

# Brighton & Hove City Reading Strategy

May 2009



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# Brighton & Hove City Reading Strategy

## - document for consultation, May 2009

### Foreword

Reading is essential for daily life. It frees you, can fuel ambition, open doors, empowers you and can change your world view. The more you read, the more you know. Reading helps you connect, think, judge, decide, and contribute. If you read, everything is within your reach.

There is much to celebrate about reading in Brighton & Hove, but there is more to do to enable everyone to benefit from the rewards of reading.

This strategy is a consultation document designed to engage more people in the development of an action plan to improve reading across the city. It sets out priorities we have already identified that we can work on together to achieve this. We are seeking your views on these and wish to capture other ideas that will contribute to the development of reading across the city.

Please send us your comments and ideas by Friday 10th July, 2009.

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# Executive Summary

The Reading Strategy sets a clear vision to make Brighton & Hove a city where:

- every child and young person can read
- every adult can read
- everyone enjoys reading and becomes a regular reader
- everyone benefits from the advantages that the ability to read brings
- everyone is supported so that any difficulties in learning to read are overcome

The strategy is broken down into different age groups and identifies how we are doing now, describes the current provision, and then sets out key priorities for the future:

## Early years (0-5 years)

- 1 Train and support all practitioners and teachers working across the Early Years Foundation Stage
- 2 Raise the percentage of children living in areas of deprivation achieving 6+ in Communication, Language and Literacy in the Early Years Foundation Profile
- 3 Promote and support parents and carers reading with their children

## Children & Young People (5-19 years)

- 1 Raise the profile of reading in all primary schools
- 2 Raise attainment in reading and increase the number of pupils attaining age-appropriate levels across Key Stage 1 and Key Stage 2
- 3 Empower families to support their children's learning through encouraging reading for pleasure

- 4 Improve range, content, engagement and progression in reading via Assessing Pupils' Progress (APP) in secondary schools
- 5 Improve intervention at an earlier stage through one-to-one tuition in Key Stage 3
- 6 Improve the reading curriculum through support for continued, yearly implementation of the renewed curriculum in Years 7, 8 and 9
- 7 Improve achievement and attainment in reading in Key Stage 3 and 4
- 8 Provide support and leadership with the implementation of functional skills, including building and applying reading skills
- 9 Further develop provision for children and young people with disabilities and Special Educational Needs
- 10 Promote a love of reading and support reader development through public libraries

## Adults (20+ years)

- 1 Increase the literacy rate amongst adults
- 2 Encourage and support families reading and learning together
- 3 Recognise and promote the broader benefits of reading

A range of commitments is given under each priority, which will lead to the development of a detailed action plan to achieve improvement. The next steps will be to promote the message that **Reading Matters**, and work in partnership across the city to implement the actions needed to improve reading and literacy in Brighton & Hove.

# 1 Vision

The vision is that Brighton & Hove will be a city where:

- every child and young person can read
- every adult can read
- everyone enjoys reading and becomes a regular reader
- everyone benefits from the advantages that the ability to read brings
- everyone is supported so that any difficulties in learning to read are overcome

## 2 Aims of the Strategy

Through partnership working across a range of agencies, including adult and family learning, voluntary and community sector partners, the youth service, business partners, educational stakeholders and libraries, the aims of the City Reading Strategy are to:

- encourage a love of reading
- open up reading choices and widen views of what reading is
- identify and support specific groups who may have reading difficulties, for example those with special educational needs or visual impairment, and children and adults with disabilities
- identify and support specific groups who are reluctant readers, including some boys, teenagers, and adult learners, so that they read more effectively and more often
- use reading to stimulate individuals' creativity and imagination, to encourage self-awareness and empowerment, and to relax and relieve stress
- promote literacy skills and raise educational standards
- offer opportunities for social interaction, conversation and shared community experiences through reading
- encourage all parent/carers, mothers and especially fathers, to read with their children, giving them the best start in life
- raise the status of reading as a creative activity
- develop an action plan with partners across the city which addresses the needs of all readers, especially those experiencing difficulties with reading or requiring aids to support their reading

# Policy Context

## 2020 Community Strategy

The City Reading Strategy has been developed to complement the priorities identified by the 2020 Community Partnership, in particular “Promoting enterprise and learning” and “Strengthening communities and involving people”.

## Local Area Agreement (LAA)

The City Reading Strategy supports the achievement of key performance indicators adopted locally and in particular, the 2008-11 priorities related to engaging more residents in the arts and cultural life of the city, and increasing the percentage of 19 year old and adult learners gaining a Level 2 qualification.

## Corporate Plan

“Improve young people’s reading levels by implementing a city-wide reading strategy” is a key objective within the corporate priority to Reduce Inequality by Increasing Opportunity.

