

## Lawrence View Primary School

### Reading for pleasure project by Helen Robinson

Change team

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### Context

Lawrence View is smaller than most primary schools. The school is situated in Eastwood which is a small ex-mining town. It has a below average proportion of pupils that are from minor ethnic backgrounds. A few pupils speak English as an additional language. The number on roll is around 213. We have a high proportion of SEN and pupil premium children, including ECHP.

I am an experienced teacher and have taught at Lawrence View for over 6 years now. Before that I spent 9 years at Mapperley Plains Primary School. After being subject lead for a number of other subjects I have been English lead for just over 2 years. I love reading and find it takes me into another world, a world that I would love children to be part of. I am privileged to be part of the Reading for Pleasure 'R4P' project and am working alongside the head teacher and two TAs, one of whom is a HLTA with 30 years of experience. All of us are passionate about reading and would like to share our own experiences and enthusiasm to enable children to become avid readers themselves.



*The Lion, the Witch and the Wardrobe by CS Lewis*

One of my favourite books as a child and I have recently read it to my class which they loved!

### Explore

#### Collecting the baseline

Initially I collected baseline information from children and staff members to understand our children's attitudes and our own reading practices across school. Children and staff members completed a survey (from the open University website <https://researchrichpedagogies.org/research/page/developing-reading-for-pleasure-in-your-school>.)

#### Our findings from the children's questionnaires

##### Strengths

- Children enjoy staff reading to them daily
- Children saw their teacher as an enthusiastic reader

#### Data from the children's questionnaires

##### KS1

##### Do you like reading?

74% - Love reading  
20% - It's ok  
6% - don't like it

##### KS2

##### Do you like reading?

35%- Love it  
43%- It's ok  
12%- Not bothered  
10%- Don't like it

### KS1

#### What do you enjoy reading?

Storybooks- 34  
Non fiction- 10  
Picture books- 13  
Comics- 18  
Story apps- 21  
Websites- 7

### KS2

#### What do you enjoy reading?

Jokes- 33  
Magazines- 14  
Comics- 24  
Storybooks- 39  
Poetry- 12  
Non fiction- 15  
Picture books- 21

#### Key insights from data

- Not enough children loved reading, especially in KS2
- Children enjoy reading a wide range of literature, not just story books

#### Our findings from the staff questionnaires and observations

- Staff were not always building in time for children to read for pleasure
- Teachers and teaching assistants were not sharing their own reading practices with the children
- Staff didn't build in time in their own lives for reading for pleasure
- There wasn't much informal book talk in classrooms
- Staff often chose books for their class to read, children were not given the opportunity to choose books that interested them and some children were not motivated to read as their book didn't inspire them
- Teachers knowledge of books and authors was not strong. This had an impact on their ability to recommend books to the children in their class

Research suggests that *"Despite the recognised value of enhancing children's metacognition, teachers relatively rarely help children reflect upon their experiences as readers; rather they tend to focus upon developing and assessing the content/ products of their reading."* (Hall et al, 1999)

We knew that we needed to change a lot of our thinking and reading practices in school in order for children to enjoy reading. One big shift was to enable teachers to find out about children's books preferences and improve their own ability to recommend authors and books, based on what they know about each child in their class. This is vital in order to motivate and inspire each individual child, as every child is different.

*"When practitioners enriched their repertoires of children's literature and began to get to know the interests and practices of the young readers, they were more able to skilfully book-match and tailor their recommendations to particular individuals."*

#### Key insights about children's R4P

- Lots of children were not reading for pleasure; they were reading because they had to or knew it was important. Some were very reluctant readers.
- Children were reading quietly at their desks and not choosing where or what they wanted to read

As the EU (expert panel of literacy) states.

*"The emphasis should be not just on reading well, but also on reading for pleasure, as one supports the other. Children should be given free time for pleasure reading for relaxation and escape.....In this process, intrinsic motivation is key- reading for its own sake rather than for reading other rewards."* (EU, 2012:68)

## Prepare

We met as a staff team and I shared the results of the questionnaires. We were all surprised with the low numbers of children enjoying reading, especially in KS2 and wanted to work together to enable this to change and inspire children to read more. We discussed some practical changes that we could make and after meeting with the change team we came up with our overarching goal and manageable aims for a whole school approach.

