



Context



St Kentigern's is a one form Catholic Primary school with 210 pupils on roll, it is the oldest primary school in Blackpool and it is situated closely to the town centre.

The proportion of pupils who speak English as an additional language is above average and has been rising currently it is 42%. The proportion of pupils from minority ethnic backgrounds is above average at 45%. Pupils supported by pupil premium is below average at 20%. The proportion of disabled pupils and those with special educational needs who are supported through school action is 16%. Our most reading attainment figures for reading February 2022 were 60% on track and 40% below (post covid). In 2019, 65% National average for pupils attaining the expected standard in reading. We introduced a new phonics scheme in 2018 and all staff were phonics trained and this is reflected in our Phonics results (70% pass rate). We have also invested in a new reading scheme to support the phonics programme. St Kentigern's heard about the Reading for Pleasure through the English Hub and knew this would be of benefit to our school.

Explore

Intention: define the problem and establish a baseline

In order to establish key priorities for the project we used the following information to establish a baseline:

- Pupil survey random selection of 10 pupils. Teachers identified 10 children in their class (70 in total) which they would observe and analyse closely.
- These were a random group of children from a range of abilities, including those identified as reluctant readers or working towards their key stage targets. These were chosen by class teachers.
- Information gained from home reading journals and staff to record reading habits of the 10 focus children.
- Staff survey analysing staff knowledge and pedagogy.
- Information from learning walks and staff surveys/ discussions.

Staff surveys

We received 15 out of 25 responses from staff surveys. All staff were given an opportunity to respond and their lack of response is interesting and could demonstrate lack of knowledge/confidence in the teaching of reading from teachers/ support staff. Our data showed limited knowledge of a wide range of authors. They were mainly well established authors such as Dahl, Donaldson, Morpurgo.

13 Staff responded.

The most frequently named included Eric Carle, Julia Donaldson, Theodor Geisel, Judit Kerr, Roald Dahl, Axel Scheffer, Terry Deary, David Walliams and Lewis Carroll

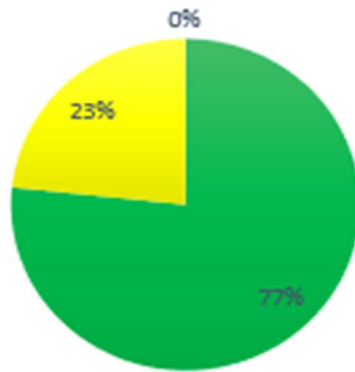


Most named poets included Michael Rosen, Edward Lear, A.A. Milne, Alan Alhberg, Rodger McGough, Shirley Hughes, Spike Milligan and Roald Dahl.

Picture book authors were the most named in KS1 and the popular children's fiction authors in KS2.

Our children's data showed that the majority have a love of reading. See Pie Charts

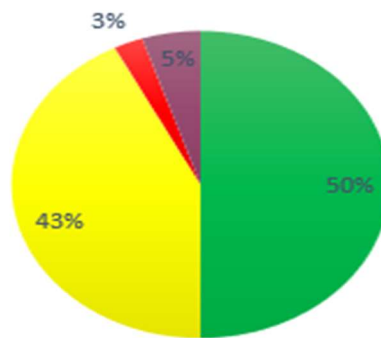
1. Do you like reading?



■ I love reading ■ It's okay ■ I don't like reading

KS1

1. Do you like reading?

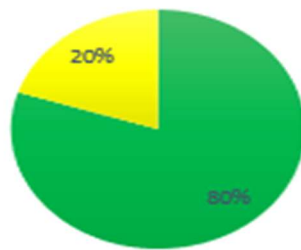


■ I love reading ■ It's okay ■ I'm not bothered ■ I don't like reading

KS2

Also the children in KS1 who read at home discuss what they have read and KS2 shows a greater amount of children who do not talk about their reading compared to KS1.

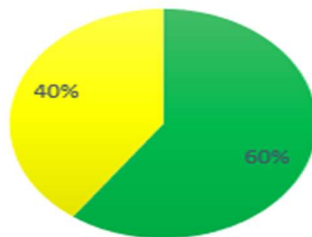
5. Does anyone read out loud to you at home?



■ Yes ■ No

KS1

11. Do you ever chat about what you've chosen to read? At home



■ Yes ■ No

KS2

We decided to explore why this is the case and encourage children to talk about their books and share the passion of reading.

