

## **Project Report 2023/24**

There can be no doubt of the enthusiasm of Hounslow teachers and impact of their hard work on growing a Reading for Pleasure practice in their schools since the project began. It has been a pleasure to facilitate the growing pedagogy of so many committed teachers. We have worked together to explore children's literature, case studies of practice and discussed the impact of teachers' own practices in their schools. Growing a reflective practice can be hard, but many teachers said that the time to talk and share practice was what they valued most highly.

Get Hounslow Reading, a three-year project, committed to improving children's life chances by embedding a Reading for Pleasure (RfP) pedagogy with teachers across Hounslow schools.

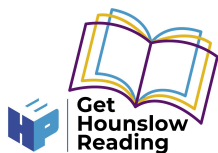
### **Context**

Support for reading was identified through Peer Challenge for primary schools across the Hounslow borough. Get Hounslow Reading (GHR) was launched in June 2021, following consultation with primary Headteachers with funding from the local authority. The GHR programme was designed to help practitioners understand and embed OU RfP. From the outset, we aspired to grow a cohort of teachers who would create a reading for pleasure network, which shared authentic and grounded practice. To do this we offered a three year long programme, delivering six workshops for each phase across each year. We employed an expert facilitator to deliver the programme. We knew that putting books into children's hands that were inclusive and reflected their lives was central to our success. We also knew teachers needed the expertise to do this.

In addition, we worked with EYFS leaders and practitioners to deliver a child-led book talk programme called Contingent Talk with Books to develop early language and a love for reading.

### **Research inspiration and rationale**

The OU pedagogy was the foundation for Get Hounslow Reading. Many of the teachers in Hounslow had a limited understanding of RfP. We wanted to provide a robust programme that wove research and case studies into its design. Every workshop included time



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for practitioners to read and reflect. Initially, we used OU case studies and later on we shared Hounslow case studies. These case studies helped inspire practitioners with real examples to reflect upon and try out.

Leaders of Hounslow's schools wanted to create a community of "*reading teachers: teachers who read and readers who teach*". They committed to releasing practitioners to attend each of the six two-hour online sessions within the school day.

Each online session focused on a particular area of pedagogy and children's literature. Ensured time for book blether, engaging in reading research and reading aloud. Practitioners also shared successes, challenges and changes which they added to the GHR Book Buzz Padlet. Teachers left each session with key things to take away and use in their settings.

We conducted baseline surveys of teachers' and pupils' reading practices at the start and end of each academic year to measure impact and understand the needs of each cohort of teachers and pupils.

After the first year, we grew a network of ambassadors who met half-termly to embed and further their practice in their schools. It was expected that they would support the second year's cohort. We believed that the investment in these reading teachers would help to "develop genuinely reciprocal reading communities" both within their own schools and with their colleagues across the borough. Feedback from these practitioners led to adjustments to the programme and the Get Hounslow Reading in-person Conference.

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### TEACHERS AS READERS

Reflecting on their own and others' reading practices, enabled teachers to:

- Extend their understanding of what it means to be a reader
- Appreciate the social nature of reading and the role of interaction and affect in [RfP](#)
- Recognise the significance of reader identity in reader development and frame their pedagogic practice in responsive ways
- Share aspects of their reading lives in schools alongside younger readers
- Build strongly reciprocal and interactive reading communities.



### Make your school a reading school



Audit Teacher knowledge of children's literature, poetry and non-fiction.



Make dedicated times for reading aloud to all classes.



Ensure reading areas and books are looked after and regularly changed.



Value teachers as reading role models.

### Aims

- All Hounslow primary schools dedicate time to RfP and understand why.
- To prove this had an impact on the amount the children read and their reader identities.
- To give teachers time to read curated books chosen by the Just Imagine Story Centre to ignite excitement in current children's literature.