**Long term goal-** Children have meaningful time at school for 'reading for pleasure' and that they enjoy reading (We would like the percentage of children who love reading to be higher by the end of the project.

### Focus- Knowledge of children's reading practices

#### Aims

- *Teachers have specific knowledge on individual preferences*
  - Teachers find out what interests the pupils in their class and recommend books that they will enjoy. Clark and Pythian-Sence, 2008; Manzo and Manzo, 1995 state that *Children are more likely to want to read material which connects to their personal interests. To support children's engagement in reading, arguably therefore teachers need to know them as individuals.*
  - Children have the opportunity to choose books that interest them
  - Teachers have good knowledge of particular children's authors and can use this to support recommendations. *(This is backed up in the research from, Moss and McDonald (2004) that suggests. Teachers 'need to know a wide range of children's literature to read and to recommend to young readers. Studies have also found 'that effective teachers of reading require sound subject knowledge of children's literature and reading development. (Flynn, 2007; Dreher, 2003; Hunt, 1993)*
  - Time is built in for children to look at their chosen books, *"Many studies show that when children select texts for themselves in school, this enhances their motivation and self-determination as readers (Krashen, 1993; Sanacore, 1999, Gambrell, 1996) Also such children not only need support that enhances their motivation, engagement and self esteem, they also need to be supported in making choices;" (indeed, Ross et al, 2006)*
- *Teachers and children have informal book talk and recommend books*
  - Opportunities for book blethers so that teachers and children can share books that they love to inspire and support each other in their reading journey. The open university press on the R4P website emphasising this *'the teachers began to appreciate the motivating power of such book talk, the non-assessed nature of it and the way in which it led to book recommendations, tempting them to try new authors or texts.'*
  - Children record their favourite books in a reading journal
  - Children share their choice of books with friends/ younger children. The research above also shares *'over time, spontaneous child-led text talk also emerged. This child-initiated text talk, what the project named 'inside-text talk', complemented book talk and arguably enriched it.'*
  - Recommendations are displayed around school

### CPD

We saw CPD as a crucial part of getting all of staff on board, enabling reading for pleasure to be embedded across school and for effective practices to be implemented.

- Developing R4P was one of our objectives on our school improvement plan to enable a holistic approach.
- Every staff member attended the 'Reading for pleasure' conference led by Theresa Cremin. This was a powerful way to inspire and equip our staff team. It was lovely to hear the buzz this created around school as staff came back and they saw this as a priority.
- We had a staff meeting each half term initially to share our aims and then to check in on our progress as a school.
- Staff were encouraged to focus on two authors so that they could really get to know them and their books. Their expertise on their chosen authors was then to be shared with other staff members and children so we could build up an in depth knowledge of a plethora of authors across school.
- Teachers created their own reading journal in order to share own practices and keep a record of books they enjoy as a positive role model for children in their class.
- Staff were encouraged to join up to reading for pleasure website <https://researchrichpedagogies.org/research/reading-for-pleasure> to enable them to keep up to date with current, effective practice and try out ideas from the case studies.
- Staff were told to track 3 reluctant readers in their class and look for opportunities to encourage them to engage in reading.
- I (Helen) met with the governors to update them on the progress on our R4P journey and talked through some of the challenges and progress we had made.

### Resources

- Education, library service (ELS) books- We changed the order each half term to take children's preferences into consideration.
- A range of books, comics, newspapers, joke books, recipe books were available in school. The EU expert panel on literacy state. *"There should not be a hierarchical ranking of reading material. Books, comic books, newspapers, magazines and online materials and equally valid and important entry points to children and adults alike."*
- All staff and children had a reading journal.
- High quality texts were ordered for each classroom, one box for the staff to read to the children and identical books for children to choose themselves.