## Children & Young People’s Plan

The development of a City Reading Strategy clearly supports the Children and Young People’s Plan, identifying reading as a core skill that all young people need to give them access to opportunities for learning and personal development.

## Libraries Plan

The Strategy builds on existing initiatives such as Bookstart and the Summer Reading Challenge, to support children’s reading development. It also reflects the importance of reading for pleasure in building confidence and skills in adult learners.

## School Improvement Strategy

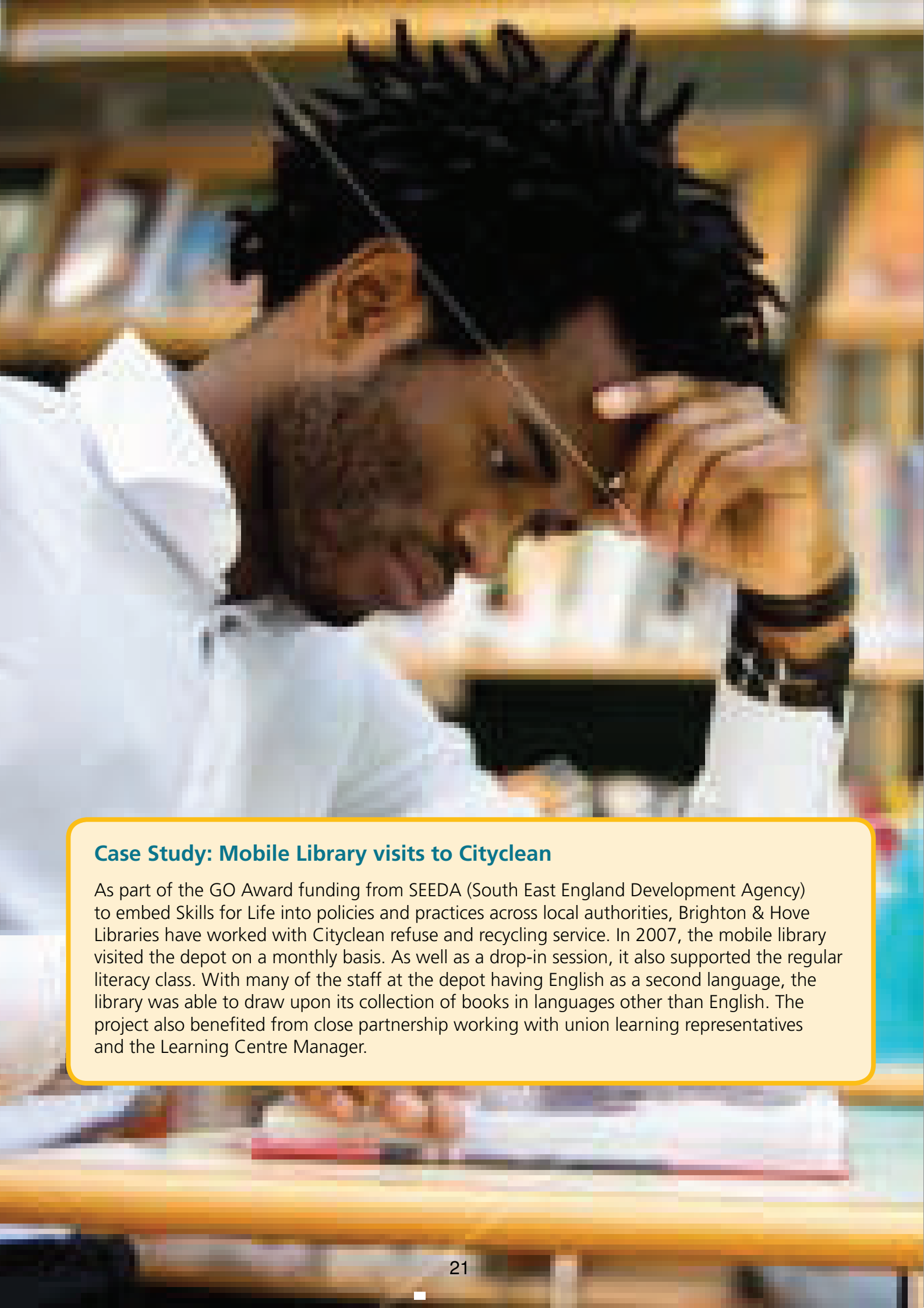
The School Improvement Strategy will be supported by the City Reading Strategy through the coordination of programmes and agencies, which can work together so that all children and young people make good progress and attain well in the Early Years Foundation Stage (EYFS), and Key Stages 1-4.

## Parents Support Strategy

The Reading Strategy links to a key priority in the Parents Support Strategy: to “reinforce the Children and Young People’s Trust (CYPT) commitment to parents ...by increasing parental involvement in the planning and delivery of services, and to promote access for parents in hard to reach groups”.

