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Change Team- Jane Forbes (UKS2), Celine Kicks (LKS2), Lily Morton (KS1), Jessica Crompton (EYFS), Tayba Akhtar (TLP) and Jo Groves (TLP)

Context

PAN	On Roll	Index of Multiple Deprivation	FSM (Ever 6)	Pupil Premium	Resourced Provision AS	Resourced Provision DLD	SEND	EHCP	EAL
703	590	Ranked 15 th of 160	42%	38%	14 (12 place)	7 (12 place)	124 (21%)	42 (7%)	91%

Green Lane Primary School is a large, three form entry school situated in the Bradford West area within the ward of Manningham. The school is currently undergoing a reduction in PAN which commenced from September 2024. 85.6% of our families live in the 30% most deprived areas of England. The three main ethnicity groups that attend the school are Other Pakistani (27%), Bangladeshi (33%) Mirpuri Pakistani (14%), Nigerian (14%) and Other White Ethnic Groups (6%).

Green Lane Primary School converted to become an academy in December 2016, as part of The Priestley Academy Trust. The last Section 8 Ofsted inspection in October 2019, where it was judged to be good overall. In this report, the inspectors explain that even though the school promotes a love of reading, the quality of the texts for older pupils are not challenging enough. This has remained a school improvement priority since 2019 and has been identified in the school’s School Development Plan under improving the section Quality of Education. It quotes, *‘Pupils are to have access to a range of high-quality texts and are reading regularly for different purposes.’* To address this key issue, the leadership team chose to implement the Reading for Pleasure project.

Recently, the school has undergone significant changes to the leadership team, with an Executive Headteacher appointed in January 2024 due to the existing Headteacher retiring, and the existing Deputy Headteacher moving to Head of School since Easter 2024. They are effectively supported by a further four Assistant Headteachers (3.6 FTE) and a new Deputy Headteacher has been appointed to start from September 2024.

At the time of the last inspection the school had a joint Governing Board with another Trust school. Since then, a new Local Governing Board has been formed, who have delegated responsibility from the Trust Board. A new Chair of Governors was elected at the start of the 2022/23 academic year.

Green Lane has a Nursery, two-year-old provision and two school-led Resourced Provisions (twelve places each) providing for pupils with Autistic Spectrum Disorder and with Developmental Language Disorder.

We are situated on a large site with six separate buildings; pupils move between these buildings throughout the day for both specialist lessons and access to the dining room. We have recently seen a significant increase in mobility with 108 pupils starting and 151 pupils during the last academic year. Many new starters leave after a very short period of time at the school and current school mobility is approximately 33%.

“Reading for pleasure is more closely associated with intrinsic motivation; it is reading that children do for themselves at their own pace, with whom they choose and in their own way.” (Cremin, 2019).

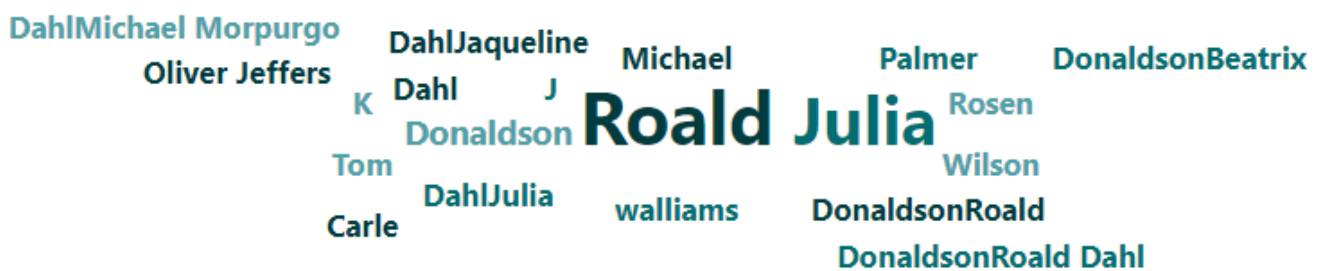
Explore

In September 2023, all staff and children took part in the OU Reading for Pleasure survey. Reception and Nursery completed these surveys as a group, as children were unable to access the survey independently. This would establish a clear baseline for our work. Forty-two members of staff took part in the OU's review your practice survey, this included SLT, teachers and support staff. There were two hundred and forty-nine pupils in KS2 and one hundred and thirty-one pupils in KS1.

Staff Survey

- Staff had knowledge of celebrity authors (David Walliams, Roald Dahl, Julia Donaldson), authors taught in their year group through our Journey Through a Book approach, and authors they themselves encountered as learners in school. However, they were less confident with new authors. Knowledge of poets was limited.
- Teachers' knowledge about pupils' reading came from informal discussion in lessons and were not explicitly planned for. As a result, this did not regularly occur.
- From discussions with teachers and support staff and the OU survey, most staff rated their own knowledge of children's reading habits and preferences out of school as poor and needing development.
- 50% of respondents said that they regularly spoke to children about reading and 47% of staff responded as only sometimes. This shows that there are inconsistencies between classes and year groups.
- 67% of responses said that children only sometimes or rarely talk to peers about books and reading with only 31% talking with children regularly.

13 respondents (31%) answered **Roald** for this question.



Strengths

We found the following strengths:

- Quality of texts in the Journey Through a Book approach
- The culture for reading within the classroom is strong.
- Most staff understand the importance of Reading for Pleasure in their classrooms, around school and at home.
- Most staff believe that the reading environment in the classrooms were relaxing, inviting, important and exciting. It was clear from the responses that staff understood the importance of the reading areas and how the help to engage pupils in reading.
- Staff have a good knowledge of the texts that make up their reading areas and how it was lacking in some genres such as graphic novels, magazines and poetry.
- Most staff are keen readers in their own lives.

Areas for development

We found the following areas for development:

- Only 45% of teaching staff responded with reading with the children every day for at least 5 to 10 minutes.
- Develop staff knowledge of a wider range of genres, authors, poets and illustrators.
- Continue to develop the diversity of reading genres across school.
- Develop regular opportunities for daily Reading Aloud sessions in the classroom and throughout school.

Pupil Surveys

The OU pupil surveys were carried out from Nursery to Year 6. The EYFS surveys were completed in groups by the class teacher.






This data was collected by the change team. Pupil voice was collected through small discussion groups with children from EYFS - KS2.

