



Learn more, See more, Be more

Reading for Pleasure Programme 2024-25



Context

Keyingham Primary School is in a small rural village in East Yorkshire which is part of The Consortium Academy Trust. It is a one-form entry school, serving approximately 200 pupils. The majority of our students live locally within the village, while a smaller number travel from surrounding areas to access our Enhanced Provision Unit. For a school of our size and demographic, we have a higher-than-average proportion of pupils with Special Educational Needs and Disabilities (SEND) and those eligible for Pupil Premium funding.

Reading at Keyingham

Early reading and Phonics have been a priority for us as a school over the last 5 years when we became an academy. This involved buying the Read Write Inc scheme and training all staff involved with teaching Phonics. We also purchased further reading scheme books for children to move onto when reaching the end of their phonics. A new Reading curriculum was introduced across the school to expose the children to all genres and authors including poetry, song lyrics and non-fiction. Whilst this generated interest across year groups, we found that many of our children were not choosing to read for pleasure. Our recent OFSTED report reflected this by saying that '... some pupils struggle to read fluently. Others, although able to read, do not read widely' (July 2024). Because we knew this was also a national trend, we decided that further action needed to be taken.

Fewer students today are reading for pleasure, even though daily reading for pleasure is associated with better performance in school and with adult reading proficiency. The challenge for parents and educators is to instil a sense of pleasure in reading by providing reading materials that students find interesting and relevant. (OECD 2009)

Whilst being very much aware of the above and reading remaining a focus on our School Development Plan, we evaluated our 'offer' and found it lacking in some areas. Research told us that, although nationally, RfP was a challenge we knew we needed to do more to promote it especially when the findings show the impact it can have.

Explore

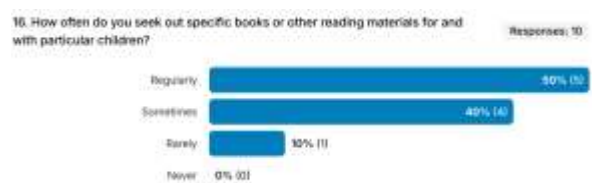
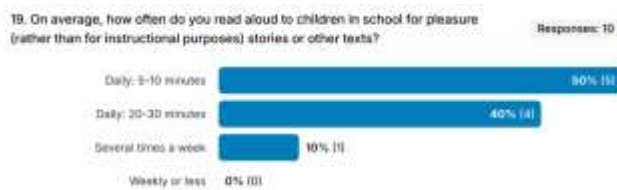
Establishing a baseline

To be able to identify our focus aims, we knew that we needed to learn more about ourselves, knowledge of children's literature and our children as readers. To understand reading attitudes and practises across school, staff and pupils carried out the baseline surveys. These took place in Autumn term 2.

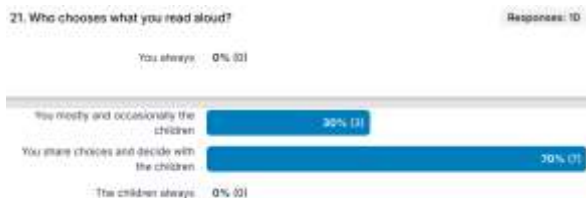
Staff survey findings

Strengths

- Reading to children was happening daily across the school
- Reading was not just instructional but for pleasure
- Many of the books chosen were child-led
- Some staff were seeking literature specifically for certain children in their classes



KS2 response



Areas of focus

- Authors named by staff were limited to those they encountered as children or read to their own children.



- Poets were very limited and well-established names that many had studied themselves at school.



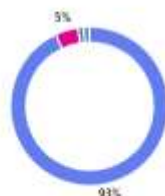
The results enabled us to quickly establish that, although, we seemed to be a school of 'readers' we didn't necessarily look like a reading school and reading for pleasure was not seen as a high priority, it would be something that was tagged onto the end of a lesson or to 'fill time' before lunch. Alongside talking to staff about reading habits, we also discovered that we didn't know our pupils particularly well and this was reflected in the type of books we had in our classrooms and the libraries. We all agreed that most of us were avid readers but not of children's literature.

Children's survey results

Strengths

- Daily reading for pleasure sessions were taking place across the school
- 50% of KS2 children think reading is OK

25. Does your teacher read aloud to the class:



4. Do you like reading?



KS1



5. Where do you enjoy reading or listening to stories?



4. Do you like reading?



KS2



Areas of focus

- 36% of KS1 children enjoy reading
- 43% of KS2 children enjoy reading in school
- Books/titles in classrooms were unengaging
- More children preferred reading at home rather than at school

KS1 comments

24 respondents (55%) answered bedroom for this question.