### Teachers:

- develop their sense of self as readers
- create a book buzz in their setting through a genuine interest and intimate knowledge of books so they can recommend quality texts to children
- audit their book stock and reading spaces considering: diversity, challenge, quality and range of text types

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- create a range of environments that entice and inspire the children to pick up a book
- understand the impact of reading aloud and book chat
- understand their pupils as readers and be confident in meeting their needs and interests
- reflect and adapt their practice according to each and every cohort of children
- engage in research and share their practice through their case studies

### Outline:

Workshop 1 – Reading teachers

Workshop 2 – Children as readers

Workshop 3 – The power of reading aloud and poetry

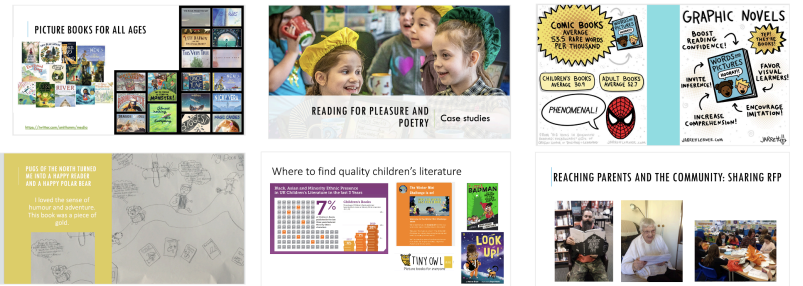
Workshop 4 – Creating reading communities: parents, making reading accessible

Workshop 5 – Criticality when choosing non-fiction

Year 2 & 3 Conference

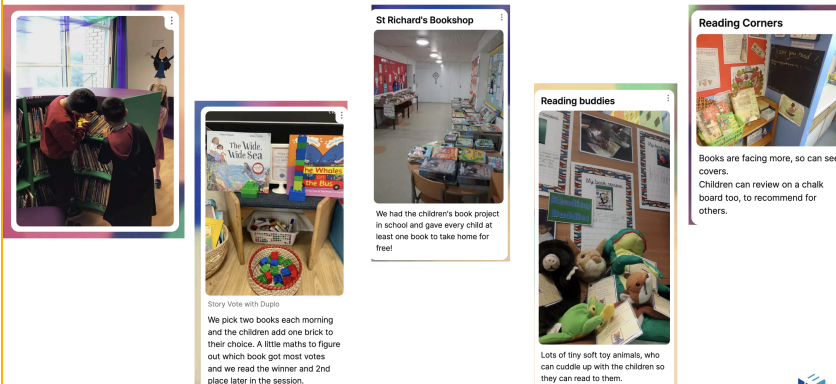
Workshop 6 – Reflection, case studies and legacy

**The workshops**



poetry, inclusion and diversity, graphic novels and picture books, reading communities within schools and wider reading communities, book recommendations, learning about ourselves as readers and our children as readers  
CASE STUDIES of other teachers' practice to learn from too

**Book buzz: books for children, libraries, reading corners and buddies**



St Richard's Bookshop

We had the children's book project in school and gave every child at least one book to take home for free!

Reading buddies

Books are facing more, so can see covers. Children can review on a chalk board too, to recommend for others.

Story Vote with Dugloo

We pick two books each morning and the children add one brick to their choice. A little maths to figure out which book got most votes and we read the winner and 2nd place later in the session.

hounsloweducationpartnership.co.uk



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### Impact

- 500 teachers
- 47 primary schools
- 13,000 pupils
- 77 hours of training
- 3000+ free books to schools

Over three years we explored children's literature, case studies and discussed the impact of teachers' own practices in their schools. Growing a reflective practice can be hard, but many teachers said that time to talk and share practice was what they valued most highly.



### Recognising excellence

2023: Alexandra Primary School worked towards the Reading for Pleasure Quality Mark with the Open University and UKLA; three additional Hounslow schools in 2024/25.

Get Hounslow Reading recognised the dedication and commitment of schools, practitioners and libraries with their own awards.

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## Conference

Please see the [report](#) and [film](#).

- Teachers wanted to share practice face-to-face.
- Ambassadors designed and planned a half-day conference in 2022.
- All the teachers who came were incredibly positive about its impact on their practice.
- The success of a teacher-led event ensured that ambassadors created a whole-day conference in 2023.
- 2 conferences brought together 200 teachers.