- Data showed that as pupils move through school their enjoyment of reading reduced; 58% of pupils in KS1 saying they loved reading compared with 37% in KS2.
- 46% of KS2 pupils described themselves as good at reading compared to 57% in KS1.
- Pupils in KS2 were more likely to read aloud outside of school every day or 2 to 3 times a week (73%) compared to peers than in KS1 (46%).

KS2

10. How often do you *choose* to read **outside of school**?

[More Details](#)

 I read everyday	105
 I read 2 or 3 times a week	78
 I read once a week	36
 I don't choose to read at home	22
 Yearly	8







KS1

7. How often do you *choose* to read **outside of school**?

[More Details](#)

 Insights

 I read everyday	33
 I read 2 or 3 times a week	27
 I read once a week	40
 I don't choose to read at home	31



Strengths

- Pupils in all stages of the school expressed that they enjoy being read to by adults, although there were some variations between classes.
- Pupils could express genres that interested them and explain why.
- Pupils are discussing their book choices with their peers and with their extended family at home.
- Most pupils thought that their teachers enjoyed books.

Areas for development

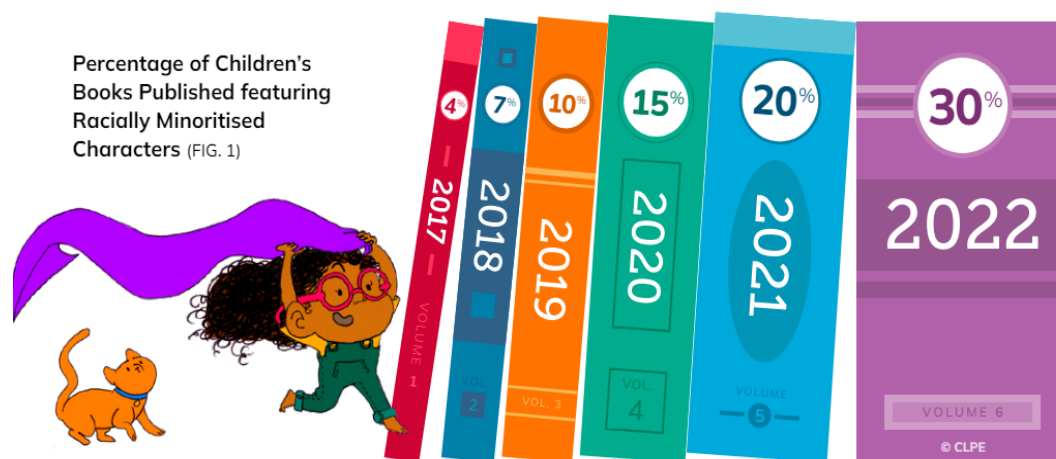
- Engage in daily Reading Aloud sessions with their class teacher. This includes using pupil voice to choose read aloud books.
- Ensure that all children have books that tempt and engage them through a carefully selected reading spine.
- Pupils could only name the titles and authors of books that they study through the Journey Through a Book approach.

Prepare

Aim 1: Develop staff subject knowledge of children's literature

'Teachers with weak subject knowledge are not in a position to support children adequately in making their own reading choices and choice and recommendations are important for all readers, particularly young developing readers.' (Court, 2011; Goodwin, 2011; Hughes-Hassell and Rodge, 2007).

We identified from our surveys that staff had a good knowledge of books they read as a child or to their own children and some celebrity authors, yet their knowledge of new and more diverse authors was limited and needed to be broadened. There was also a discrepancy of enjoyment and willingness to read outside of school between KS1 and KS2. As OFSTED identified in 2019, we believe this was due to a lack of high-quality texts with little diversity and matched the backgrounds of the pupils in our multicultural environment as well as too much focus on reading skills of testing rather than enjoyment of reading. This is now supported by a sustained upward trend in the volume of inclusive and representative literature published for children in the UK. This can be seen in the Reflecting Realities Report published in November 2023 which stated, '30% of the children's titles published in 2022 featured racially minoritised characters, up from 4% in the first report in 2017.'



(Reflecting Realities Report, Nov 2023)

Aim 2: Reading Aloud

'The Experience of sharing a novel cannot be underestimated in relation to developing the skills of inference and deduction and the simple enjoyment of hearing a book lifted off of the page' (Collins, 2005).

The surveys showed us that Reading Aloud wasn't happening consistently across school with only 45% of staff reading with the children in their class at least once a day. As a result of this, children were not being exposed to rich and challenging texts, offered a model for silent independent reading, good models of storytelling and creating a class repertoire of 'texts in common' to discuss. We came to the conclusion that part of this issue is that Reading Aloud relies upon teachers' knowledge of children's literature which is our other aim for this project. In staff feedback, some teachers saw Reading Aloud as an 'extra' only to be included when time allowed rather a non-negotiable part of the English curriculum. Moving forward, Green Lane want staff to recognise the



non-negotiable part of the English curriculum. Moving forward, Green Lane want staff to recognise the

affective impact of reading aloud with-it being time to 'reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire' as stated by Trelease, 2013:04.

Change team

As a school, we identified a change team member in each year group from Nursery to Year 6. We approached staff who had a range of experience and who we felt would work well together. The change team is made up of SLT, teachers and support staff to ensure we are being provided with a broad overview of opinions and that information is disseminated at all levels. Our year group teams have PPA time together so this also meant teachers always had a change team member who could promote professional discussions around RfP and progress during this time.

Focus Children

To measure the impact of the project's aims and actions, we selected a group of focus children which consisted of two pupils per year group. These children came from a range of groups, which included: pupil premium children, EAL and confident readers. We described these children as the children that can read but choose not to.