## Adult Learning Strategy

The Reading Strategy will also support one of the Adult Learning Strategy’s key themes: to ensure “a broad range of learning opportunities for the city as a whole in personal development, health and well being, community involvement and citizenship, basic skills and accredited learning to improve access to work and volunteering.”



### **Case Study: Mobile Library visits to Cityclean**

As part of the GO Award funding from SEEDA (South East England Development Agency) to embed Skills for Life into policies and practices across local authorities, Brighton & Hove Libraries have worked with Cityclean refuse and recycling service. In 2007, the mobile library visited the depot on a monthly basis. As well as a drop-in session, it also supported the regular literacy class. With many of the staff at the depot having English as a second language, the library was able to draw upon its collection of books in languages other than English. The project also benefited from close partnership working with union learning representatives and the Learning Centre Manager.

## 4 Early Years (birth - 5 years)

### 4.1 Where are we now?

- In the Early Years Foundation Stage in 2008, 55% of all children in Brighton & Hove gained more than 6 scale points in Communication, Language and Literacy, above the national figure. Both boys and girls achieved above their respective national figure with girls performing better than boys
- 87% of children 0-12 months received *Bookstart* packs in 2008
- 68% of children 18-30 months received *Bookstart Plus* packs in 2008
- 100% of children 36-48 months received *Bookstart* Treasure Chest packs in 2008

### 4.2 Current Provision for Early Years

Reading and a love of books is encouraged from birth through the *Bookstart* programme delivered through a partnership between Libraries and the Children and Young People's Trust. *Bookstart* provides books for babies and young children through the gifting of packs to all children at birth, at eighteen months and at three years and take-up is good. The Ethnic Minorities Achievement Service (EMAS) has worked with the Libraries Services to encourage bilingual families to use the dual language books included in *Bookstart* packs.

Support for children's development continues in libraries through the provision of well-attended *Story Times* and *Baby Boogie* sessions. *Story Times* encourage early and continuing family library use, contributing to improving early literacy and numeracy, developing socialisation skills and stimulating reading for pleasure. *Baby Boogie's* emphasis on pre-school music and rhyme encourages learning through play, improving literacy, numeracy and social skills as well as developing family library use. EMAS has accompanied families with English as an

additional language to these sessions in order to support their accessing of Library services.

Our team of Early Years consultants has helped practitioners manage the implications of the Rose Report (*Independent Review of the Teaching of Early Reading*, DCFS, 2006). All practitioners have been offered further training on early phonics and the introduction of *Letters and Sounds*. Targeted schools have been supported in their development of appropriate reading strategies and systems to track children's learning towards the Early Learning Goals. Additional resources have been purchased for each setting to support Communication, Language and Literacy. Music workshops have been offered to non-profit making Early Years settings to support the early stages of *Letters and Sounds*.

Early Years Foundation Stage Profile data for 2008 indicates that standards are rising in Communication, Language and Literacy across the city.

As part of EMAS's pre-school activities, bilingual parents and their children have been encouraged to make use of Libraries Services and especially their dual language materials. EMAS has ensured that all pre-school practitioners received a book with positive images of black minority ethnic characters. Story bags are used by EMAS Early Years staff to encourage settings to promote an early enjoyment of stories by bilingual children.



## 4.3 Priorities for the Future

### Priority 1: Train and support all practitioners and teachers working across the Early Years Foundation Stage

#### We will:

- 1 Work in partnership with the National Strategies to implement and evaluate the Early Years Foundation Stage (EYFS) and the Communication, Language and Literacy Development (CLLD) programme
- 2 Offer a comprehensive training package to all settings and schools to enhance the skills of practitioners and teachers in Communication, Language and Literacy from birth-5
- 3 Accredit settings with the *I can* Early Talk programme
- 4 Promote models of good practice
- 5 Encourage schools, libraries, and Early Years settings to work in partnership with families to support a joy in early reading
- 6 Implement the *Every Child a Talker* programme



### Priority 2: Raise the % of children living in areas of deprivation achieving 6+ in Communication, Language and Literacy in the Early Years Foundation Profile

#### We will:

- 1 Analyse data carefully to target resources to children who are most at risk of underachievement
- 2 Target additional resources and support to settings and schools with the highest % of children living in disadvantage
- 3 Work in partnership with all services working with children under 5 to develop early communication skills
- 4 Promote models of good practice through our children's services

### Priority 3: Promote and support parents and carers reading with their children

#### We will:

- 1 Develop and promote our *Bookstart* gifting at all three levels: *Bookstart* (0-12 months), *Bookstart Plus* (18-30 months) and *Treasure Chests* (36-48 months)
- 2 Increase the number of under fives who are active library members, and encourage the development of a love of reading at an early age
- 3 Deliver activities targeted to encourage rhyme and repetition
- 4 Improve and promote libraries collections for under fives
- 5 Deliver reader development sessions for practitioners in Early Years settings

## Case Study: Baby Boogie

Now in its sixth year, *Baby Boogie* runs in 11 libraries and numerous community settings promoting the value of singing and rhymes for babies and toddlers. The development of language and listening skills, movement and co-ordination, concentration, memory development and social skills are encouraged in a fun and informal way during the *Baby Boogie* sessions. Once families start attending *Baby Boogie* we have them hooked, and encourage them to join the library, collect their *Bookstart* packs and access the resources the library provides to both adults and children.



