 teacher

"I didn't know D likes those..." Y1/2 teacher

"Is that a good one? Can I borrow it and read it?" KS1 TA

Class authors Reading ambassadors found a new author they would like each class to research. This helped staff read books by new authors and find out a range of what they had written. Classes presented in assemblies which introduced new authors to more staff as well as children: *"That looks good – have we got it in school?" KS1 TA.*

Poetry : Staff knowledge

We started this part of the project in June with the aim that each member of staff and each child would find one new poem they like and would listen to and talk about a wide range of poems. Learning from the earlier months of the project, I shared a week-by-week action plan on the notice board so all staff could see exactly what needed to be done each week.



A TA created a tree with selections of poems for children to take from little plant pots. This has been very popular particularly with Y 3 and 4 who liked them because they were short, mostly quite funny and children could keep them in their reading diaries. They also liked the TA who often talked to them about the poems – again, personal relationships were crucial. We will continue this next year, changing the poem selection regularly.

I produced resources for staff with poems and information pages about contemporary poets. Each week I give staff a powerpoint with more poems and ideas for places to look for themselves. The Y6 teacher reported Y6 had been

very interested in Joseph Coelho's poetry, learning some and asking to perform it after watching some videos of him. The EYFS teacher reported her class had really enjoyed 'the cat poem' which surprised her as it was not a nursery rhyme and had some tricky vocabulary.



When we started the Poetry work some staff were very unsure about poetry, feeling that it had to be 'clever' and that they 'didn't get it.' We started a collection of poems on the staff board and I talked to several staff about ones I really like that are rhyming, funny or short, as well as ones that need more thought. We have talked about poems for different moods and occasions. "I like rhyming ones," (KS2 teacher). "I didn't realise I was allowed

to like that!" (KS1 teacher).

The head of school suggested the Brian Patten poem Geography Lesson to Year 4 and the teacher liked it so mentioned it to other staff. Poems are proving easier to share round because they are quicker. Each class began a book of poems they like which will stay with them through the school so staff will have access to more children's poetry. This is work we will continue next year, rereading poems that were popular.

Aim 2: Pedagogy – Booktalk, Inside Text Talk and Recommendations

I divided the plan into stages:

Building a common knowledge of picture books to stimulate conversation

Introducing Booktalk

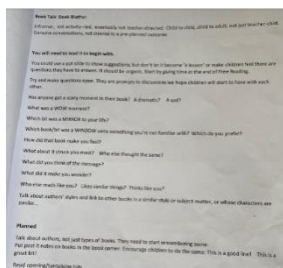
Developing an interest in poetry

Action	Impact
Picture Books : Whole school 'Advent Calendar' opening a picture book every few days which then circulated around school.	This gave children a common group of books to discuss and introduced books as 'mirrors' or windows. These books then stayed mostly in my class, who began to get them out more and read them in pairs. Children were using it as a 'benchmark' to compare other books too because the whole class knew them: "It's theme is a bit like The Friendship Bench." 
'Favourite books' boxes: Most class teachers created a box of their favourite/top books which children could read.	Staff reported that children were slow to start with, but as they got used to having 'books in common' that were discussed, more began to read them. Focus children were usually slower to take them up, but hearing and seeing others encouraged them to try a wider range of books.
Reading Ambassadors: Children in each class in KS2 applied to become Reading Ambassadors.	They took on a range of jobs – organising books for outside, reading to KS1, organising class author presentations. They needed a lot of guidance as most of them enjoyed reading but they were less confident at leading their classmates or initiating discussions. They gradually

