

DESCRIPTION OF SUCCESSFUL READING PROGRAMME PROGRAMME TITLE: Reading Promotion at a Worcestershire School Institute of Education Primary Centre	
Description Created by LiRe Partner Institution: University of Worcester	
Time & Place	Target Group(s)
Primary School, Worcestershire, UK January 2011 – 2012	Whole school
Short Description (Max. 200 words)	
<p>The school made a strategic decision to raise the profile of reading within the school, having identified that some pupils, particularly Key Stage 2 (7-11 years) boys, were not making a conscious choice to read for pleasure. In addition, the school had a number of more able readers whom they needed to address so as to encourage all pupils to fulfill their potential. The school aimed to inspire children to read more and to explore a wide variety of genres, thus encouraging them to read for enjoyment. At the heart of this, lay the library and how it was utilized. A Higher Level Teaching Assistant was appointed responsible for the library and developed book groups for some of the more able pupils in year 2, year 4 and year 6. A reading trail was introduced into Key Stage 1 (5-7 years) whereby children were encouraged to read a wide variety of reading material in order to gain certificates. Time was allocated to each year group for using the library and the library was also open at lunchtimes and before school sessions so that children and their parents were free to borrow books at other times. Comics, magazines and children’s newspapers were introduced into the library so as to widen the choice of reading materials. The school is also looking into piloting a scheme whereby pupils can borrow and use kindles from the library so as to be able to access on-screen texts. During this time, use of the library has been monitored and pupil and parent feedback recorded to evaluate the success of the initiatives.</p>	
Objectives (General & Specific)	
<ul style="list-style-type: none"> • To promote a wider view of reading in school • To develop a willingness to read for pleasure • To foster a love of reading • To raise standards in attainment in reading • Improve motivation and reading skills • To share the importance of reading with parents • To improve attitudes towards reading, particularly those of older boys 	
Scheme of Reading Promotion Actions & Activities	
<ul style="list-style-type: none"> • Promotion of the library through the appointment of a member of staff to run the library and associated projects • Access to book clubs and book fairs within the school for pupils and parents • Parent workshops – reading • Use of reading challenges from the National Literacy Trust and Reading Connects • Membership of Dudley Book Club with access to author talks and book signings • Raised awareness of adults reading for pleasure with staff sharing their favourite 	

books and favourite authors with pupils

- Celebration of World Book Day on March 1st and the launch of a reading trail throughout the school, whereby children are challenged to read as many different genres as they can in order to progress through the trail.
- Staff training with regard to reading and developing higher order thinking through questioning and discussion
- Participation in a regional book quiz, competing against other schools in the area
- Linking material in the library with curriculum themes throughout the school

This culminated in an analysis of parent evaluations, pupil interviews and monitoring reports from the librarian.

Results / Indicators of Success

SATs (national Standards Assessment Tests) results in reading have remained consistently above the national average.

Evidence comes in the form of evaluations from parents, information from pupil interviews and observations from staff.

- All children interviewed thought of themselves as good/confident readers
- All children were enthusiastic about reading
- Most children were able to talk about their favourite books and authors, particularly in Key Stage 2 (7 -11 years)
- Pupils more willing to talk about books they have read and discuss these with their peers
- Pupils more independent in accessing resources/reading material from the library
- Monitoring of the use of the library revealed increased use, particularly by the older boys
- The importance of reading is a strong focus in classrooms with emphasis on displays reflecting the class texts
- Evaluations from parent workshops indicate a heightened awareness of reading for enjoyment - parents feel more informed about their child's reading habits at school and a number of parents have volunteered to help run the school library

CONCLUSIONS

(WHAT WORKED WELL AND WHY)

The targeting of boys' reading in years 5 and 6 has worked particularly well. Through monitoring of the library, the school is aware that more of the older boys in the school are choosing to access the library resources than ever before. This has worked particularly well because each class has a timetabled session in the library with the librarian and years 5 and 6 also have an additional time to borrow books. The librarian has been particularly keen to stock books that reflect the curriculum themes that are being taught throughout the school which encourages individual interests and enhances knowledge. Children can see a purpose to their reading and are able to make links.

The heightened profile of the library has had a major impact upon improving reading

attitudes. Pupils feel that the resources are relevant to their learning experiences. Because they have been involved in improving the library environment through offering their suggestions, pupils are far more engaged with the library and its contents.

Through training, all members of staff are part of the vision for reading and have had opportunities to develop their own practice. All members of staff are engaged with the changes and able to reflect a wider view of reading within the school through their displays, library areas and reading corners within their own classrooms. By involving parents in workshops and talking to them about reading for pleasure, the school was able to involve the wider community and build upon and share good practice.

Through linking resources and displays in the library with their curriculum themes and the pupil's learning journeys, the school was able to embed a holistic, creative approach to promoting reading for pleasure across the school and within the wider community.

LINKS TO FURTHER MATERIAL

<http://www.scholastic.co.uk/>

www.readingconnects.org.uk

<http://www.worldbookday.com>

www.literacytrust.org.uk