Focus Children Baseline Information

Year Group	Gender	Type of Reader	Notes
N	Male	Reluctant Reader	EAL - Attendance recorded as 100%. He enjoys reading but chooses not to read as a first choice. He also enjoys listening to stories during whole class carpet times but struggles to maintain focused.
N	Male	Reluctant Reader	EAL - Attendance recorded as 100%. He enjoys reading but chooses not to read as a first choice. He enjoys listening to stories during whole class carpet times but struggles to maintain focused.
R	Male	Reluctant Reader	EAL - Attendance recorded at 92.2%. He enjoys books that are shared as a class but rarely chooses to look at them himself.
R	Male	Reluctant Reader	EAL 97.9% attendance. He likes listening to stories but doesn't choose to read on his own.
1	Female	Reluctant Reader	EAL, FSM, PP - 97.9% attendance. Yellow group in phonics – working at expected reading level. She enjoys listening to stories in class but doesn't read much at home and often forgets her book bag.
1	Male	Reluctant Reader	EAL and SEND support - 96.5% attendance. Yellow group in phonics – working at expected reading level. However, really struggles with concentration. Says he enjoys listening to stories being read aloud, but nobody reads to him at home.
2	Female	Reluctant Reader	EAL, FSM and PP. Working at the expected level. She seems somewhat disinterested by books, she said she reads books at home however this is not evident in her reading record.
2	Male	Reluctant Reader	EAL - Working at the expected level. Can read well but doesn't chose to read independently.
3	Male	Reluctant Reader	EAL - Working slightly below the expected standard in reading. He is a fluent reader but does not seem to have a love to read. He rarely reads at home and does not show much excitement or enjoyment during reading time.
3	Female	Reluctant Reader	EAL, FSM and PP – Working at the expected standard – Low attendance. Doesn't engage with books in the classroom or at home.
4	Female	Reluctant Reader	EAL, FSM and PP - Low attendance. Enjoys reading and being read to but doesn't like reading to other people. Says at home that she reads stories to her doll.
4	Male	Reluctant Reader	EAL - Working at year group expectations but struggles with concentration and self-confidence. Doesn't read at home. Says there are lots of books at home, but no one has read to him before at home. Enjoys non-fiction books but doesn't like the ones we have in school. Loves the teacher reading to him- he said her voice shines out when she reads, and it helps him understand.
5	Male	Reluctant Reader	EAL- good attendance. Finds reading boring and doesn't have that many books at home. At home, no-one reads with him or to him. Likes action stories when he reads in class.
5	Male	Reluctant Reader	EAL - good attendance. Likes to listen to poetry but not read it aloud. Enjoys picture books because he can make up the story himself. Likes to listen to the teacher read funny books.
6	Male	Reluctant Reader	EAL – good attendance. Enjoys reading sometimes but sometimes finds books predictable. Reads at night, no-one reads to him anymore. Enjoys football books. Teacher reads to the class to encourage them to improve their reading skills.
6	Female	Reluctant Reader	EAL and SEND support. Finds reading boring, sometimes reads at home with sister or mum. Thinks she is a good reader because the words are not hard.

Focus Children Survey Information

Year Group	Gender	Do you like reading? Autumn
N	Male	Yes, I like listening
N	Male	Yes, it's ok
R	Male	Oh yes
R	Male	I suppose
1	Female	Yes
1	Male	Yes
2	Female	I love reading, but I only read when I'm not busy, but I am very busy
2	Male	No, I don't like it
3	Male	Yes
3	Female	Yes, because it is a short lesson
4	Female	I enjoy it, I like reading to my dolls because it's easier
4	Male	It's okay, I like my teacher reading
5	Male	Not that much. Too many tricky words. It's hard
5	Male	Bit boring
6	Male	Depends really
6	Female	No boring

Deliver

Before implementing our action plan, we begun by triangulating data from observations, teacher and pupil interviews as well as a review of the learning environment. This was helpful in establishing the baseline for reading throughout school. Next, we shared the key research from the OU RfP Project with the Change Team, Senior Leadership Team and teaching staff. The project was launched with the entire staff in a whole school INSET day with Professor Cremin and the OU Team.

Aim 1: Develop staff subject knowledge of children's literature

- Identify Change Team that contains stakeholders from across the school and arrange regular meetings to discuss areas to discuss and develop.
- Share any relevant research from the OU's Pleasure for Reading Project with staff and ask to sign up to the OU's newsletter on RfP website.
- Include the chosen aims and intended outcomes on the RfP project on the School Development Plan.
- Share the aims and expectations of the project with the entire staff. For example, reading the spine for their year group.
- Share regular updates with the Leadership Team from the OU, Surveys, change team and feedback from all stakeholders.
- Develop a Reading Spine alongside the teachers and pupils that reflects the realities and interests of the children in the school.
- Invest in the Reading Spine for the class libraries and new books for the school library that complement the libraries in the class (Foyles Fund).

Strategy 1: Reading Spine – Investing in new books

Designing and investing in a new set of books for each year group allowed us to provide children and staff with books that challenge and interest as well as introduce each year group to new and exciting authors and books so they could build on their knowledge of children's literature. Working alongside the Change Team, we chose books from award winners, recommendations from staff and children, the librarian at CLPE and recommended book lists such as the Book Trust and Books for Topics. We ensured that each year group had a diversity which included protagonists, themes and authors. Staff have started to read these alongside the pupils, but this is still something we are working on as a school. The books were rolled out at the start of the spring term.

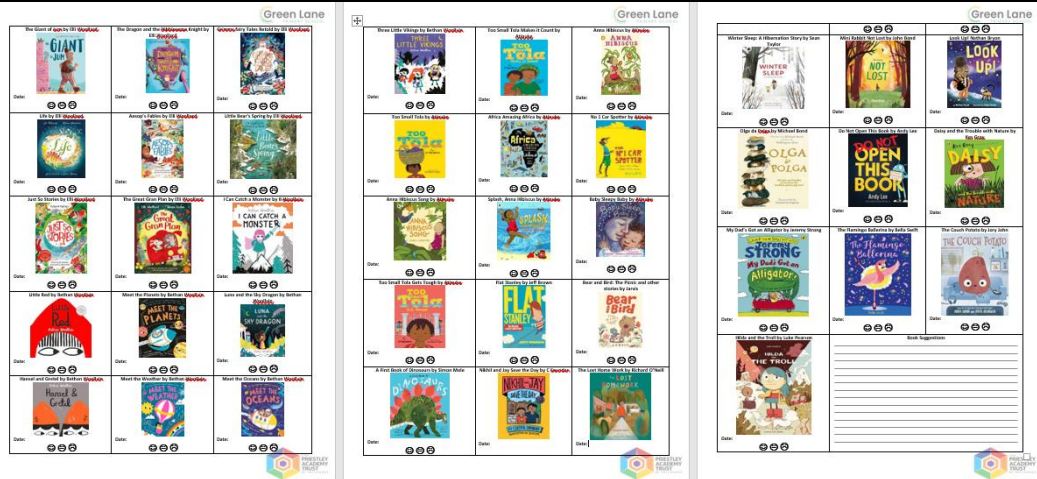
Green Lane's Reading Passport



Year 2 Collection

Key Authors: Elli Woollard, Bethan Woollvin & Atinuke

Name: _____



Strategy 2: Expectations

In the Autumn Term after the project was launched, the explore phase was underway and the Reading Spine was finalised and ordered, we established the clear expectation that teachers must read all the books on their spine by the end of the year. This would allow teachers to recommend books and take part in informal book talk with each other and pupils. It also would widen the teachers' knowledge of books and they were able to explore these new books at the same time as the pupils creating an environment of excitement and a joint love of appreciation of books.