KS2 comments

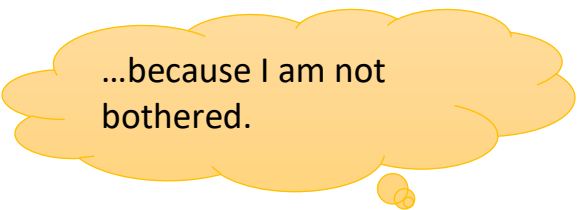
24 respondents (27%) answered books for this question.



Through analysis of the children's surveys, it was evident that our children felt that most books were not engaging and that they preferred more comfortable areas to read. The children also did not see their teachers as readers as there was little

evidence of 'book-talk' activities taking place. Through discussion with pupils, many did not see themselves as readers, particularly the KS2 struggling readers. They saw reading as something that they had to do to access the curriculum but not as something to be enjoyed.

The data revealed that almost half of the pupils surveyed in KS2 said that reading was just 'OK' so we felt that this needed to become a focus to improve outcomes and attitudes.



...because I am not bothered.



...it is OK because some books I like and some books I don't like.

Comments from children regarding their interest in reading showed a very passive approach led by the lack of interesting books within the classrooms. These results seemed to mirror the national trend in reading for pleasure with the most recent PIRLS result from 2021 showing that only 29% of English children reported enjoying reading.

In England, pupils who like reading scored an average of 34 points higher in PIRLS 2021 than those who do not like reading. Internationally 46% of pupils said that they very much like reading, this compares to 29% of pupils in England who very much like reading. The proportion of pupils in England reporting that they enjoy reading is lower than in previous cycles.

PIRLS 2021: National Report for England

Prepare

As we embarked upon this journey, all teaching staff attended the RfP conference days which made the importance of this programme clear to all. Many staff left enthusiastic and with a greater understanding of their role within school in promoting reading. It left us all looking at our own reading practise and how to improve this. We walked away from the conference session with the following in mind: *"Reading for pleasure is the single most important indicator of a child's future success."* OECD 2002.

To give it greater importance, as a result of staff discussion generated by the conference and our most recent OFSTED inspection, reading for pleasure was added to the School Development Plan. We all agreed that it could not be the responsibility of one person to achieve change and so the Change Team was created. Although we valued the need for purposeful reading and comprehension, we agreed that in order for RfP to set seed we needed to 'let go' of the children a little and be less structured with reading choices and where and when the children could read.

AIM 1 To increase teacher's knowledge of children's texts:

- All staff able to understand and explain the principles of RfP
- Confident staff able to name new authors
- Confident staff knowing where to look for 'new and bold' texts and authors

- Staff sharing this increased knowledge with each other and their children

To achieve these aims we will:

- Review our classroom libraries – is there a good selection of genres? Do the books look appealing?
- Direct staff to useful sites to find new books
- Raise awareness of different genres – graphic novels as well as just promoting fiction/non-fiction
- Budget to be given to each teacher to order new books and series of books – lists made after discussion with children

AIM 2 To improve social reading environments:

- All classrooms will have a specific social reading environment
- The area will be comfortable or with soft furnishings that can be used within the classroom
- Books will be on display forward facing
- Books will look enticing (no old, worn covers)
- Engaging books on display
- Children will be seen reading in comfortable positions around the room

To achieve these aims we will:

- Establish a specific area in every classroom
- Budgets for each classroom
- Make the environment more enticing through purchasing soft furnishings
- Teachers to curate class libraries to engage children
- Teachers to engage the children in their choices for new books
- Through informal book-talk, teachers will get to know their children's preferences and order suitable books.

