



Parent/Carer Reading Survey Results and Analysis

It was pleasing to see that we had such a good response for returning surveys with 73 in total. In addition to the raw numbers, there were numerous comments - positive and developmental - which parents/carers wanted to share. It is essential that we are transparent with this and, consequently, we have published a comprehensive response.

Please note that percentages may not total 100 due to rounding and some where more than one answer was ticked.

		Responses (dependent upon the question)				Neutral/ Positive
1	How much does your child enjoy reading?	A Lot 63%	Quite Often 28%	Not Often 9%		91%
2	How often does your child read?	A Lot 51%	Quite Often 42%	Not Often 7%		93%
3	Does your child talk about books read at school?	Often 45%	Sometimes 48%	Never 7%		93%
4	When does your child read at home?	Before School 18%	After School 52%	Before Bed 76%	Weekends 79%	N/A
5	Does your child read on their own or to someone else?	By themselves 68%		With an adult 82%		N/A
6	Does your child bring a reading book home from school?	Often 90%	Sometimes 9%	Never 1%		99%
7	Does your child read school reading books?	Because they want to 73%	Because they are expected to 31%	Because their parent tells them to 39%		N/A
8	How are you kept informed about reading and your child's progress?	End of Year Reports 49%	Parents' Evenings 67%	Reading Journals 52%	Certificates 27%	N/A
9	Are you aware of the types of reading matter that are appropriate for your child?	Yes 37%	Partly 42%	No 22%		79%

Data Analysis

- Overall, the response has been hugely positive with there being minimal disagreement in relation to school provision.
- Unfortunately, although minimal, there are parents/carers who are currently not having the experience we would want them to have at Harlow Green.
- The response to how we support reading, which is one of our key areas for development, was very strong in the overall school questionnaire and this is reflected in this survey too.
- It is recognised that children are able to bring home reading books home on a regular basis from school and that this is developing an enjoyment of reading.
- The lowest percentage is regarding giving parents the knowledge about appropriate reading material for their children at home.

Comment Analysis

Strengths

- There is a recognition that the school provides information about reading in a number of different ways, so that parents are aware of the progress their child is making.
- Year group parent sessions were well-regarded as they provided an understanding of the expectation for that particular year group.
- It was recognised by some that the school have invested heavily in new books over the previous three years to provide quality reading material for the children.
- It is evident that children are reading at different times of the day and many have a settled routine of reading immediately before bed.
- The provision of texts in school means that children are exposed to a wide range of different text types and they are then reading a wider range at home too as a result of this.

A Few Positive Quotes:

- My daughter loves stories and reading. She is growing more confident and is starting to read stories to her little sister.
- Thank you for all the fabulous impact she is getting at school.
- We had a meeting at the beginning of Year 3 that was really useful as it gave us some practical advice.
- I feel the school supplies a lot of information about reading.
- We have had a session with the teachers to discuss reading expectations for Year 5 and Year 6 and this was useful and informative.
- My child says the school has replaced the books which they gave a positive comment to.
- I can't think of anything else the school could do to make reading more enjoyable or interesting.
- Teachers have always been fully supportive and have pushed my daughter to progress.

Summary of Queries Raised

There have been a number of comments regarding the levels that children are working at on Accelerated Reader and what this means and why they might appear on the sunflower in class.

We are conscious that the ZPD levels do not give immediate access to an age-related level for parents. At Year group meetings, teachers gave more detailed insights into what these ZPD levels mean. However, these meetings have not taken place across school and some parents were unable to attend in the year groups where they were held. There are parent links on the Accelerated Reader website and we will ensure that these links are available on the school's website – along with an explanation about the different ZPD levels. The class sunflower is a recognition of the children who are achieving 85% or above in the quizzes that they take once they have completed an accelerated reader book.

The amount of information regarding children's progress in reading is an aspect which has been raised as parents/carers have either been uncertain or believe they do not get enough.

The school follows the structure that the vast majority of schools do which is that we must report to parents three times a year. Firstly, we meet with parents/carers in the autumn term to discuss the focus for the year in reading. Secondly, we meet with parents in the spring term and discuss progress as well as next steps. Finally, we provide a final report which will explain what the children have achieved within reading over the year. This is the same format that is used by most schools and I have checked the schools within our cluster who have stated that they do the same. Although we understand that parents/carers may want more, it is not possible for teachers to provide weekly, or monthly, reports.