	became more focussed in meetings on improving their own knowledge and helping prepare presentations, rather than referring to well-known, older authors. They needed a lot of guidance, and next year I will further this with training on how to 'sell' a book to their class. As we develop book stock I will give new books to Reading Ambassadors to try out and hopefully involve them in choosing new books for classes.
Reading Outside	 Reading ambassadors sorted a selection of books for a trolley and took turns 'on duty' reading to younger children once the weather improved. This has been very popular with younger children and is continuing the links between older and younger children. We will start to involve the RA in finding out from younger children what sort of books they want in the boxes.
Reading Café	This was the most effective use of Reading Ambassadors because they could talk to small numbers of people and recommend books. We run 1 each half term. The first one we had 6 families, the 2nd we had 7 but all stayed to read and talk about books. One mum asked for an adults' table so I am collecting books for adults to take away to encourage parents to read as well. We will start to target those children and parents who don't read much.
Own Books This charity supplies us with donated or publishers' unwanted stock for children to take home. We have 3 stations – KS2, KS1 and EYFS	It continues to be popular. Children are delighted that they can keep books. "You mean I can keep them? Really?" (Y4 focus child who asked when he had to bring them back. Children who don't have many books are using it. Next, I will encourage staff to follow up in discussions what children thought of the books.
Shared Reading Each KS2 class was paired with a KS1/EYFS class, chose a book they thought children would like and prepared it. Younger children also chose a book they would like read.	This was so popular Y4 arranged to go back and do it more regularly. Now SATs are finished we plan to send some of Y6 each day to read with younger children as both age groups enjoy it. There was an improvement in the books being chosen – KS2 were choosing books more suitable and were preparing the reading, whereas the first time they needed a lot of guidance or chose books that were not really appropriate.
Informal conversations	This worked best when staff wrote down the names of 1 child per day to remind them. This then helped it become more of a habit. Some of the TAs were particularly good at this because they often read with children or had more time 1 to 1.

	Staff have started referring to each other's likes and dislikes and drawing children in – "Mrs Gayler, Look at what K is reading now! I said you really like that one too." (Year 6 TA). Questioning children in assemblies raised the focus of door displays but didn't lead to many conversations that weren't staff-led.
--	--

Free reading and Booktalk sessions

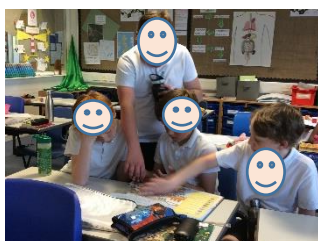


After a staff meeting to introduce Booktalk and Free Reading, staff took away ideas to try with their classes.

Because of staff long-term absence this worked better in some year groups than others but was timetabled this year in all but one class.

We introduced Free Reading once a week and it was very popular. **"I like it because I can read and relax."** (E Y3) . **"I like choosing books"** (K Y2).

Focus children record sheet worked well with staff who used it, allowing staff to keep notes and know what was working and what to follow up on.



BookTalk in Year 5 To begin with, I introduced it to one group at a time over a couple of weeks so I could show children how to 'taste' books to see if they appealed. We then moved to whole class 'Free Reading' for 30 mins once a week.

To start with, there was a lot of movement, changing of books, and a lot of chat, but just about quite superficial things. I became clearer in my expectations that this was a time to talk about what they were reading, and

we wanted to see them discover more about what they and others thought. They then settled down and formed groups with a common interest. The talk became more about what was happening in the books – a lot of the boys enjoyed the non-fiction. I started to notice who read on their own, who hovered and who chose the books. This was very important – if I was going to change their habits, I needed to know in detail what they liked but also what they would be prepared to do.

I had my box of books (picture books for older children) which gradually children worked their way through, giving us a core set of books the class could discuss. This really helped tighten their understanding of themes, and that books could be quite affecting and meant the whole class could join in. **"Mrs Gayler, I think my book's a bit like Wonder..."** We talked about windows and mirrors. Over the year this became a well-used resource every free reading session.

Book Talk and recommendations

At the end of each session, I would ask the same questions based on Aidan Chambers: Who had a book they would recommend? Who had found a bit they didn't like? Who read a book that they really connected to? What links did they see with something else? I wanted children to move away from 'I like this because it's funny'.

In the first Book Talk session I asked children for books they thought others would like, and 1 child put their hand up. It was the same child the next week. We persisted, and I started to talk about books I liked and didn't like, modelling a very chatty way of doing it – 'Oh yes, who's heard of.. ? They're great if you like....' 'I didn't like Tom Gates because I find them a bit superficial...' Gradually the children started to join in.