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*"I loved that the whole conference was led by other delegates. It is obvious that everyone has benefited from their time as part of Get Hounslow Reading and are passionate about sharing their successes and helping others to achieve that same success."*

*"It was amazing to have the time and space to think! Meeting lots of like-minded people who are equally excited and passionate about RfP was very contagious. It was an amazing buzz!!"*

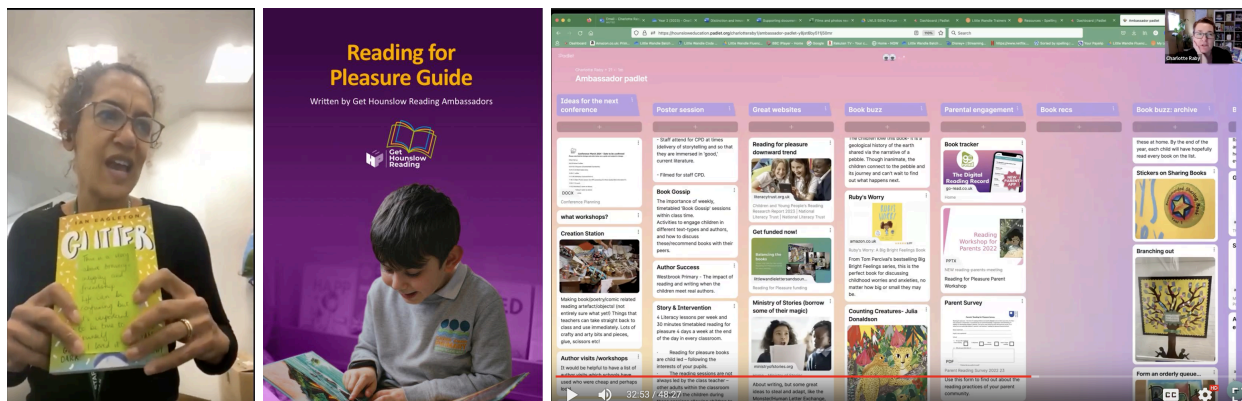
*"time to be inspired – time to network – time to think"*

### **Ambassadors: growing the pedagogy**

- 75 teachers engage as ambassadors, 30 of whom are super engagers.
- Ambassadors are committed to sharing good practice within their schools and the network.
- Reading for Pleasure guide – written by teachers for teachers.
- Ongoing commitment is high:
- Many will continue their role supported termly by Charlotte Raby.
- HEP will support the development of a sharing-practice programme for teachers.

Contingent Talk Ambassadors will lead this child-led book talk programme in 2024/25 following Charlotte's gradual and careful handover this year.

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### Padlets

28 Padlets created to share practice, book recommendations, case studies and widen teachers' knowledge of living poets and authors.

### Reading community

Teachers created three Parent Padlets for EYFS/ KS1, Lower KS2 and Upper KS2 to engage parents and develop RfP communities.


Increase parental engagement:

Two schools shared their success in doing so at the conference.



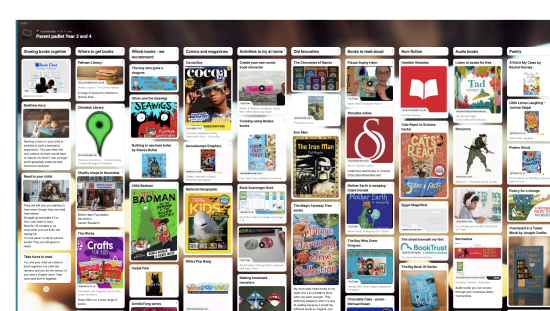
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The padlets



HEP Book Buzz  
Padlets with book recommendations  
Poetry Padlet  
Contingent talk Padlet with films of practice

The outputs: three parent padlets



*“Building new and more equal reading relationships with families and community members.”*

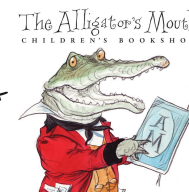
### Collaboration and funding

- Two schools worked with the Children's Book Project due to a high number of Pupil Premium.
- One school secured funding from the Siobhan Dowd Trust and bought books from The Alligator's Mouth book shop.
- All schools were given free starter packs of books curated by the Just Imagine Story Centre team. These books were carefully chosen to develop teachers' knowledge of diverse, modern authors and illustrators.

