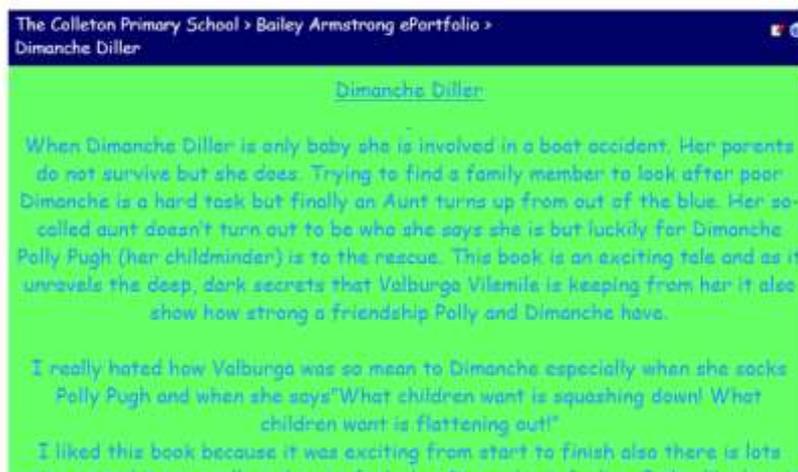
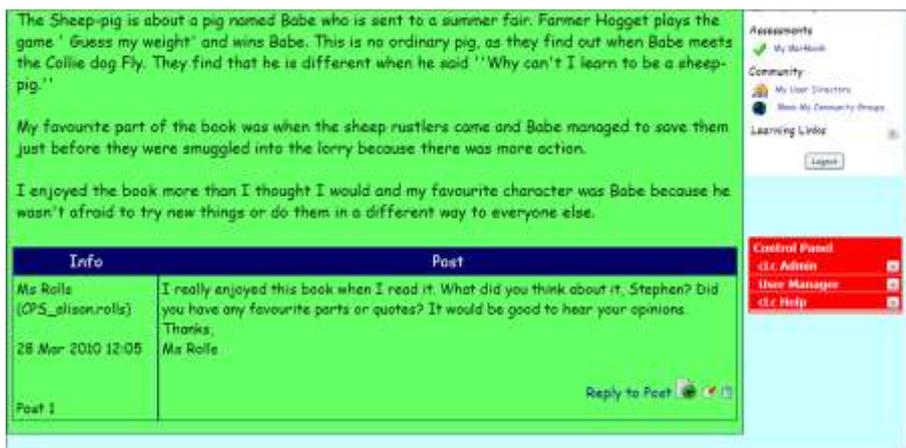
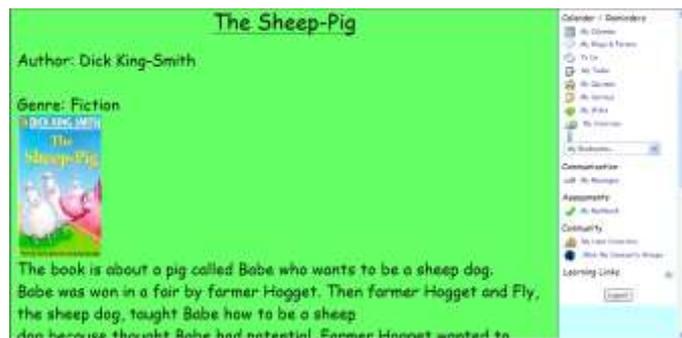


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at www.clcsuccess.com

School: The Colleton Primary School	LA: Wokingham
Teacher: Alison Rolls	Students: Year 5 & 6
Contact: alison.rolls@colleton.wokingham.sch.uk	
Learning Focus: To encourage Reading.	
Curriculum Focus: Literacy, PSHE, ICT	
Tools used:  Blog,  sound recorder in e-portfolio;  survey	



How this worked in practice: The aim of this project was to use the  blogs and  surveys on the Learning Platform to assist and enhance a **Reading Club** project that was already running in our team of 60 Year 5 and 6 children. The **Reading Club** project itself had several aims, but particularly, that through peer engagement and empowerment we would see an improvement in the reading behaviour and motivation of a group of boys

with a particular emphasis on reading aloud expressively and the image of being a “reader”.

. Our general aims and learning objectives were

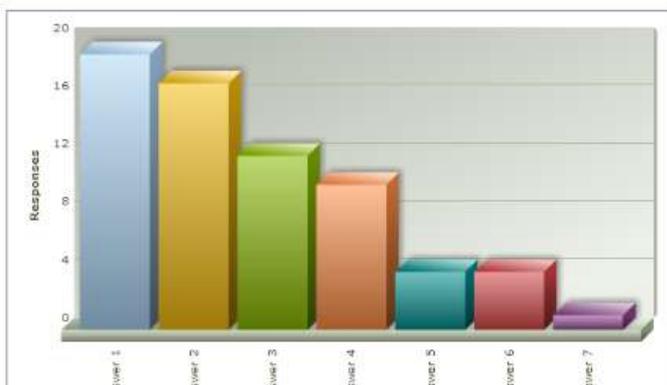
- to give children an audience when reading aloud to enable them to practise lively expression and see the relevance of this
- to enable them to discuss texts in an informal situation, sharing their opinions and ideas about the books they had read with their friends and teachers
- to introduce children to books that they may not have chosen themselves to read, but that their peer group had
- to engage and motivate children with reading through their peer group
- to use the  blog to give the children’s views a wider audience than their group, and also a student voice through the use of the  survey.

The Reading Clubs proved to be very popular and were organised as follows. Children chose group members and books that they agreed to read within a certain time limit. They were set a task to include rehearsing a passage of their choice to read aloud to the group expressively, and agreed to choose an aspect of the text to discuss with the group. They all signed a “contract” to agree to this. This was set as a Home Learning task, which could be accessed by children and parents on our Home Page on our Learning Platform.

The children then took a  survey to determine their attitudes to reading, reading aloud and books. They were also shown how to use the  sound recorder in their e-portfolios to encourage them to record themselves reading aloud in order to practise their use of expression.

As part of the second Reading Club task in the Spring term the children were asked to write a book review using the  blog with specific reference to their favourite parts of the text of their groups’ chosen book.

Question 5		View Response Details Hide Question
How much do you enjoy talking about the book you are reading? Select all that apply to you.		
No.	Answer	Total
1	I enjoy talking about the book I am reading with adults or other children.	19
2	I always enjoy talking about a book I am reading.	17
3	I find it difficult to talk about a book I am reading.	12
4	I don't enjoy talking about a book I am reading with adults, but I'm ok with other children.	10
5	I don't enjoy talking about a book I'm reading with other children, but I'm ok talking about it with adults.	4
6	I never enjoy talking about a book I'm reading.	4
7		1



At the end of the school year, the children were asked to revisit the same  survey about their reading attitudes and how they had found the Reading Clubs. This produced some very interesting statistics, and also useful profiles of the children as “readers”. We were also able to use their **student voice** to make changes and improvements for our next year’s Reading Clubs.

By the end of this project, the children had developed skills in:

Literacy: Speaking and listening, discussion and engagement with texts, reading with expression, writing about a book with reference to the text.

PSHE: Being aware of different points of view and preferences, group co-operation

ICT:  Blogging &  sound recorder (podcasting).