

Building RfP through  
teacher knowledge.

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# Context

Watercliffe Meadow



Watercliffe Meadow Primary School  
Shirecliffe, Sheffield.

- 2 form entry
- Higher than average numbers of FSM, Pupil Premium and SEND pupils.
- KS1 & 2 SATs for reading just below national average.

Priority 1 on our School Improvement Plan

All children make good progress in phonics becoming competent and fluent readers **with a love of reading.**

2020-2021 In the midst of the COVID-19 pandemic.



# OU Research inspiration and rationale

Reading for Pleasure

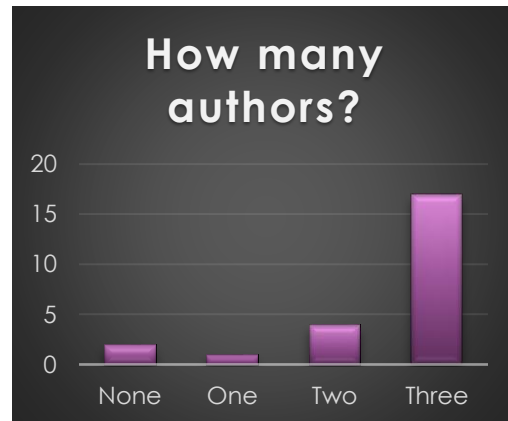
Review your practice: **Primary**



- Pupil and staff surveys used to identify a specific focus.

*(Teachers named a limited range of authors as shown in the word cloud and graph)*

- Teacher knowledge of children's literature and other texts came out as a priority.
- OU research suggests that this is **highly significant** in developing children as readers who can and DO choose to read.





# *OU Research inspiration and rationale*

TaRs found that in order to foster RfP effectively, teachers need to develop:

1. Considerable **knowledge of children's literature** and other texts
2. **Knowledge of children's reading practice**
3. A **reading for pleasure pedagogy** which includes:
  - Social reading environments
  - Reading aloud
  - Independent reading
  - Informal book talk, inside-text talk and recommendations
4. **As Reading Teachers:** teachers who read and readers who teach
5. **Reading communities** that are reciprocal and interactive. (Cremin et al., 2014).



# *Project aims (Intent).*

## **Aim 1**

Improve **Teacher knowledge of children's literature** and other texts, particularly poetry and picture books.

## **Aim 2**

To improve staff knowledge and practice in **reading aloud** to increase children's enjoyment and engagement through **informal book talk**.

