

Biddick Hall Infant and Nursery School



Biddick Hall Infant and Nursery School is a two-form entry school with nursery provision for 39 equivalent pupils. We have 235 children on roll from Nursery to Year 2.

Our school is situated in the north east coastal town of South Shields in Tyne and Wear, which is an area of high deprivation. Our school sits within the 10% most deprived areas in the country. 62% of children from Reception to Year 2 are identified as disadvantaged.

Explore

Key Findings from Teachers' Review of Practice

Strengths:

- Quality texts in school
- Passion for reading across school
- Comfortable reading spaces

Areas for development:

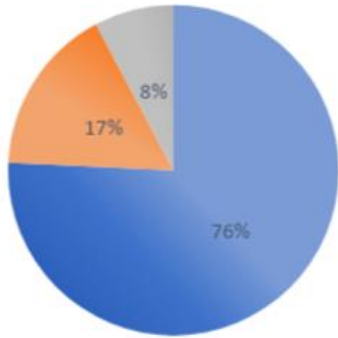
- Teachers' knowledge of children's literature
- Being familiar with year group texts
- Inconsistencies in talking to children about books
- Children rarely talk to each other about books



Explore

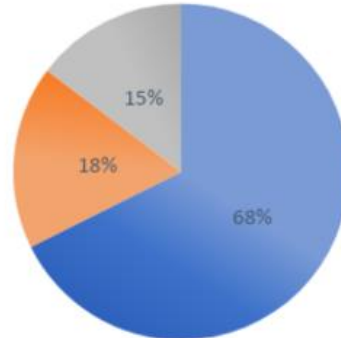
Key Findings from Children's Review of Practice

1. Do you like reading?



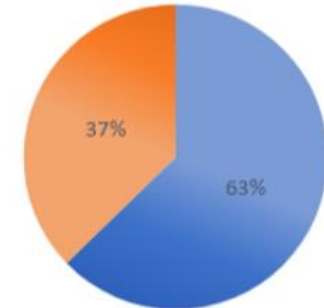
■ I love reading ■ It's okay ■ I don't like reading

2. Are you a good reader?



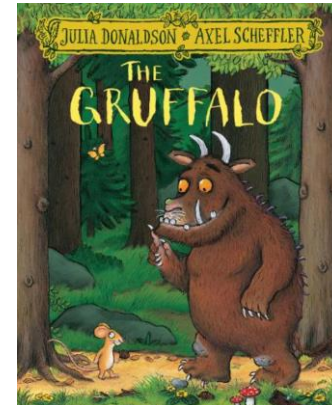
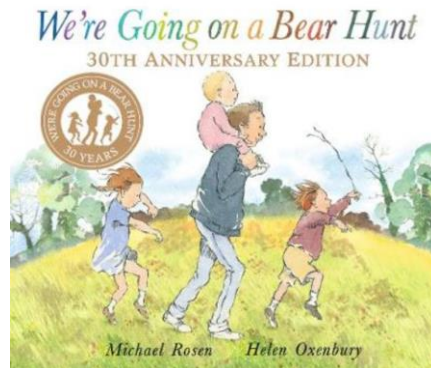
■ I'm good at reading ■ I'm okay at reading ■ I'm not good at reading yet

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



■ Yes ■ No

Most Popular Books:



Prepare

Aims	
Knowledge	1. To develop teacher knowledge of children's literature, authors and illustrators.
Pedagogy	2. To implement informal book talk across the school.

