

Sneinton Primary...Where every day is Book Day!

Developing Reading for Pleasure across school by Julie Doyle @juliedoyleRR21

For consideration within the Egmont RfP Awards – whole school

Context



I am the Reading Recovery Teacher and the Literacy Lead for reading at St Stephen's C of E Primary School in Nottingham. We are a single form entry school with a higher than average proportion of disadvantaged pupils. More than three quarters of our children live in the lowest 15% of the IDEC index. The proportion of EAL pupils is double the national average. The proportion of pupils who have SEN and/or disabilities is above average. We are an outstanding school and are passionate about supporting pupils to develop best life chances. In December we were very proud to be among one of the first seven primary schools in the country to be awarded the World Class Schools quality mark.

OU Research inspiration and rationale

This whole school project was inspired by the TaRs research findings on developing a reading pedagogy and embedding this as part of our school ethos.

The research showed that a robust RfP pedagogy encompassed four practices:

- Reading aloud
- Informal book talk and recommendations
- Independent reading time within a highly social reading environment
- These three practices are underpinned by a teacher's deep understanding of children's literature and their reading lives.

Aims

Ultimately our main aim is to build an immersive reading environment. One which creates, develops and nurtures a RfP pedagogy for our children. RfP is too vital for a child's development and future success to leave to chance. It is not enough to teach our children to decode.

Therefore, our aims are to:

- Ensure that every child is regularly read to.
- To develop social reading environments that raise the profile of RfP, spark interest in reading and encourage 'comfy' reading.
- To ensure that children have a wide range of high quality books; fiction, nonfiction, poetry, comics and magazines to choose from.
- To ensure that as a staff we continue to be TaRs. Our staff team were all already passionate about this essential element of the RfP pedagogy.
- To build reading communities within our school between staff, children and their families.
- To increase the amount of high quality, current children's literature, available for all children to read.

Outline

The first step was to continue to develop staff knowledge on the RfP pedagogy using staff meeting and Inset time. Staff regularly share book recommendations amongst one another. In addition they are able to attend an OU/UKLA RfP group run by the English Lead.

Children are read aloud to every day in every classroom. Class teachers prioritise RfP within their timetables. Formal book blether is timetabled and informal book blether is encouraged and valued.



Immersive book theme days take place regularly. Children enjoy carousels of cross curricular book activities emphasising reading for fun.



Every classroom has an inviting reading area along with RfP displays featuring specific authors and book recommendations. Reading areas have been created throughout school to promote independent RfP.





Class teachers try to bring extra 'magic' to reading where possible. This is a photo of Year 2 reading 'Leon and the Place Between' in the dark.

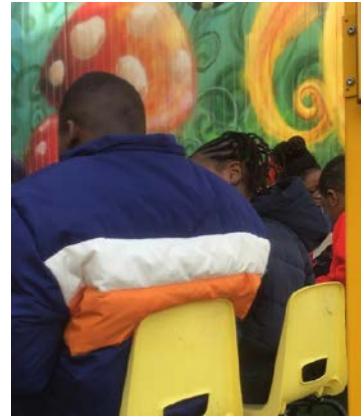


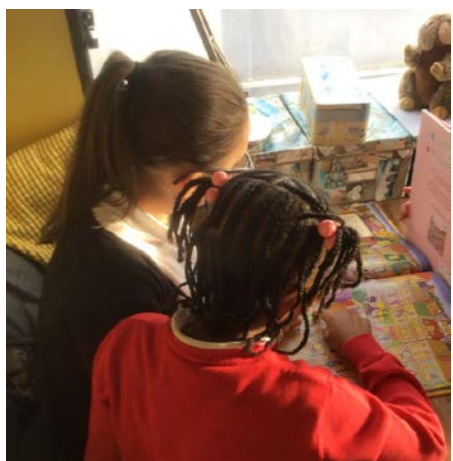
We regularly use a Story Tent as a special place to enjoy 'comfy reading.' We have even enjoyed bedtime stories in our pj's with hot chocolate and cookies and visits from Princess Elsa.