Aim 2: Reading Aloud

At the start of the Summer Term, SLT and the Change Team felt like the school was ready to begin the second aim of the project. This was decided through informal discussions and feedback with teaching staff. We initially thought about doing this in the Spring Term but felt that teachers had not yet developed enough of their knowledge of new children's literature and their Reading Spine to adequately implement Reading Aloud in class.

- Share Reading Aloud research from OU with all staff.
- Timetable daily Reading Aloud sessions and set as a non-negotiable.
- Development of class Reading Spines which includes staff and children's recommendations so they reflect the interests of the year group and the diverse needs.
- The Reading Spine is displayed in class to tempt children to choose and read.
- Ensure Reading Aloud sessions flow LIST (learner led, information, social with texts that tempt).
- Teachers develop their Reading Aloud skills so that sessions are interactive.
- Children have the opportunity to listen to different adults read across school.
- Develop reading buddies across school.

Strategy 1: Timetabling

From conversations with staff, it became evident that all classes had planned for story time, but this was most often at the end of the school day and if lessons overran this would be dropped. Also, staff discussed time in the school day for Reading Aloud due to the expectations of teaching in other lessons. SLT reviewed this and reduced the time of some subjects within the week so staff could allocate this quality reading time. The RfP leads in a staff meeting explained the changes made to the allocated curriculum hours and the importance of Reading Aloud and discussed that maybe the end of the day might not be the best place to plan for story time. Year groups conferred and deciding on a more appropriate time every day – most decided on straight after breaktime or lunchtime.

	8:30-9:00	9:00 – 9:30	9:45-10:45	10:45 -11:00	11:00 – 12:00	12:00 – 1:00	1:00 – 1:45	1:45-3:00	3:00 – 3:15	
Mon	Morning Maths/ Readers	Maths Non- unit fractions	English Poetry	Break	Reading Prediction	Geography	Lunch	Story Time	PSHE For and Against	2:30 – 3:00 Happy Minds
Tues	Morning Maths/ Readers	Maths Non- unit fractions	English Poetry		Reading Vocabulary	Geography		Story Time	RE Moses	
Wed	Morning Maths/ Readers	PE PPA	Computing PPA		Maths Non- unit fractions	English Comparison		Story Time	Spelling	
Thurs	Morning Maths/ Readers	Maths Non- unit fractions	English Poetry		Reading Summarising	Story Time		Science Sun shadows	HW	DT Pneumatic toys
Fri	Morning Maths/ Readers	Maths Non- unit fractions	English Poetry		Reading Comprehension	Story Time		Science Sun shadows	HW	Enrichment

Strategy 2: Including children in book choices

As well as teachers making their own wise choices of books that are rich and engage children, we thought to establish a reading community in the classroom and across school children should be involved with decision making. The teaching team decided to do this by allowing the children to take part in a class vote. Two books would be presented at the beginning of the week and the chosen book would be read at the end of the week as a treat. The method for voting was left up to the class teachers. Before staff proceeded with this, it was agreed by all that they must read the texts that were available for the children to vote on. This way staff could participate in informal book talk and give recommendations.



Review

The initial survey told us that teachers' subject knowledge of books was very limited and consisted mostly of classic authors, childhood favourites, popular titles and celebrity authors. These books lacked diversity and up and coming authors. In the Summer data, we hoped to see the impact of all of the work we had completed since September 2023. We re-surveyed the teachers and children in Summer 2 (June) and we were happy to see a change in responses and data. This was particularly evident in teachers being able to name more chapter and book authors as well as poets.

Impact on Staff

- From conversations in staff meetings and with the Change Team, staff expressed that they felt much more confident about recommending new authors and books to the children in their class.
- Teachers referred to authors and books from their year group Reading Spine and some teachers could also speak about authors being highlighted across the school.

- Most of the responses noted that they regularly read to the children in their class and that children are involved with deciding which books to read aloud.
- In the final staff survey, teachers' subject knowledge had grown as there was far less repetition of authors, poets and picture book authors. However, we still realise that more work is to be completed, especially in poets as many still name Michael Rosen.

Feedback from the Teacher Survey:

“I understand more about the importance of reading for pleasure. I understand the pedagogies.”

“Having an improved reading area that are LIST helped in celebrating different literature. The choices of books in the Reading Spine are inspiring as they reflect the community that we serve.”

“The reading spine has helped us all experience tastes from different authors.”

“The children's attitude to reading is much more positive, they don't see reading a book as academic learning.”

Name three authors whose work you value:

September 2023

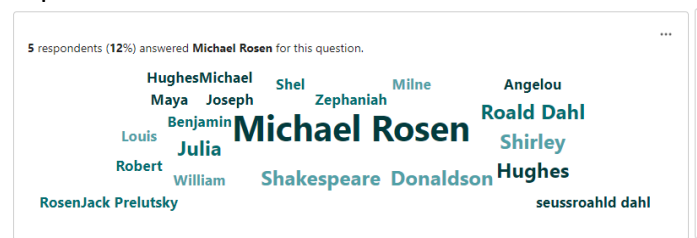


June 2024

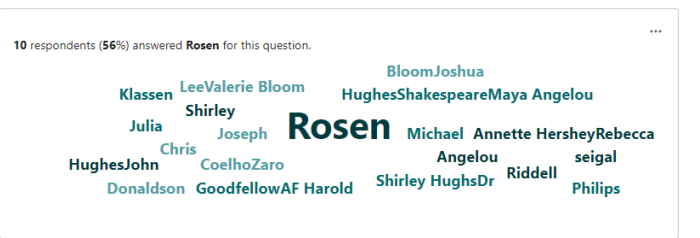


Name three poets whose work you value:

September 2023



June 2024



We believe that developing and increasing the teachers' subject knowledge of books has had the biggest impact on Pleasure for Reading this year. All teachers have grown in confidence and are more able to talk about a greater range of diverse authors. This has been mostly aided by the roll out of the school's Reading Spine. There was the expectation that all teachers began to read the books in their year group spine. This ensured that teachers could discuss and recommend books to the children in their class. What has been particularly encouraging to see is that children have been recommending books from the spine to their teachers and explaining why they think their teachers would enjoy the book. This has created a collaborative and purposeful reading environment in classes. In the Summer term, staff have worked with children to adapt the spine to better suit the interest of the children in the year groups. Year groups have chosen to order more copies of some authors and also decided to change less popular books with ones they are more interested in.

