Lawrence View Primary School
Reading for pleasure project

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

Explore

The outcomes from the pupil questionnaires

Collecting the baseline- Questionnaires

Our findings from the children's questionnaires

Strengths

▶ Children enjoyed staff reading to them daily

▶ Children saw their teacher as an enthusiastic reader

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**

➢ **Our findings from the staff questionnaires and observations**

➢ **Key insights about children's R4P**

Deliver- Phase 1- Sept- March

- Change team
- CPD
- Resources
- Monitoring

https://researchrichpedagogies.org/research/reading-for-pleasure

Focus of project

Long term aim- 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)

► Teachers have specific knowledge of children's individual preferences

► Teachers and children build in time for informal book talk

Reading for pleasure

➢ Class story time is timetabeled every day

➢ Time built in for r4p- children chose what they read, who with and where

➢ Teacher reads for pleasure at this time too

"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**

**Teachers have specific knowledge of individual preferences:**

- Ordered ELS books that children had asked for

- Teachers built up their knowledge of children's authors so they could recommend books

- Children recorded their favourite books in a journal

- Ordered high quality texts for each year group

- Older children read with younger children once a week- buddy reading
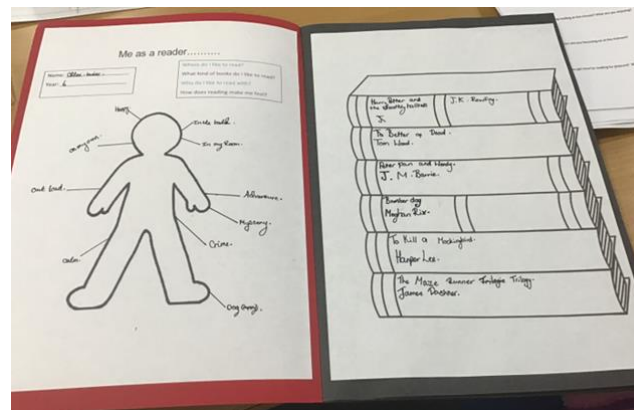
Teachers and children have informal book talk:

▶ Weekly book blethers

▶ Focus on 2 authors to recommend books

▶ Get to know your children well and recommend books

▶ Read books at the same time as the children

▶ Children vote on the class story each day- giving ownership
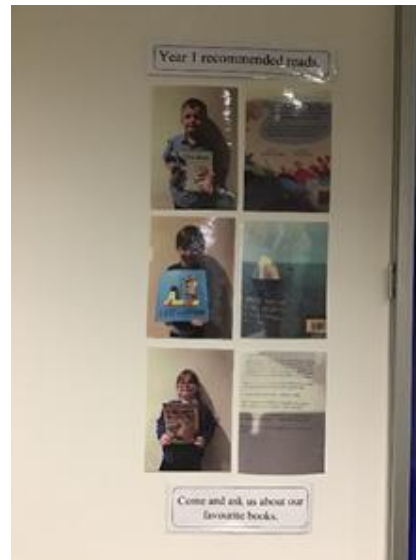
➢ Deliver- Phase 2- March- July

- Online learning- Teachers videoed themselves sharing a book/ chapter each day and sent home

- Children could borrow books from school and could collect as and when they needed them

- We set reading challenges to encourage reading at home

In bubbles

- 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 blethers- '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

Sustain

▶ Outcomes of the data

KS1
Do you like reading?
89% - love reading
7% -it's ok
4% - don't like it

KS2
Do you like reading?
Love it- 72%
It's okay- 18%
Not bothered- 6%
Don't like it- 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 blethers have played a huge part in giving children ownership over their book choices and this has helped them to recommend books to each other

- Staff are reading for pleasure more themselves and talking about books

- **Reading for pleasure will stay on our SIP and remain a priority**

- **We would like to look at reading communities next..........**

What 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)

Some other initiates………

Reading cottage

Reading display

We Love Reading

Reading environment