### Deliver

As a **change team** we delegated out roles and jobs between us:

*Helen- Driving the project forward, leading the staff team, setting up reading journals and ordering ELS books*

*Emma- Promoting 'reading for pleasure' in the school environment and setting up recommended reads*

*Laura- Promoting reading on our website and capturing evidence by taking photographs*

*Becky- Creating reading displays and encouraging staff members to try out new initiatives*

- We met as a staff team to review and reflect on our aims and focus objectives. This was helpful as it gave us a good idea of staff who were confident to try out these new initiatives and those who needed extra support. We encouraged TAs to attend staff meetings so that they were involved.
- Teachers and TAs were asked to choose 3 focus children who were reluctant readers to work with these children and document evidence on any progress. This was an important part of documenting the impact that the project was having on our children who wouldn't normally pick up a book and read it.
- In the initial meeting we encouraged all staff members to join up to the 'reading for pleasure' website and use this to support them in ideas and research.

- In a following meeting, staff members were able to share how they were getting on with building in time for 'reading for pleasure', teachers having specific knowledge of children's preferences and opportunities for informal book talk.

#### Encouragements

- All staff bought into starting and trailing the new initiatives
- There was a definite buzz around school around R4P
- Teachers started doing their own research on authors and current books
- The Year 5 teacher was able to share her 'big up your book' idea, the 3 Year teacher shared about how as a class they had sorted through their classroom books and ranked them, and the Year 2 teacher showed everyone the book boxes that the children had categorised
- Staff were able to bring books from their chosen authors to share with each other. This helped to build up a wealthy bank of good quality children's literature.

#### Challenges

- Some teachers/ TAs were not as engaged as others and struggled to implement ideas
- In reading for pleasure time some teachers were not reading for pleasure themselves, rather catching up on work. This meant they were not modelling the importance of reading for pleasure to their class.

Research states that *"The data strongly suggest that if teachers are to take responsibility for engendering lifelong reading habits amongst children, they must also develop their own dispositions for reading and a commitment to reading engagement and reading for pleasure."* (Cremin et al, 2014)

#### How we overcame challenges

- We used coaching teams to allow staff to share own challenges and support each other
- We had lots of opportunities to share good practice
- We addressed the importance of being a good role-model for children and shared good practice

#### Impact- Phase 1 (Sept- March)

#### Overall aim- Build in time for reading for pleasure

*"If we want our children to thrive, teaching them to read is not enough- they must learn to enjoy it."* (Cowell, 2018)

- Each teacher built in R4P time in their classrooms. Children could choose what and where they read. This was lovely to observe and staff were creative with how they used this time. There has definitely been a new buzz around school and in lots of cases a new enjoyment of reading.



**Children in year 5 reading their chosen reading material in their Harry Potter themed reading area.**



**Children in year 2 enjoying books together in a place they have chosen**



**Children in year 6 choosing to spend their playtime reading in a comfy spot**



**Children in year 3 listening to their friend share a book with them.**



**Children in year 6 looking at newspapers in their dark den with torches**

"It is fantastic to hear the children asking me to read to them while they get in their own relaxed space/ position". **Mrs Lord- Year 6 TA**

"I love reading for pleasure, it lets your imagination runs wild." **Nathaniel, Year 6**