Impact on the children (including focus children)

The baseline survey indicated that there were some discrepancies in reading attitudes between KS1 and KS2.

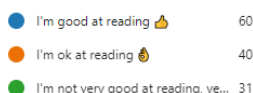
At the beginning of the project, 57% of children in KS1 described themselves as a good reader whereas only 46% did so in KS2. The summer term showed a slight change with 52% of KS2 children and 66% of KS1 children describing themselves as good readers. In response to whether children enjoyed reading, 75% of KS1 children and 69% of KS2 children now expressed that they enjoyed reading. This is a shift from the beginning of the project and shows that the gap between key stages was closing.

KS1 September 2023

KS1 June 2024

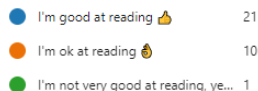
5. Are you a good reader?

[More Details](#)



5. Are you a good reader?

[More Details](#)



The class teachers, aided by the Change Team, carried out pupil interviews to gather further information on children's attitudes to reading. We believe that these interviews provided greater and more precise information than the surveys as children were able to express themselves better. We noticed that some children wrote only short answers on the surveys because of their keyboard skills. This was particularly evident in KS1.

Focus children – Attitude towards reading

Year Group	Gender	Do you like reading? Autumn	Do you like reading? Summer
N	Male	Yes, I like listening	I like it when you read to me.
N	Male	Yes, it's ok	Yes, I read at home.
R	Male	Oh yes	I love reading books. It's fun when the teacher reads. I like Ruby's Worry.
R	Male	I suppose	I like the books in class better now.
1	Female	Yes	Yes, I like reading because there's blurbs and stories. I LOVE the reading cinema as do on a Friday.
1	Male	Yes	Yes, I like reading about superheroes and football so I always vote for them.
2	Female	I love reading, but I only read when I'm not busy, but I am very busy	I love reading at home and at school and I like listening to my teachers read. I liked the books about my home country – Africa.
2	Male	No, I don't like it	I like it more now. The books are more fun.
3	Male	Yes	Yes, I like to explore adventure books and I love to read the Joseph Coelho's books. I read about 5 pages a day to my sister.
3	Female	Yes, because it is a short lesson	Yes, I really like the reading spine in my class. I really like Claude.
4	Female	I enjoy it, I like reading to my dolls because it's easier	I really love reading. Especially stories. I love learning new ideas for my imagination.
4	Male	It's okay, I like my teacher reading	It's ok. I really like it when someone else reads to me. I liked the Mo O'Hara books in my class.
5	Male	Not that much. Too many tricky words. It's hard	I am learning more new words in the new books, and I like reading a bit more
5	Male	Bit boring	It's a bit better now. I found that I like Graphic novels and that it is ok to say I don't like things.
6	Male	Depends really	Yes, because of the new book spine books, particularly our RfP book we read as a class 'The Final Year'.
6	Female	No boring	Reading is entertaining. I like that teachers ask us what book we want to read to the class.

It is our belief that, the Target Children interviews echoed the shifting culture within the school. It was particularly interesting that the children now spoke about new authors, books and genres that they preferred which was a huge change in attitude. In September, it was noted that the children could only speak about Roald Dahl, Michael Rosen and Julia Donaldson so the range of authors and books in the interviews showed that we are beginning to 'chip away' at children's knowledge of high-quality authors.

Target Child Profile

Profile

Year 3 Boy

"Reading is alright in school, but we always have to do work after which can be boring. Writing isn't my favourite thing to do, I prefer Maths. I'm good at Maths."

He is an EXS learner and went through the WRI program for phonics in Year 1 and passed the screening. In his Year 3 Autumn assessment (NTS paper), he scored a scaled score of 104. Handwriting is beautiful, but this can change based on the task and if he is enjoying it.

A very popular member of the class, but 'shuts down' if he doesn't like the task/work that he is given and produces very little.

Notice

During ERIC times, he would choose familiar picture books and just flick through the pages, look at the pictures and change it for a new book. When asked why he chose that book, he said that he remembers the teachers reading them to him in Reception and Year 1.

In the Story time, he didn't always look interested but when asked about what was happening and parts that he liked, he was able to answer which indicated that he was listening subconsciously.

He is a 'Free Reader' so chose books from the Year 3 Free Reader box in class, but he explained that he doesn't find these books very interesting to read.

Implement

The Reading Spine has been introduced during the Spring Term where three key authors are chosen for each year group along side age appropriate books that reflect the realities and interests of the children in the school.

We chose the first book together and I made recommendations about books that I have enjoyed in the past. I ensured I gave reasons and explained why I had enjoyed them. He chose James and the Giant Peach by Roald Dahl. He explained that he chose this book because he had watched the film.

At least twice a week, I have tried initiate book talk and shared thoughts around what he has read so far – he always engaged in this.



Impact

He is now bringing his Reading Spine book into school every day and placing it on his table to read in-between lessons or at appropriate times. He has also looked for other Roald Dahl books that are in the Reading Spine and in the library. He approaches me to discuss the book he is reading.

Parents have stated that he is now choosing to read at home rather than being made to read. This is not every night but it is more often.

He is talking to his peering about the book he is reading and likes to read a book at the same time as his friends so they can talk about it. He is modelling positive reading behaviours during ERIC and during Story Time.



We also saw that the project was beginning to influence the pupils' attitudes in other ways across the school as children were asking to visit the current school library and asking if they could help in designing it. This has led to a new library being built in school. Children have wanted to be involved with choosing the designs and also choosing the books that would stock the new library. The children were clear that they wanted books that reflected the diversity in the school.

Word Cloud Generated from Staff and Pupil Voice about the New Library



New Library Design – being built June 2024



Out of a choice of three different companies, key groups of children across school chose this library design.

The children noted:

“It looks like a calm space. I like the colours.”