Children's  
Book  
Project



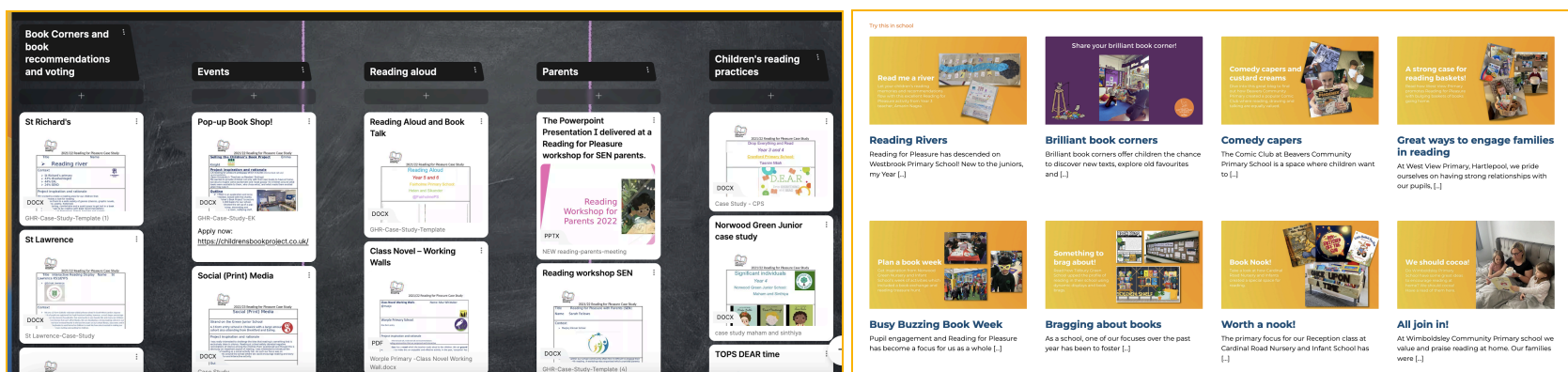
St Mary's  
University  
Twickenham  
London



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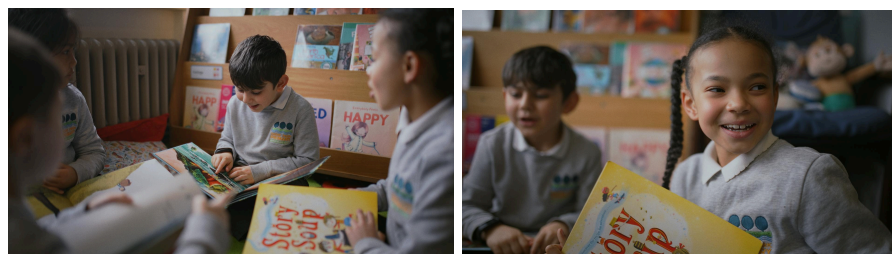
### Case studies

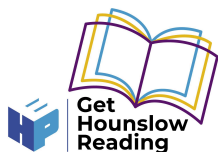
Teachers have written nearly 70 case studies (and counting) – an amazing resource. The Case Study Padlet is used by the current cohort in every workshop. Several of these case studies have been shared nationally on the Little Wandle Everybody read! website.



### Children as readers

Using pupil baselines at the start and end of each year, we were able to measure impact on pupils' reading practices.





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### **EYFS pupils' reading practices June 2024:**

- 100% of boys and girls enjoy listening to stories
- 76% of boys are excited by and like to look at/read books and stories
- 100% of girls are excited by and like to look at/read books and stories

### **KS1-3 and SEND pupils' reading practices June 2024:**

- 86% of boys enjoy listening to stories (+4%)
- 97% of girls enjoy listening to stories (+10%)
- 89% of boys like to look at/read books and stories (+7%)
- 100% of girls like to look at/read books and stories (+8%)
- 83% of boys are excited by stories/reading (+16)
- 92% of girls are excited by stories/reading (+3%)

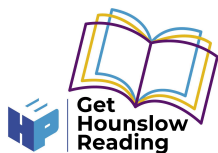
### **Changes to pupils' reading practices**