## Case Study: Book Ahead Programme for Early Years

As part of the National Year of Reading, the government provided funding for the *Book Ahead* scheme to enable the library service to provide free loans of children's books to Early Years settings.

Sixty-seven Brighton & Hove Early Years Settings applied to take part in the scheme and their first collections of bright new picture books were delivered to them in September 2008, and were then exchanged in January 2009. A further eleven settings have now applied to take part.



The *Book Ahead* scheme also aims to encourage and develop links between libraries and Early Years settings, so we are offering two free reader development sessions: *Sharing Stories with Young Children* to be held in libraries, for staff from settings to attend.

The *Book Ahead* team arranged a story session in Portslade Library for pre-school children and their parents/carers, and children from the local Footsteps Nursery were invited too. The session was well received and the nursery indicated that they would now like to attend the new weekly story sessions that have just been set up by Portslade Library and South Portslade Children's Centre.

## 5 Children and Young People (5 - 19 years)

### 5.1 Where are we now?

- By the end of Key Stage 1, 84% of all pupils gained level 2+, above the national average. Girls were ahead of boys gaining 88% compared with 80%
- 88% of Key Stage 2 pupils gained a level 4+ in the reading part of the English test in 2008. 87% of boys achieved this and 90% of girls. 94% of all pupils gained a level 3+. Overall pupils performed better in reading than in writing at level 4+ but at a similar level at L3+. Results were above the national average
- In Key Stage 3, 67% gained a level 5+ in reading in 2008, a little below the national average, boys gaining 60% and girls 74%. Pupils' performance in writing was much stronger
- In Key Stage 4, 60% of all pupils gained A\*-C in English in 2008 and 98% gained A\*-G grades. 55% of boys gained A\*-C compared with 65% of girls. 68% overall gained A\*-C in English Literature with girls attaining at a higher level than boys
- There are 1,750 pupils in Brighton & Hove for whom English is an additional language (6.7%)
- 402,900 library books are issued to children each year (0-15 year olds)
- 30,689 children (0-15) are public library members
- 17,280 children attended 691 events or activities focused on reading and writing organised by Libraries Services in 2008

### 5.2 Current Provision for Children and Young People

#### Schools

In response to the renewed Primary Framework, most primary schools have reviewed their reading curriculum and have in place strategies for shared, guided and independent reading linked to the teaching sequence in different units of work.

The development of reading has been supported in targeted primary schools, including broadening the resources available, developing effective teaching strategies and securing teachers' subject knowledge of progression in skills and understanding.

Training has been delivered to enable primary schools to run specific interventions to improve reading attainment across the age range.

Following the Rose Report's recommendations for early reading, all primary schools have received training and materials to ensure they have a systematic, structured approach to teaching early reading. Targeted schools have undergone a vigorous process of auditing provision and forward planning to support the development of effective practice.

The Language and Literacy Support Service (LLSS) literacy team has worked with schools to raise standards and remove barriers for pupils experiencing significant difficulties with reading. Through personalised programmes of work the LLSS has provided resources, including appropriate books, games and information technology to support reading. A continual programme of training for all school staff has ensured up-to-date methods have been available for schools to raise attainment for pupils experiencing dyslexia and other Special Educational Needs.

Mainstream schools provide a good level of support for children and young people with Special Educational Needs to improve their reading. Special schools have considerable expertise in supporting those with complex needs including severe or profound and multiple needs. Good use is made of such strategies as signs, symbols, simplified texts, drama activities, props and sensory experiences.

EMAS makes use of a variety of dual language reading resources, both fiction and non-fiction, and has encouraged both primary and secondary schools to improve their stock of dual language books.

Development work relating to reading is taking place in secondary schools to reinvigorate teaching, improve students' experience and enjoyment, and raise attainment. The renewed secondary curriculum and new approaches to

national assessment have provided the impetus to refine opportunities for reading for pleasure and purpose. In all the secondary schools a range of activities and new approaches are being used, including reading celebration days; author visits; reading 'buddy' schemes; investment in a wider range of multi-modal texts; a renewed focus on compelling learning experiences with whole texts; participation in national reading awards; and more creative capturing of evidence to assess reading progress more accurately.