“I like that it has lots of different cosy spaces that you can become engrossed in a book.”

In the Autumn Term, the English Lead applied for a grant from the Foyles Fund to stock the new library and we were granted £10,000. We used the books in the Reading Spine to help us choose books for the year group areas in the new library. We used pupil voice to inform our choices for each year group. The children asked for series of books and more books from certain authors. We also looked at ‘branching out books’ to help children find their next favourite read after finishing particular series or children’s books they love as it can be different to know where to start looking for new books to read, especially after finishing a series or book that you are deeply invested in. We have to make it easier for children to find what to read next. We hope that this will support children in further developing children’s knowledge and understanding of authors, genres and themes they enjoy in turn developing their identity as a reader.

Year 3's Reading Spine

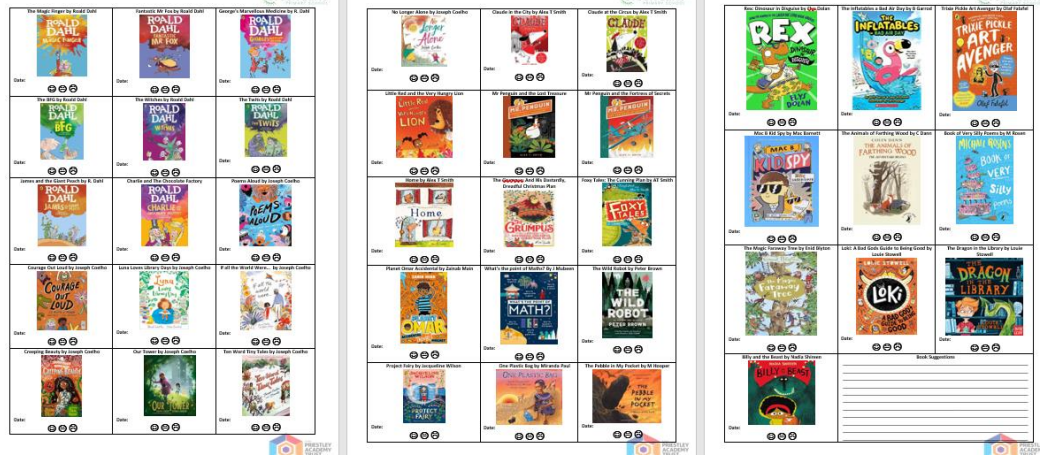
Green Lane's Reading Passport



Year 3 Collection

Key Authors: Roald Dahl, Joseph Coelho & Alex T. Smith

Name: _____



Sample of Year 3's Book Choices for the New Library

TITLE	ISBN	RRP	DISCOUNT	DALEYS PRICE	QUANTITY	TOTAL
Mo's Best Friend: A Stone Age Story by Bridget Marzo	978-1915659194	£12.99	25%	£9.75	1	£9.75
Pablo and Splash by Sheena Dempsey	978-1528662606	£5.99	25%	£4.49	1	£4.49
Lila Greer, Teacher of the Year (The Questioners, 6)	978-1419769047	£13.99	25%	£10.49	1	£10.49
Meet the Maliks: Twin Detectives: race to the rescue	978-1444935585	£6.99	25%	£5.25	1	£5.25
Meet the Maliks: Twin Detectives: cookie culprit	978-1444923674	£6.99	25%	£5.25	1	£5.25
Meet the Maliks: Twin Detectives: the emerald emergency	978-1444934571	£7.99	25%	£6.00	1	£6.00
The Egg Incident by Ziggy Hanaor	978-1800660434	£14.99	25%	£11.25	1	£11.25
Do you remember? Sydney Smith	978-1529519914	£12.99	25%	£9.75	1	£9.75
What You Need to be Warm (Neil Gaiman)	978-1528660619	£12.99	25%	£9.75	1	£9.75
The Wild Robot Protects	978-1800784567	£7.99	25%	£6.00	1	£6.00
The Wild Robot Escapes	978-1848127517	£7.99	25%	£6.00	1	£6.00
Zombierella: Fairy Tales Gone Bad	978-1406389661	£7.99	25%	£6.00	1	£6.00
Frankenstiltskin: Fairy Tales Gone Bad	978-1406389678	£7.99	25%	£6.00	1	£6.00
Claude A Rather Smashing Collection 9 Books Box Set by Alex T. Smith	978-1444964790				1	
Mr Penguin and the Catastrophic Cruise	978-1444944587	£7.99	25%	£6.00	1	£6.00
Mr Penguin and the Tomb of Doom	978-1444944617	£6.99	25%	£5.25	1	£5.25
Planet Omar 5 Book Set Collection World Book Day By Zanib Mian	978-3688940912	£18.99			1	£18.99
Wild Robot Escapes	978-1848127517	£7.99	25%	£6.00	1	£6.00
Wild Robot Protects	978-1800784567	£7.99	25%	£6.00	1	£6.00
Rex Dinosaur in Disguise: Undercover Alien	978-1406397710	£6.99	25%	£5.25	1	£5.25
Wizarding for Beginners	978-0192763969	£6.99	25%	£5.25	1	£5.25
Knighthood for Beginners	978-0192746023	£7.99	25%	£6.00	1	£6.00
The Inflatables in Do-Nut Panic!	978-1760264505	U/A	U/A	U/A	1	U/A
The Inflatables in Splash of the Titans	978-1338749021	£5.50	-	£5.50	1	£5.50
The Inflatables in Snack to the Future	978-1339018102	£5.50	-	£5.50	1	£5.50
The Inflatables in Air to the Throne	978-1339018119	U/A	U/A	U/A	1	U/A
Trixie Pickle Art Avenger	978-0241537640	£7.99	25%	£6.00	1	£6.00

The children noted:

"I enjoyed the Mr Penguin Books, are there anymore? I want to read more of them"

"I've liked Roald Dahl, but I don't know what to read next. I need some help to choose my next book."

This shows that there has been a complete buy-in from our Executive head, Head of School and leadership team. They have played a key role in driving the project forward and provided resources and money to roll out key strategies that have most impacted on RfR across the school. For example, the Reading Spine. This support has given the project standing in school and has been a key aim for this year's School Development Plan and will also be added into next years SDP.

What's more, we realised in Spring Term how key the Change Team were in keeping reading at the forefront of pupils' and staffs' minds through being reading role models and breaching informal conversations throughout the school year. We are glad that we spent the time at the beginning of the project to consider who would be apart of the Change Team as the choices have been key to pushing key messages. The support

from all levels of the school has given us impact across the school and provided and supported professional conversations around reading for pleasure.

