



Get Hounslow Reading is a long-term primary project developed to meet the reading needs of schools across the borough.

The Need

- To make reading aloud a priority for all primary schools to:
 - raise standards in reading
 - ensure engagement from children
 - create a reason for them to read
- To help teachers see the impact of reading aloud to children in all year groups
- To help teachers develop an authentic and impactful reading for pleasure pedagogy rooted in research
- To use Contingent Talk with books to develop early language and reading with Nursery and Reception pupils

The skill

How to read, is being addressed through using Systematic Synthetic Phonics (SSPs) in primary schools. Revisiting the training and expectations of best practice in Phonics and early reading teaching and reinforcing the mandate to ensure every child is taught to read in primary school.

The will

What to read, when to read, wanting to read above any other activity now needs to be addressed and considered with the same rigour as teaching Phonics and early reading. The Reading for Pleasure pedagogy is a living pedagogy that is crafted from an evidence base and continues to be reviewed and researched by the Open University.

The project

This three-year project is aimed at growing a team of expert, engaged teachers to develop their practice and knowledge of reading aloud and its impact. Through six online workshops, the programme will focus on:

- The reading for pleasure research and pedagogy
- Teacher knowledge of children's literature, poetry and non-fiction
- Teachers as readers
- Children's reading lives
- How to grow an authentic reading for pleasure practice
- Diversity in books – does our book stock reflect our children's lives?
- How to read aloud with prosody
- The impact of prosody on comprehension

Throughout the year, teachers will use several **Padlets** as a dissemination and discussion board featuring:

- resources
- recordings
- book recommendations
- case studies
- key links

Teachers will create a case-study, research paper or presentation as part of their commitment to the programme.

Following the first year of the project teachers will become ambassadors in their school to grow pedagogy and lead Reading for Pleasure in their school or key stage.

Groups

Reading for Pleasure

Early Years and Key Stage 1

Lower Key Stage 2 – Years 3 and 4

Upper Key Stage 2 – Years 5 and 6

Contingent Talk with Books

Nursery and Reception teachers, teaching assistants and practitioners

Outcomes

Schools dedicate time to Reading for Pleasure and understand why.

Teachers gain subject knowledge and confidence to read and recommend quality texts to children.

Teachers audit the book stock in their classes to consider:

- diversity
- challenge
- quality
- range of text types

Teacher understanding of how they read aloud improves and they use prosody when reading to increase comprehension.

Teachers have a better understanding of their pupils as readers and are confident to meet their needs and interests.

Further Information

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