**This example of practice focuses on Aim 1.  
Developing teacher knowledge of children's literature.**





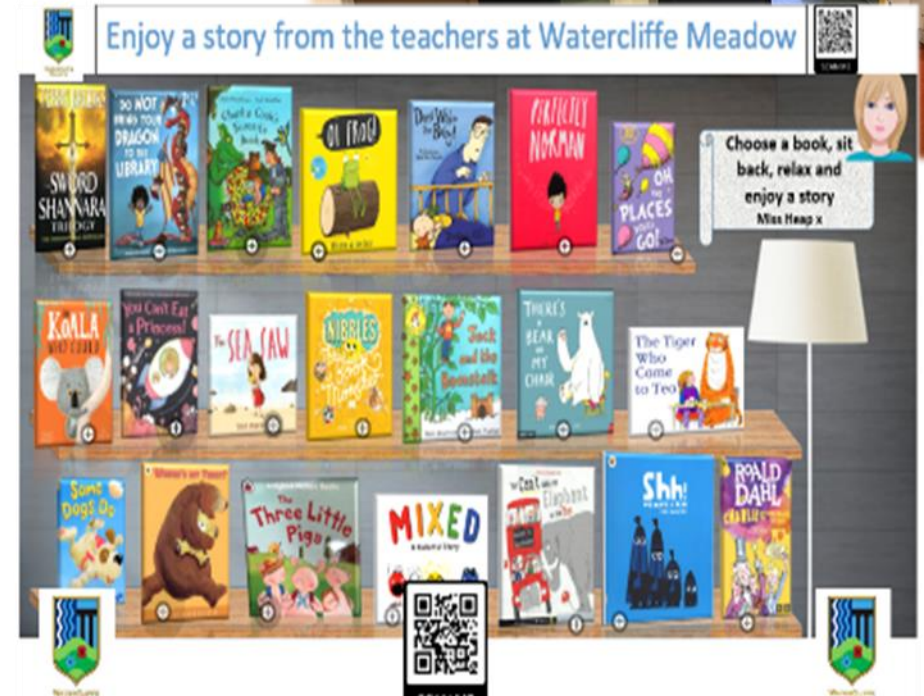
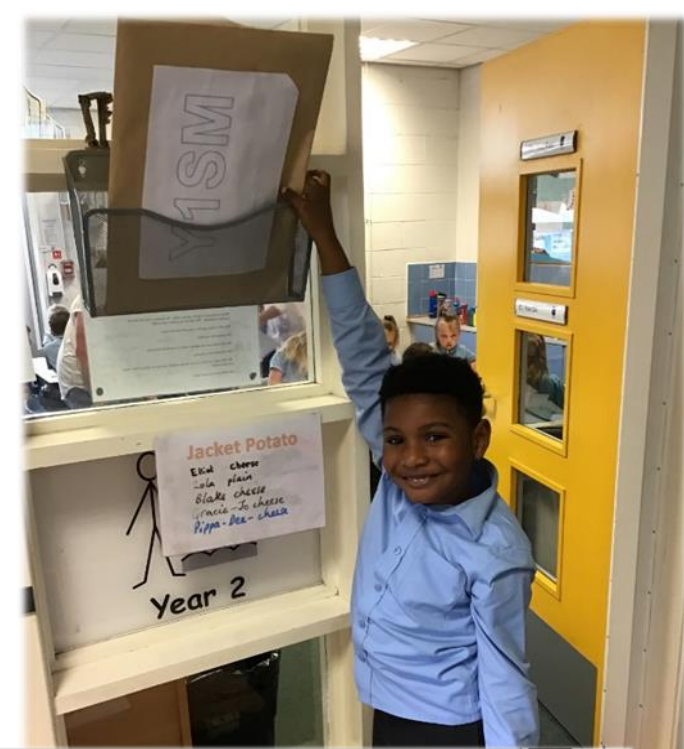
# Outline (Implementation).

- A basket of **Pictures and Poems** for each classroom.
- Picture books and poems selected from the library and presented to each class.
- Members of the change team to research poetry/picture books for their own year group and select some to share with their class.



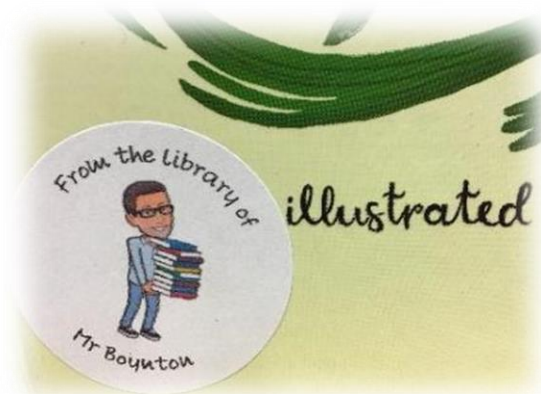
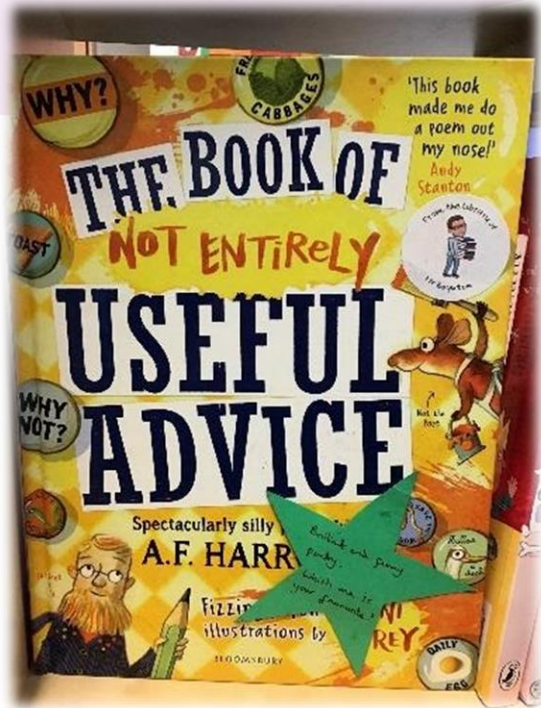
# Outline (Implementation).