Since Autumn 2023:

- boys read widely including 18% more choosing picture books and graphic novels
- there has been a 4% increase in the number of boys and girls choosing to read at home
- there has been a 6% increase in boys choosing to read during weekends and holidays
- there has been a 15% increase in boys choosing to read on their own

Since Autumn 2023:

- girls continue reading widely including poetry with a 7% increase in choosing books
- there has been a 7% increase in girls choosing to read at bedtime
- 8% of girls now choose to read with a friend, but most still prefer to read on their own



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### **Pupil overall attitudes changed the most throughout the year:**

- 81% of boys think reading helps them with their understanding (+21%)
- 83% of girls think reading helps them with their understanding (+4%)
- 89% of boys think we are a reading school (+27%)
- 94% of girls think we are a reading school (+18%)
- 56% of boys think reading is cool (+9%)
- 78% of girls think reading is cool (+15%)
- 83% of boys see their teacher as a reader (+17%)
- 86% of girls see their teacher as a reader (+10%)

### **Teachers' beliefs**

At the end of a year's engagement with Get Hounslow Reading, teachers:

- teachers feel more confident and excited about conducting Reading for Pleasure sessions
- teachers enjoy revisiting old ideas and exploring new ones to make reading enjoyable
- some teachers have personally invested in new books to keep the reading material fresh and engaging
- there has been a significant impact on developing teaching methodologies, especially for early career teachers (ECTs)
- teachers have learned new strategies and techniques to foster a love of reading among students
- students are more engaged and enthusiastic about Reading for Pleasure
- teachers have become more aware of their students' reading habits and preferences
- initiatives like book clubs and reading cafés have been introduced to encourage regular reading
- teachers have increased their knowledge of children's literature and feel more confident recommending books
- schools are focusing on involving parents in their children's reading practices through multilingual book clubs, library visits, and workshops.



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### Reading teachers

89% of teachers read sometimes or often (+12%)

12% of teachers read rarely or when they're on holiday (23% at the start of the programme)

75% of teachers think they have a good knowledge of children's literature for their year group (+37%)

87% of teachers believe they have a good knowledge of their pupils' reading practices (+47%)

81% of teachers would rate their Reading for Pleasure practice as very good or excellent (+34%)

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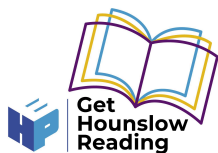


### Reflections

- Develop a school-to-school programme with Ambassadors.
- Support schools to visit each other and share practice.
- Identify three schools as centres of excellence.
- Online termly RfP session for Ambassadors to network and plan with colleagues.
- Continue partnership with St Mary's University.
- Build a wider pupil community across Hounslow to share their love of reading.

Teachers were asked to reflect on their year:

- 100% value the importance of making time to continue to embed the RfP pedagogy in their practice next year.
- 83% now view themselves as an ambassador for this project and are in a position to advise and support colleagues with their RfP practice.
- 79% of delegates would welcome a termly network meeting to share practice and stay up to date with RfP information and developments.
- 63% of delegates showed an interest in being an RfP Ambassador for their school.



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### **What's next?**

GHR 2024/25 will become a school-led programme

We have already started our work with key Ambassadors to design a register of best practice. We will finalise and launch a school-led programme in Autumn 2024.

Key schools will offer termly/half-termly dates in 2024/25 to host visits/CPD. HEP will support advertising, bookings and gathering feedback via website and newsletter.

HEP will support expert ambassadors to deliver internal/external twilight CPD to whole-school staff about GHR and RfP and/or Contingent Talk. These events will be planned on a school-needs basis.

When delivering CPD, Ambassadors will provide an outline & agenda to include:

- a book wave
- a piece of research to discuss
- Padlet work – one column for each school on a tiered Padlet showing East, West Central Hounslow schools
- a key takeaway to try in school
- a link to feedback on the training and help future planning

Pupil Voice – schools will continue baseline surveys, internally, twice a year with staff and pupils to monitor RfP impact.

Ambassadors will seek to add RfP to every SLT and staff meeting agenda to keep leaders updated.

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