

DESCRIPTION OF SUCCESSFUL READING PROGRAMME <b>PROGRAMME TITLE: Book Projects at a Primary School</b> Institute of Education Primary Centre	
<b>Description Created by LiRe Partner Institution: University of Worcester</b>	
Time & Place	Target Group(s)
2010 – 2012 and on-going	Primary School, Worcestershire, UK; Years FS, Y1, Y2, Y3, Y4, Y5, Y6
<b>1. Short Description (Max. 200 words)</b>	
<p>The school-wide approach, which involves promoting the love of reading and books was and continues to be a key element in the overall aims of the school, of engaging and enthusing children in all aspects of their learning. Many projects take place across all years and are based on fiction as well as non-fiction. Alongside these projects a strong emphasis is placed on a systematic and rigorous approach to teaching synthetic phonics as a skill for all early readers, so that the mechanics of reading are automatic; this enables the children to benefit from the activities and further learning, surrounding each book. Learning to read and reading to learn are clearly intertwined here. In order to engender this love of learning, of books and of reading, a book forms the focus and springboard for exciting, enticing, relevant and purposeful activities. These projects ensure that the children read for a purpose, communicate and develop their ideas to wider audiences within a creative context. For example, in 2011 <i>Tin Forest</i> by Helen Ward involved children in creating their own tin forests out of scrap metal, which was then exhibited at the Malvern Spring Show. Visual literacy is very frequently a feature of all these projects. This connection with and involvement of the wider community is another significant feature of these on-going projects, which are embedded in the ethos and learning culture of the school.</p>	
<b>2. Objectives (General &amp; Specific)</b>	
<p><b>General Objective:</b></p> <ul style="list-style-type: none"> <li>• To promote a lifelong love of reading and of physical books, both fiction and non-fiction</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>• To ensure that all children are included and involved in all the projects, so that all benefit</li> <li>• To develop higher order reading and thinking skills when reading</li> <li>• To develop the children’s analysis and critical reading skills, supported by philosophy for children</li> <li>• To develop the children’s emotional literacy</li> <li>• To embed visual literacy and philosophy for children</li> </ul>	
<b>3. Scheme of Reading Promotion Actions &amp; Activities</b>	
<p>Each of the projects listed below are provided as examples and involved many stages</p> <ul style="list-style-type: none"> <li>• <i>Reading for pleasure from an early stage:</i> Many workshops for parents Foundation Stage children, in order to support and inform parents of: how children learn to read; how to share a love of reading with their children and reading for pleasure with their children.</li> </ul>	

- *Engaging early readers*: project based on *The Owl Babies*, by Martin Waddell
- *Author studies*: Y3 and Y4
- *Proof-reading and editing*: Publishers provide drafts of books for children to read and edit. (Y5/Y6)
- *Library Challenge*: Children aim to read 6 books in 6 weeks.
- *Spring show participation*: 'Tin Forest' and 'Varmints' both by Helen Ward have inspired artistic contributions to the Malvern Spring Show, a major public event in the UK.
- *Shakespeare*: Y5/Y6 seeing plays at Stratford RSC of Hamlet and Taming of the Shrew (children's versions); leading to children writing their own versions for others to read.
- *Puppets and animations*: created by Y4 following reading of stories without illustrations, such as Pogg stories by Richard Bentley.
- *Reading non-fiction for a purpose*: critically analyzing non-fiction texts, particularly those found on the internet, then writing speeches to convey their subject area to parents and the rest of school in assembly.

Examples of these projects can be seen on the school website.

#### 4. Results / Indicators of Success

- Whilst not the only indicator of success all KS2 children achieved Level 4 or above for reading in the last 2 years; this is now an accepted expectation
- Observable enthusiasm from the children
- All children very engaged in the topics centred around books
- Read context for learning also enthuses staff, who are encouraged and able to introduce creative ideas.

### CONCLUSIONS

(WHAT WORKED WELL AND WHY)

All the projects undertaken so far have worked well; this is due to the highly purposeful context surrounding each book project and the relevance to the children. Children are challenged and able to enjoy learning as a result. At first the Y5 and Y6 children needed greater in-put and some re-enthusing about their learning.

Underpinning the projects, centred on books, is a pedagogy which ensures that all children are able to participate in exciting activities which require a high level of engagement and authentic reasons and opportunities to apply and develop their knowledge, skills and attitudes.

### REFERENCES

- Waddell, M. (1994). *The Owl Babies*. London: Walker Books.  
 Ward, H. (2001). *The Tin Forest*. London: Templar Publishing.

Ward, H. (2007). *Varmints*. London: Templar Publishing.  
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