Deliver

Aim 1	Action
To increase teacher's knowledge of children's texts	Reasons for taking part in OU RfP programme shared with staff
	School Development Plan to include Reading for Pleasure priority
	Book budget for whole school to purchase 'new and bold' books
	Contact LA library services to have the mobile visit school
	Signpost staff to websites/Padlets to use to find new books. Jon Biddle (Reading for Pleasure (padlet.com)) Use of award-winning and short-listed authors Awards - Reading for Pleasure (ourfp.org) https://ourfp.org/ share with staff Reading For Pleasure - Reading for Pleasure (ourfp.org)
	Staff to have their own bookshelf with book 'recommendations' to share outside classrooms

	Weekly picture book assembly using Audit books from following list in school: Picturebook Assemblies 2024-2025 - Google Docs
	Books by new authors purchased and in classrooms
	Bookshelves outside of classrooms to house 'Recommended' and 'To be read' pile of books to be borrowed and discussed
	Staff meetings to start with sharing new authors/books and any further recommendations
	Staff meetings to begin with sharing any new books or highlights of RfP happening in classrooms.
Aim 2 To develop Social Reading Environments	Classroom audit of children's books
	Forward-facing books on shelves
	Teachers given termly budget to spend on books
	Teachers given budget to spend on soft furnishings for SREs
	Children encouraged to look at shelves outside classrooms and discuss books with each other/class teachers.

Aim 1 – to increase teachers' knowledge of children's texts

Classrooms were the first places we looked to assess the type of texts we had and how they were being displayed. Staff were asked to check how many books they had and how diverse and up to date they were. Without checking, many knew that they didn't have enough diverse titles. Following on from the conference, where we did the 'book blanket' activity, we continued in further staff meetings to assess the books that were available and where to look for new and diverse titles. Staff were sign-posted to the OU RfP website and the 'Authors in the Spotlight' section and the Jon Biddle Padlet for inspiration on what to spend their money on. They were also asked to look at award-winning books/authors and we made use of our local bookstore to help with sourcing new material.

It was decided, by the Change Team, that we would ask staff to read more children's books themselves and set 'homework' of a book a term but more if they wanted to. This led to each teacher curating their own bookshelf outside of the classroom with a pile of books labelled either

'recommended' or 'to be read'. Children can often be seen looking at these as they walk past classrooms and asking to borrow a book.



To further enhance our knowledge of texts, we were successful in securing the services of the Local Authority mobile library van. It has always visited the village fortnightly, but away from the school site. However, they agreed to park at the school for an hour each visit, allowing two classes to attend and each child to borrow a book for the class library.



We also turned our attention to the school library, which had been noticeably underused. Many of the books were old and worn, so we carried out a thorough clear-out and invested in



new, high-quality titles. We considered how best to display these books to spark interest and make them more accessible. The library was redecorated and updated with new furnishings to create a more inviting and engaging space for the children. As part of the reading curriculum, some year groups were using some of the 'Little People Big Dreams' books and teachers said how much the children enjoyed reading them and finding out about new people. As a result, we decided to purchase a whole set of them



which the Headteacher launched in an assembly and were displayed in a central area that all classes walk past regularly. In no time at all, the shelves were almost empty as many children were very keen to find out more and then to meet with the Head to report back on what they had found out.



Aim 2 -to develop social reading environments in classrooms and around the school

It was evident from the pupil surveys and learning walks that social reading environments around the school were uninviting or underused. Through the pupil surveys we found out that more children preferred to read at home than in school and this was due to being more comfortable at home. Many children said they liked to lie on their beds or sofas or just on the floor. We, therefore, agreed as a staff to allow the children to just that in the classrooms. Staff were also encouraged to look at their classrooms and how they could incorporate a social reading environment (SRE) that

would be used regularly. Some staff were a little reticent to begin with as they saw this change as an opportunity for children to waste time or misbehave. The change Team looked at the survey results to use as leverage to gain buy-in from all teachers and we talked at staff meetings about the best way to use these spaces so that all children, who wanted to use them, could. As the spaces in each classroom were relatively small, teachers decided upon a rota system for tables/groups to use the areas and to monitor and review this regularly.

Some staff have really enjoyed being able to transform their spaces and to reinstate reading corners.



Review

Although this programme has had a positive impact and is developing my role as Reading Lead, we know that we still have a long way to go, particularly to sustain the momentum that we have created. Most staff are now more confident in their choice of books to share with their classes and where to look to further curate their class libraries. The summer term survey showed a greater range of authors and classroom libraries now look more appealing and are being used. Children are no longer static or all seated at tables during RfP sessions, some are on chairs at tables, some under tables, some lying on the floor, whilst others are enjoying the SREs.



4. Do you like reading?



The surveys from the KS2 children revealed that there was a light increase from 32% to 35% who now love reading. Whilst this is not a significant increase, it does show that some change is happening. In KS1, the results have

stayed the same but there were 5 more children included in the summer survey and these were completed on a 1:1 basis which may not be a completely true reflection. Again, whilst there are no significant changes to results, the survey does give us, as a school, the platform we need to continue to make RfP a priority.