Deliver

Intention: implementing your development plan and ongoing documentation of impact

Aim 1- To develop Teacher knowledge of new authors.

Year Groups	Strategies used
All	<ul style="list-style-type: none"> • Each Class Teacher and SLT to create a notice board of a new author. • Reading signs throughout school to enhance the reading culture. • All staff meetings start with a member of staff sharing a new story or author

- All staff signed up for RFP newsletters so up to date with current information
- Book swap in staff room to encourage book talk between staff

Summary

During a staff meeting we discussed the survey feedback and realised the importance of developing our author knowledge. We shared a range of the 100 must read books and then challenged staff to read those and select an author unknown to them and create a pinboard inspiring others to read books from that author. A selection of genres and cultures were chosen. These are displayed throughout school.



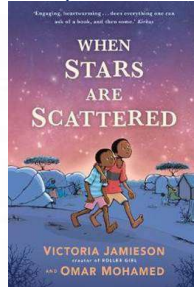
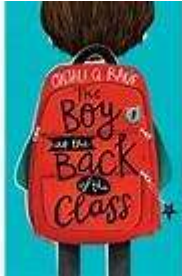
Staff signed up to the RFP newsletters so they are up to date with current information about reading. Around the school we have displayed signs about what the children are reading in class. Reading displays have become a focus and staff have developed a keen interest to improve areas to display authors.

Impact

Staff have genuinely enjoyed reaching out for different authors and genres. We hear them talking to each other in the staffroom and with their classes. In each staff meeting a different teacher each week starts the

meeting with a story that inspires us from a new author and then we have 10mins blether. Staff have subsequently shared these books with their classes.

The Year 5 teacher realised he enjoyed books by Onjali Q. Rauf who is particularly famous for writing 'The boy at the back of the class'.



Also Mrs Harris read her first Graphic Novel 'When the stars were scattered'. This book was very powerful and it has been shared with all the staff as a highly recommended book. **Children have seen the teacher areas that have been developed and started asking questions about the reading signs and boards being displayed.** This has spurred the teachers to continue their journey to develop awareness of different authors.

Alongside this, all classes set up a voting system for story time. This encouraged staff to put more thought and research into the texts they were offering children, alongside provoking discussions with children about which books they liked and why. Previously we would grab a book from the book corner one minute before being shared. **The simple addition of a voting system seemed to add more excitement and pass ownership from the staff to the pupils.** This system developed and some children started to bring in books from home, therefore helping staff to gain a better knowledge of the children's reading preferences, this also helped to gain insight on the children who did not have many books if any at home.



Aim 2 - Power of social reading - Children to develop book talk and develop the ethos of freedom of choice and reading for pleasure.

Year Groups	Strategies used
All Year groups	<p>KS1 Class Votes</p> <p>Learning walks</p> <p>Book reveals</p> <p>Teacher and pupil recommendations in books - post-it notes</p> <p>Book boxes on yard for breaktimes</p> <p>Reading Rivers - 24 hour reading challenge</p> <p>Timetabled RFP Booktalk</p> <p>Headteacher discussions on lunchtime duties - favourite reads</p> <p>Celebrated World Book Day</p> <p>Book swaps for children and staff</p>

Summary

Personal/ social reading has been incorporated into the school day daily. Children have much more opportunities to read what they want and when they want. We really wanted children to gain a spark for the want to read and not put a book down as it had captured their imagination. Teachers created wonderful learning environments that included inviting spaces for reading. The classes and reading areas provided post it notes so the children could, if they wanted to, make a note to their peers. Many of our pupils have few books at home so we have encouraged the children to become a member of the local library. We have created our own book swap community library and key stage book swap days when we celebrated World Book Day 2022.

Impact

We saw lots of wonderful and inspiring things on our learning walk. Children and staff wanted to talk to us about their contribution to this journey.

Year 6- 'We have BookFlix in our class, you know like net flicks!' 'We get to write twitter notes to display for my friends to look at get them to read the book that I've recommended.'



Each teacher placed a 'we are reading' sign on their door, the children were shocked to see that Mrs Wygladala (HT) reads and enjoys books. She now holds many conversations during lunchtime duties about her favourite reads.



Some classes have left reviews on the door.

Classes had wonderful reading areas which were appealing to each class and shared the class interests. Year 3 thought out of the classroom so that a space could be offered to enjoy a book instead of sitting at desks.



