

Case Study: Janet Noble, Primary School Librarian, Tower Hamlets Schools Library Service

Playground Book Trolleys

Janet works for Tower Hamlets Schools Library Service and one of her schools is Vicarage Primary School, Newham, London. In April 2016, playground book trolleys were introduced for KS1 and KS2 children to use during lunchtime to support reading for pleasure. The project is ongoing.

There were several reasons this project was implemented. Reading for pleasure at Vicarage Primary School¹ aims to establish each child as a lifetime reader based on developing a love of reading and the school wants to ensure their children are given a rich curriculum which encourages reading of books and other kinds of texts. The school promotes the concepts of reading for *'fun'*, *'enjoyment'* and *'pleasure'* and book trolleys endorse this aspect as well as giving children more exposure to books. In addition, Ofsted states that *"Schools that take the business of reading for pleasure seriously, where teachers read, talk with enthusiasm and recommend books, and where provision for reading is planned carefully, are more likely to succeed with their pupils' reading."*

There is also a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006); evidence that suggests there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011); and reading enjoyment has been reported as more important for children's educational success than their

family's socio-economic status (OECD, 2002).

There is a link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007); regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009); and international evidence supports these findings - US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). Furthermore, evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) and other benefits to reading for pleasure include text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).²

During the past three years the project has been running the school has noted:

- An increase in pupils' confidence in selecting books
- An increase in pupils' willingness to try different genres and authors
- An increase in pupils discussing , recommending and sharing books amongst themselves
- An increase in pupils' requesting new titles and series.

In addition the performance summary figures for the school also show an increase. See table on following page.

¹<http://vicarage.newham.sch.uk/learning/subject-areas/>

² www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure

KS1 (Yr 2) Performance Summary			
% Expected	(% Greater Depth)		
	2016	2017	2018
Reading	81% (24%)	83% (34%)	86% (36%)
Writing	77% (18%)	79% (24%)	84% (25%)
KS2 (Yr 6) Performance Summary			
% Expected	(% Higher Standard)		
	2016	2017	2018
Reading	78% (19%)	80% (17%)	91% (38%)
Writing	90% (11%)	91% (32%)	90% (34%)
Key Stage 2 Average Progress Score			
	Reading Progress	Writing Progress	
All pupils 2018	+4.0	+4.6	
All pupils 2017	+2.1	+5.1	

Vicarage Primary School intends to sustain the book trolley project with regular renewal of stock. They also plan to survey pupils to ask what books they would like to read and have adult supervision of the trolleys at lunchtimes.