4. Do you like reading?



Throughout the year, class teachers have monitored the impact of RfP upon two focus children within their classes. I asked them to choose children who were disengaged from reading whether through ability or choice. Teachers tracked these children and used the circles of engagement to make notes to inform the Change Team of any development in their reading choices or ability. The Change Team were then able to collate this evidence along with the survey responses to show the following:

Year	Gender	Background	Attitude Autumn 2024	Attitude Summer 2025
R	M	Not always engaged during reading sessions	It's OK	I love reading
R	F	Needs encouragement when choosing books.	It's OK	It's OK
1	F	Gaps in Phonics. Home-school book not returned regularly	I don't like reading	I like it a bit more
1	M	Below ARE. Many gaps in Phonics. Interventions. Not confident reader or writer	I don't like reading	I don't like reading
2	M	ARE. Not engaged with school books.	It's OK	I love reading
2	M	Below. Receiving Phonic interventions. Doesn't read at home	I like reading	I love reading
3	M	ARE reader but very shy. Reluctant to choose books from class library.	I don't like reading	It's OK
3	F	Reads well but struggles to stay	I like reading	I like reading

		focussed when reading independently.		
4	F	PP Below ARE. Receives Phonic interventions. Disengaged with reading due to lack of confidence.	I don't like reading	I love reading
4	F	ARE but disengaged.	I don't like reading	It's OK
5	F	Below. Doesn't read at home.	I don't like reading	I like reading a bit more
5	M	ARE Disengaged with class books	I don't like reading	It's OK
6	M	ARE reader but doesn't read at home	It's OK	I like reading
6	M	PP can read but chooses not to.	It's OK	I like reading a bit more

Whilst, as Reading Lead, I would love for every child to now be rated green in their enjoyment of reading, I am also realistic and know that this is just the start of our RfP journey. I purposefully asked staff to choose disengaged pupils so that we could investigate why? The main reason that most of the children felt this way about reading was due to the books within classrooms, which we had the ability to change and improve. Through simple, strategic questioning, we now have a greater understanding of our children and are curating more appropriate libraries for our classrooms.

Sustain

Before beginning this programme, we—as a staff—believed we had a clear understanding of what RfP truly meant. However, this journey has prompted us to reflect more deeply, particularly on our own identities as readers. While many of us considered ourselves to be readers, this wasn't always reflected in our classroom practice, and we came to realise that we didn't know our children as readers as well as we had assumed.

Initially, when exploring how to embed more RfP sessions into the school day, we took a typical 'teacher approach'—planning, structuring, and seeking measurable outcomes. Yet, through further discussion, we recognised that this mindset didn't align with the ethos of RfP. We came to understand that it needed to be more organic—something that should be nurtured, not forced.

With this in mind, our journey is still in its early stages. Sustaining what we have started will require continued reflection, reinforcement, and thoughtful planning to ensure that a culture of Reading for Pleasure can truly flourish.

Continuation of project

RfP will remain a principal priority on the school development plan as we move through the next academic year to ensure we build upon the important and successful changes we have made this year. Our vision is that it becomes part of our school culture particularly as it has so many positive effects on mental health and wellbeing. SEMH is becoming an increasing need across our school and the benefits of RfP are well documented. Dungworth et al (2004 – cited in Clark and Rumbold, 2006) found that the most popular reason for reading was emotional and related to the way reading made them feel. With such an important purpose behind reading, it's essential that we get it right—by dedicating time for reading and offering texts that truly engage and inspire our young learners.

It is a key aim in the National Curriculum to 'develop the habit of reading widely and often, for both pleasure and information' (DfE, 2013) which we had incorporated as a major part of our curriculum for learning, but we needed to address the pleasure element. We have taken small steps towards our vision but know that this must continue to remain at the forefront of our minds.

Next steps:

- Continual CPD particularly with any new staff
- Sharing of texts at staff meetings
- Share texts read/reading on weekly Blogs to parents
- Termly book blankets in staff meetings
- Continued purchasing of new books that tempt
- Continue to work with the LA library services
- Books for children to spend their Keyingham House Points
- Continue to share quality websites and award-winning authors with staff
- Magazine subscriptions
- Take part in the Spark! School Book Awards for 2025-26
- Purchase and set-up a RfP area outside as part of our OPAL play



Our 'Book Vending Machine' where children will be able to spend their 'Keyingham Pounds' by exchanging their house points for a book.