

DESCRIPTION OF SUCCESSFUL READING PROGRAMME	
PROGRAMME TITLE: Coordinated Whole-School Reading Promotion Programme Institute of Education Primary Centre	
Description Created by LiRe Partner Institution: University of Worcester	
Time & Place	Target Group(s)
January 2011 – present Primary School in Worcestershire, UK	Years 1-6
Short Description (Max. 200 words)	
<p>Following a satisfactory OFSTED (Office for Standards in Education) inspection September 2010, the senior management team was re-organised and a senior member of staff given the role of Literacy coordinator with a responsibility for raising standards of attainment in reading and writing. The OFSTED report (2011) stated that “Pupils' attainment in reading and mathematics is average in most year groups but lower in writing, particularly for boys.”</p> <p>The Literacy coordinator’s approach was based on developing a reading culture within the school, whereby pupils, in particular boys, would take a more active approach in their reading and in turn, read for pleasure and enjoyment. This involved creating a welcoming and stimulating reading environment, giving pupils access to a wide range of quality reading materials, banding books according to reading levels, revamping the school library, organising trips to see authors and discuss the books that they had written, parent workshops and pupil interviews to explore their views on reading. In short, reading became a priority in the school, something that evoked enjoyment and pleasure. Pupils became secure in their choices and used books to deepen their understanding and extend their knowledge. Reading for pleasure was given a high profile throughout the school with a new school library for parents, pupils and the Children’s Centre being opened by a leading children’s author.</p>	
Objectives (General & Specific)	
<ul style="list-style-type: none"> • To foster a love of reading • To raise the profile of reading within the school and wider community • To raise standards of attainment in reading • To encourage a willingness to read for pleasure • To encourage confident, enthusiastic readers 	
Scheme of Reading Promotion Actions & Activities	
<ul style="list-style-type: none"> • Library refurbished and relocated centrally – open to pupils, parents and the children’s centre • Borrowing system set up for children, parents and Children’s Centre • Key Stage 1 and 2 books banded according to national reading recovery levels, enabling pupils to choose from a selection appropriate to reading age • Opening of the new library by celebrated children’s author Kaye Umansky • Home readers banded according to national reading recovery levels • School visits to see popular children’s authors, including Jacqueline Wilson, Jeremy Strong, Cathy Hopkins, Philip Ardagh, Ian Whybrow, Francesca Simon 	

- Staff INSET (in-service training) to explain and discuss promotion of reading and disseminate information on book bands
- Teacher's favourite author/book board displayed centrally
- Pupils contribute wish lists of books they would like to see housed in the new library
- Focused guided reading sessions with an emphasis on discussion and understanding of the texts. During this time, pupils regularly discuss their favourite books and authors
- Interviews with authors
- Visits to the theatre to see George's Marvelous Medicine and Jungle Book
- Celebration of Roald Dahl day and World Book day
- Parent workshops for every year group R – year 6
- Implementation of 'Irresistible Learning' enabled staff to develop ideas around core texts and to plan activities relating to pupils' interests

This culminated in a series of pupil interviews to evaluate the successes of the reading programme and to gain further insights into the enjoyment of reading. In addition, parents and staff were able to express their views and opinions on the promotion of reading within the school.

Results / Indicators of Success

The following results demonstrate the improvement of reading skills:

Key Stage 2 SATs results English 2009 – 76% level 4+ 18% level 5
 English 2011 – 83% level 4+ 38% level 5 (reading 90% Level 4+ 58% level 5)

From pupil, parent and staff interviews, the following indicators were noted:

- Increased use of and access to school library
- Enthusiasm for reading across the school
- Pupils choosing a wider range of reading materials
- Pupils' ability to discuss books and authors improved
- An increased willingness to read for pleasure
- Pupils' perceptions of themselves as confident readers
- Pupils accessing a wider variety of reading material

Typical quotes from pupils included:

"Instead of switching on the TV...I get a book. Sometimes TV is a bit boring but with a book...it drags you in and catches your attention."

"I've never read a long book on my own before but since we had the library I have...Horrid Henry. I love those books."

"Each book becomes easier every time I read a new one...I know which ones I will be able to read on my own."

"I read every night to my mom and I also read to myself when I wake up early...I love choosing new books from the library."

"I like books because sometimes with the films, they miss the best bits out."

"I read Goodnight Mr. Tom and The Boy in the Striped Pyjamas because we were doing a topic on World War II."

"The library is looked after and there is a system. We know which books we could read because they are all in sections."

“I’m a good reader – I was on green and I’ve moved up to orange – it means I’m getting better.”

“I have read 6 chapter books and I am on to a really long one now. It’s got about 100 pages.”

“I like it because there are very good books to choose – lots of funny books.”

“I like going to the library because it is fun, there are so many different books. You get to read them with your mom or sister or brother.”

“You can get loads and loads of books.”

“It helps with our writing. It gives us inspiration and we can steal, rob and magpie ideas to use in our own stories.”

CONCLUSIONS (WHAT WORKED WELL AND WHY)

The re-location and re-organisation of the library was a key factor in raising the profile of reading across the school. All of the pupils interviewed felt that the library was easier to navigate, held a wide selection of reading material and reflected their interests. They were all familiar with the book banding system and felt that they were able to select books that matched their reading abilities. They liked the fact that the library was well looked after and understood the benefits of a loan system. They stated that the sofas and bean bags in the library enhanced the reading area and believed that the computers offered the opportunities to research particular authors and books. In addition, parents commented that the library had contributed to the reading culture within the school and that their children had increased opportunities to visit the library and borrow books that were relevant to their particular tastes. Both parents and pupils applauded the fact that they were able to choose their own books rather than read the book given to them by teachers.

Pupils’ involvement in choosing the reading material to be housed in the school library was another important factor in the success of the programme. They were actively involved and engaged in all aspects of the programme. Pupils felt valued as readers and had opportunities to discuss their favourite authors with teachers and parents. Enid Blyton, Dick King Smith, Michael Morporgo, Jacqueline Wilson, Adam Blade, Andy Stanton were all cited as favourite authors. The availability and increased numbers of these reading books in the library has contributed to pupils’ willingness to read for pleasure.

Engagement of all staff in the project served to promote reading across the school, as did involvement of parents through workshops tailored to their particular year group. Making reading for pleasure visible was particularly effective in raising the profile of reading and in encouraging pupils to read for pleasure. All members of staff contribute on a regular basis to the staff reading board which is displayed centrally in order that pupils recognize that teachers and other adults within the school read for pleasure. Of the parents interviewed, all believed that the school was developing an effective reading culture and praised the fact that the school was actively encouraging children to read for pleasure.

The positioning of reading for pleasure as central to the school’s policy agenda ensured that

all staff were fully engaged and gave them the incentive and opportunities to develop ideas creatively around quality texts. They were able to explore a wider variety of texts and use pupil preferences as a basis for their teaching whilst extending their own knowledge of children's literature.

Reading promotion events, including author visits and book focus days have enabled pupils and parents to widen their knowledge of children's literature, thus giving them access to a variety of reading material and the opportunity to discover new authors.

REFERENCES

Baker, Bickler and Bodman. (2007). *Book Bands for Guided Reading, 4th edition A handbook to support Foundation and Key Stage 1 teachers*. London: Institute of Education.

Office for Standards in Education. (2011). *Tenterfields Primary School Inspection report*. London: OFSTED Publications.

LINKS TO FURTHER MATERIAL

http://www.thegrid.org.uk/learning/primary_strategy/inclusion/wave3/documents/ks_1-2_levels_bk_bnds.doc

<http://www.ofsted.gov.uk/>