Over the last three years, Key Stage 4-5 transition to advanced level English Literature courses has been improved through widening students' range of reading. A booklist has been developed supported by annual cross-city conferences for Year 10 students expecting to study AS/A2 Literature in the sixth form.

### Case Study: Story Telling at Key Stage 1 Project

A two term project run by the Primary Literacy Team based at four local schools. The main focus was to develop confidence and expertise in story telling, by sharing, with colleagues, opportunities to practise, rehearse and apply techniques throughout the whole curriculum.



When asked to evaluate the project, participating teachers fed back that: "Role play was a great way to develop language" (Vicky Comfrey, Goldstone Primary School) and, "Listening to stories helped children to develop their own imagination" (Kirsty Adams, Bevendean Primary School)

Through the success of the project, the team has been able to purchase 60 high quality story sacks which are now available to schools on loan. They will also be running a Story Telling course open to all primary schools in the spring term 2009.

## Libraries

*Homework Clubs* offer free and stimulating study support for young people, aiming to achieve increased motivation and self-esteem and have a positive effect on standards including literacy. There were 1,633 child attendances at *Homework Clubs* in 2007/8.

*Summer Reading Challenge* aims to keep children reading and visiting the library throughout the summer. Research shows that children who participate read more and feel more confident about reading and choosing books. Sixty-four schools took part last year.

*Chatterbooks* reading groups are aimed at 8-12 year olds in the form of fortnightly sessions, with an emphasis on word play games, reading for pleasure and reader recommendation.

*Boys into Books* (8-13 years) and the *Book Ahead* (0-7 years) pre-school loans scheme are aimed at reaching boys and Early Years settings across the city through targeted book delivery, promotion and reader development sessions.

## 5.3 Priorities for the Future

### Primary Schools

#### Priority 1: Raise the profile of reading in all primary schools

##### We will:

- 1 Support schools in engaging with the Primary Framework resources and in ensuring delivery of a broad and rich reading curriculum
- 2 Work with schools to encourage the use of *Reading Connects* and other resources to develop 'teachers as readers', as well as 'pupils as readers'

- 3 Encourage schools to improve and develop reading resources and environments, in all classrooms and areas, including outside learning
- 4 Run a joint project with Centre for Literacy and Primary Education (CLPE) to improve the teaching of reading and evaluate the impact of this on pupil attitudes and attainment
- 5 Support schools' planning so that engaging families with reading is integrated into the School Improvement Plan, and that working with parents and wider family to support reading is part of the whole-school ethos

#### Priority 2: Raise attainment in reading and increase the number of pupils attaining age-appropriate levels across Key Stage 1 and Key Stage 2

##### We will:

- 1 Train and support schools using provision and intervention mapping to identify pupils in need of intervention and ensure they manage reading interventions effectively
- 2 Strategically manage the *Every Child a Reader* programme, and deliver training on other interventions, to significantly reduce the number of underachieving pupils in each year group
- 3 Work in partnership with the Education Business Partnership in Brighton & Hove to engage with the business community to provide staff volunteers to support reading in schools

### Priority 3: Empower families to support their children's learning through encouraging reading for pleasure

#### We will:

- 1 Encourage schools to undertake and develop projects that involve parents and carers as partners in promoting reading for pleasure
- 2 Work with wider services within the Children and Young People's Trust to develop an inclusive strategy and ensure that all families are targeted via a range of approaches
- 3 Identify good practice across the Local Authority and share expertise when engaging with families
- 4 Develop partnership working between schools and Libraries Services to facilitate links with schools and raise families' awareness of support that is available

#### Case Study: Off By Heart Competition at Downs Junior School

During the autumn term of 2008, the children at Downs Junior School participated in an exciting new poetry initiative devised by the BBC. The aim of *Off by Heart* was to encourage primary school pupils to engage with learning and reciting poetry.

The school was keen to foster the celebration of the richness of the spoken word, allowing poetry to speak and bring out children's creative energies to the words of our great poets. Children were given the opportunity to choose poetry from a wide and diverse range of published work, from established children's authors to new and emerging poets.

For many weeks, the school was abuzz with the sound of children discovering the joys of poetry, whatever their performance level. Each class listened to their peers perform. Many children were then selected to perform in whole-school assemblies and one lucky child went forward to represent the school in a poetry workshop at the Jubilee Library.

"The process was a great success and the level of enthusiasm was wonderfully unexpected.



Even children as young as seven were able to recite the whole of *Matilda* by Roald Dahl. It was very moving and inspiring to watch. Some children devoted hours of their time learning their poem. The support from non-participants was fantastic and we all enjoyed the performances. As a result we are thinking of developing this into an annual event in the week before Christmas." - Lesley Kay (Lead Literacy Teacher Downs Junior School)

## Case Study: Reading Volunteers

The Brighton & Hove Education Business Partnership (EBP) works with EDF Energy to engage members of their staff who are involved in the EDF Energy *Helping Hands* community support programme.