Action Planning

<p>Teacher knowledge</p> <p>1. Of children's literature and other texts, including graphic novels and poetry.</p>	<p>Staff year group teams identify reading spine from the year group book boxes. This will include 9 picture books including 3 from the same author, 1 comic/graphic novel and 1 poetry book. To identify a featured author for each year group.</p> <p>Purchase multiple copies of books on the reading spine and books from the same author.</p> <p>Introduce a 'Get to Know' box in the staffroom with new texts for staff to read.</p>	<p>Reading Lead with the staff – Spring 1 staff meeting.</p> <p>Staff meeting 29.11.21</p> <p>Spring 1 staff meeting</p> <p>Begin every English staff meeting with a story, place this text in the 'Get to Know' box by the Change Team.</p>	<p>To establish books in common across year groups.</p> <p>Staff will have knowledge of more books and so will be confident to recommend them to groups or individuals. This will then support the children to make recommendations to each other.</p> <p>Children will have a broader knowledge of stories, authors and illustrators.</p>	<p>Children and staff have knowledge of core books to facilitate book talk.</p> <p>Staff have a 'Brilliant Books' door with recommending a range of books.</p> <p>Staff are purchasing new books they have independently researched or been recommended for their classroom.</p>		<p>Teacher pedagogy</p> <p>Informal book talk, inside-text talk and recommendations.</p>	<p>To introduce informal book talk, time will be identified on the timetable. Staff to watch an informal book talk session. Discuss and agree with staff the key ingredients of a book talk session.</p> <p>To identify times in the day which will allow for informal book talk which are not timetabled.</p> <p>To roll out book voting to KS1.</p> <p>Pictures of front covers of 'Brilliant Books' by staff on classroom doors.</p>	<p>Reading Lead Spring 1</p> <p>Change team model book talk at lunchtimes, lining up, and at the beginning and end of the day.</p> <p>Reading Lead Spring 1</p> <p>Head Teacher and Reading Lead to model this in Spring 1.</p>	<p>Children will be keen to read and talk to each other about books they like.</p> <p>Children will begin to independently choose books and broaden their own knowledge of literature and authors and illustrators.</p> <p>Children will begin to suggest books they would like to have in the class.</p>	<p>In pairs, members of the change team will lead small group sessions with the tracked children. First session will be led by Mrs Willis to model finding about their reading lives. Baseline sessions to begin in January 2021, these will be followed up with half-termly meetings. Short evaluations will be written to show impact.</p> <p>Children will be asking to read books and are independently talking about them</p>	
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Deliver

Aim 1

To develop teacher knowledge of children's literature, authors and illustrators.

Strategies implemented

New Reading Spines

Nursery Reading Spine

Book	Title	Author and Illustrator
	Peace at Last	Jill Murphy
	Owl Babies	Martin Waddell
	Love Monster	Rachel Bright
	So Much	Trish Cooke & Helen Oxenbury
	Big Red Bath	Julia Jarman & Adrian Reynolds
	There's an Alien in Your Book	Tom Fletcher & Greg Abbott
	Shh!	Sally Grindley & Peter Utton
	One Snowy Night	Nick Butterworth
	Where are You Blue Kangaroo?	Emma Chichester Clark
	That's Not My Plane	Fiona Watt & Rachel Wells
	In My Heart	Jo Witek
	Jack and the Beanstalk	Mara Alperin & Mark Chambers
	Goldilocks and the Three Bears	Mara Alperin & Kate Daubney

Reception Reading Spine

Book	Title	Author and Illustrator
	The Colour Monster	Anna Lenas
	Grandad's Island	Benji Davies
	Where the Wild Things Are	Maurice Sendak
	On Sudden Hill	Linda Sarah & Benji Davies
	Handa's Surprise	Eileen Browne
	Princess Star	Ah-hae Yun and Mia Shim
	The Rabbit, The Dark and the Biscuit Tin	Nicola O'Byrne
	Odd Dog Out	Rob Biddulph
	Along Came a Different	Tom McLaughlin
	Billy and the Beast	Nadia Shireen
	Pete the Cat - I Love My White Shoes	Eric Litwin & James Dean
	The Gingerbread Man	Estelle Corke
	The Magic Porridge Pot	Rosie Dickens