"I Love reading because it calms me and it is fun". **Eva- Year 6**

"You get to learn and find out what happens in life." **Joseph- Year 5**

"I love the chapters." **Holly- Year 4**

"If I'm sad, reading makes me happy." **Alice- Year 3**

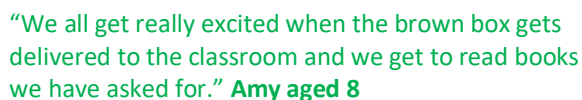
## **Focus**

*Teachers have specific knowledge on individual preferences*

### **Children choosing own book preferences – Education library services (ELS)**

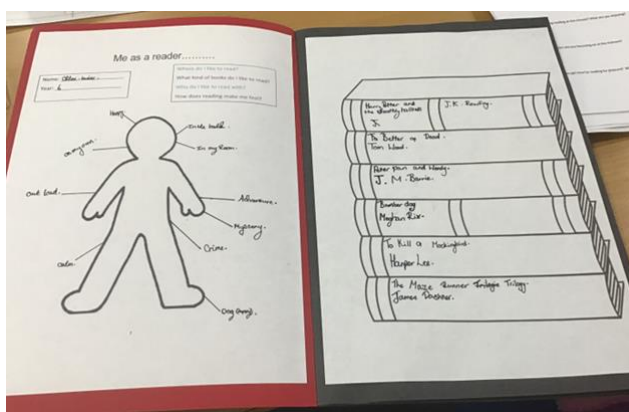
This was probably our biggest success story and we couldn't believe we had not thought of it before! Giving the children ownership of their book choices of course is going to motivate and inspire them because they are reading books that they enjoy. The quotes and statement here reflects back to the R4P research and quotes, "Many studies show that when children select texts for themselves in school, this enhances their motivation and self-determination as readers" (Krashen, 1993; Sanacore, 1999, Gambrell, 1996).





"I asked for books on animals and my teacher ordered me some. I love looking at the books!" **Bronson aged 7**

"It is lovely hearing the excited screams as we open the new box of books each half term that the children have chosen!" **Year 3 teacher**



- How reading made them feel
- Where they liked to read
- What kind of books they liked
- Their favourite books
- What reading at home looked like

Teachers were able to use the information to inform their recommendations of books and were able to meet individual needs more effectively. “Knowledge of children’s literature and of individual children and their reading interests is essential in order to develop young readers who can and choose to read for pleasure.” (Younger and Warrington, 2005; Kwek et al 2007)

"However, if teachers become more conscious of their own identities as readers, more mindful of their own diverse practices and preferences, and more aware of the influence of text and context for example, then it is possible that this will prompt them to consider the younger readers' identities, practices and preferences also." (Commetras et al, Cox and Schaetzel, 2007; Dreher, 2003)

Children also enjoyed recording their favourite books and it was lovely to watch children in R4P time getting their journal out and adding to it! This was an effective way of evidencing the journey that the children themselves are on.

## Knowledge of children's authors and literature

Year 2 are focussing on Julia Donaldson



Year 1 Oliver Jeffers corner



Each classroom highlighted their chosen authors and facts about them. Books were displayed in the classroom written by those authors.

Each class teacher focussed on 2 authors each in their classroom. The children helped to research each one and displayed some key facts around the classroom. The teachers also introduced a variety of books that they had written and compared and discussed their books. This became part of the informal book talk and children also brought books in from home that were written by the same author. This created lots of valuable talk about which books were the children's favourite and whether they would recommend certain books. As a staff we shared our collated knowledge of authors and books to create a wealthy bank between us as a school.

*"To motivate young readers and nurture the development of positive reader identities, a breadth of knowledge of good quality children's literature is essential."* (All party parliamentary literacy group argue in the Boys' Reading commission, 2012)

*Teachers and children have informal book talk and recommend books*

### Book blethers

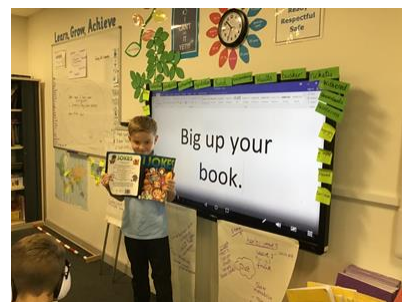
*"Nonetheless, if we want to nurture readers for life, it is essential we position ourselves as fellow readers and seize informal opportunities to engage in such significant 'book blether' (NATE, Primary matters, Cremin, 2019)*



Child in year 5  
sharing about his  
favourite book



Children talking  
about books  
together



H telling everyone  
his favourite jokes!

