



2022/23 Report – Charlotte Raby

Project aim –

From the start we aspired to grow a network of teachers who championed Reading for Pleasure in their schools. Last year we started on the path for Hounslow to make Get Hounslow Reading a self-sustaining and teacher-led project based on the authentic and grounded practice of the teachers.

What we achieved in 2022/23 –

Over the year 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.

- **Padlets**

We now have **twenty-eight Padlets** used by teachers across the project to share practice, book recommendations, case studies and widen teachers' knowledge of living poets. The **Parent Padlets** for EYFS/ KS1, Lower KS2 and Upper KS2, have been updated and are being used by schools.

Teachers have written nearly **50 case studies** (and counting) – an amazing resource that is testament to the commitment of teachers who have been part of the project over the last two years.

Last year's **Case Study Padlet** has been used by this year's cohort, who have connected to the practical examples of successful Reading for Pleasure practice from their peers.

Several of these case studies have been shared nationally on the **Little Wandle Everybody read!** website.

- **Ambassadors**

Our Ambassadors have been committed to sharing good practice this year and they were central to planning and delivering the half-day conference. So far, **72%** have told us they will continue in the role next academic year.

So far, **30** teachers from this year's project have signed up to become Ambassadors in 2023/24. We expect this number to go up with an ambition of having at least two Ambassadors from each school participating in the programme.

- **GHR conference**

The half-day conference was a complete joy and highlight of the year. Ambassadors from the 2021/22 cohort designed and led the event. All the teachers who came were incredibly positive about its impact on their practice. The success of a teacher-led event leads us to believe that our ambition to hand Get Hounslow Reading over to teachers to run and sustain themselves is not just possible but is in fact the best way for this practice to be shared.

- **Recognising excellence**

Alexandra Primary school has been invited, as one of 25 schools nationwide, to work towards achieving a Reading for Pleasure Quality Mark with the Open University and UKLA.



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This prestigious award, launched this year, will position Alexandra Primary as a centre of excellence for nurturing young readers who choose to read widely and frequently within and beyond school. Their work has already begun with their Ambassadors taking over the contingent talk project in the next academic year supported by Charlotte Raby. This project continues to grow a love of reading, developing language and strong relationships for our most vulnerable Nursery and Reception children

Successes –

- **Half-day conference**

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

- **Baseline reports**

Impact for children

- In Early Years we saw boys benefit the most with 100% believing that they are good at reading (a 15% increase from October)

Across all year groups

- 92% of boys and 91% of girls now think they are good at reading, a 51% and 19% increase respectively since October

In KS1 and KS2

- Boys are reading a range of texts including more magazines, comics, picture books and graphic novels: widening their reading habits
- 75% of girls still choose books over any other formats
- There has been a 21% increase in boys choosing to read at school and 98% of girls enjoy reading at home and school (2% increase)
- More pupils are choosing after school and bedtime to do their reading, but there has also been a 5% increase in girls and a 13% increase in boys reading in the morning
- 93% of boys (18% increase) and 98% of girls (12% increase) agree that reading is fun

- **Contingent talk project**

Participating schools have reported a wide range of benefits of contingent talk for participating children in Nursery and Reception including:

- Increased use of the reading corner
- Increased interest and excitement about books
- Greater confidence in talking with adults
- Wider language
- Better pronunciation of words
- Greater confidence in social situations

Contingent Talk is now embedded in several schools who have seen further progress this year

- **Impact for teachers**

- Valued time to talk and share practice
- Are reading more often



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- Are reading aloud to children more often
- Have an increased knowledge of children's literature
- Have a better understanding of children's reading practices
- Shared their practice with colleagues at school
- Improved children's engagement with reading through curating their book corners
- Understand the importance of the children seeing them as readers
- Are more confident with their Reading for Pleasure practice

Areas for improvement –

- **Support from SLT** to timetable reading aloud and Reading for Pleasure. Sustaining staff involvement when there are several members of staff in a school involved in the project. Ensuring RfP is part of every schools' SIP. Getting SLT to come to the 2023/24 conference.
- **Seeing practice in action.** Some teachers feel they would love to see Reading for Pleasure in action. We have included face-to-face meetings for the Contingent talk practitioners this year.
- **Parents, EAL, SEND and KS3.** We have developed Parent Padlets, which we need to ensure schools share. We will continue to support schools with choices of books for EAL and SEND pupils as well as find more support and case studies to help teachers see how to reach these groups of children. We will have some secondary colleagues join us this year.
- **Books for children to have at home.** We know that book ownership is key to changing children's attitudes to reading. Getting quality books into children's hands remains difficult. We need to work together to find sources of funding for schools to do this.

Aspirations for the next academic year –

- **A full day Conference**

Led by teachers, with practical activities to support teachers to grow their RfP practice. Working to create solutions to big issues such as parental involvement. Involving outside organisations who can support Get Hounslow Reading.

- **Continue the Ambassador programme**

The evidence from our surveys is clear – teachers want to continue and are motivated to do so. So far, we have 30 new teachers signed up as ambassadors; and 39 continuing. We have already seen this dedication in action as they welcomed the 2023/24 cohort to the project.

- **Current Ambassadors**

- **92%** value the importance of making time to continue to embed the RfP/Contingent Talk pedagogy in their practice.
- **87%** now view themselves as firm ambassadors for this project.
- **89%** are in a position to advise and support colleagues who register for Year 3



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of the programme.

- **67%** would welcome a half-termly network meeting to share practice and stay up-to-date with RfP information and developments.

We will run half-term network meetings for the two cohorts of Ambassadors. We will ensure that teachers can use these sessions flexibly especially if there are several of them in a school. The meetings will focus on maintaining RfP practice, looking at community awards and funding to get books in children's hands. We will also plan the full day conference, so it remains teacher-led and supportive of how teachers want to develop their practice.

- **GHR champion schools**

Schools are already putting themselves forward as Get Hounslow Reading champions. This will enable in-person meetings to share practice and network as we move towards a school-led programme.

- Westbrook Primary has offered to host an in-person Ambassadors meeting.
- Alexandra Primary School Ambassadors will take over the Contingent Talk programme, in-person, from March 2024.
- Marjory Kinnon has helped to promote the project to other SEND schools.