



**CRANLEIGH**  
EX CULTU ROBUR

# IMPACT REPORT: LITERACY OUTREACH



# IMPACT REPORT: LITERACY OUTREACH

Literacy skills play a fundamental role in shaping a young person's educational journey and future prospects. Reading and writing ability is the single biggest factor in promoting social mobility and for these reasons we have decided to focus our public benefit activities around improving literacy and promoting a life-long love of reading for the children in our local community.

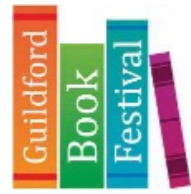
Cranleigh's Literacy Outreach projects are manifold. Alongside a year-round programme with a local maintained primary school, we promote reading in Zambia, invite local schools to theatre and story events, and partner with libraries on special events and schools visits.

We additionally participate in individual days to celebrate storytelling as part of the West Surrey Partnership of schools. Last year's event was a magical, theatrical performance of Michael Morpurgo's *I Believe in Unicorns*.

Further afield, our work with Beyond Ourselves has focused on improving literacy at our partner school in Kitwe, Zambia, through teacher training and provision of materials in the Jolly Phonics reading scheme. Our work at this school was a key part of the joint Beyond Ourselves, Ministry of Education (Zambia) and Jolly Futures provision of Jolly Phonics teacher training to support the advancement of English literacy across Zambia in all 515 government and community schools in Grade 3, the point at which pupils are expected to learn English as part of the Zambian National Curriculum. Over the last six years over 3,500 teachers have been trained, helping 150,000 pupils with grades tracking showing scores of two or three times higher than pupils in non-Jolly Phonics classes.

## ZAMBIA





In order to fulfil our aim of improving reading and literacy levels in our local community, we partner with various organisations, including Surrey Libraries, the Guildford Book Festival, The West Surrey Partnership and the Surrey Cultural Forum.

### YOUNG READER PROGRAMME

The main purpose of this report is to outline the positive impact of the collaborative efforts between Cranleigh School, Cranleigh CofE Primary and the National Literacy Trust to improve reading engagement and literacy levels in our local community. Now in its third year, the Cranleigh Young Readers Programme has supported close to 400 pupils to receive over 1,200 books as well as helping Cranleigh CofE Primary to update and diversify its library collection. This programme is supporting children at a crucial time, as the cost of living crisis continues to have a significant impact. The most recent recorded data from Cranleigh CofE Primary indicated that 30% of its cohort were eligible for free school meals, a key measure of childhood poverty and more than twice the Surrey average of 14.3%. NLT research found that one in three of those financially struggling were buying fewer books for their children.<sup>1</sup> In 2023, reading enjoyment was at a historic low, with 57% of children and young people aged eight to 18 telling the NLT that they didn't enjoy reading in their free time.<sup>2</sup> Further, they also found that one in 12 of those interviewed didn't own a single book. Cranleigh CofE Primary pupils are behind the both the national and local authority scores in reading attainment data and, as such, supporting the pupils' literacy remains of high importance.

We know that reading for pleasure can transform children's lives. The OECD 'Reading for Change' study found that reading for pleasure was the most important indicator of the future success of a child and can have a greater impact on a child's educational attainment than their parents' socio-economic status. In fact, children who enjoy reading are three times more likely to read above the level expected for their age as those who don't enjoy reading. NLT research has consistently demonstrated the significant impact that book ownership can have on encouraging children to read for enjoyment, which in turn can lead to better academic attainment, improved mental wellbeing and higher earnings later in life.<sup>3</sup>

However, data from the NLT's Annual Literacy Trust's 2023 Survey of 70,000 young people shows that children's reading is at a crisis point. Less than half stated that they enjoyed reading in their free time and only three in 10 said they read daily. The Survey indicated that urgent action is needed at primary school because whilst children and five to eight are least likely to have their own book (one in five), those aged eight to 11 are experiencing the most rapid fall in reading enjoyment compared with previous years.

The Cranleigh Young Readers Programme was designed to address all of these challenges, inspiring in children a love of reading and books. Over the past 18 months, Cranleigh CofE Primary has been transitioning to an academy after it received an 'inadequate' judgement in an Ofsted inspection in 2022. Understandably, this had a detrimental effect on staff morale, but teachers have

been working hard on the highlighted areas of improvement, such as strengthening teacher knowledge of age- and stage-appropriate texts. Central to the Young Readers Programme is the development of teacher knowledge of children's books and reading for enjoyment pedagogy to best support pupils. So the provision of opportunities to choose books and take part in fun book events has been key in strengthening pupils' reading enjoyment and confidence.