Several of the focus children were drifting on the edges, just listening, but never joining in or choosing the book for the group. I started to challenge those children more: 'What would make you read ? Do you really like reading? Why is reading important?' Children did not know that reading links to many

benefits. 2 said they would try more, and by May had found authors they liked and were talking to other children reading the same authors.

Children started to come and talk to me about books they had at home: *"Have you read..." My nan's bought me the Mallory Towers books..."*

"Do you know Dragon Mountain?" Three children gave me books to read they thought I should know.

We started a list of books they wanted me to buy for school.

One child recommended Ben Miller, a couple of others brought in their copies and BM became the class reader.

I then tried pulling children together who had read a book and having a 3 min discussion on it: what did you like about it? What would you rave about? What didn't you like? What did you think of the message? Did anything remind you of anything else? This hasn't really taken off yet, as the conversations are quite brief, and the children still tend to respond as if it's a lesson, but we will persist next year, and I will draw children's attention to constructive conversations I hear, rather than leading them.

By May, 14 or 15 of them were comparing authors every session and there would be groans when we had to stop. *"That's like..." "If you like David Walliams, you'd like..."* I've got *Murder in the Museum*, I think you'd like it" and referring to authors, not just book titles. *"Ross is a bit like Pete Johnson, C, so you might like him..."*

I discovered that several children through free reading were pairing up with more confident readers who were lending them books. NS who read Flower Fairy books saw others she liked reading David Walliams and started reading those. Then she heard someone reading a bit of Ben Miller aloud and started reading those too. One Y5 girls started reading Harry Potter because another girl was talking to her about it via social media. Boys started reading in groups which drew in the ones on the fringe so they were part of conversations about Skulduggery Pleasant and Horrible Histories. *"I read Horrible Histories, because I'd never thought of those before – I thought they'd be pointless. Now I like history books."* Focus child, Y5

Children started to see others reading stories they liked, and realised they were not alone, or wanted to be part of the group. Reading was becoming a social thing.

J brought in *Murder in the Mews* and I read the first chapter to them. Two other children then borrowed it from him and we had a small Helen Moss group going who found they liked those mysteries - someone said they liked one of them and by now children were prepared to give something a go. We started to know as a class who liked what books. J tried *Skulduggery Pleasant* and recommended it to JT who got in to the series and bought several. They passed those on to two other children.

I tried 3 word reviews but conversations with children showed they did not have much impact - holding up books and reading choice sections and word of mouth were much more effective. I decided against competitions as I wanted children to be confident in what they liked and know that it didn't matter if they were the only one who liked or didn't like a particular thing. We spent some time talking about things they didn't like as well as things they did, and as a result, children firstly became much clearer about what they liked and why, but also more prepared to try something as they knew they would be allowed to find they didn't like it.

"I know I like adventure books. I've tried funny books but they're often silly. But I do like mystery books now – like Murder in the Museum." (E Y5)

I asked Y5 to take on a challenge to read something new. All but three signed up for it. As a result, six children are now reading much more challenging books and not opting for an easy read. Children are talking about themselves as readers in ways they didn't at the start:

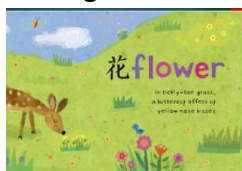
Even the ones who were still ‘addicted’ to a certain type had expanded the authors they read and were confidently comparing: *“Dave Peevy – that looks a bit like Ross Welford and Pete Johnson books...”*

Conversations with focus pupils showed that direct teacher intervention (professional noticing) did have an impact. It emphasised the importance of discussing regularly what teachers like and dislike, and their reading habits, to prompt genuine discussion. Staff found this hard at first: *“It felt wrong to be telling children what I thought – I’d always felt it should be about them.” Y5*

"I don't mind saying I don't like something now. I thought teachers had to like every book!" J Y5

Poetry

Haiku
HAIKU ARE SHORT POEMS: 5 SYLLABLES, THEN 7 SYLLABLES, THEN 5 SYLLABLES. SEE IF THERE IS ONE YOU LIKE.



