

## Reading for Pleasure Strategic Development Plan

General Information							
School name	Galliard Primary school	School URN	101991	Local authority	Enfield	Pupil premium (%)	65%
Ofsted rating (including date of last Ofsted)	Good 2014	KS1 SATs Reading Results 2018-19	65%	KS2 SATs Reading Results 2018-19	65%	PSC result 2019	89%
Project Leaders							
Leader accountable	DHT Shirley Benjamin	Senior Leader supporting, monitoring and validating	HT Caroline Clifford	Team Members involved	Rachel Donaghy Ozgen Pastirmacioglu Debbie Dingomal Aimee Pemberton		

Readiness Checklist	Details
Has the RfP audit been completed and reviewed?	This has been completed by myself, DHT and English Lead
Do leaders understand the benefits of RfP and what works to create a RfP culture? (evidence-base)	There is an understanding of the importance and benefits of Reading for Pleasure across the school but this is not yet consistent.
Have staff completed their 'Review your Practice'?	No, we will complete this in first Spring Term INSET
Have pupil views been sought on your existing reading culture?	No, we intend to explore this early in spring term
Has INSET time been allocated?	Reading INSET took place on 3.9.21, part of which focused on the

## Reading for Pleasure Strategic Development Plan

	importance of RfP
Has a budget been set for RfP and committed? (£)	This term, we have invested in improving book corners across the school, this has included buying baskets and book stands to enable front facing displays of books and a wider range of popular fiction. We have bought a range of Page Turners for Story time.
Is RfP on the schools' development plan?	Yes, it is and will continue to be throughout the year.

<b>RfP Research Findings</b>	<b>Outcome/aim and impact desired and how will this be measured?</b>	<b>Current Baseline</b>	<b>Actions Required to reach outcomes (including timeline and resources)</b>	<b>Evaluation</b>
Teachers' knowledge of children's literature	All teachers are readers who are passionate about reading, who have a good knowledge of children's literature and who readily motivate children to want to read.	A small number of teachers have a good knowledge of children's literature but this is not consistent within year groups or across the school.	Improve teachers' knowledge of children's literature by: <ul style="list-style-type: none"> <li>• Creating and sharing a year group reading spine of recommended books including new authors</li> <li>• Expectation that teacher read shared text in advance of reading lessons</li> <li>• Creating opportunities for teachers to recommend new children's books across their department and promote this in the school's newsletter, poster on classroom door, on the school website and in assemblies</li> </ul>	

## Reading for Pleasure Strategic Development Plan

Teachers' knowledge of children's reading practices	Teachers are aware of their children's reading preferences both at school and at home. This will enable them to further develop our school reading community	At the beginning of the school year we dedicate time to explore children's reading preferences e.g. what they like to read, how often they read and where they like to read. This is not regularly revisited.	Improve teachers' knowledge of children's reading practices by: <ul style="list-style-type: none"> <li>• Carrying out a termly review of children's reading preferences and how they may change, new authors, trends,</li> <li>• Ensuring opportunities are planned to explore children's reading practices informally e.g. at story time, during 1:1 reading session</li> <li>• Exploring this in next reading INSET</li> </ul>	
Reading for Pleasure Pedagogy: social reading environments	The book corners in all classroom have been revamped this autumn term, making them more attractive and accessible as well as better stocked to engage the children.	Book corners have been greatly improved, this must now be sustained so that they do not become tired.  Corridor collections have also been improved but need to be better maintained.	Ensure all reading environments remain a priority by: <ul style="list-style-type: none"> <li>• Ensuring book corners and reading areas are regularly refreshed and inviting</li> <li>• Encouraging children to take ownership of their book corners e.g. sharing recommended reads from the books corner, books they would like to hear at story time, book reviews</li> <li>• Selling old books to fund new books</li> <li>• Revamping the school library -spring term</li> </ul>	
Reading for Pleasure	15 mins of story time is carried out daily for all	Story time is a non-negotiable and takes place daily. This	<ul style="list-style-type: none"> <li>• Remind staff of the importance of daily story</li> </ul>	

## Reading for Pleasure Strategic Development Plan

<p>Pedagogy: Reading aloud</p>	<p>children.  Teachers promote the next story time read, leave clues, excite the children</p>	<p>may slip for some teachers who do not value it.  Not all teachers read aloud with the same enthusiasm or expression.</p>	<p>time</p> <ul style="list-style-type: none"> <li>• Monitor story time</li> <li>• Purchase new books for story time wrap them up and get the children excited.</li> <li>• Arrange for HT/DHTS/AHTs to take story time when teachers are unable to or to model to less confident teachers.</li> </ul>	
<p>Reading for Pleasure Pedagogy: independent reading</p>	<p>All pupils from Y1 to Y6 read independently at least 15 mins per day</p>	<p>Children read independently for 15 mins during soft start, children who regularly come in late miss out on this.  Some teachers have silent reading after lunch during registration.</p>	<ul style="list-style-type: none"> <li>• Lowest 20% reading with an adult daily to improve stamina and fluency</li> <li>• Ensure that independent reading time is valued -share importance of this at INSET</li> </ul>	
<p>Reading for Pleasure Pedagogy: informal book talk</p>	<p>Book talk between teachers and children and children and children, happens regularly and with interest and enthusiasm.</p>	<p>This mainly takes place in reading lessons and English lessons  Sometimes at story time</p>	<ul style="list-style-type: none"> <li>• Encourage all teachers to share thoughts about books they are reading</li> <li>• Set up lunch time book clubs</li> <li>• Set up Reading Buddies in class and across key stage</li> </ul>	
<p>Reading Teachers: teachers who read and readers who teach</p>	<p>Teachers seen as adults who love reading, who are knowledgeable about books and who regularly recommend great books</p>	<p>Not many teachers are seen as teachers who read</p>	<ul style="list-style-type: none"> <li>• Teacher to read during independent reading time</li> <li>• Teachers to recommend books they are reading, poster on classroom doors</li> </ul>	
<p>Reading</p>	<p>Parents are informed of</p>	<p>Not all parents value the</p>	<ul style="list-style-type: none"> <li>• Create a calendar of reading</li> </ul>	

## Reading for Pleasure Strategic Development Plan

Communities	the importance of books and reading and know how to encourage this in their children Parents meetings/cafes held during autumn term to inform all parents	importance of RfP. This term we have held a number of reading events to engage parents and they have been well attended.	events to run throughout the year <ul style="list-style-type: none"><li>• Continue to run reading events in school to engage parents, reading cafes, reading meetings</li><li>• Run regular Book Fairs</li><li>• Author webinars for children</li><li>• World Book Day</li><li>• Reading Challenge autumn/summer</li><li>• Reading competitions.</li><li>• Take part in national reading events – book awards</li></ul>	
-------------	--	---	---	--