Many classes have also tracked their reading, on **reading rivers/ trees** throughout the half terms. The whole school enjoyed participating in a 24hr reading challenge. What do you read? The comments were very interesting. One child said, 'I can't read yet' but their eyes were opened as we discussed the cereal packet, numbers on the bus walking to school, their class story and favourite stories that they love to retell. **Year 5 were also surprised by the amount of reading they do in 24hrs.** The sudden realisation has impacted on their attitude towards reading.

One child commented to his teacher, 'I like looking at magazines and information books but that's not really reading is it?' The teacher followed up the conversation after the 24hr reading river challenge **and suddenly it clicked that the child reads all the time throughout the day!** This particular example leads to the child bringing in magazines to share with the class and talking about the information books.

The class teacher has monitored the likes and dislikes of the reading and left books around the classroom in case the child fancies reading it. Year 6 have changed their attitude to reading, **Mrs Morris has left books of interest and curiosity around the classroom and it has created quite a stir.** One day she left a bag of Beano/ interesting books in a bag at the front of the class and the children were asking what's in that bag, even though they could see them, and she kept flippantly saying, 'Oh just some books I've been clearing from my house.' After a few days of the children snooping she let them look in the bag and it was wonderful! The reaction was an atmosphere difficult to describe - 'Wow look at this one' 'Can I have that after you?' 'I love magazines but we don't get them at home. They are soooo expensive!' The responses didn't stop there, 'Can we take them out to

playtime? Once other children saw classes with books they wanted some too.



Informal book talk is working at its best at St Kentigern's and in class children have started leaving post it notes all over the books. The post it notes tell recommendations, the best pages, favourite characters. Some children choose to verbalise about the book and that is progress.



Review

Intention: reviewing to ascertain impact at the end of the academic year

The aims of the project this year were:

Aim 1- To develop Teacher knowledge of new authors.

Aim 2 - Power of social reading - Children to develop book talk and develop the ethos of freedom of choice and reading for pleasure.

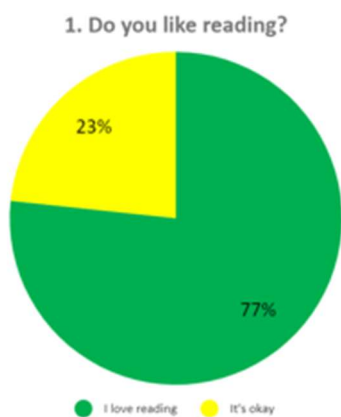
Final teachers survey- The final teacher survey shows an increased knowledge of current children's authors. These included a range of new authors, including Kiran Millwood Hargrave, Laino Taylo and Alex Milway.



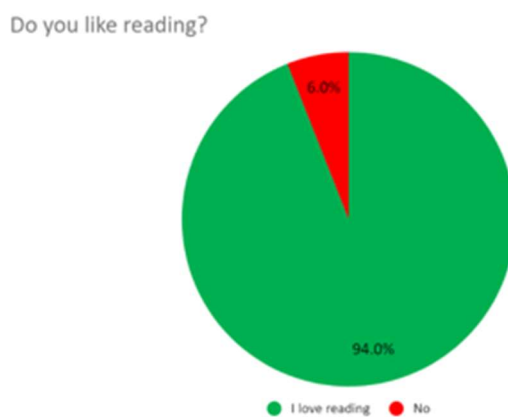
New authors visiting school and authors connected to Literacy projects have also contributed to staff knowledge and in the survey some of the authors were named by staff. Interestingly, the informal book chats with pupils has been another way that staff have developed their knowledge. Many are recommending books to their teachers which in turn has developed their author knowledge. One teacher commented, 'I have loved reading different types of Literature, especially being introduced to graphic novels.'

Children have gained so many more experiences of reading new and up and coming books during their free time. The charts below show a rise in 6% of children not liking reading. This is a 6% difference in a negative response. We have spoken to these children to gain a greater understanding. Children have informally commented that they have loved reading magazines and graphic novels throughout the year but it feels like a treat to them not a norm as they are limited to having access to these text types at home and sometimes in school as popular texts can be in demand and there are waiting lists. This creates a double negative for some of the older children.

Pie Charts - Do you like reading Autumn and Summer.