Andrew Beale is the longest-serving staff volunteer in the city working with the EBP - he has been helping children to read at Mile Oak Primary School in Portslade for three years.

Therese Cole of the EBP was delighted to present Andrew with a certificate of recognition and a bottle of champagne recently to acknowledge his contribution.

Andrew attends the school for one hour every week to help two pupils with their reading skills.

Martin Cooper, Deputy Head of Mile Oak Primary commented: "Andrew has made a real difference in the school. The children have improved their ability by having a regular and sustained level of support with an adult from the business community who has been a real help to in raising the reading ability of several students."

The school has won a Literacy Trust *Reading Connects* national award.



## Secondary Schools

### Priority 1: Improve range, content, engagement and progression in reading via Assessing Pupils' Progress (APP) in secondary schools

#### We will:

- 1 Provide Secondary National Strategies training to support the implementation of APP
- 2 Support the standardisation of students' work to increase understanding of national standards at different levels
- 3 Support the development of moderation processes so that:
  - assessment informs teaching and learning for progression in reading
  - reading range and content is extended
- 4 Establish a lead school partnership to continue developing the capacity in schools to manage these processes, track student progress and share best practice
- 5 Support special schools in extending APP to students working at P scale level (i.e. below National Curriculum levels) in order to improve their reading





## **Priority 2: Improve intervention at an earlier stage through one-to-one tuition in Key Stage 3**

### **We will:**

- 1 Work in partnership with secondary school Strategy Managers to implement the programme
- 2 Provide models of implementation
- 3 Support schools in:
  - utilising APP for targeted intervention, including for those who have fallen behind expectations in reading
  - establishing and maintaining high-quality one-to-one sessions in Key Stage 3
  - evaluating impact of one-to-one tuition on reading progress
- 4 Support the implementation of Key Stage 4 one-to-one tuition in schools that are part of the National Challenge

## **Priority 3: Improve the reading curriculum through support for continued, yearly implementation of the renewed curriculum in Years 7, 8 and 9**

### **We will:**

- 1 Provide training for planning for engagement, range and progression in reading
- 2 Support subject leaders in developing their expertise in planning for engagement, range and progression in reading
- 3 Utilise the English network to build capacity in schools to embed best practice in teaching and learning of reading

## **Priority 4: Improve achievement and attainment in reading in Key Stage 3 and 4**

### **We will:**

- 1 Refine, with school Strategy/data managers, school systems for tracking students to ensure progression in reading
- 2 Support departments in selecting new GCSE specifications most suited to all their students
- 3 Provide training for planning a renewed Key Stage 4 reading curriculum in line with the new programmes of study and post-GCSE specifications
- 4 Develop the English network to continue building capacity in schools to embed best practice in the teaching and learning of reading
- 5 Work through Agreements for Improvement Work (AIWs) to develop quality first teaching of reading

## **Priority 5: Provide support and leadership with the implementation of functional skills, including building and applying reading skills**

### **We will:**

- 1 Provide training for teachers who lead on implementing functional skills across the core subjects in their school
- 2 Develop, in partnership with departments, high quality resources for building reading skills that students can apply to texts of increasing complexity, unfamiliarity and technical demand with increasing independence
- 3 Support the focused development of building and applying reading skills across the curriculum

## Children and Young People with Disabilities and Special Educational Needs

### Priority 1: Further develop provision for children and young people with disabilities and Special Educational Needs

#### We will:

- 1 Encourage Literacy Coordinators and Special Educational Needs Coordinators (SENCOs) to work together to monitor practice in reading and evaluate impact of specific strategies
- 2 Enable the Language and Literacy Support Service to work with SENCOs to assess and monitor the needs of pupils with significant reading difficulties and provide suitable interventions
- 3 Support schools in providing personalised tuition in reading to increase access to the curriculum for pupils with Special Educational Needs and dyslexia
- 4 Support the reading development of children with severe or profound and multiple needs, through a range of strategies including use of signs, symbols, big books, audiobooks, DVDs, props, sensory experiences and role play, making full use of special schools expertise
- 5 Support the reading development of children and young people with visual impairment and others who need special arrangements to access reading materials in alternative formats, through the use of audiobooks, reading aids, Braille books and other positive activities to encourage reading

## Libraries

### Priority 1: Promote a love of reading and support reader development

#### We will:

- 1 Establish online reading groups aimed at young people (13-19 years) using the opportunities provided by web 2.0 and social networking technologies to enable young people to read and recommend books to their peers
- 2 Develop a *Creative Writing Mentorship* programme through engagement with selected local secondary schools to encourage creative writing by Year 9 students
- 3 Promote reading for pleasure specifically to children and young people aged 13+, through a newly developed stock purchasing profile



## Case Study: Moving On – a Key Stage 4 to 5 Literature Conference

Building on last year's inaugural conference, summer 2008 saw the Jubilee Library once again host *Moving On* – a conference for Year 10 students intending to study English Literature at AS /A2 level in the sixth form.