It is our belief that improving the book stock in the reading areas is playing a crucial role in developing teachers' and pupils' knowledge of literature as well as conversations around books. Removing books from the reading areas and focusing on quality rather than quantity through the Reading Spine has ensured that pupils are having the time to explore high-quality texts that are age appropriate, reflect the diversity in the school and expand their own knowledge of authors and themes. Teachers engaging in the new stock has also helped in raising the profile of reading.

One aspect that we did not expect to see from the project was the strengthening of teacher and pupils' relationships. The learning environment has become much more positive and reciprocal as staff and teachers are working together to build their reading and book knowledge and feel able to discuss their thoughts, feelings and opinions on what they have read as well as recommending books to each other. The books that the teachers and pupils have in common have allowed them to reinforce their bond and allowed staff to relate and connect on a deeper level. This is something we would like to further explore next year and we feel this is key to supporting our children with their mental health.

Sustain

It became very clear at the beginning of the Reading for Pleasure project that this first year would only be the first step in our RfP journey and that it would be an area that we continue to develop and adapt over time. As a school, we will continue to focus on teachers' subject knowledge and practices in order to grow our children's desire to read and enjoy books. It has been interesting to define and separate between 'Reading for Pleasure' and 'Reading to Read' as we believe that we often these boundaries were often blurred and we edged more towards 'Reading to Read'.

Reading Instruction	 The Open University	Reading for Pleasure
is oriented towards:		is oriented towards:
Learning to read		Choosing to read
The skill		The will
Decoding and comprehension		Engagement and response
System readers		Lifelong readers
Teacher direction		Child direction
Teacher ownership		Child ownership
Attainment		Achievement
The minimum entitlement:		The maximum entitlement:
The "expected standard"		A reader for life
The standards agenda		The reader's own agenda

Distinctions between reading instruction and RfP (Cremin et al., 2014: 157)

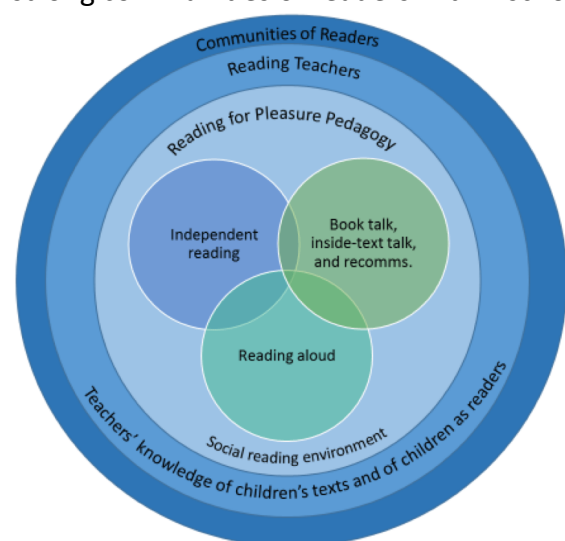
"Reading for pleasure has myriad other benefits such as a wider vocabulary and general knowledge, an enriched imagination and more developed narrative writing." (Cremin, T. et al., 2019)

The aim that provided the greatest impact for us has been developing teachers' knowledge of literature. We know that this is the key element that drives reading opinions and approaches across school, so we know that continued investment in teachers is vital to further develop RfP as teachers have the most powerful role in guiding children's views. The importance of reading that teachers place upon children makes a significant difference to the reading culture in the school. Especially if teachers value and appreciate the books that they

like. This has been key with the aim of developing Reading Aloud and involving children in the decision-making process.

“At all costs we must avoid routinising this pedagogy and ensure, for example, that the reading aloud choices are made by children as well as teachers. The books which we live through together for the sole purpose of shared enjoyment represent a rich resource for conversation, for connection and for spinning webs of reader relationships. Such ‘books in common’ play a particularly resonant role in helping build communities of engaged readers.” (Cremin, T. et al., 2019)

Over the upcoming years as we continue our RfP journey, our challenge is to keep the vision strong and maintain enthusiasm for the project. It is vital that it is in the SDP and teachers’ subject knowledge is an area that is ongoing so book knowledge is current and up to date. We found that it widened teachers’ knowledge and pleasure in reading children’s literature, as well as becoming more mindful of their own and the pupil’s reading habits while all being underpinned with knowing RfP pedagogy that we were able to begin to build strong communities of readers within school.



Research insights regarding the effective development of reading for pleasure (based on Cremin et al. 2014)

Reflecting on this year’s action plan has been key to creating next steps for the project and considering the continued direction of RfP across the school. These are the points we are considering:

- Continue to develop staff’s reading, understanding and pedagogy using Christopher Such for CPD
- Explore how RfP support is given to new staff and is a part of the induction process
- All classes have a library session every week to explore new books
- Developing what a good and purposeful library session may consist of
- Explore opening the library before or/and after school to families
- Set up storytelling events in the library for families which may include authors joining
- Train librarians to not only look after the library, but to be experts who recommend books to other children
- With surplus stock from the old library, set up a Green Lane Book Shop where families can buy books at a reduced rate and money can go back into buying new book stock – supported by FOGL (parents’ group)
- Staff library established that include award winners and new authors to keep knowledge of books up to date
- Teachers continue sessions on reading aloud with strong teachers modelling to others
- Look at ongoing funding implications to ensure children maintain access to a range of rich texts
- Develop Reading Buddies for reading aloud to peers outside of the key stage
- Continue to develop and update the Reading Spine in classrooms to reflect the interests of the year group

- Continue the Book Club in KS2 and develop one in KS1 – may they be better at lunchtimes? Offered initially to children that are influential and inspire and promote reading?
 - Invite more authors into school to promote reading and inspire children to write
- As shown below these points have begun to shape our SDP for the next academic year. This is a work in progress and has not been finalised yet.

First Draft of 2024-2025 School Development Plan

Reading

Rationale

Our priorities for the 2024/25 academic year are to further embed reading for pleasure for all pupils throughout school. We want our pupils to continue to develop a love of literature across a range of text types, including contemporary texts and classic books, so that they are able to express preferences and cultivate a passion for reading.