Outdoor Reading Areas

We have developed an Outdoor Reading Area and 'Cosy Caravan' where the children can choose to spend their lunchtimes independently reading for pleasure. We have a 'Story Squad' of year 6 children who read with the younger children during breaks.





Reading Dogs

We have a Reading Dog who visits weekly and reads with our children. We also have two school dogs on our staff team who are valuable contributors to our RfP culture!



TaRs

Staff continue to promote their recommended reads and display the books they are reading, encouraging and developing 'informal book blether.'



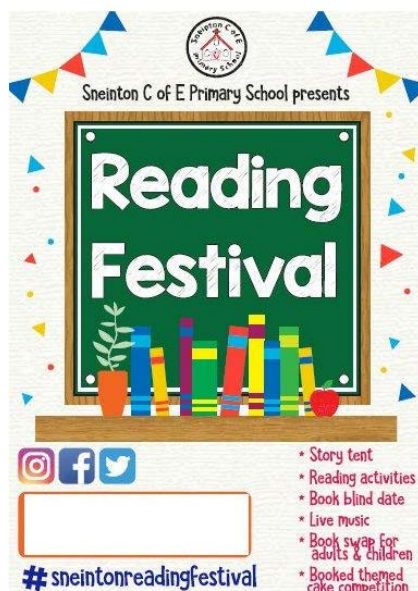
I'm undertaking the '52 Book Challenge' reading a new book each week for a year. I display my current read with reviews of past books which the children are welcome to borrow.

Reading Assemblies

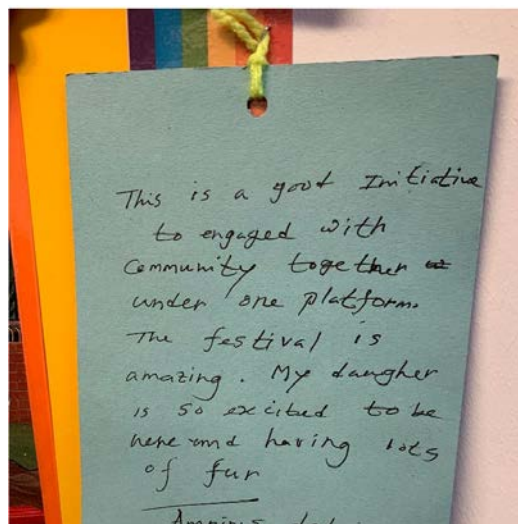
Celebratory reading assemblies take place monthly. Children are awarded reading ribbons, badges and certificates for reading regularly at home. The class earning the most awards are presented with the Governors Trophy. We have a podium, red carpet, music and dancing. Parents are invited into school and we also have a Teacher/ Parent partnership award, to recognise the importance of home and school working together. Staff and children review and recommend books. Classes are also presented with a beautiful new bundle of books borrowed from the ELS. 'Rory the Reading Lion' is also presented to a child to go home as a 'reading buddy'.



Reading festival



Last summer we held our first Reading Festival. We had authors and illustrators running workshops, drama activities, book crafts, story tents and guest story tellers. The festival was opened by the Mayor of Nottingham, attended by the local community, our children and their families. We had live music, cream teas, book blind dates, cakes bakes, festival glitter, stalls and games all with a book theme. We held a book giveaway to ensure every child and adult left the festival with a book.



Book Swap

We run a twice weekly book swap to ensure that our children and their families have access to high quality children's literature and that they have books in their homes.



We also provide a parent's and carer's library. We produce a newsletter termly containing our reading news, reviews and events to promote RfP across school.

We actively promote our local library and raise awareness of events. We ensure that we enrol every child at the library and classes visit weekly.



Imagination Library



We receive books from Dolly Parton's Imagination Library. We use these to promote family reading in our foundation unit. We hold weekly before school sessions for families where staff model storytelling and share their enthusiasm for RfP. We actively promote the ILS; encouraging new mum's to sign up so that their child can receive a free book delivered to their homes until their fifth birthday.