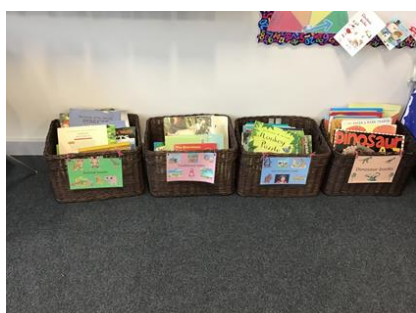


"Talking about books brings the text alive for readers through extending their understanding and relationship with the narrative. Both adults and children enjoy talking about what they have read and through this 'explore what has happened to us by talking it through.'" (Chambers, 1985)

**Book blathers** were a big success across school and children loved having the opportunity to share books with each other. Teachers did this in different ways, allowing the children to lead their own learning. Year 5 had a 'big up your book' session where a child each week could stand at the front and talk about a book that was special to them. The other children could ask questions and then they could all share their books with each other around the classroom. "I love bringing a book in from home to share with the rest of the class." **Harry- Year 5**

Year 3 put all their books out on tables from the reading corner and decided in groups which ones were their favourite and the ones at the bottom of the pile they donated to another class and they decided if they wanted to keep them or not.

Year 2 children wanted to categorise the books in the classroom to make it easier and work out which books were their favourite. One child said he loved dinosaurs so we made up a box for him. We also used our chosen author as one box.



**Children in year 2 wanted to categorise books in their favourite types including Julia Donaldson, dinosaur, traditional tales and animal books.**

Allowing children to have ownership of their own choices plays a big part in motivating them and builds self-esteem, the children recognise that teachers have taken their own ideas into consideration.

Becky Carlzon in an article on ownership (2020) states that,

"The more you hand over to the children, the more they feel in control of their learning. By giving them ownership, I find children buy into the classroom ethos and develop a love for learning."

After the reading course I was excited to go back into school and try out some of the activities we tried. We started with a book blather where I put a range of books on the desks and the children moved around the room looking at the books - It was lovely to see them spot books they had already read and get excited about telling others they had read it and what the book was about and see them listening and getting excited about potential books to read. After many of the sessions children chose books recommended by their peers or by myself and a small group continue to ask for recommendations. I then shared my favourite book 'Mog' and explained why it was my favourite, we then began a weekly 'Big up your book' session, where a child could bring in their favourite book and tell the rest of the class why it was their favourite and read an extract from it. The children were always excited about taking part and explaining why they enjoyed the books - again this lead to others wanting to read the book talked about - and meant that the spark of the initial book blather continued.

**Mrs McGarr- Year 5 teacher**

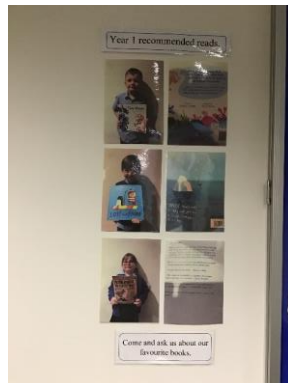
## Pupil choice and recommendations

We created book recommendations display lists for KS1 and KS2 children and these were displayed for all the school to see. Children stood up in assembly and told everyone about the book they were reading and children could ask them about it. This worked really well, especially for the year 6 children. Their teacher was also able to find them a sequel to the book or similar books from the same or a different author that they would enjoy.

In KS1 the children could choose which story book they wanted their class teacher to read after lunch by voting. Each day the children rush over to the books to look at the choices and make their vote.



In KS1 children vote which book they would like their teacher to read after lunch.



KS1 top book recommendations displayed



KS2 top book recommendations displayed

Throughout the project we have discovered how important it is for teachers to step back and give the pupils a voice. Cremin's research on LIST (Reader- **led**, **informal**, **social** and with **texts** that tempt) has given us the drive to implement some of these valuable practices with the children at the centre of these. Children have chosen books that interest them, we have built in lots of opportunities for informal books talk, given children inviting spaces to read with others and have provided high quality texts and a variety of reading material to engage all kind of learners. Cremlin states that, "Honouring children's choice of texts is key, as is allowing them to exercise their rights as readers." (NATE, Primary matters, 2019)

"Children have enjoyed and benefited from choosing their own books on interest. Their love for reading has increased greatly, through the reading corner, buddy reading with the younger ones and the more diverse reading materials in school. The journals have helped them share books with others and have helped them and us reflect on their own reading habits" **Mr Blackburn- Year 6 teacher**

### Impact- Phase 2(April-Dec)

The pandemic affected our project and brought up challenges but we were able to be creative in keeping the profile of reading for pleasure on the radar.

