



READING FOR PLEASURE

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GET HOUNSLOW READING – WHY?



Get Hounslow Reading is a long-term commitment to improving children's life chances through inspiring them to read:

- A joint practice development project
- Identified through Peer Challenge
- Funded in partnership with the LA

We 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

We need to help teachers:

- See the impact of reading aloud to children in all year groups
- Develop an authentic and impactful reading for pleasure pedagogy – rooted in research.



GET HOUNSLOW READING – THE STORY SO FAR ...



Over 350 teachers and practitioners

44 primary schools

About 10,000 pupils

40 case studies



GET HOUNSLOW READING – THE STORY SO FAR ...



Together, we have:

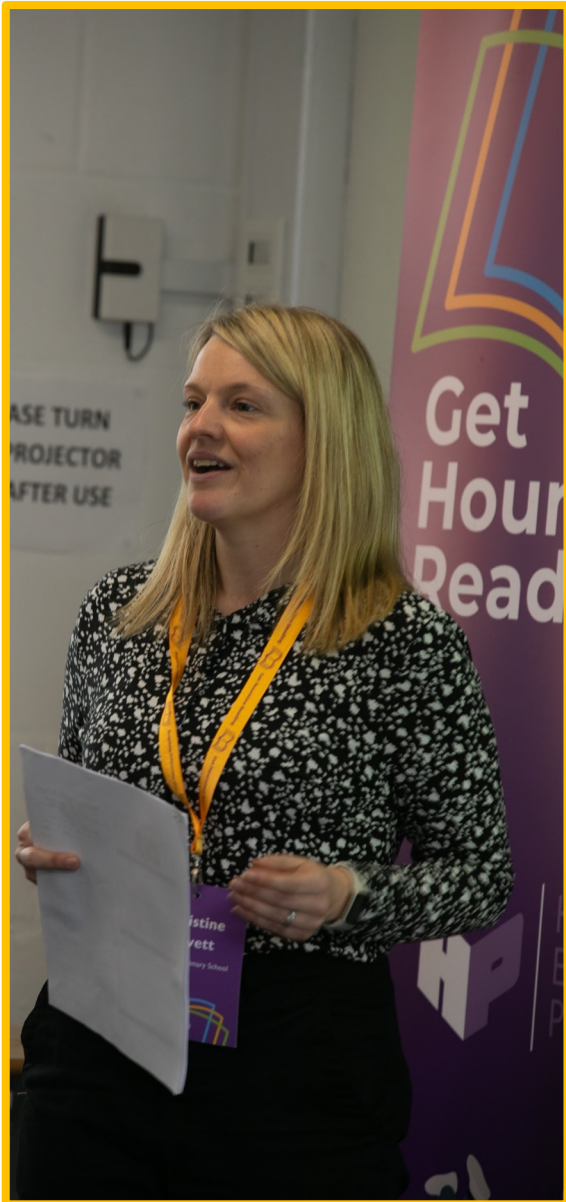
Delivered 62 hours

Created 23 Padlets

Welcomed 51 Ambassadors

Launched the GHR newsletter

Delivered 2200 free books to schools



GET HOUNSLOW READING – THE STORY SO FAR ...





The project

Growing the will

Reading for Pleasure group:

- EYFS, KS1 & KS2,KS3

Early Language catch-up group:

- Contingent talk with books project, to run in Nursery and Reception

Ambassador group:

- Half-termly meetings to consolidate and oversee practice in schools

GROWING A TEAM OF EXPERT, ENGAGED TEACHERS



Workshops will cover:

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



Online resources and legacy

Get Hounslow Reading **Padlets** form a big part of our programme

Get Hounslow Reading on [HEP website](#) is your one-stop guide to the programme

Graduates become Reading for Pleasure Ambassadors to build leadership capacity in all participating schools

Partnerships with Just Imagine Story Centre, Best Books for Schools, OU Reading for Pleasure project and the Alligator's Mouth book shop

School wish lists are an easy way to fundraise for books for your school or nursery.

Select books for your wish list and then send the page link to your community and local businesses. They can pledge support by purchasing the books that you have chosen.

<https://www.bestbooksforschools.com/>

How does it work?

