



Highly Commended
Farshore Reading for Pleasure Award
In partnership with the OU and UKLA 2021
Whole School

Becoming a 'Lifetime Reader' at Lea Forest Primary Academy



Name: Craig Clarke (Headteacher)

School: Lea Forest Primary Academy, Kitts Green, Birmingham, B33 3RD

Twitter: @Lea_Forest_HT

Website (English area): <https://sites.google.com/aetinet.org/lea-forest-primary-academy/curriculum/english?authuser=0>

Website (Reading area): <https://sites.google.com/aetinet.org/lea-forest-primary-academy/curriculum/english/reading?authuser=0>

Virtual Library:
<https://sites.google.com/aetinet.org/lea-forest-primary-academy/virtual-school/virtual-library>

Masked Reader:
<https://sites.google.com/aetinet.org/lea-forest-primary-academy/virtual-school/masked-reader>



Context

Lea Forest Primary Academy is a larger than average two-three form entry primary school in an area of high deprivation, in Birmingham. Almost two thirds of pupils are disadvantaged and receive support from pupil premium funding. This is well above the national average. Just less than half of pupils are of white British heritage, 29% of our children are EAL. SEND learners have remained stable over time (12%), however, there's been quite an increase in PP (67%) and FSM (65%).

In 2016, Birmingham Education Partnership flagged Lea Forest for its significantly below average reading results, at the end of key stage two (42%). This finding was also supported by the 2016 Ofsted report, which stated an area of improvement is to "foster a love of reading across school".

OU Research inspiration and rationale

Following on from the reports from both BEP and Ofsted, a staff meeting was held to discuss what reading looked like across the school on a daily basis and where staff confidence levels were at with promoting a love of reading.

Outcomes of meeting:

- Lack of consistency in the approach to reading
- Reading was taught out of context; the texts were not carefully selected.
- Expectations were low; reading was not valued
- Reading spaces weren't inviting
- Limited range of texts
- Reading wasn't prioritised
- Children weren't reading for enjoyment
- Teacher knowledge of children's literature was limited

Surveys

All staff and pupils completed the OU Reading for Pleasure Audit in 2019/20. It confirmed the points listed above, but also highlighted that children were very limited in their author knowledge.

Aims

The English Team and SLT gathered to create a plan of action. Within the meeting, the following school development points were identified:

- Developing engaging and organised book corners to promote a love of reading
- Carefully selecting texts to reflect the realities of our school
- Timetabling reading to give children plenty of opportunity to engage in texts
- Increasing teacher knowledge of children's literature - creating a culture of TaRs

- Raising the profile of RfP with parents, as well as their understanding of the RfP benefits

In response to this, a staff meeting was held to gain their opinions on these action points and inform them of the research which clearly stated the benefits of RfP:

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

'There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).'

'Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).'

Staff completely understood the importance of RfP from this and began to generate ideas of how we can move the school forward in the RfP journey. They added a further action points:

- To develop reading as a social activity
- Make it virtual, for more accessibility at home

Outline

Point 1.1

To develop teachers knowledge of children's literature, the following was put into place:

- Weekly opportunities were provided for staff to share their own favourite books, as well as share a new book that they have read. This takes place at each staff briefing, which has increased teachers' knowledge of current high-quality texts, as well as their accountability of being familiar with a range of children's literature.
- During weekly staff meetings staff take part in a 'Book Swap'. Staff choose a different high-quality text weekly to take back to their classroom to share with children and return it the following week for the next swap.
- Two consultants, Ruth Baker-Leask and Abi Steel, worked in school to develop staff's understanding of what constitutes as a high-quality text and what TaRs look like to ensure we had active RfP role-models throughout school.
- As a school, we subscribe to CLPE to support teachers with book choices and to provide further CPD.





