

DESCRIPTION OF SUCCESSFUL READING PROGRAMME PROGRAMME TITLE: "Reading for Pleasure Action Plan" PROGRAMME ORGANISER(S): Wendy Long (Primary school English subject leader)	
Description Created by LiRe Partner Institution: UPRC	
Time & Place	Target Group(s)
2005-2006 school year The case study was published by Michael Lockwood (see references), but no details were provided about the specific primary school	The staff, children, parents and wider local community of an entire primary school
Short Description (Max. 200 words)	
<p>This school designed and applied a whole-school reading for pleasure action plan. The benefit of actually having a plan was that it kept them on task for what they wanted to do. The English subject leader began by carrying out a reading audit of all children and staff, and found out which books they liked and wanted to have in school. She ordered books to reflect these findings and the students' reading abilities, spending over 2500 GP in two years. Some of the planned and implemented reading promotion actions included: lunch time reading clubs; boxes of books for children to share on quiet playground; paired reading with another class; leaflets and flyers distributed to parents; reading clubs for parents; drama clubs; male authors invited to school; visits to school library; invitations to community librarians; book week; sharing of childhood favourite readings by local heroes; etc. ICT had an important role, with an emphasis on film literacy to inspire children in reading and writing and more electronic Big Books for the interactive whiteboard. The project's success was due to a well-planned, whole-school approach, which engaged all four necessary partners: staff, children, parents, and the wider community.</p>	
Objectives (General & Specific)	
<p>The programme's targets were:</p> <ol style="list-style-type: none"> 1. To provide a range of opportunities for children to read for pleasure 2. To raise parental awareness of reading clubs and websites. 3. To increase parents' confidence and skill when reading with their children 4. To give children the opportunity to express themselves through drama, linked to reading 5. To encourage reluctant boys to read 6. To develop library skills 7. To develop links with the wider community 8. To organise a whole school week-long event to promote reading 	

Scheme of Reading Promotion Actions & Activities

Here is the Action plan by Wendy Long, as cited by Lockwood (2008: 19-20):
NOTE – The original plan includes an extra empty column on the right entitled: “Achieved (Date)”

Target (see above)	Action Needed	Time Scale	Resources	Success Criteria
1.	Lunchtime reading clubs Boxes of books for children to share on quiet playground Paired readings with another class Children to take library books home	From Autumn term 2	Teachers’ time running clubs Boxes of books Timetabled paired reading	Children across the school participating in reading activities offered
2. & 3.	‘Help your child to read’ leaflet for KS1 (distributed at Parents’ Evening) ‘Book Trusted’ flyer distributed Puffin reading club Parents to help out at school listening to one-to-one readers	By November 2005	Leaflets copied ‘Book Trusted’ flyer copied Teacher’s time on Puffin club Parents’ time	Leaflets and club info distributed and parental interest, knowledge and confidence increased
4.	Lunchtime drama club for Y2	From Autumn term 1	Lunchtime club	Children develop confidence in speaking and using texts to support drama
5.	Kick into Reading project Male authors invited into school Wider range of suitable texts Use of film and drama in Literacy lessons (initially in Y2)	Spring term	Cost of new books Cost of film clips resource Time and cost for visiting authors (Investigate budget)	Boys reading for pleasure throughout the school



6.	Teaching Assistants to take children to school library during Planning, Preparation and Assessment time to teach them library skills	Ongoing	Library	Children acquire basic library skills so that they can confidently visit a public library and find a book
7.	Local librarians to visit the school Kick into Reading project Local author visits Local hero visits to share own childhood reading experience Parents to listen to children read. Local trips	Ongoing throughout the year	Time of librarians, authors, and local heroes Cost of involving the local community Parents' time	There are at least three events throughout the year where local people come into school to help motivate children to read
8.	Book week	Spring term	Cost of visiting authors and local heroes Time organising and arranging events	A successful book week held that generates enthusiasm and interest in reading

Results / Indicators of Success

- Positive results in all Success Criteria column listed in the last column above
- It was also recognised that “not all that counts is countable” and that “you can do things for the sheer pleasure of doing them” (Lockwood, 2008: 18).
- A more qualitative success criterion is also cited:
A 6-year-old boy with emotional problems who worked with a volunteer adult reader was a non-reader at the start of the Action Plan year but was an independent reader by the end of it. Wendy Long observes: “During Book Week he came with his own money and bought Green Eggs and Ham by Dr Seuss. He then brought it to school every day for about the next three weeks and read it to everyone!” (qtd. In Lockwood, 2008: 18)

CONCLUSIONS

(WHAT WORKED WELL AND WHY)

- The project’s success was due to a well-planned, whole-school approach, which engaged all four necessary partners: staff, children, parents, and the wider community. Creating and sustaining a reading culture seems to require such an approach.



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- Spreading the duration of the programme throughout the school year is also important, as is the planning and applying of diverse reading promotion activities, which target specific groups of the student population.

REFERENCES

Lockwood, M. (2008). *Promoting Reading for Pleasure in the Primary School*. London: SAGE Publications.

LINKS TO FURTHER MATERIAL

N/A