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Lincolnshire Reading Pledge

Working in partnership to ensure every child becomes a life-long, passionate reader



ST. PETER AT GOWTS
CofE PRIMARY SCHOOL
Unlocking the potential in all, empowering a community of hope.





LINCOLNSHIRE READING PLEDGE CASE STUDY

St Peter at Gowts Church of England Primary School

INTENT...

St Peter at Gowts Church of England Primary School is situated in the centre of Lincoln, with over 250 children from a range of diverse backgrounds. The school has a higher than national figures FSM (46%), PP (41%), EAL (51%) and boy: girl ratio (57%). SEN figures are also above national figures with over 60 children on our register, including 14 pupils with EHCPs. The curriculum is designed to take these aspects into consideration, with our Golden Threads of 'Values, Inspiration, Community and Excellence' weaving a curriculum that is aspirational and exceptional, adapted to meet the needs of our children.

At St Peter's, there is a relentless determination that every child will learn to read, regardless of their background, needs or abilities. We firmly believe that reading is the gateway to the curriculum and the key to unlocking all learning and so we work hard to ensure that the impact of our reading curriculum goes beyond the results of the statutory assessments. We aim for all learners to be fluent, confident, and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum.



At St Peter's, children love reading and this is fostered by all staff. We were very excited at the introduction of the Lincolnshire Reading Pledge and welcomed the Reading for Pleasure (RfP) reading and research that surrounded the pledge. We implemented key ideas and strategies from the training and guidance to further enhance our provision. We have attended both the Transforming your School's Reading Culture (TSRC) and Teachers as Readers (TaR) group and are very grateful to the leaders of these courses for their wisdom and support.

Our main intentions were:

- For all teachers and teaching assistants to widen their knowledge of children's literature, including a range of texts and authors, to be able to make informed recommendations to children.
- For all teachers and teaching assistants to have a more in-depth understanding of children's reading practices and be able to support and challenge children in their reading journey.
- For all children to see themselves as readers and develop a love of reading.
- For parents and carers to feel informed and confident to be involved in their children's reading journey.



IMPLEMENTATION...

Since signing up for the Lincolnshire Reading Pledge, we have implemented and achieved:

- Auditing staff confidence and knowledge and utilising the RfP reading and research to implement key ideas and strategies from the training and guidance.
- Establishing Reading Ambassador roles with key children who love reading and are passionate about developing reading for pleasure across school. Our Reading Ambassadors have many varied roles, from reading with children and classes and creating playground book swaps.
- Adding brand new books to all class libraries across the whole school through working with Sarah Singleton at Usborne Books. Sarah helped us to launch a Sponsored Read and Community Book Pledge and we have since received over £2200 of books. Our Reading Ambassadors loved shopping for them all!
- Ensured that all classroom libraries are forward-facing, well-organised and reflective of each class. Books are grouped by theme or author and children enjoy sharing recommendations and will always ask if they need a helping hand choosing what to read.
- Regular visits to the local library and bookshops.
- Developing an informal staff book club, where texts are shared, discussed, and recommended. This has been a great resource in widening staff knowledge of texts and authors but also supported staff well-being through reading for pleasure.
- Increased parental involvement and confidence through reading drop-in sessions, information meetings and leaflets, creating a library for parents and carers and the reading books and resource loan scheme.



- Revising our book spine to embrace the 'windows, mirrors, and doors' idea. We aimed to celebrate the wonders of reading by being able to transport the reader to other worlds, see themselves in texts and give them insight into the life of others.
- Engaging in reading challenges and competitions, including the winter and summer reading challenges, Blue Peter Reading Badge, Teachers' Reading Challenge, and the Carnegie Book Awards.
- Each class displays their recommended reads and books they are currently reading and have previously read. This promotes excellent opportunities for book talk.
- Regular Professional Development meetings dedicated to RfP, sharing research and pedagogy, and giving staff time to talk about books and authors.
- Connecting with a range of authors and illustrators virtually and in person. Social media has been a brilliant tool in supporting us to achieve this.
- Promoting RfP in the community by taking part in a Book Drop. As part of our school's 50th birthday celebrations, our book fairies created packs with books, bookmarks and special messages and hid them around the local area for others to find and enjoy.

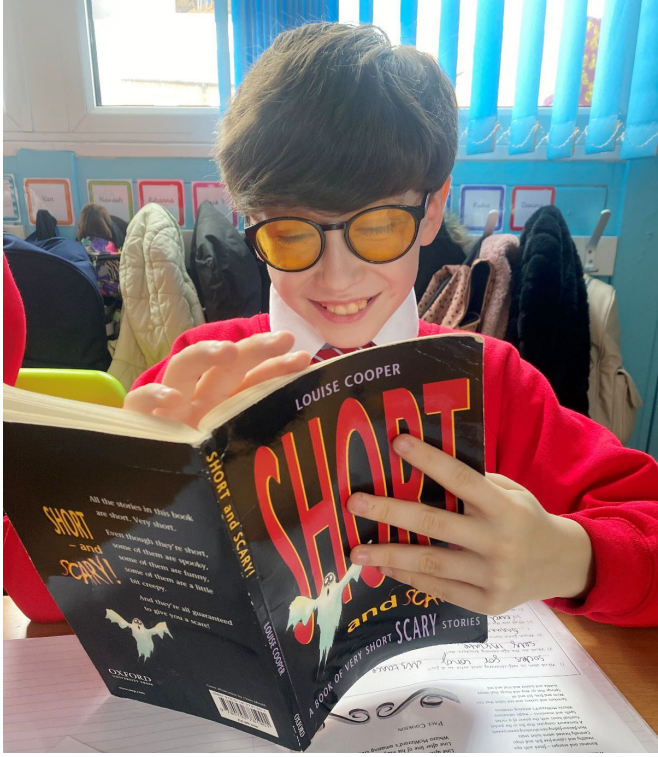
IMPACT...

We can confidently say that our children and staff love reading. There is a real buzz around school linked to books and authors and children enjoy sharing recommendations, swapping books with others, and reading a range of texts. This is often facilitated by staff but also independently by the children in the form of pop-up libraries at lunchtimes.

Our staff are more knowledgeable and confident in discussing and recommending books to the children in the class and across school. Children know which staff like reading different books and seek people out for their opinions, recommendations and to engage in informal 'book talk'.



Parents and carers play an active role in their children's reading journey and engage with school initiatives, such as book swaps, reading drop ins and attending informative meetings.

















"The school's strong culture of daily reading is the heartbeat of the curriculum. Pupils say that they love to read. They talk with enthusiasm about authors and about the books that they have read."

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