Point 1.2

To increase the range and importance of reading material across school we:

- Developed engaging and organised book corners to promote a love of reading:
 - books were organised into their different genres. We purchased books to enhance our collection and listened to the children in their responses for more joke books, poetry, story books, comics, magazines and non-fiction texts
 - We introduced 'teacher recommends' and 'child recommends' sections into reading areas to promote discussion and widen children's choices in reading
- As part of the virtual library, a section was added 'Children take over story time'. Parents recorded their children reading their favourite stories at home and it was added to the website for others to enjoy
- Using fundraising from book sales we purchased a 'Book Vending Machine' - Readers of the week get to choose a high-quality text to take home and keep as a reward
- To continue the love of reading during lock down we created a 'Book Recommendations Padlet'. This allowed children, staff and parents to share books on a virtual platform
- EYFS & KS1 introduced a 'Reading Buddy Bag'. This bag has a selection of books that children can choose to read at home while enjoying a hot chocolate. Children are then encouraged to complete a book review and these are then used to support other children with their book choice
- Within each class' weekly visit to the library, children have the opportunity to loan books to take home



Naomi Nicole @Naominicolepub1 · Sep 27, 2020

Replying to @Lea_Forest_HT @lea_forest_yr6 and 7 others

I would love to send one of my books free of charge for you to put in your vending machine. This is a great idea! Every school should have one.



1



5



Birmingham Education Partnership @BEPvoice · Aug 4, 2020

Great to see newspapers and magazines included!



1



2



2



Ruth Baker-Leask @RuthBakerLeask · Jan 11, 2020

Replying to @Lea_Forest_HT @abigail_steel and 9 others

As @TeresaCremin would say these are certainly texts that temp. I'm looking forward to chatting to @lea_forest_aet children about their reading next time I'm in. Might get a recommendation or two!



1



6













Point 2:

To develop reading aloud and its role in increasing RfP, we embedded the following:

- A revision to timetabling, whereby RfP is regularly scheduled, including a visit to the library, where a qualified Librarian shares stories with all classes
- Use of story tops in EYFS and Year 1 to support storytelling, these are linked to the books read aloud by the class teacher. Props and other stimuli are placed in this area for children to engage with
- Daily storytime happens at the end of each day across school, staff read aloud books selected by the class

-

- Parent workshops delivered by our qualified librarian to support parents with sharing stories at home
- Termly book fairs to support children have books in their homes
- Children have a 'Reading for pleasure' book to take home regularly
- Sharing tips to support reading at home are available on the school website and are often loaded onto 'classdojo' and twitter
- Each Christmas, all children are gifted a book from 'Santa'
- Improved communication in home reading diaries between teachers and parents

Date	Book and Page Number	Comments
27/10	Hen	and looking forward to the reading lesson. The children enjoyed it. But they didn't like the book. I think they were a bit bored. I think they were a bit bored. I think they were a bit bored.
27/10	Hen	They can share the blending book.
27/10	Hen	Please read this book to the class.
27/10	Hen	Liyana could answer simple questions about the story.
27/10	Hen	When I read the book to the class, they were all very happy. They were all very happy. They were all very happy.
27/10	Hen	They were all very happy. They were all very happy. They were all very happy.

'Was really helpful'
'Very helpful with understanding how to read with my child'
'Was needed. Thank you so much'
'Very helpful, thank you'

Point 4:

- 'Reading for the curriculum' introduced to link high quality texts to the wider curriculum (termly)
- External workshops to provide 'hooks' into reading
- A central drive has been created to share resources, ideas and best practice

PUSH YOUR LIMITS **BE BIG HEARTED** **BE UNUSUALLY BRAVE** **DISCOVER WHAT'S POSSIBLE**

READING FOR THE CURRICULUM

PSHE & WELLBEING

PSHE- Create a poster for saving polar bears.

PHYSICAL EDUCATION

PE- Dancing

ENGLISH

- Inference linked to feelings
- Rhyming words
- Role play using finger puppets
- Provide the children with an extract from the text, can they write the next page based on what they have read so far
- Vocabulary talk
- Hat seating
- Recall

STEM

Science - fact file of a polar bear
Technology - Type up facts about a polar bear
Technology/maths - Build a chair using LEGO and exploring ratios.

THE ARTS

Art- Polar bear landscape with different textures.
Music - music to represent the feelings of the polar bear and the mouse.
History - use of enquiry skills of chairs and toys.
Geography - Habitats and locations.