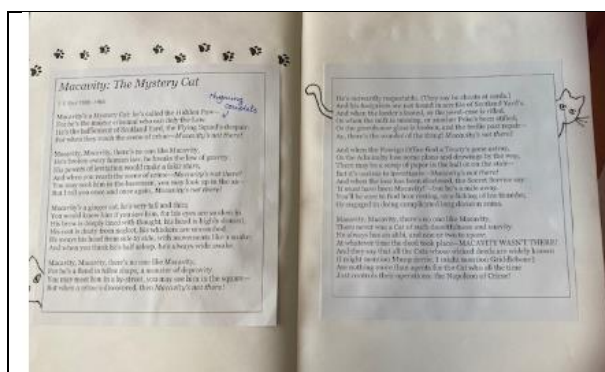
R teacher said her class had liked 'the cat poem', even if they didn't understand all the words:



of poetry – they knew they could dislike or like it.

We shared poems on Class Dojo and in the newsletter, and began a class poetry book for collecting favourites. We asked classes to choose two they really like for a Battle of the Poems' and every class could do this.

At the same time, we emphasised that it was fine to like a poem no one else did – it wasn't really a competition!



Evaluate: What does the end of year monitoring and data reveal about the impact of your work related to your aims? (survey results, learning walks, observation etc).

Aim 1: Staff Knowledge

17. Does your teacher...

[More Details](#)

Love reading?	45
Think it's ok?	9
Isn't bothered about it?	1
Doesn't like it?	0



- Develop staff knowledge of a wider range of genres, authors, poets and illustrators.
 - 82% children said their teacher loved reading, up from 75%.
 - Staff knowledge of contemporary authors was much better amongst all teachers who completed the final quiz. All named different authors writing currently and in discussions could name several books by those authors and know text type and which children would enjoy them:
Joe Todd Stanton, Katie and Kevin Tsang, Oliver Jeffers, Alexis Deacon, Elle McNicoll, Katie di Camillo, Onjali Q Rauf, Wendy Meddour, Ben Miller.
- Provide opportunities for informal conversations so staff would get to know each other as readers.
Staff do talk about books more and seek out advice from other staff because they are getting to know who likes what. Next year it would be helpful to have short slots in staff meetings to help with this.
- Continue to develop the diversity of reading genres across school.
Lack of money has meant this has not been as successful as I hoped. It needs to be continued next year.

Aim 2: Book talk

Increasing children's knowledge of authors and widening their experience of reading:

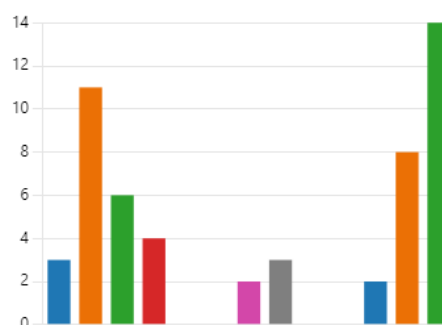
- Responses to the questionnaire showed a wider range of books named as favourites, with more contemporary authors: Derek Landy, Liz Pichon, Mark Lowery, Ben Miller, Alice Oseman,

Mark Robins, Adam Blade, Antony Horowitz, in contrast to the 1st questionnaire which mostly named Jeff Kinney, JK Rowling, Tom Gates, Dr Seuss, Enid Blyton, Roald Dahl, David Walliams. Children were also able to name the authors, rather than just putting the book title.



- Analysing the pupil responses showed that the classes that had consistently implemented Free Reading saw an increase in the number of children who enjoyed reading and who would read more widely.
- I asked Y5 to start shortlisting books for a '10 books you really should try in Year 5' ready for next year's class, and it was been very pleasing to see the range and that children weren't just picking the one they read last.

Information books	3
Picture books	11
Novels	6
Comics	4
e-books	0
Websites	0
Poetry	2
Graphic novels	3
Blogs	0
Audiobooks	0
Social media	2
Online games	8
Other	14



The range children enjoy is beginning to widen.

Make sure children were read to at least 3 times a week for enjoyment

The children who said their teacher rarely read to the class were a class who had had a long run of supply teachers and had spent a lot of time focussing on SATs preparation. Observations and conversations showed that other classes were being read to consistently. The children who took the second survey were not 100% the same children who took the first, because of staff absences, so this made comparison difficult also.

