

DESCRIPTION OF SUCCESSFUL READING PROGRAMME PROGRAMME TITLE: Extreme Reading at Hallow CE Primary School Institute of Education Primary Centre	
Description Created by LiRe Partner Institution: University of Worcester	
Time & Place	Target Group(s)
Dec 2010/ Jan 2011 H. Primary School, Worcestershire, UK	All children attending a Primary School (ages 5-11) - approx. 180
<b>Short Description (Max. 200 words)</b>	
<p><b>'Extreme Reading' was devised as part of a wider Literacy-based plan to help raise the profile of reading and to promote enjoyment of reading following an initial audit regarding Literacy in the school. The 'Extreme Reading' project was part of a programme devised to encourage and develop reading. These included DEAR time (Drop Everything And Read), increased library stock, use of the Schools Library Service, World Book Day activities and Book Fairs.</b></p> <p><b>The staff felt that it was important to make the project accessible to all children, regardless of age and reading ability. Children were asked to read in unusual places, linking the book they were reading to the location or activity if possible. Parents were asked to take photographs of the children which were then submitted in person or via the school's Learning Platform and displayed within the school. In total, forty-four entries were received, representing an equal spread across the Key Stages and all classes submitted entries. Prizes of book tokens were awarded to winners in the Foundation Stage/Key Stage 1 category and Key Stage 2 category.</b></p>	
<b>Objectives (General &amp; Specific)</b>	
<p><b>General:</b> To promote and encourage reading across the school.</p> <p><b>Specific:</b> Children were expected to:</p> <ul style="list-style-type: none"> <li>• Engage with reading</li> <li>• Share reading activities with others, including adults</li> <li>• Use the school's Learning Platform as a tool for sharing experiences</li> </ul>	
<b>Scheme of Reading Promotion Actions &amp; Activities</b>	
<p><b>Step 1:</b> An initial audit (<a href="http://www.literacytrust.org.uk/assets/0000/0576/Handbook_primary.pdf">http://www.literacytrust.org.uk/assets/0000/0576/Handbook_primary.pdf</a>) was carried out following discussions regarding Literacy provision within the school. Staff had been surprised at the point of entry in the audit as the school achieved good SATs (Standard Achievement Tests) results and Literacy was seen as an important focus of the curriculum. The audit looked at a variety of aspects of reading eg. the whole school vision, policy and strategy; reading promotion; reading events and groups; the school library; special interest groups; transition; family and community involvement. The staff decided whether the school was at a developing/establishing or enhancing stage for each aspect. As a result, staff felt that more could be done to promote engagement with reading.</p> <p><b>Step 2:</b> As a result of this audit, the Literacy Co-ordinator produced an action plan outlining areas</p>	

to be focused upon. This would involve whole staff engagement, including non-teaching staff in some cases.

**Step 3:**

Letters were sent to parents outlining the 'Extreme Reading' project. All children were encouraged to enter. The project was set as a competition, with prizes awarded for the most extreme/interesting example of reading from Foundation Stage/Key Stage 1 and Key Stage 2. Staff were also encouraged to enter, but would not be eligible to win.

**Step 4:**

Pupils were encouraged to use the school's new Learning Platform to post their photographs and share comments regarding the location/activity/book. Photographs were displayed within the school.

**Step 5:**

Winners were announced in a whole school assembly. Book tokens were awarded as prizes.

**Results / Indicators of Success**

Concrete and measurable data was hard to identify following the project. However, the number of entries indicated that children were excited by and engaged with the project.

Staff also reported the following:

- An increase in the amount of discussion that was taking part within the school and on the playground regarding the competition.
- Children and parents showed a great interest in the photographs.
- Children were displaying a positive attitude to reading when taking part in other related activities.
- Increased activity on the school's Learning Platform.
- The two winners were delighted with their book tokens and took great pleasure in sharing their new books with the Literacy Co-ordinator and other pupils.

**CONCLUSIONS**

(WHAT WORKED WELL AND WHY)

It was felt that the 'Extreme Reading' project had increased engagement with reading and had raised the profile of reading within the school. The increased use of the Learning Platform indicated developing interest in and use of the site by parents and children. Increased discussion about reading was encouraging. Actively engaging staff, the children and their parents in an unusual and exciting reading project seemed to have helped promote and encourage reading and as a result other similar activities have been planned.

However, members of staff are aware of the need to develop this further in order to continue the momentum. Another audit is planned for March 2012.

#### REFERENCES

National Literacy Trust (2008) Reading Connects Handbook: Building Whole-school reading communities.[online] Available from:  
[http://www.literacytrust.org.uk/assets/0000/0576/Handbook\\_primary.pdf](http://www.literacytrust.org.uk/assets/0000/0576/Handbook_primary.pdf) [accessed 20 February 2012].

#### LINKS TO FURTHER MATERIAL