### THE PROGRAMME

**Aim: Engage guardians and the wider community in promoting reading and literacy by organising events, book choice and workshops, as well as teacher training to support reluctant readers**

This is the third year of Cranleigh School working together with the National Literacy Trust on a dedicated Young Reader programme with Cranleigh CofE Primary, with the intention of enabling staff to implement a sustained and impactful whole school reading culture, and providing hundreds of local children with a lifelong positive relationship with books, reading and education. The scheme aims to particularly support reluctant readers and help the community to develop more knowledge about diverse children's literature, to support its growing diverse community.

The Young Readers Programme was planned to motivate children to read for enjoyment by involving them in three, fun, creative reading-related events that promote book choice and book ownership and help them to become lifelong

readers. They learn to identify and articulate authors, genres, and styles they enjoy and develop their own reading identities as a result. They use these skills to select free new books of their choice to keep and take home, thereby increasing book ownership, which has been shown to have a positive impact on educational attainment. Research also shows that this element of personal choice, unique to the Young Readers Programme, is essential to children developing their own reading identities and the intrinsic motivation to read – even reluctant and struggling readers are more motivated when they get to choose the book themselves. The NLT's training encourages teachers to connect to the power of reading in their own lives and deepen their knowledge of contemporary children's literature. It's designed to help teachers implement sustainable reading for enjoyment practices, such as engaging storytelling activities, peer-to-peer recommendations, informal book talk and 'teacher reader' role modelling.

It was also important that Cranleigh School pupils should benefit from a symbiotic relationship with the local school, and so Sixth Form volunteers were trained to be able to help with the events, running small drama workshops and reading themed craft activities, as well as learning how to help younger children choose a book of their own.

### MODEL

This year we reached four classes across Years 2, 3 and 4 with a Year 3 CofE teacher and English Lead co-ordinating the programme for the school and receiving training and resources to support with delivery. The main training was delivered online to ensure efficiency with teacher workloads and focused on accessibility for pupils, helping teachers gain insight into pupils' reading tastes and interests and the importance of having a diverse and varied range of books. In addition the NLT lead a whole-school training session entitled 'Reading for Pleasure: impact and best practice' to embed the aims of the programme with the whole staff body. During two fun events children had the opportunity to choose a book of their own to keep and read at home.



Storyteller, Danyah Miller, teaching drama and story techniques to Sixth Form volunteers



**"The children really loved the event this year and there was still such a buzz the following day."**  
*Cranleigh CofE Primary Teacher*

### KPIs

We exceeded the aim to train one teacher to deliver the programme and develop skills to support reading for pleasure as we led additional training with 10 teachers at the school.

The aim to increase book ownership by donating three new books to each participating child was met, as was the aim to offer meaningful volunteer opportunities with 12 Cranleigh Sixth Formers being trained to take part in events.

The aim to provide CofE pupils with a professional storytelling session was exceeded, with the provision of two storytelling sessions across two events with multiple smaller groups per event.

The aim to support 132 children at Cranleigh CofE Primary to read for enjoyment was the only KPI not met. This year we reached 90 pupils owing to declining

### References

- 1 National Literacy Trust, 2023. *Children and young people's access to books and educational devices at home during the cost-of-living crisis.*
- 2 Clark et al. 2023. *Children and young people's writing.*
- 3 Cole, Clark & Picton, 2022. *Children and young people's book ownership in 2022*



Selection of books on offer at book ownership day

Booknic day at Cranleigh CofE Primary



school roll and teacher capacity. The remaining book spend was put towards additional titles for book corners and the school library space.

**"It made me feel excited, calm and happy because I love seeing new books when I finish all my other ones."**  
Year 2 Pupil, Cranleigh CofE Primary

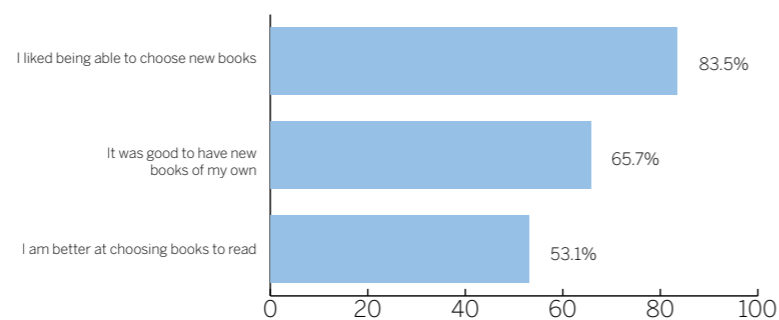
Over the course of the programme, pupils' reading enjoyment, confidence in their reading ability and reading motivation all improved. There was a 10% improvement in the number of pupils reading

## EVALUATION

Insight was collected from pupils, teachers and volunteers at the end of the academic year, from all schools participating in the Young Reader Programme. Analysis demonstrates the positive impact of the programme.