#### **Online learning**

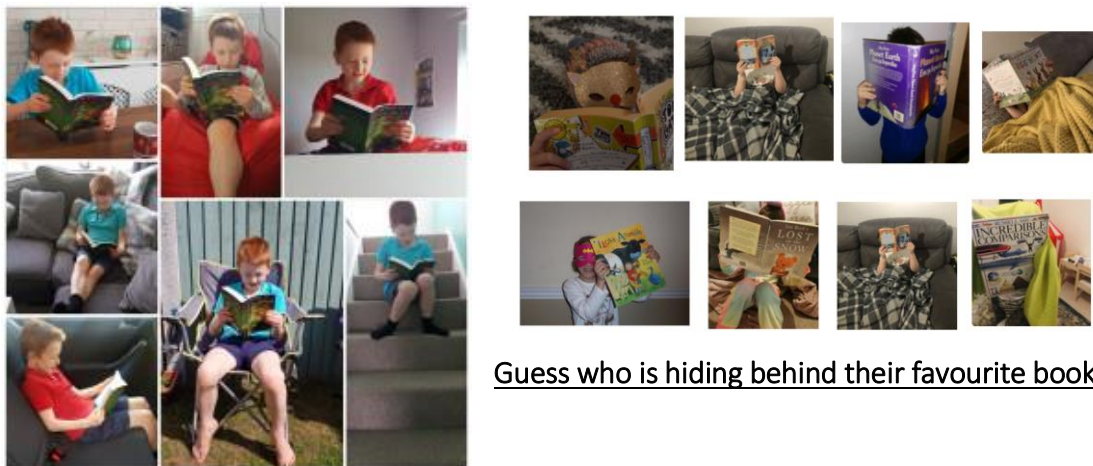
➤ Teachers videoed themselves reading stories daily, children were able to access these from home. The children enjoyed listening to stories from their teacher and it was a lovely way of helping them to stay connected. They also had that quality story time each day that is so important for their wellbeing and development.

*"I looked forward to Mrs Ward reading the next chapter of our class story book, she sent it on class dojo and I listened to it in bed."* **Ashley- Year 4**

- We collated a range of books for children to collate from the school office if they didn't have many books from home, they could then swap these.
- We set competitions/ challenges for the children to do at home to promote reading

*"I was really excited about doing the book challenges with my child and it gave us time to look at books together."* **Year 2 parent**

### Reading a different book in a different place every day



Guess who is hiding behind their favourite book?

This was an effective way of getting parents and children motivated to read at home and have fun at the same time. Lots of children contributed and there was an incentive of a prize!

#### **In bubbles**

We have been able to keep our aims as our focus but have had to be creative of how to achieve these now the children cannot mix with each other

- Time is built in for r4p- children read what they like, where they like and who they like within the classroom
- High quality texts in the classroom as recommended reads
- Teachers find out about individual preferences and order books accordingly from ELS
- Children continue to record favourite books in their reading journals
- There is still a huge focus on authors and recommending books to individual children
- Book blathers- 'Big up you book'- this has continued in classes and has been an effective way of children talking about books and sharing these with each other

I love the fact that we now have 'Recommended Reads' boxes for each year group. I've almost worked my way through reading the Y3 books - I wanted to read them because I feel like I can't recommend something that I haven't read myself. Similarly, I love that we now have a lot of high quality texts available in school so the children are excited to read them independently and I am for the class story at the end of the day as I know that the children will enjoy them. **Miss Ratcliffe- Year 3 teacher**

## Other initiatives that supported our 'reading for pleasure' and we built into our school timetable

### Buddy reading



This has been a lovely initiative that we time table in weekly. The older children read with the younger children. They can choose what books they read together and they often take it in turns to read.

