



Building Reading Relationships



Context

Reading for pleasure is something that is a focus throughout our school and we continually strive to further develop this aspect of reading within our School Development Plan.

'At Forest View Primary School we believe that reading and writing are the skills that open the door to all other learning experiences. We are passionate about creating a positive reading and writing culture in school where both are promoted, enjoyed and considered 'a pleasure' by all pupils'.

(English Intent Statement)



Research and Rationale

Currently, each class in school has a weekly, timetabled library slot and each class has a dedicated reading area. Teachers share stories and books informally with children daily and we engage in initiatives such as World Book Day.

After carrying out an audit of our existing practice and surveying some of our children, we recognised that developing reading communities that are reciprocal and interactive would be pivotal in developing reading for pleasure across school. Although we endeavour to provide many opportunities for reading in school, we found that many children were not often reading with adults at home or reading for pleasure at home.

Further research resonated with us in that 'many children don't choose to read at home, are not read to by parents (who may feel once their children can read there is no need to do so), and have negative attitudes towards reading' (Cremin et al, 2014).

We also agreed that 'children's pleasure in reading is strongly influenced by reading networks and relationships: between teachers; between teachers and children; between children and children: and in some cases, between children, teachers, families and communities'. (Cremin et al, 2014).

A decorative horizontal bar consisting of a teal segment on the left and an orange segment on the right.

Aims

Promote reading for pleasure as a worthwhile, social and enjoyable activity- create a buzz about reading!

Develop reading relationships by involving children, teachers, families and the local community.

Share our knowledge of books, authors and reading for pleasure with the whole school community.

Outline

Spring Term 1

Appoint **Reading Ambassadors** from Year 5 and Year 6 to share books with identified Year 1 and Year 2 children at lunchtime, creating outdoor reading spaces within garden areas.

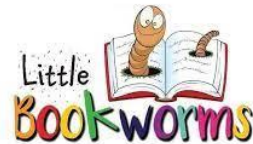


Spring Term 2

Hold **'Storytime Sessions'** at the end of the school day for Reception children and their parents.

Teachers to share quality stories and rhymes linked to a theme.

Involve the whole school comm



Summer Term

Introduce a graphic novel/comic **book club** for Lower Key Stage 2 children. Children to promote this genre across school.





Impact

Y5 and 6 Reading Ambassadors

Younger readers have older role models that have shown them that reading can be an enjoyable and sociable activity. They are keen to share books with their new friends.

Unexpected impact- Older children have taken their roles seriously and have taken it upon themselves to carefully choose stories from the library that they feel individual children will enjoy and they readily share suitable titles and authors with the younger children. There are many children waiting for a chance to join in with the initiative.

'It's nice to get to spend time with the little ones because we're usually on a different yard. I can remember reading some of stories that I'm reading with them now!'





Impact



'I like reading their reading book with them first and then I choose some stories that I think they might like. I've got a different box of stories for all of the children that I read with'.

'I want to be a teacher when I grow up so this job is perfect for me. I'd like to do it next year when I'm in Year 6 too'.

'I like reading with the Reading Ambassadors. They are kind to me and help me with my reading'.



Impact

'Little Bookworms' Storytime Sessions

Several staff members shared their own favourite stories with the children and their parents, modelling how to bring stories to life and create meaningful discussions about them. Children were able to talk about a wider range of stories and authors once the sessions were complete.

Unexpected impact- Staff also chose songs, rhymes and games to enhance their sessions plus craft/ creative activities that the children could complete in school or take home. This gave parents ideas for how to get as much as possible out of the stories that they read at home. Younger siblings also attended.

'I really enjoyed it because I like listening to stories. The Rainbow Fish was my favourite because it was a happy ending. She shared her scale!'



Impact

'I like listening to stories and I liked doing the activities at home. My favourite story was 'Shark in the Dark'. The fish were clever and tricked the shark!



'I liked the 'Bookworm Club' because there were so many different and interesting books to read. The activities were fun. 'The Rainbow Fish' was my favourite because I like the illustrations'.

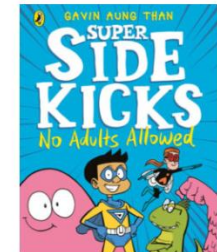
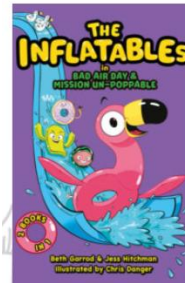
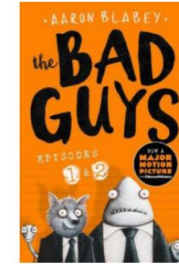
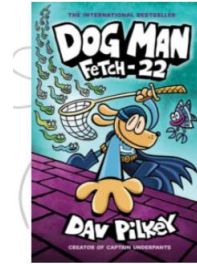
'Whatever Next was my favourite. I like rocket and space stories!'

Impact

Book Club

Children were unable to name any graphic novels at the first session, in fact they were unsure about what they looked like. They are now already able to name several plus authors. They have all suggested that they plan to read more of this genre.

Unexpected impact- The children are keen to share their new knowledge of this genre with the rest of the school. We are currently choosing a selection of graphic novels for the club that will then be added to the library.





Reflections on Impact

The main aim of this project was to promote reading for pleasure as a worthwhile, social and enjoyable activity.

We feel that we have fulfilled our aim and we have also addressed some of the issues that really resonated with us when we were carrying out our audits, surveys and research. We wanted to build reading relationships for children who might not have them at home. We now have children, teachers and families reading together in relaxed environments across school.

We have created a 'buzz' around reading the we hope to further develop and build upon.



Next Steps

Reading ambassadors to have more input into the school library by organising an 'Author of the Month' interactive display table.

Story sessions to be held on a yearly basis, possible earlier in the year and possibly to include Nursery children and/or younger siblings.

Further book clubs involving different year groups and different book genres that will again be promoted across school and added to the school library.