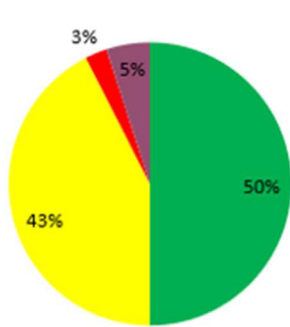


AUTUMN 2021



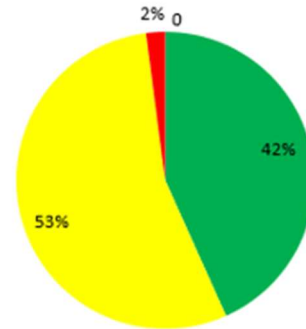
SUMMER 2022

KS2 Do you like reading?



I love reading It's okay I'm not bothered I don't like reading

AUTUMN 2021



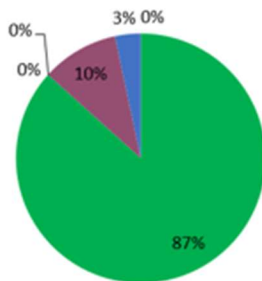
I love reading It's okay Not bothered I don't like reading

SUMMER 2022

Key Stage 1 Reading Habits



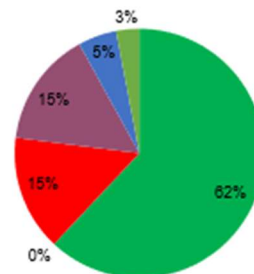
What do you most like to read?



Storybooks Non-fiction Picturebooks Comics Story apps Websites

AUTUMN 2021

What do you most like to read?



storybook non-fiction picturebooks comics storyapps websites

SUMMER 2022

Pupils across KS1 are now reading a greater variety of text types, whereas before the project 87% of children most liked to read storybooks, more now express an interest for picture books, comics and story apps. Non-fiction texts are now an area for us to focus on - it maybe that children don't associate them with reading for pleasure, or that there is a need to promote and diversify the non-fiction on offer within school.

Target pupil information from teachers

Teachers have filled in notebooks with reading moments of their targeted children. The year 2 teacher heard a child comment, 'I love reading chapter books now and love writing the post it notes to go in the books.' A parent commented to the Year 2 teacher about her son, '**I've never seen him so excited about a book.**' This child now happily offers to read aloud in class.

A Year 6 asked the class teacher, 'When are you getting some more of the Beano comics, I've read all of them.' This is an autumn term reluctant-reader.

Summary of focus children:

Focus child overview and reading habits	Impact
<p>Year 2 Boy No interest in books or reading Sept.21</p> <p>Previous speech and language</p> <ul style="list-style-type: none"> •Disinterested in books •Negative behaviour seen when around books •Did not achieve phonics screening in Year 1 - could not access the test 	<ul style="list-style-type: none"> •Now absolutely loves adult-led story •He gets hooked on books •Asks mum to read to him every night •Loves spending time in the reading garden with his friends •He has now moved from working below expectations for his cohort, now has a score of 91 (although not age as expected) is AMAZING - red to yellow •Moved book bands from red to green •He now has a love of books, which is translated into his progress in the class •Passed his Year 1 phonics screening.
<p>Reception - girl</p> <p>EAL (Indian)</p> <ul style="list-style-type: none"> •Excited to start school •Loves looking at pictures in books •Struggles to retell stories and talk about books. •Always looks at the class book to get a 	<ul style="list-style-type: none"> •Has developed her vocabulary and language skills enabling her to discuss books with her friends. <p>Now engages with book talk with her friends.</p> <ul style="list-style-type: none"> •Loves to share books with others in the classroom and choose the class book. <p>Joana has improved her levelled reading</p>

second look and model what the teacher has read.

- A real fan of traditional stories such as Little Red Riding Hood, Gingerbread man and Jack and the Beanstalk.

Enjoys finding quiet spaces to read.