Digital Reading

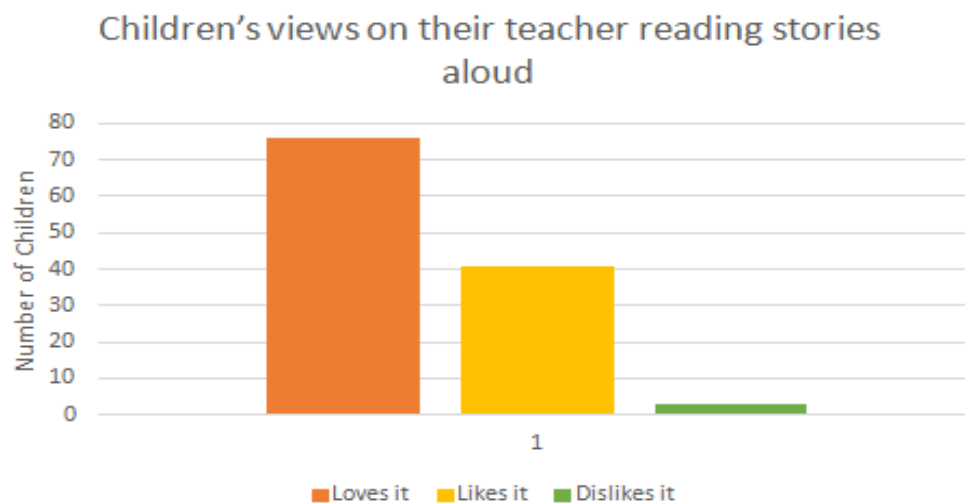
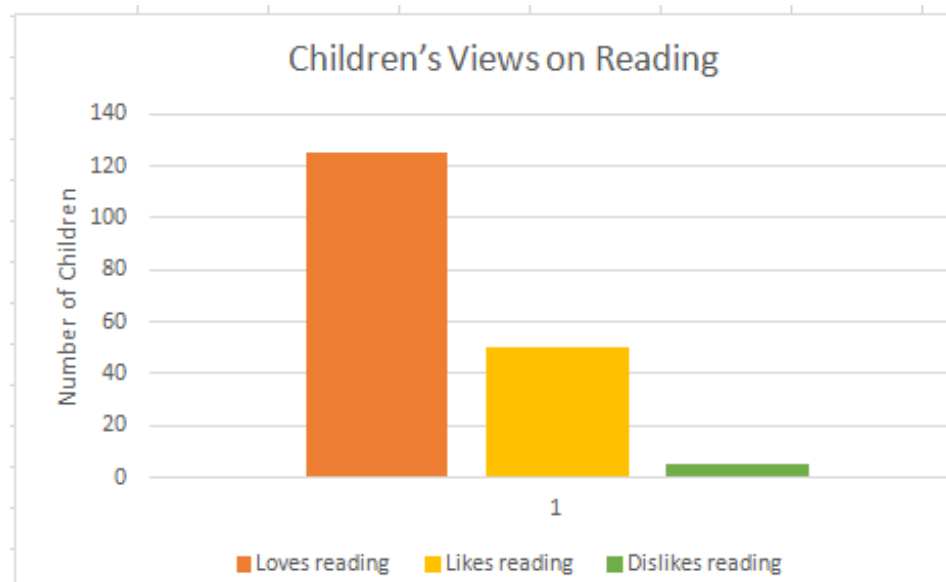
Digital reading is an important aspect of RfP across school. All classes use Ipads and have access to Epic, an online library app. Several SEN children access Listening Books at home and school.

Children regularly record their reading at home and school using voice notes on Showbie and then record their reflections after listening to themselves. We've also used book reviews and recommendations from staff recorded on the Ipads.