Year One Reading Spine

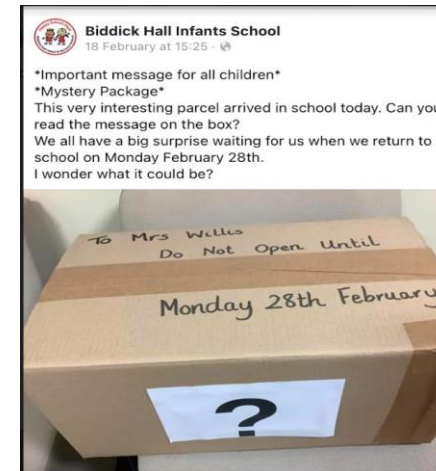
Book	Title	Author and Illustrator
	The Little House	Virginia Lee Burton
	Yodpo's Promise	Jeanne Willis & Tony Koss
	The Heart and the Bottle	Oliver Jeffers
	The Robot and the Bluebird	David Lucas
	And Tango Makes Three	Justin Richardson, Peter Parnell & Henry Cole
	Sam and Dave Dig a Hole	Mac Barnett & Jon Klassen
	Somebody Swallowed Stanley	Sarah Roberts & Hannah Peck
	The Book with No Pictures	BJ Novak
	The Girls	Lauren Ace
	The Bogs	Lauren Ace
	The Paper Bag Princess	Robert Munsch
	The Invisible Boy	Truig Ludwig & Patricia Barton
	The Proud Blue	Ibtihaj Mohammed, S. K. Ali & Helen Aly
	Little Red	Berhan Woolson
	The Lion and the Mouse	Jerry Pinkney
	The Cat in the Hat	Dr Seuss
	Dilly the Dinosaur	Tony Bradman & Susan Hillard
	Claude in the City	Alex T Smith

Year Two Reading Spine

Book	Title	Author and Illustrator
	The Day the Crayons Quit	Drew Daynekit & Oliver Jeffers
	The King Who Banned the Dark	Emily Haworth Booth
	The Building Boy	Ross Montgomery
	After the Fall	Dan Santat
	The Bee Book	Charlotte Milner
	The Big Green Book	Mary Hoffman & Ros Asquith
	Voices in the Park	Anthony Browne
	Hansel and Gretel	Anthony Browne
	Gorrilla	Anthony Browne
	Ricky's Worry	Tom Percival
	We're All Wonders	R.J. Palacio
	Not Now Bernard	David McKee
	The Secret Sky Garden	Fiona Lindbergh
	The Emperor's New Clothes	Hans Christian Andersen - retold by Jay Cowley & Gyeong-mi Yim
	My Name is not Nofage	Kate Milner
	Frog and Toad Together	Arnold Lobel
	The Hedgehog	Dick King Smith
	Fantastic Mr Fox	Rosid Dahl & Quentin Blake
	The Owl Who was Afraid of the Dark	Jill Tomkinson
	A Bear Called Paddington	Michael Bond

Staff Choice

It felt like Christmas when you get everything you ask for on your list.



Deliver

Aim 2

To implement informal book talk across the school.

Strategies implemented

Brilliant Books



Well Done



Well done to who noticed Miss Dobson's 'Brilliant Books' display around school, decided to look for 'The Whale Who Wanted More' by Rachel Bright at The Word in South Shields.

.... recommended this book to his whole class, who were then able to enjoy this book as well!

Mrs Willis' Book of the Month on Tour



Mrs Willis' Book Of The Month On Tour

Every month Mrs Willis tempts children to read with her video promoting the book of the month which goes on tour to be shared with every child in our school.

'Research states that one of the easiest but most powerful ways to get children sharing and discussing books with each other is by being a 'reading teacher' and recommending books.

Our book of the month on tour is certainly promoting discussions between our children and their teachers.'