- New stock and **improved book displays.**
- More contemporary selection borrowed from Schools' Library Service
- **Book exchanges** between classes.
- Teachers sharing books with other classes across KS1.
- All teachers to identify a key CPD action to improve their knowledge of children's literature using a list of suggestions provided from OU RfP site.





*New collections presented to entice children and teachers!*





# *Outline (Implementation).*

- A **virtual library** for use at school and at home.
- Teachers sharing books across school on World Book Day via a virtual bookshelf.
- All teachers asked to read the work of 2 poets/authors that are new to them.
- A **summer read** for every member of staff.
- Book exchanges between staff.
- Virtual visits from authors.
- **Picture books** on school network.

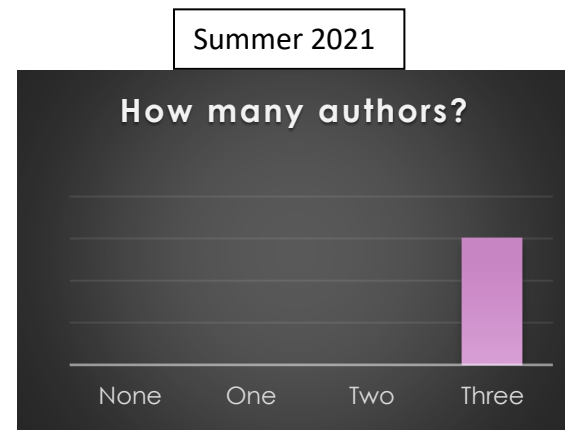
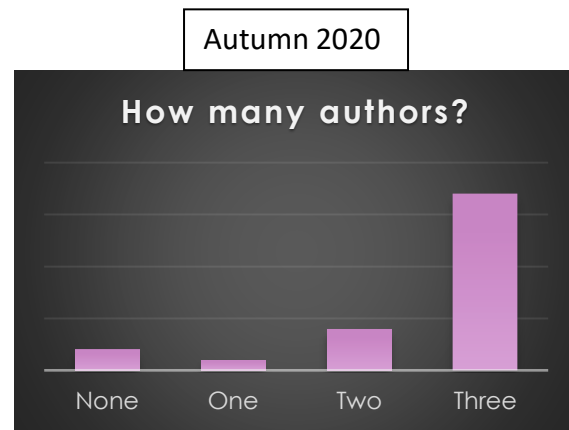


# Impact: Summary

- **Increase in the number of staff able to name authors, poets and illustrators across school** (all staff could name three or more authors from a wider range)
- **Improved range of books** displayed in classrooms.
- **Children** more motivated, engaged and **choosing to read**.
- Increase (20%) of **children talking about reading**.
- **Improved attitudes to reading** from pupil surveys.
- **Greater participation** of all pupils in class.
- **Improved reading attainment** with focus children.

**Lily is in year 5 and has never been a reader.**

Now she loves poetry, graphic novels and A F Harrold. She talks with confidence about what she has read, saying which books are 'cool' and why, and has even spent her pocket money on books and brought them to school for others. **Lily is now a reader.**