This conference has as its rationale the need for students to read more widely well before they transfer to their sixth form Literature courses. It also serves to give them a taster of the different level of text they will encounter and the typical teaching styles associated with AS/A2. And of course what better a conference to run in the National Year of Reading?

So on 8th July a selection of students from across the City's secondary schools gathered in the Jubilee's conference rooms. After a short introduction which included a DVD of Year 13 students talking about their A level experiences, students opted into a sequence of three workshops led by a mixture of local school and college sixth form teachers.

Encounters took place with Arthur Miller, Wilfred Owen, *Wuthering Heights*, Shakespeare, Annie Proulx, and the original 'weasel under the cocktail cabinet' – Harold Pinter. A casual movement between sessions revealed students engaged in deep discussion of corsetry in Bronte's 19th century Howarth, devising drama tableaux, and bringing to life '*Tomorrow, tomorrow and tomorrow, creeps in this petty pace of time*'.

The poet Catherine Smith rounded off the morning with an absorbing glimpse into her writing – both how it is stimulated as well as the final "products".

Students left highly enthused about the event with 100% of evaluations requesting a repeat in 2009. Presenters left in a similar mood.

A remarkably productive bringing together of students and staff from schools, colleges and the Local Authority!



## 6. Adults (20+ years)

### 6.1 Where are we now?

- 15,700 (9.3%) people of working age in the city have no qualifications. This compares with 9.6% for South East and 13.8% for Britain as a whole
- Basic skills estimates identify almost 12,000 people lacking basic literacy skills
- The age group where there is a high proportion of residents with no qualifications is the 50-64 age group (21%) compared with 15% in the South East and 22% in Britain
- Low-level literacy and lack of stable housing plays a part in many Travellers not receiving the benefits or training they are entitled to
- 75% of young offenders have serious literacy difficulties
- More than half of all prisoners only reach the education level expected of an 11 year old in reading, writing and maths
- There are over 7,000 people in the city for whom English is a second language
- Over 800,000 library books are issued to adult borrowers every year
- There are 195,000 library members in the city, however only 55,000 of them (22% of the city's population) have borrowed from the library in the last year

### 6.2 Current Provision for Adults Reading

#### Family Learning

Family programmes aim to develop the skills or knowledge of the adult and the child, and to help parents/carers support their children's learning. The more intensive *Family Literacy, Language and Numeracy (FLLN)* programmes aim to improve the language, literacy and numeracy skills of parents and carers, and are targeted to meet need in specific schools and pre-school settings.

Most programmes are run for families with children in pre-school and Reception classes, so early reading skills form a key part of the children's Family Learning curriculum. In the adults' part of the course, adults are encouraged to rekindle an enthusiasm for reading themselves as they learn how to support and encourage their children's reading.

The current Family Learning offer includes:

- Intensive Family Literacy and Numeracy courses for parents/carers with Skills for Life needs
- *Early Start* programmes for parents with children aged 0-4 to develop speaking and listening skills
- Family Learning courses specifically for families with English as an Additional Language
- National Certificate courses for adult literacy and/or numeracy
- Pre-school Family Learning courses for parents/carers and their pre-school children to help families find out more about how children are taught in schools whilst enjoying practical learning activities
- *Keeping Up with the Children* courses for parents who want to find out more about

how to support their children's learning at school and at home

- Literacy and numeracy workshops in schools, for parents and pupils to enjoy a range of literacy and numeracy activities together, designed to boost parents' confidence in supporting their children
- Specialised versions of the above courses are run for targeted groups such as teenage parents, and families with children with special needs

Ethnic Minorities Achievement Service encourages bilingual families to continue their child's reading in their first language and advises on strategies to support bilingual children learning to read in English.

## Libraries

Reading is at the core of public library services, supporting reading for pleasure, and for learning, information and knowledge development. As well as inspiring and entertaining people, reading for pleasure can help develop the skills and confidence of adults and support learning.

The Libraries Services run or support over 50 reading groups across the city, providing book sets, discussion questions and background information, and this will be further developed by introducing targeted groups, and by setting up provision for group reading for different sections of the community. A possible development is a reading group for people with visual impairments, and consideration is being given to how to attract people with a lower reading ability. This includes looking at groups using Quick Reads titles, aimed at bringing reading for pleasure to people who would not necessarily engage with a mainstream group.

Libraries support adult learners with essential skills needs, reaching out to non-traditional library users and those with literacy gaps. There are Essential Skills collections in all 15 local libraries, including basic grammar and numeracy textbooks as well as fiction aimed at people with lower reading ability. Libraries Services have signed up to the *Six Book Challenge*, a scheme to encourage people to read six books over a set period.