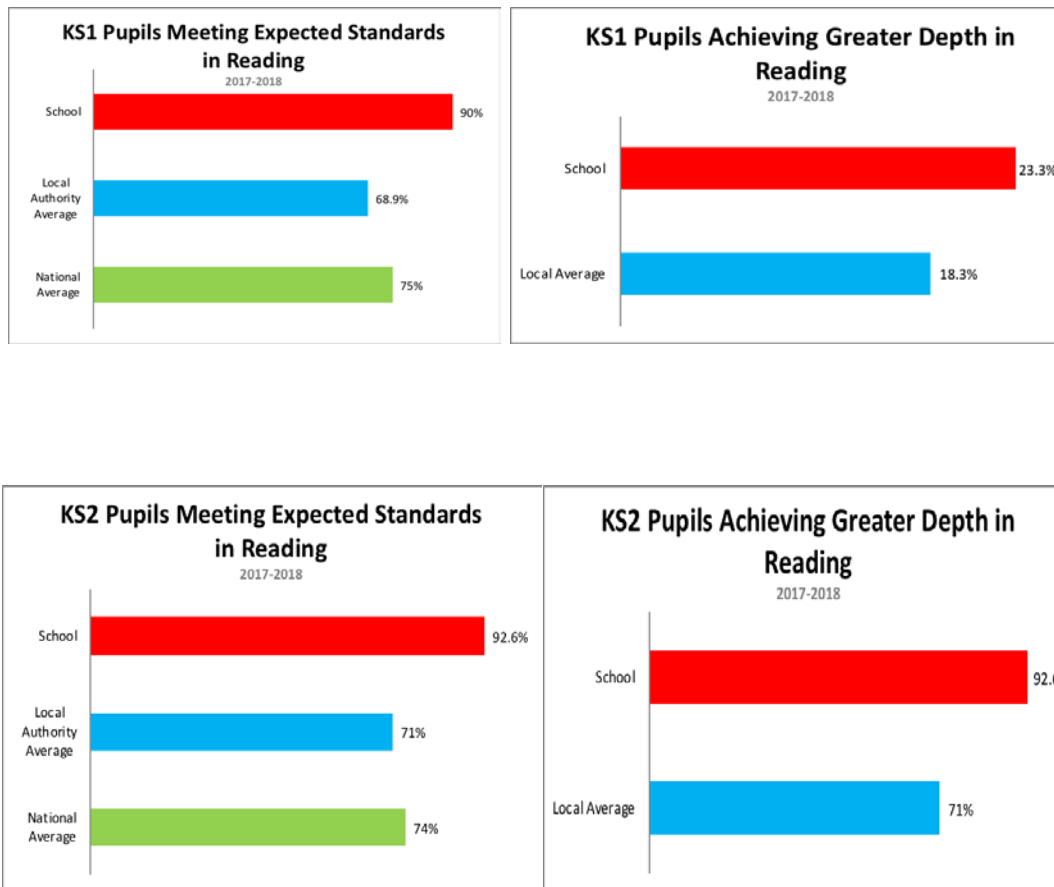


Impact

Reading Surveys have shown that children love RfP in our school.



Key Stage 1 and Key Stage 2 data shows that our attainment in reading goes from strength to strength.



The profile of RfP in school is high. We have a list of children wanting to volunteer to be in the Reading Squad, submit a written recommendation for the Reading Newsletter or recommend a book in reading assembly.

Informal book blether has increased across school.

98% of our children and their families across school regularly use Book Swap.

Children can be seen across school independently choosing to RfP; at lunchtimes, in Golden Time and even during school camp!



Reflections on impact the TaRs research had on practice

As a school we pride ourselves on the fact that every child leaves our school as 'a reader' and we also don't believe that it is enough for children to just decode text. We have always strived to have a reading culture and place RfP at the heart of what we do.

As a staff we are all passionate about developing ourselves and our children to be life-long learners. The impact the research has had has helped us to add another piece of the jigsaw to our reading journey...despite what we did there were always a very small minority of children that we couldn't quite engage. We now have a staff with a growing knowledge of current children's literature and are able recommend the right book, to the right child, at the right time. This has been very powerful in setting all the children on a journey of lifelong pleasure in reading. The impact in a relatively short time has been quite remarkable. The excitement that is generated when the children receive their next book bundle is amazing as the children are now all so excited to 'read for pleasure' and share their enthusiasm for reading with their friends and teachers.

I am excited for the future. We have staff attending the OU RfP workshops and keen to develop their practice further. We are planning our second Reading Festival which we hope will be even more successful than the first. We are looking at further ways to engage our 'harder to reach parents'. We are hopeful that the Imagination Library will help us with this but will be exploring other ways to enthuse and involve them in our RfP journey. It remains an essential part of our ethos that we keep up the momentum of developing our RfP culture and that 'every day at Sneinton C of E Primary School is book day!'