HUMANITIES

Drama - Role play using finger puppets

THERE'S A BEAR ON MY CHAIR

Lea Forest Primary Academy
Find your remarkable

PUSH YOUR LIMITS **BE BIG HEARTED** **BE UNUSUALLY BRAVE** **DISCOVER WHAT'S POSSIBLE**

READING FOR THE CURRICULUM

PSHE & WELLBEING

Confidence- Keeping secrets. Explore the concept of good and bad secrets.

RELIGIOUS EDUCATION

Islam - Research Islam: Prayers; the Qu'ran; the 5 Pillars of Islam (Evaluation)

ENGLISH

Reading - discuss themes of the story (link the PSHE)
Inference - How would you feel...
Prediction - What could the secret be?
Comparison - Book blanket, reading preferences (which book would you choose? Why?)
Writing - Diary Entry
The build up and the day of the secret revelation
MFL - Explore Arabic

STEM

Maths - Currency - converting between amounts. Using coins, giving change.
Science - Forces - pushes and pulls
Technology - Formula on Google sheet to calculate daily earnings

THE ARTS

Art & Design - Colour mixing (related to muted colours) used to create landscape artwork.
Drama - Role Play Market stalls; link to Maths
Music - Soundscape - link to city hustle and bustle
DT - Design a woven blanket - Create a class woven sample

HUMANITIES

History - Landmarks - research the history of significant landmarks in a country
Geography - Africa (Social and Political aspects). Compare Desert and River landscape within Egypt and to UK

THE DAY OF AHMED'S SECRET

Lea Forest Primary Academy
Find your remarkable

PUSH YOUR LIMITS **BE BIG HEARTED** **BE UNUSUALLY BRAVE** **DISCOVER WHAT'S POSSIBLE**

PSHE & WELLBEING
Children will continue to develop previously learnt social skills by joining in with circle time when sharing favourite parts of the story. This involves speaking and listening effectively to others and sharing previous experiences.

PHYSICAL EDUCATION
Children will be practising both fine motor skills and gross motor skills.

READING FOR THE CURRICULUM

ENGLISH
In writing children will be exploring the features of a non-fiction text.
They will then explore different facts about different types of penguins.
They will be focusing on listening carefully to the sounds they can hear in words to write their own fact about a penguin.

THE EMPEROR'S EGG
The Emperor's Egg
Martin Jenkins
Illustrated by Jane Chapman

STEM
We will be exploring weight. They will be using vocabulary estimate, heaviest, lightest, balanced. They will be asked to compare and order different weights.
Children will also be exploring what makes a penguin waterproof? Children will be using different resources e.g candle wax, felt tips, crayons, wax crayons to find out which material is waterproof.

THE ARTS
We will be using different art materials such as, oil pastels, paint, pencil and collage materials to create a penguin. Then can them make comparisons using the different media.

HUMANITIES
Looking at the characters in the text we will be discussing habitats and where we might find these animals.
Children will begin to build up their vocabulary and knowledge based on different places from around the world.

Lea Forest Primary Academy
Find your remarkable

Impact

- Children enjoy reading! They are book talkers now and they display great reading behaviours!
- Reading areas and the school library are inviting places to RfP
- Parent workshops have helped parents understand their children's reading habits and how best to support them
- Children are able to articulate a wider range of authors
- There is a wider range of children's literature available (particularly books that reflect our students realities)
- Children have increased opportunities to read aloud
- Timetabling of reading has increased in profile and value (approx 4+ hours per week is dedicated to reading)
- Our progress and attainment is improving year upon year
- Increased conversations between teachers and parents around reading and children's reading habits
- Our teachers know more about children's literature and their reading practices



Reading Impact at the end of KS2

Progress Scores -

Year	Progress
2016	-3.70
2017	-0.3
2018	+2.10
2019	+8.4

Year	ARE	GDS
2016	42%	10%
2017	60%	14%
2018	76%	34%
2019	97%	53%

Reflections on the impact TaRs research had on practice

What Next?

We want to:

- Invite different authors in to inspire the children further and create a 'buzz'
- Have evenmore parent workshops (focusing on developing KS2 parental engagement)
- Engage further with the wider community (local library, etc)
- Develop evenmore outdoor reading spaces