18. Does your teacher read aloud to the class:

[More Details](#) [Insights](#)

Daily	23
2 or 3 times a week	15
Once a week	5
Rarely	12



Develop opportunities for informal conversations so staff get to know their children as readers

Free Reading sessions happen weekly in all but one class. Staff are beginning to know their classes as readers but this needs work next year for it to impact every child. The focus child sheets help staff remember children's interests. Staff have reported back conversations they have remembered to have but this should continue next year so it becomes habit.

Develop regular opportunities for informal book talk in the classroom and throughout school.

2 focus children said they were not reading more or trying new books. This was in a class that had had a difficult year with almost no discussion time and little free reading time and where the teacher did not read to the class.

Conversations with other children showed that children liked the environment with more reading displays, but focus children said what made them try new books and read more was teacher and pupil suggestions:

"I get interested in what they're reading" (O Y5).

"I've tried Michael Morpurgo because K recommended it – it was really good." (A Y6)

"I love free reading. You get to read and relax. Now I'm reading Mallory Towers." (E Y3)

I started the year reading Flower Fairies but then I tried David Walliams because C was reading it, and I liked it, and now I like Ben Miller." (N, Y5 focus child).

52% listed teachers and friends first when asked who they chat about books with, up from 19%.

Introduce children to a wider range of poetry so children could find a few poems they liked.

In the first quiz one child chose poetry as a favourite text type. In June two children did. At the beginning of the project staff reported that almost no children said they liked poetry. Now Y6, Y5, Y3 teachers have reported that children enjoy listening and ask for some poems where before they groaned if the teacher suggested reading poems.

Sustain

We feel that we have made a start but impact has been patchy because of staff absence and other issues. Where staff have really engaged those areas have shown impact in the focus children, and more children, particularly in Year 5, have become more self-aware and able to discuss reading with more maturity and depth. It has also become something classes do together - the social aspect of reading is beginning to bring in children 'on the edges.'

We have taken encouragement from reports from other schools that it can take several years to become properly embedded and part of the culture!

The pedagogy was harder to implement than I had expected, partly because with the change of leadership a lot of the school focus was on reorganising, new ways of planning and new curriculum etc and Reading for Pleasure therefore was difficult to focus on all the time. This will be something we can do on next year, as a lot of the other changes in school are becoming embedded.

Quizzes showed no change in the number of children being read to outside school, though most children taking the quiz were UKS2. This means that in the next stage we will increase efforts to engage parents with reading to **or discussing books with** their children.

It also became clear that while it was easy to set tasks for staff (such as read this book to the class, or produce a display), what was having the impact was the informal discussion paired with quite targeted recommendations; providing books then following it up with discussions. This has clarified my understanding of the importance of taking time to watch and listen for several weeks at the start of the year, to get to know what children are REALLY doing and talking about. This can then lead to really effective, targeted comments and suggestions.

We need to continue the wider focus on being a reading community –

Questionnaires will be targeted at our focus areas – poetry, discussing books, reading widely so that we can see data tightly tied to our strategies.

We may send out a questionnaire for parents – this will have to be phrased carefully to void sounding interfering or critical.

I will organise a booklet with all dates, questions to be asked and monitoring questions to make tracking the progress of the project easier - I found this time that I had a lot of information but not always what I needed to assess the impact of specific strategies.

2023-2024

The school will have more time for embedding RfP now that other changes are settling in.
The English lead is clearer about the pedagogies having run them with her class and knows how to model while not making it a list of directed tasks.

Run project again – ensure new staff are trained.

Give staff booklet with record sheets, guidance, questionnaires and dates for monitoring.

Continue to buy books – there was no budget this year so we were limited to what we could raise via Book Fairs, donations and non-uniform days.

Retrain staff in professional noticing.

Insist on all teachers reading to their classes.

Embed discussion and BookTalk outside classroom.

Training for staff on intervening in free reading to move on BookTalk.

Continue work on Poetry.

Develop roles of Reading Ambassadors so they can take more of a lead in classrooms,

Develop parent/child reading cafes and breakfasts.

Establish lending library/ reading café table for parents/carers,