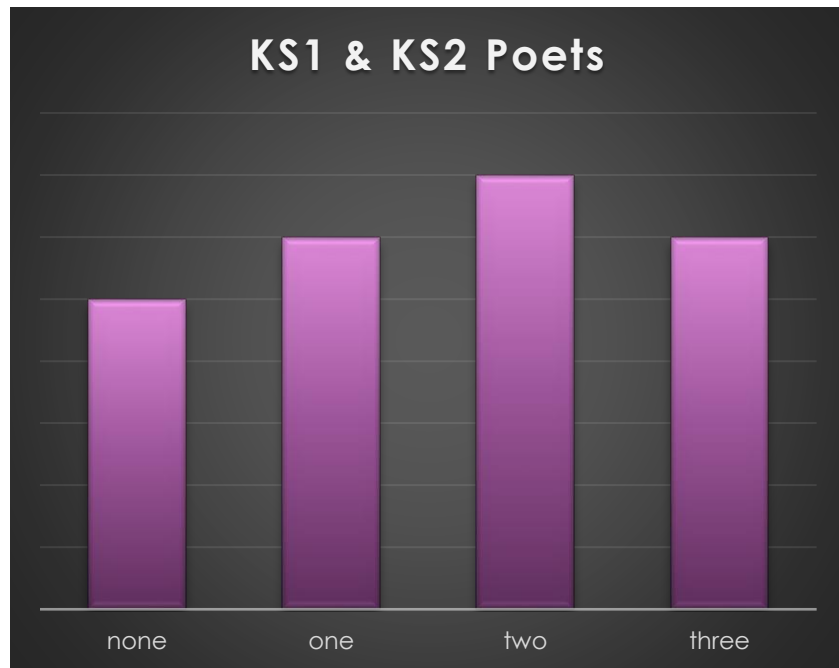




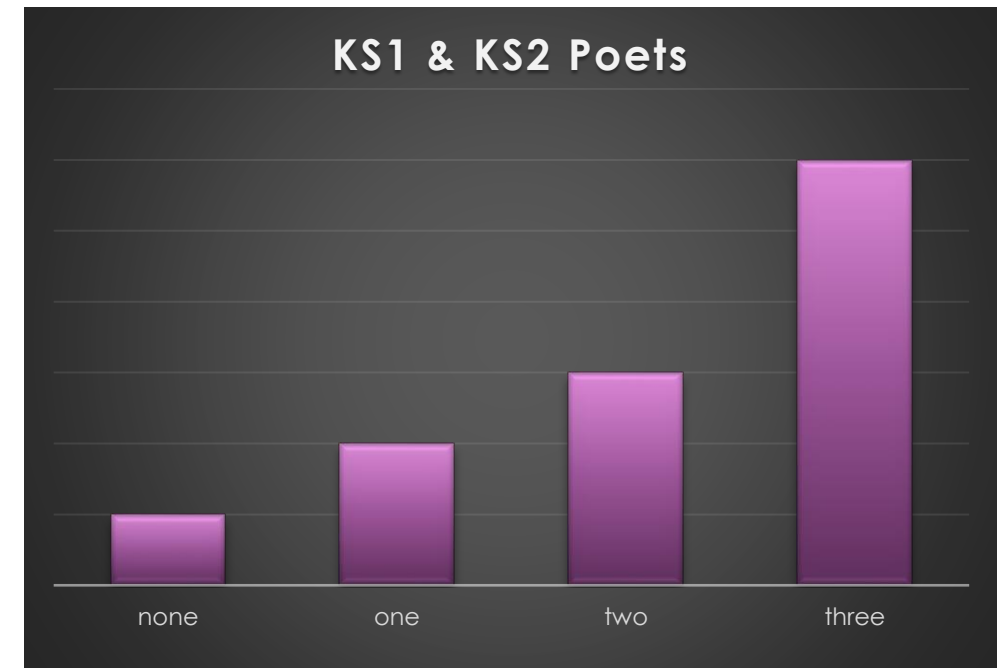
# *Impact: Changes to Teachers' knowledge of poets.*