Pupils valued the fact that they got to choose books to keep as a result of the programme. One in four pupils (27%) said the books that they chose as part of the programme were the first books they have owned. More than half said they were now better at choosing books (see Fig.1)

Figure 1: Percentage of pupils who agreed with statements around book choice and ownership



weekly and almost 70% said they think reading is more fun after taking part in the programme. These changes were echoed by teachers, with most noting positive changes in reading enjoyment (99%), motivation (94.6%) and confidence (91.7%). Additionally most teachers agreed that pupils are proud to have books of their own, are reading new books and are more likely to read on their own initiative (see Fig. 2).

After taking part in the Young Readers Programme, teachers' understanding of the importance of reading for pleasure, book ownership and book choice were all high (see Fig.3).

Teachers' confidence in supporting reading for pleasure also improved with nearly all teachers taking part reporting that they felt confident in supporting children to read for pleasure and talk to one another about the books they have read (see Fig.4).

Overall, the provision of much needed new and diverse books for Cranleigh CofE primary is hugely appreciated and ensures their pupils have access to high quality, engaging book titles to inspire a love of reading and build strong reading habits. For the book events, the student volunteers make it a unique and impactful community programme.

**Jody Cooksley,**  
Director of External Relations in partnership with the National Literacy Trust

September 2024

Figure 2: Percentage of teachers who perceived various pupil behaviours, since participating in the Young Readers Programme

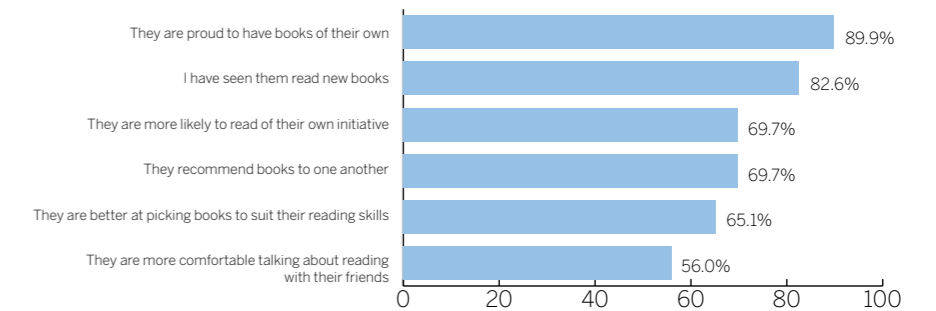


Figure 3: Percentage of teachers who rated their understanding in various areas as 'very good' or 'good' after taking part in the Young Readers Programme

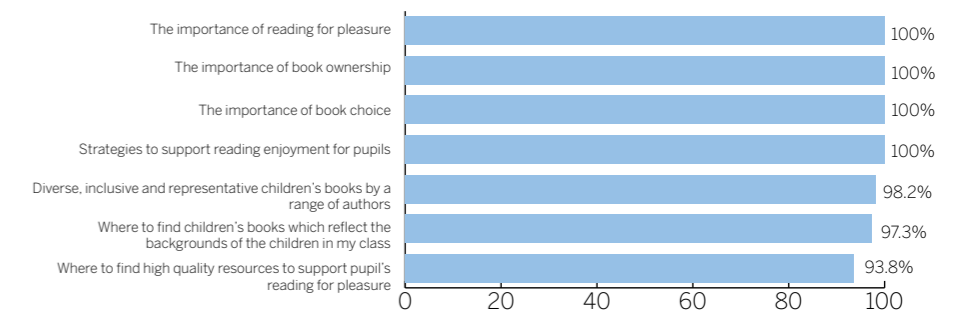


Figure 4: Percentage of teachers who felt 'very' or 'quite' confident in supporting pupils in various ways, after taking part in the Young Readers Programme