Knowing your children

Creating book-rich environments:

- Sensory stories
- Representation
- Picture books for older children
- Assistive Technologies (eg – [RNIB book share](#), bilingual books

Involve the children:

- Just read
- Pupil voice & choice

Involve the parents:

- Padlets and presentations

[Case Study from Marjory Kinnon](#) – How to make reading an exciting experience

[Presentation to parents](#) – How to involve parents in Reading for Pleasure

HOW TO CREATE A BUZZ ABOUT BOOKS

[Book Buzz Padlet](#) – scan the code to



A Book Buzz takes on many forms in many places across the school:

- Classrooms
- Library
- Communal areas
- Indoors/Outdoors
- Displays

Make sure to involve the children.



Reading for Pleasure 2022/23

Online Workshops 1-3 pm, Zoom	Early Years, KS1, KS2 & KS3
1 – Introduction to GHR & project expectations	13th June 2023
2 – Introducing Reading for Pleasure in your class	3rd Oct
3 – Book buzz, prosody and poetry	21st Nov
4 – Reluctant readers, EAL & SEND and parents	23rd Jan 2024
5 – Get Hounslow Reading Conference	Whole Day Conference March 2024
6 – Ambassadors and school-led RfP in the future	21st May

CONTINGENT TALK WITH A BOOK



Shared reading has a positive impact in children's language development.

Dialogic reading styles are more effective at boosting children's language development than a simple, storytelling narrative style.

Interventions based on dialogic reading styles have a positive impact on children's expressive vocabulary.

Contingent talk

A natural way of increasing language learning



Marjory Kinnon – this film show a lovely dialogic interaction with a largely non-verbal child.

- Completely non-verbal at start of year
- No engagement with adults and any direction would upset her
- Little interest in books – picking up and throwing them, screaming and crying through story times
- Adults used bubbles to build her interest and trust
- Adults built her a story box of animal books as they got to know her interests
- Adults looked at images with to support her following her eye gaze to share information

Contingent Talk 2022/23

Contingent Talk with books 2023/24

1-3pm, Zoom

Alexandra Primary School Ambassadors will be present as they will lead these sessions from March 2024

Wednesday 14th June 2023

Planning with EYs/Nursery Leaders

4th October 2023, 1-2pm

Reflection, research and book talk strategies – part 1

22nd November 2023, 1-2pm

Reflection, research and book talk strategies – part 2

20th March 2024, 4-5pm

Ambassadors feedback on films and planning parent workshops

8th May 2024, 4-5pm

Ambassadors and the future of Contingent Talk in your schools

WHO IS YOUR TEAM?

- Do they have capacity?
Remember:

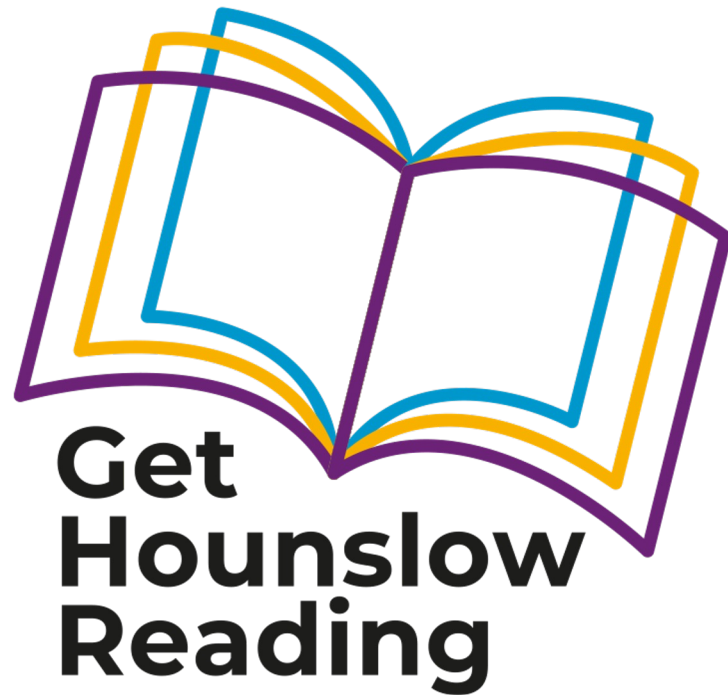
This mustn't be a chore for the adult or the child

Children are intuitive so make it special and exciting

This is all about embedding a willingness in each and every child to want to pick up a book

Think about your cohort and decide the best place & time to schedule RfP/Contingent Talk





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