KS1 & KS2 poets

Autumn 2020



Summer 2021

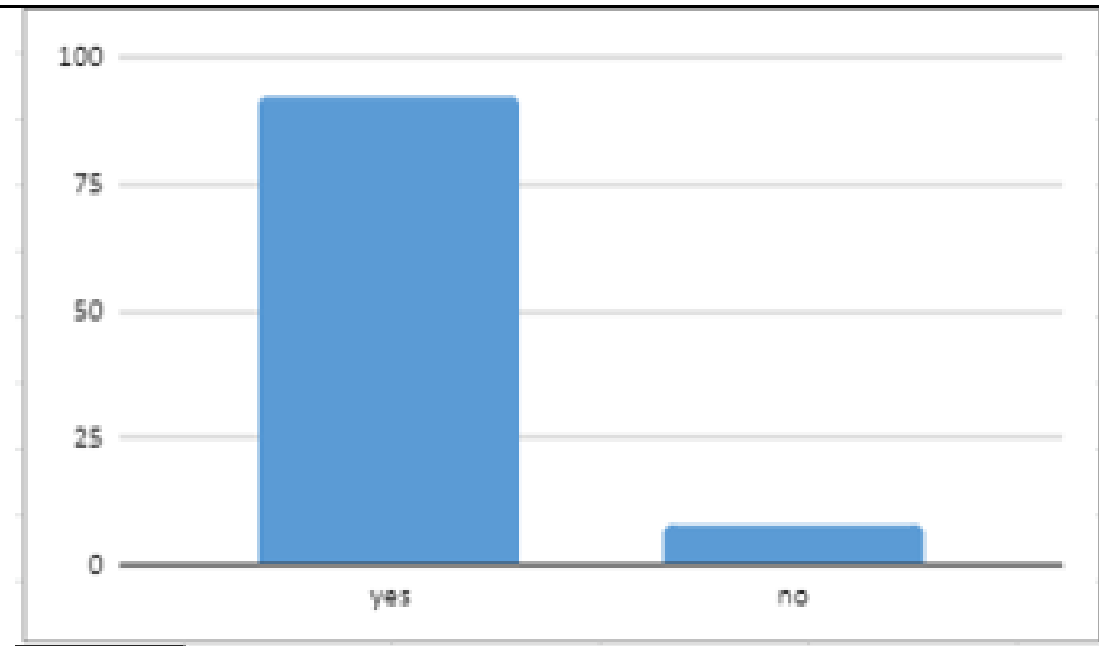


# *Impact: Changes to children's reading at home.*

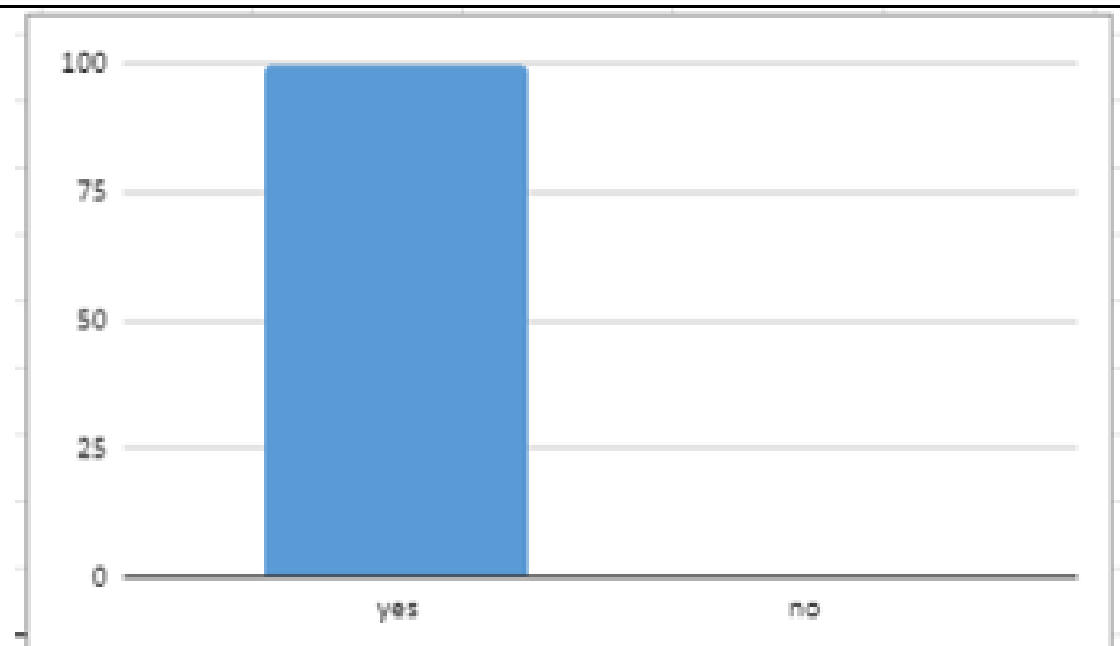
KS1 Pupils

Autumn 2020

Do you read at home?