Review and Sustain

Examples of authors teachers value:

NADIA SHIREEN

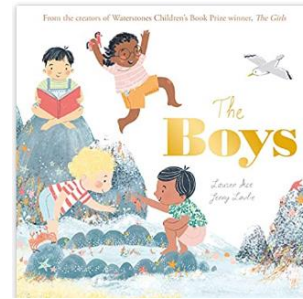
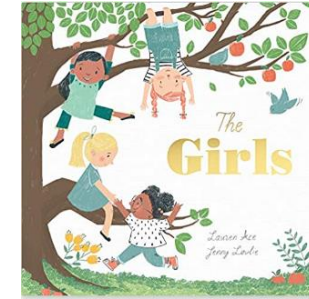
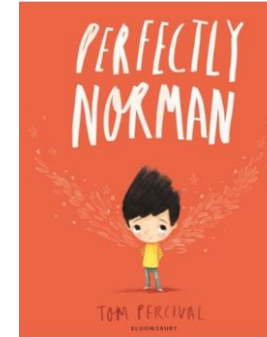
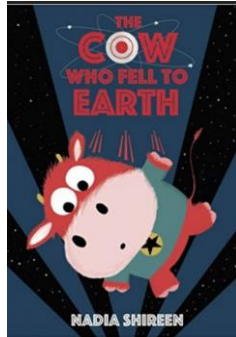
OLIVER JEFFERS

Nathan Bryon

TOM PERCIVAL

Lauren Ace

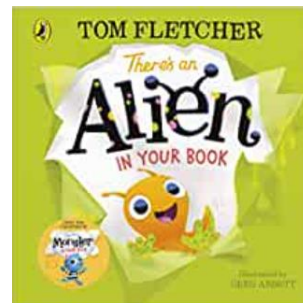
Examples of children's favourite books:



Top 3 children's favourite books:

The Book With No Pictures

B.J. Novak

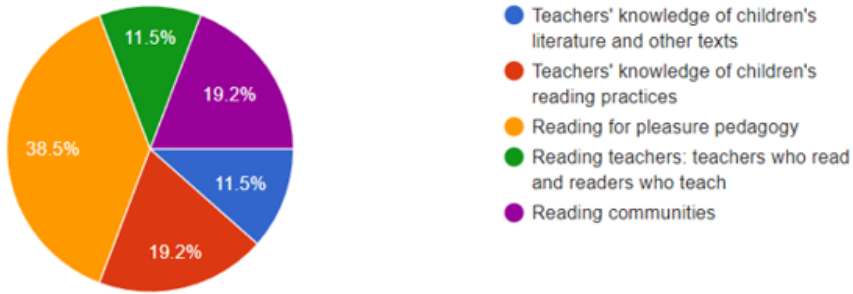


Review and Sustain

Aim 2 - To implement informal book talk across the school.

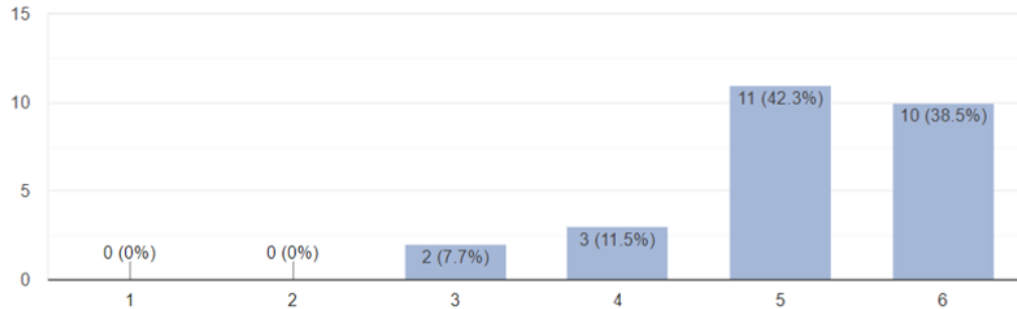
27. Looking back across this survey, which area do you feel is strongest?