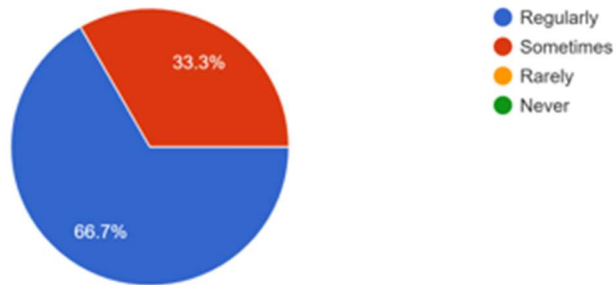
and transfers her skills to her Reading for pleasure

Power of social reading / Book talk comments

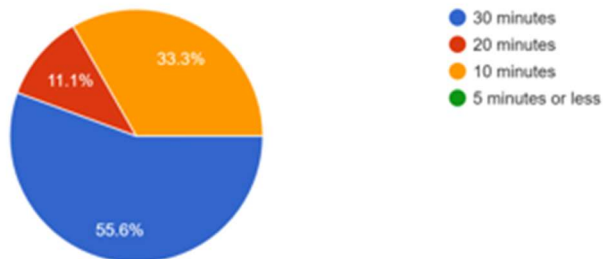
Staff have changed the way they allow reading in their day by changing timetables and allowing reading to occur in partners or small groups which has encouraged booktalk. Staff have encouraged children to take reading materials out at playtimes to enjoy during their free time.

Children are now being observed talking informally about books or other texts with their peers. over two thirds of staff now encourage pupils to discuss books regularly and all are all involved in book talk. It has become part of our ethos. The time allowed in the school day for reading and booktalk has also increased, which shows that staff are now allowing this time, as well as valuing it as part of the children's education.

17. How often do you encourage children to talk informally with each other about what they have chosen to read in this time?



12. On average, how much time per day do you allocate to reading aloud stories or other texts to the class?

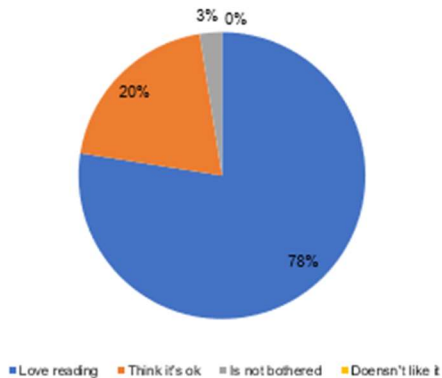


Children's perception of their teacher's love of reading has also been seen to increase, with over 90% of pupils stating that their teacher now has a love of reading (see graphs below).

Key Stage 2 Does your teacher like reading?

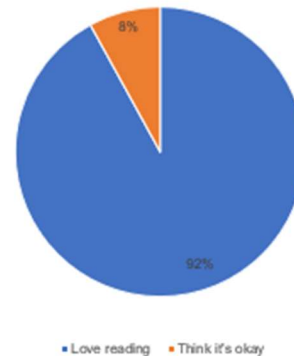


12. Does your teacher your reading?



AUTUMN 2021

Does your teacher love reading?



SUMMER 2022

Sustain

Intention: review and plan for embedding implementation and impact in future years

St Kentigern's has increased author knowledge including poets, as we walk around school we can see authors displayed by every teacher and books available from these authors. We are really happy with the progress we have made with the 2 aims that we set out to achieve, the RFP project has allowed us to build on and develop a journey we had already started and embed the ethos and culture so RFP becomes central to our school ethos; this isn't as a one off project, many staff have dedicated time and effort throughout the year and see RFP as a important part of their practice and the children's learning. We have many plans for next year, here are just a few and these have been reported to our governors on a termly action plan for reading

- We will be setting up a children's book club and potentially an adult one
- We are ensuring that staff and children continue to develop their knowledge of new authors but we would like to take this in the direction of new authors from a range of diverse backgrounds. As part of this, we will be spotlighting a key author each month and their story, alongside their books.
- Book talk will continue in each class and we will develop recording strategies so the children and staff can leave reviews and comments on the books.

Reading can have a huge impact on children's wellbeing and ability to cope during challenging times. During lockdown, 3 in 5 (59.3%) children and young people told the #Take 10 project that reading made them feel better, and half the children were

encouraged to dream about the future. Through the Take 10 campaign, St Kentigern's has and will continue to encourage our children to take as a minimum just 10 minutes a day to read, to help them feel more relaxed and positive. Over the summer we will be encouraging the children to take part in the Summer reading challenge hopefully this will keep them engaged in RFP over the 6 weeks. As this year comes to an academic close the children have had the privilege to work with an illustrator and they have chosen inspirational quotes that have been painted in a mural. The inspirational quote that sums up our journey so far is ...