Summer 2021



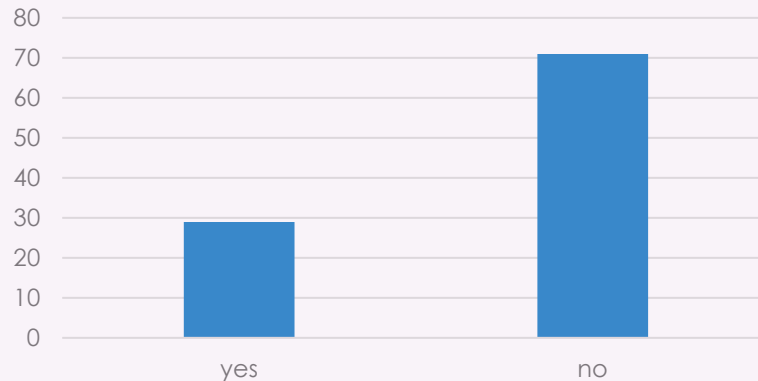


# *Impact: Changes to children talking about reading.*

KS2 Pupils

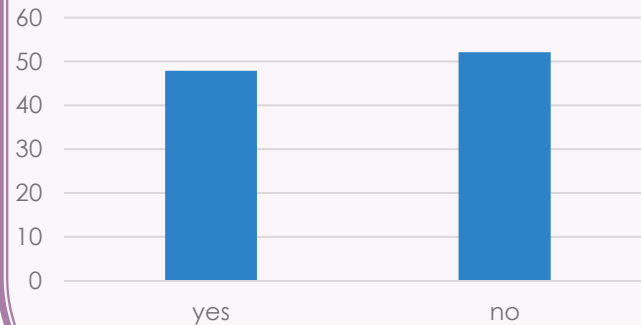
**Autumn 2020**

Do you ever chat about your reading?

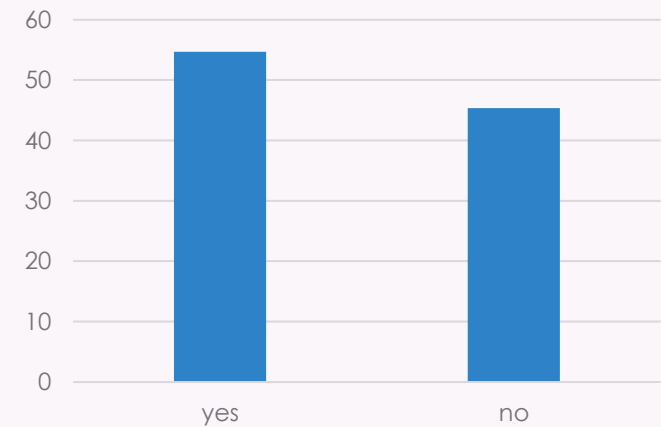


**Summer 2021**

Do you chat about reading at school?



Do you chat about reading at home?



# *Reflections on impact the TaRs research had on practice.*

- Teachers' knowledge of children's literature is crucial to developing a RfP culture in school.
- Teachers need to **pay particular attention to the interests of their pupils** so that they can provide a choice of reading materials that will develop an intrinsic desire to read.
- Reading for pleasure is a community building experience.
- Reading aloud helps create this sense of community and builds a store of books in common that brings readers together.
- Picture books, including graphic novels, and poems are a good way to engage children with reading.
- Developing RfP across school is a constant journey.

## Plans and next steps

- Continue to talk to staff and children about their reading interests and **provide more resources**.
- Build in time for **independent reading** led by pupil choice.