"I enjoy listening to the younger children read to me" - **Regan**

"I like reading in a different classroom"- **Jacob**

"Being a reading buddy gives me the opportunity to look at different aged books"-**Paul**

"I like my buddy writing comments in my reading diary"- **Felicity**



### Chair of Governors opening our new reading cottage on World book day



We bought and set up a reading cottage to give the children an outdoor space to enjoy books in. This came with a few challenges as it was too cold to use in the Autumn term and the books were curling!! We had just introduced it and then we had to close because of the virus!!

### Developing the school website

<https://lynnecroft-primary-and-nursery-school.secure-primariesite.net/reading/>

Laura worked hard to promote reading through our school website. As you can see there are lots of ways we are promoting 'reading for pleasure' in our school. We are encouraging the parents to use the website and we update with tips of how they can be supporting their child at home.

### Our environment



Comfy seating



Topic books displayed



Signs in the corridor



**Our school library**



**Inviting book corners**



**Reading display**



**Signs on all staff members doors**



**Books displayed in the school entrance**

As a lifelong enthusiast and advocate of reading for pleasure I am excited and encouraged by the work Helen, the R4P Project Team and the School Staff are doing to research different ways of engaging all pupils in the pleasure of reading. This project will surely help provide our children with a foundation for what will be a journey of reading for life and to appreciate the comfort of "curling up with a good book". **Dave Hill, Chair of Governors**



## Sustain

### Outcomes from the children's questionnaires

#### KS1

##### Do you like reading?

89% - love reading

7% - it's ok

4% - don't like it

#### KS2

##### Do you like reading?

72%- love it

18%- It's ok

6%- Not bothered

4%- Don't like it

Our **Long term goal** was that children had meaningful time at school for 'reading for pleasure' and that they enjoy reading

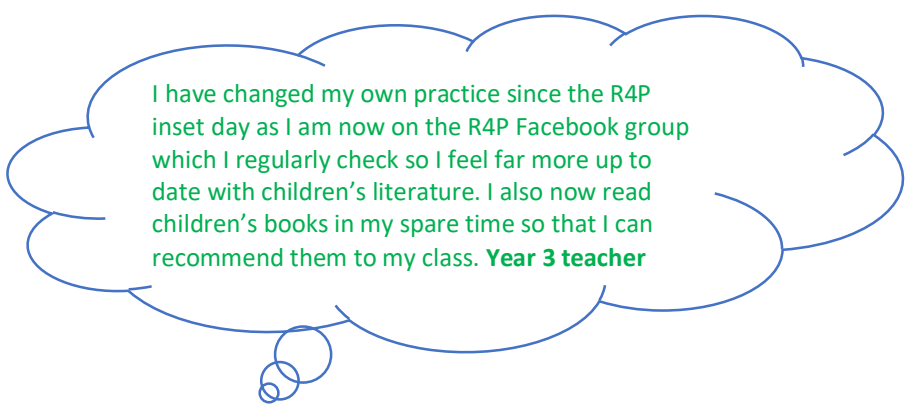
We are delighted that the data has shown that more children enjoy reading in both KS1 and KS2 across school, this was our overarching aim of the project. There is a definite buzz around reading, you only have to walk through the school and talk to children to see it is a priority and the positive impact it has had. It has been a real learning journey for all of us involved, with ups and downs along the way. Corona has made things difficult but with creativity and teamwork children have had the opportunity to have a love of reading that wasn't there before.

Research by Clark and Rumbold (2006) states that "[Reading engagement is often associated with reading for pleasure, arguably engaged readers are those who want to read, who choose to read and who find satisfaction in the process](#)" This has definitely been true for a lot of children in our school.