The children have Reading Journals, which are used more frequently in KS1 and Year 3 to provide feedback to parents about reading. In Year 4, 5 and 6 they are used as record by the children with occasional comments by teachers if this is deemed necessary, or if there has been some target reading with a particular child. Parents are always welcome to comment in the diaries for children to show the class teacher.

If a teacher feels the need to speak with a parent about a particular aspect of a child's reading, they will speak with the parent/carer. We would want any parent/carer who has queries about their child's reading to contact the class teacher and to have this as a continual dialogue rather than have additional formal set times.

There were some comments about books being tatty, or not up to date.

Over the past three years, the school has invested heavily in books for the KS1 Reading Scheme and the KS2 Accelerated Reader Scheme. This has involved spending several thousand pounds, initially on each scheme and then further replenishments each year. In addition to this, some of the old stock of books had to be maintained to ensure that there was sufficient quantity in each level.

One issue we have is that books are not always returned to school or are returned in a poor condition once they have been taken home. As a result of this, we are going to have to impose a £5 charge for any lost or damaged books, so that they can be replaced.

There was some comment about rewards for children reading.

Over the last year, we have adapted the way in which we reward children. Previously, there has been reading reward schemes where children have received prizes for reading. Presently, we give out 'Ask me ...' stickers regularly and reading certificates weekly in celebration assemblies on a Friday. In addition, children may receive extra certificates for reading regularly from their teacher and when they move up reading scheme levels, or levels on Reading Plus.

It is important that we recognise children's achievements but also support them to understand that they should be proud of themselves as well as them seeing how proud school and home are. We want children to develop a love for reading and to read because they enjoy it and see the benefit, rather than for a token reward.

There is some uncertainty about the types of reading matter a child should cover at different ages.

The books that the children bring home are appropriate for their ability based upon phonics, levelled book bands, or individualised assessments on Accelerated Reader. These books provide some guidance as to the authors and complexity of books that children should be reading. However, to supplement this, the school will provide links on the website and year group reading lists that will provide further examples of appropriate authors and books.

Some comments were made about knowing the class text, so that it could be read with the children at home too.

The aim of the class texts are to provide children with books that are age appropriate and that are rich in vocabulary and provide a stimulus for discussion. Whilst we value discussion at home about these texts, it would be preferable that they aren't read in their entirety as the work being carried out in class often depends on the children not having all of the information at a particular time. In terms of knowing the class text, the children should all be able to inform parents what is being read. In addition, we will update the website with half-termly posts about the class text.

There was one comment suggestion author visits to school.

This is something that we are trying to develop within school over the coming year to provide the right opportunities for the children. In addition, the school are looking at theatre visits linked to texts to enhance children's experiences. This academic year, Year 5 and 6 are going to the Theatre Royal to see 'Holes' which has been studied in class.

There is mention of having comfy reading areas in all classrooms.

Whilst it would be lovely to have bean bags and settees in all rooms, this is unfortunately impracticable, particularly as the children get bigger, due to the size and nature of the classrooms and the limited number of children who would be able to access them. However, we will look to identify other reading areas around school, such as outdoors and develop those to support children's access.

Some parents would like further guidance about how to question children when hearing them read, or would like questions sent home for each text.

Listening to children read and talking about the text is of vital importance – no matter what specific questions are actually asked. However, we will provide links on the website with handy guides about the types of questions that are relevant for different ages and this will allow parents to create their own questions to discuss with their children.

Some parents would like more comics, or book clubs to help promote enjoyment of reading.

There are some reading books in the scheme that are set out in a comic style. Previously, we did have a comic swap box in Reception that parents and children could access. This is something that we will look to resume and perhaps link to a reading or book club where children can discuss the books and comics that they are reading.

One comment was made about increasing the number of children who are heard read one-to-one.

Thank you to the parents, carers who have been able to offer some time in school that will allow this to happen. Children being heard read at home and at school is essential and should be a joint effort.