Active Ingredients What will you see happening in school to ensure activities are working?	Activities How we intend to address the key issue? What training and resources will we put in place to reach our outcomes?	Outcomes What do we intend to achieve? Short, medium, long term?	Impact What is the impact of our work to address the key issue?			
<p>Staff from Y1 to Y6 are following the Journey Through a Book approach in reading and writing lessons.</p> <p>Pupils from Reception to Year 2 are accessing daily and explicit high quality phonics sessions.</p> <p>Staff members are accessing and talking about high quality children's books with colleagues and pupils.</p> <p>Pupils are accessing the library and taking home age appropriate books.</p> <p>Pupils are using full texts, from a range of different text types, and class novels in English lessons.</p> <p>All pupils are accessing the new school library at least once a week.</p>	<p>Training: Philip Webb (external consultant) to lead training for new staff on Journey Through a Book approach (Cost – £1,000).</p> <p>Christopher Such to deliver reading training (Cost – £):</p> <ul style="list-style-type: none"> • reading theory and the relationship to classroom practice • teaching of reading fluency across school • developing and embedding extended reading practice <p>SIC from PAT is working with SD to review practice and support us further developing fluency and reading skills.</p> <p>RS and PAT English Leads to embed and sustain RfP project:</p> <ul style="list-style-type: none"> • introduce trust wide pupil and staff reading clubs • develop ways of sharing and maximising resources <p>Deliver coaching and ongoing training in RWI for new staff.</p> <p>Resources: Redesign and build a new school library (Cost – £25,000).</p> <p>Purchase new books for the school library (Cost – £10,000).</p> <p>Purchase and update class sets of VIPERs books (Cost – £5,000).</p> <p>SB to introduce use of Little Wandle fluency books in Y2.</p> <p>Continue to promote a love of reading and literature:</p> <ul style="list-style-type: none"> • re-stock missing Reading Spine books (Cost – £5,000) • all classes to have a timetabled library session • update the teacher library to update staff knowledge • open and invite families to the Green Lane bookshop • carry out author visits and local library session <p>Monitoring: SB to carry out ongoing surveys to measure reading engagement.</p> <p><u>Link Governor Focus:</u></p>	<p>Short Term: By December 2024</p> <ul style="list-style-type: none"> • New staff have received Journey Through a Book training. • Feedback from M+E evidences how explicit phonics sessions are taught daily and consistent from Reception to Year 2. • Daily skills sessions in place from Year Two onwards focused on specific reading domains and pupil fluency. • Evidence from M+E demonstrates that pupils are reading a greater depth of literature and class novels. • The redesign and building of the new school library is complete. • Little Wandle fluency books are timetabled for use in Year 2. <p>Medium Term: By April 2025</p> <ul style="list-style-type: none"> • Evidence from M+E demonstrates that pupils have a stronger understanding of literature and authorial intent. • Outcomes from Y1 phonics screening practice tests evidence how a greater proportion of pupils are on track to pass. • Resigned school library is accessible for all pupils. <p>Long Term: By July 2025</p> <ul style="list-style-type: none"> • Feedback from M+E evidences how there is a consistent approach to the teaching of reading and writing from Year 1 to Year 6. • Feedback from surveys highlights that pupils across school have positive attitudes to reading. • 80%+ of pupils pass the Y1 phonics screening check. • The vast majority of year groups achieve EOY targets in writing. • A greater proportion of pupils achieve EXS and GDS at the end of KS1 and KS2 in reading and writing. 	<p>RAG Rating</p> <table border="1"> <tr> <td>Autumn 2024</td> <td>Spring 2025</td> <td>Summer 2025</td> </tr> </table>	Autumn 2024	Spring 2025	Summer 2025
Autumn 2024	Spring 2025	Summer 2025				

Home-School Reading Partnership

We are very keen to cultivate a home-school partnership for reading next year as it is clear from the OU Pleasure for Reading Surveys and pupil interviews that is an area for development across school. As it shows, only 53% of children in KS1 and 29% of children in KS2 are being read aloud to at home. We would like to give our parents and carers the confidence to do this in the future.

KS1 – June 2024

8. Does anyone read out loud to you at home?

[More Details](#)

[Insights](#)



KS2 – June 2024

13. Does anyone read aloud to you at home?

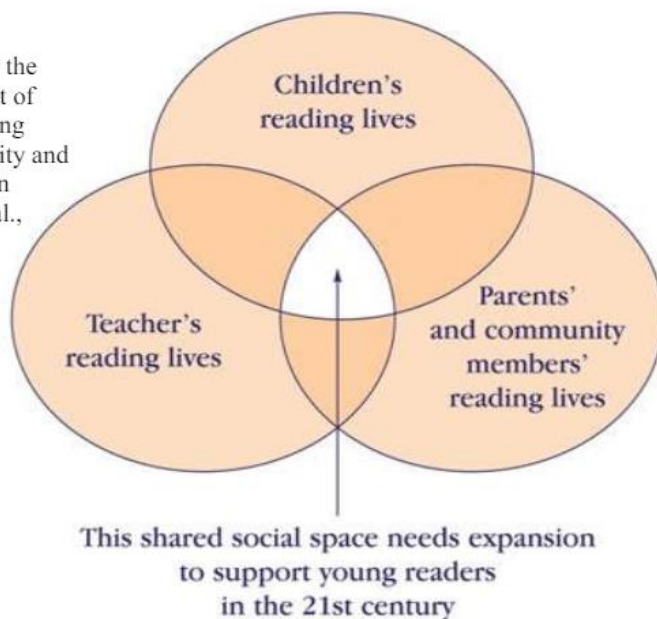
[More Details](#)



“As a profession we must be seek to learn more about parents’ and families’ reading practices; in this way, we can build more equivalent reading relationships with families and explore the potential synergies between teachers’, children’s and parents’ reading lives and practices (see Figure 2).” (Cremin, T. et al., 2019)

Model for Development of Shared Reading Lives; Diversity and Collaboration

Figure 2:
A model for the development of shared reading lives: diversity and collaboration (Cremin et al., 2014: 159)



Final Thoughts

Green Lane Primary School have loved being a part of the Reading for Pleasure Project this year and it has been encouraging to see and feel the success of the work so far this year. We have had big changes this year due to our Headteacher retiring and a new leadership structure been put in place, but we have been impressed by how the teachers have embraced broadening their own knowledge and the positive attitudes the teachers have had throughout the project. We believe that the potential that next year brings is bright if we remain focused, optimistic and confident.