Our focus of 'Teachers having specific knowledge on individual preferences' has definitely improved. It has been lovely to see teachers really getting to know the children in their class and having the knowledge of authors to be able to recommend books to them. When asked about the reading habits and preferences of children in their class, teachers can now say which books they like and can pick up a book and know that they will enjoy it. The reading journals have also helped with this.

"I didn't used to like reading as I didn't like any books but Miss Robinson found me some books on animals in the library and I love finding out about them." **Bronson- Year 3**

"I know Charlie likes books by Julia Donaldson. I ordered more, which he was excited about!" **Year 1 teacher**



I have changed my own practice since the R4P inset day as I am now on the R4P Facebook group which I regularly check so I feel far more up to date with children's literature. I also now read children's books in my spare time so that I can recommend them to my class. **Year 3 teacher**

Our second focus of **Teachers and children having informal book talk and recommending books** has been something that both children and staff have enjoyed doing together. The children have enjoyed the opportunity to share their favourite books with the class but also lessons being learner led which is vital for motivation in young people. It has also made staff step back in a busy day to take the valuable time to talk to their class about books and be a positive role model to them.

Studies by Clark and Phythian- Sence, 2008; Manzo and Manzo, 1995 state that “Children are more likely to want to read material which connects to their personal interests, teachers need to know them as individuals.”

“I love telling my teacher which books I would like him to order from the library. We all get excited when the box appears in the classroom and I can’t wait to read them!” **Connor- Year 6**

“Me and Mrs Ward are both reading Harry Potter at the minute and we keep talking about where we have got up to. She has also got the next book waiting for me.” **Max- Year 4**

### Key insights

- More children are saying they enjoy reading more which is a massive achievement for our school
- We have more of a reading culture in school
- Children are excited about choosing their own books
- Staff have a more in depth knowledge of children’s authors and can recommend books to individual children
- Children love to choose what and where they read
- Book blathers have played a huge part in giving children ownership over their book choices and has helped them to recommend books to each other
- Staff are reading for pleasure more themselves and talking about books

### What I have learnt

I feel privileged to have been a part of this project and have learnt so many valuable things about reading for pleasure. I have loved seeing the impact that changing our mind set about reading and focussing on key messages has on how children feel about reading. This is invaluable and it has been such a joy to hear children saying that they love reading when maybe they didn’t before. This will have such a positive impact on their future lives. Some of the key messages I have learnt.

- It is fundamental that we give children time and space to enjoy their chosen books. Research illustrates that “A Reading for Pleasure pedagogy must be explicitly planned for and underpinned by a thoughtful rationale” (Cremin et al, 2014)
- Giving children ownership on their own book choices will motivate and inspire them, in turn making them life long readers. “Many studies show that when children select texts for themselves in school, this enhances their motivation and self-determination as readers” (Krashen, 1993; Sanacore, 1999, Gambrell, 1996).
- It is vital that teachers have good knowledge of authors and high quality texts in order to recommend them. “Knowledge of children’s literature and of individual children and their reading interests is essential in order to develop young readers who can and choose to read for pleasure.” (Younger and Warrington, 2005; Kwek et al 2007)
- Building in time for informal book talk is an important part of building relationships between staff and children, widening their knowledge of books and authors and gives them ownership of their own learning which plays a huge part in motivating our young people. Cremlin states that, “Honouring children’s choice of texts is key, as is allowing them to exercise their rights as readers.” (NATE, Primary matters, 2019)

### Next steps

“Reading for pleasure needs to be an integral element in a school’s teaching and learning strategy and teachers need to be supported in their knowledge of relevant quality texts that will engage all pupils.” (APPLG, 2012:4)

We know how important it is to keep R4P on our agenda and part of our whole school ethos if we want to continue to give children a love for reading and in turn support them academically.

A lot of the new initiatives are now embedded into our school ethos and timetable so will be easy to continue. This will be monitored by the change team and kept on our SIP as a priority. It will be important

that new staff are made aware of our reading agenda and have training in some of the key messages and aims that we are focussing on as a school.

Our next focus will be '*Reading communities*' where we want to enable a strong reading partnership between school and home to encourage children further in their reading journey.