An essential part of encouraging reading is ensuring our libraries have the right stock in place that reflects the community it serves. Libraries Services purchase new stock every year, using community profiles, customer comments and consultation to help inform the selection. Libraries Services provide a wide range of reading materials including print, multi-media and online resources, as well as documents and collections of local historical and cultural interest. More than 1.5 million items are borrowed from our libraries each year. Comprehensive reference and information services are also available.

Libraries Services also provide staff skilled in helping customers to find and evaluate reading material and information they need, and run events and activities to encourage people to read more widely and develop their reading skills.

## 6.3 Priorities for the Future

### Priority 1: Increase the literacy rate amongst adults

#### We will:

- 1 Develop a city-wide adult literacy strategy for adults that aims to increase the number of adults achieving nationally recognised literacy qualifications in the city by 3%
- 2 Deliver Step training to Health Visitors in East Brighton in partnership with *Bookstart*, to promote understanding of literacy and numeracy needs in adults, and facilitate routes to further education and training
- 3 Encourage reading for pleasure in adults by publicising Quick Reads and the BBC's *Reading and Writing* (RaW) campaigns
- 4 Promote the benefits of reading for pleasure for emergent readers, and the contribution this can make to the development of their learning
- 5 Enable emergent readers to know where they can gain access to up-to-date information and to receive advice and guidance on learning opportunities
- 6 Increase partnership working between libraries and other agencies supporting reading and literacy development

### Priority 2: Encourage and support families reading and learning together

#### We will:

- 1 Improve parental involvement in their children's education and develop a higher profile for the important job that parents do in supporting their children's reading and learning
- 2 Develop engaging activities and good role models to encourage parents and children to share books and reading together, including families where members have a visual impairment
- 3 Co-ordinate activities around the National Family Learning Festival particularly since one of the themes is the *Big Picture Party* - a campaign to celebrate picture books - and around new media and technology
- 4 Increase the number of Early Years Foundation Stage short and introductory courses delivered in targeted areas for family groups
- 5 Promote bilingual parents' understanding of the benefits for bilingual children of engaging with stories and books in English and their first language



### Priority 3: Recognise and promote the broader benefits of reading

#### We will:

- 1 Recognise and promote the employment benefits of reading, and develop opportunities for people to re-engage with reading as a stepping stone to employment
- 2 Recognise and promote the well being and mental health benefits of reading
- 3 Increase the number of people reading and measure this through increased numbers of books issued by libraries
- 4 Encourage more people to read more widely through effective book promotion
- 5 Bring readers together to stimulate discussion and connect them with writers, performers and publishers
- 6 Identify and provide access to quality printed, multi-media and online resources that inspire people to read, and thereby extend their skills, knowledge and understanding
- 7 Support educational outreach services and other outreach/development workers and explore the use of libraries as community venues for drop-in sessions
- 8 Use reading to engage socially excluded groups, providing learning and leisure opportunities for all

#### Case Study: Telling Tales Story Telling Event – Jubilee Square and Library 25th July 2008

Brighton & Hove hosted the National Year of Reading *National Telling Tales* competition for adults in conjunction with story telling workshops run by local authors Miriam Moss and Guy Parker Rees.

The event was designed to celebrate the art of story telling and encourage parents and carers of young children in the Brighton & Hove area to share the wonders of story telling at home.

The author readings and workshop were well attended by young and old alike with enthusiastic entries to the *National Telling Tales* competition that doubled the total at the previous event in Birmingham.

There was fantastic press coverage with a front page spread in *The Leader* and page two in *The Argus*. A Meridian TV crew also attended.



**Translation? Tick this box and take to any council office.**

ترجمة؟ ضع علامة في المربع وخذها إلى مكتب البلدية. Arabic

অনুবাদ? বক্সে টিক চিহ্ন দিয়ে কাউন্সিল অফিসে নিয়ে যান। Bengali

需要翻譯? 請在這方格內加別, 並送回任何市議會的辦事處。Cantonese

ترجمه؟ لطفاً این مربع را علامتگذاری نموده و آن را به هر یک از دفاتر شهرداری ارائه نمایید. Farsi

Traduction? Veuillez cocher la case et apporter au council. French

需要翻译? 请在这方格内划勾, 并送回任何市议会的办事处。Mandarin

Tłumaczenie? Zaznacz to okienko i zwróć do któregokolwiek biura samorządu lokalnego (council office). Polish

Tradução? Coloque um visto na quadrícula e leve a uma qualquer repartição de poder local (council office). Portuguese

Tercümesi için kareyi işaretleyiniz ve bir semt belediye burosuna veriniz Turkish

other (please state)

**This can also be made available in large print, Braille or on audio tape**