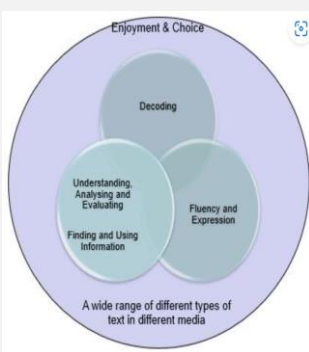




' Has the introduction of the nine text types in reading and writing across the cluster impacted on the books being used for shared and individual reading for pleasure in classes?'

Caroline McDonald PT Raising Attainment Fife Council

What did you plan to do and why?

- Everything your child reads is like delicious mineral feeding their minds to make them strong and help them grow. The greater the variety, the better (1)
- Observational data and NSA scores indicated a gap in learners' comprehension skills beyond narrative text, suggesting that the reading curriculum lacked breadth. There were also limited opportunities for learners to read for pleasure.
- Planned to consult with a range of colleagues and stakeholders, including cluster heads, the local librarian, the literacy lead, the Reading Schools team, and Stephen Graham, to identify appropriate training opportunities and available resources to support effective classroom practice.
- According to the cluster plan, the objective was to ensure all schools participated in the Reading Schools programme and engaged with the Fife Reading Assessment Resource Pack materials, as these both promote reading experiences across a range of different text types for various purposes, including solely for enjoyment.
- I wanted to see if reading for pleasure in schools – particularly shared texts- were adapting to these circumstances/ to meet pupil need.

What has happened in your enquiry?

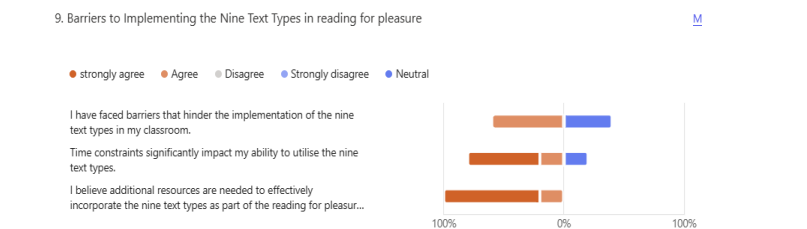
- Initial professional dialogue indicated that teachers do not plan reading for pleasure or shared reading in line with current guidance on text types in writing. That is they do not offer a range of texts – with novels in upper school and fiction picture books in earlier years.
- A study of 2 class libraries in each school supported this – most had a few non fiction books.
- A survey of staff was shared with all schools and pupils were surveyed in p4 and 5 across the cluster in my small target pupil groups.
- Participation levels for the survey were poor – staff reported a lack of time and workload priorities as barriers.
- Pupil groups had a small focus in p4- this was due to availability of pupils as a visiting teacher.
- 2 schools participated in the Libraries for Schools training – with SLT awareness being increased, so raised staff awareness.
- Some schools had already interacted with the Fife Reading Resource Pack – this may have already impacted practice before the enquiry started.

What impact has this enquiry had?

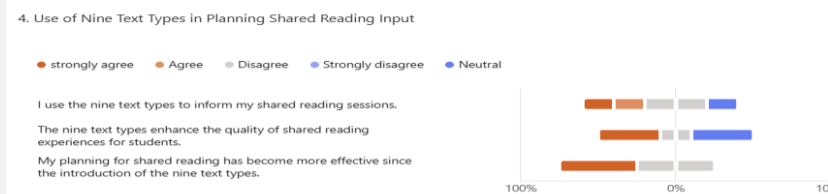
This enquiry has promoted professional dialogue and personal reflection on practice within my settings. It has indicated that the 3 year text type input by schools has impacted on writing – but not yet on reading, and not on the offerings for reading for pleasure/ shared reading for pleasure.



Pupils and staff report that staff are still reading and providing class stocks of novels and fiction picture books. Pupils reported that these were decided on by teachers- who previously indicated lack of knowledge of new and varied texts in a survey before we started the reading schools journey. Some pupils reported a vote for shorter books.



An awareness of the need for support for staff and enhance training alongside the inputs on the reading assessment materials. Staff awareness of the Fife Workshop For Literacy linked text as opposed to the Reading for Pleasure book requires clarification.



While awareness has been raised of the issue – and thus professional dialogue has started the nine text type input has not yet impacted on the books being offered for shared or individual reading for pleasure offerings within these schools.

What are the implications and next steps?

The implications of my findings are:

Pupils may not be introduced to the text type the enjoy-limiting participation in reading for pleasure. This may also create a cohort of pupils who actively dislike reading for pleasure. There may be an effect on teaching of other subject areas where more critical reading is required. Staff workload to enhance practice should not be onerous – SLT to consider rolling programme expectations similar to the writing pathways developed last session.

Next steps:

Staff awareness raising about text types in class libraries and shared reading
Staff awareness of new books and links to sources of new text types via our Glow team.
Schools to be asked to develop a reading for pleasure policy – example to be shared. (LITERACY TRUST LINK)
Continue to support schools in developing their libraries and reading culture through Reading Schools Programme and links with On Fife.

References

Links to core sites which shaped this enquiry
[Reading | Fife Literacy](#) local policy
[Reading Schools - Scottish Book Trust](#)
[1fa7e92d-ea8a-419d-9b62-78c372233ee5.pdf](#) balanced readers Fife
[Why Should Children Read a Range of Texts?](#)
1. R A sort blog arguing the case for a wide reading diet.
[Reflecting choice: Reading for pleasure through focusing on a variety of texts in the Primary classroom | PGCE PRIMARY SPECIALISM 'Teacher inquiries'](#)
Enquiry paper from university College London
[Developing Reading for Pleasure: engaging young readers: 1 | OpenLearn - Open University](#)
Cremin, T., & Scholes, L. (2024). Reading for pleasure: scrutinising the evidence base – benefits, tensions and recommendations. *Language and Education*, 38(4), 537–559. <https://doi.org/10.1080/09500782.2024.2324948>

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