26 responses



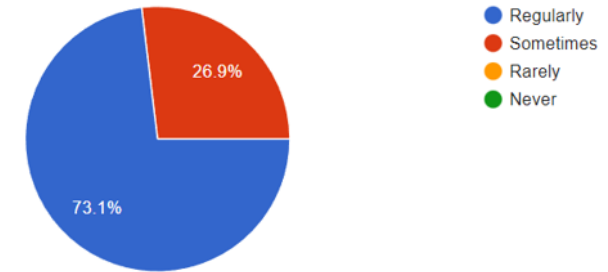
26. How do you rate the strength of the reading community in your class - is there energy, passion and excitement around choice-led reading on the part of all children?

26 responses

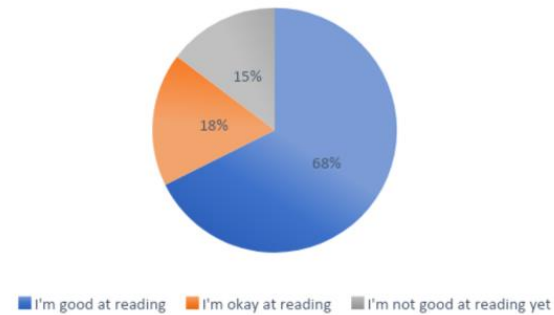


17. How often do you encourage children to talk informally with each other about what they have chosen to read in this time?

26 responses



2. Are you a good reader?



Autumn 2021

2. Are you a good reader?



Summer 2022

Review and Sustain

21 Focus children:
3 from each class

Criteria for
choosing Focus
Children

- Lack of interest in books
- Lack of engagement during story times and discussions
- Did not view themselves as good readers

Year Group	Gender	Summer Are you a good reader?
N	Male	I'm good at reading.
N	Male	I'm okay at reading
N	Female	I'm good at reading
R	Male	I'm good at reading.
R	Female	I'm good at reading.
R	Male	I'm good at reading.
R	Male	I'm good at reading.
R	Female	I'm good at reading.
R	Female	I'm good at reading.
Y1	Female	I'm good at reading.
Y1	Male	I'm good at reading.
Y1	Female	I'm good at reading.
Y1	Female	I'm good at reading.
Y1	Male	I'm okay at reading.
Y1	Female	I'm good at reading.
Y2	Male	I'm not good at reading yet.
Y2	Male	I'm not good at reading yet.
Y2	Male	I'm good at reading.
Y2	Male	I'm good at reading.
Y2	Male	I'm good at reading.
Y2	Female	I'm okay at reading.

Review and Sustain

Engaging Texts to entice children

Book recommendations aimed at focus children

Mystery Books

He is a struggling reader and writer. He is unable to take part in discussions about books and needs support in understanding stories and curriculum areas.

Books in Common – Mrs Willis' Book of the Month on Tour

She does not engage during story time and is easily distracted during these sessions. She reads at home but uses distraction techniques to avoid reading at school.

Books with inspiring illustrations.

Encouraging focus children to take part in book talk

2 story times, every day in every class.

Brilliant Book displays

Sustain

Next Steps:

- Continue 'Brilliant Books', 'Book Voting' and 'Mrs Willis' Book of the Month on Tour'.
- Continue monthly reading newsletter
- Book recommendations – staff to children.
- Children choose books from reading spine for following term.
- New reading sheds are stocked with books from reading spine and include children's choices.
- Review reading spine every summer term.
- Informal book talk is promoted in new reading sheds.
- CPD for new staff.
- Teachers choose new books for classroom every year.
- Explore and purchase books which invite responses from the reader.
- Read aloud/Book Recommendations at the beginning of staff meetings.
- **Reading survey for parents and carers.**
- **Reading workshops for parents and carers**
- **Pilot parents and carers reading with children at the end of the school day.**
- Monitor informal book talk in class.

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).