

Reading Café: Theory of Change Grid

Participants	Activities	Change mechanism	Implementation to make it work	Outcomes	Impact in longer term (after-life & sustainability)
School staff	<ul style="list-style-type: none"> • Work with children in school to choose books (p1-3) or do cooking (P7) • Identify & recruit parents • (Possibly) teach parents pause/prompt /praise or shared reading approaches to adopt 	<ul style="list-style-type: none"> • Practical illustration embedding literacy into meaningful, enjoyable low stakes activities will help teachers see a wider sense to their literacy curriculum 	<ul style="list-style-type: none"> • Target the right parents • Extend a positive vibe to all children • Ensure wide range of appropriate books to choose from • Prepare children for the café: help children choose books that are readable & interesting. • Talk about it afterwards with children in class. 	<ul style="list-style-type: none"> • Practice/vision of embedded literacy & communication • Teachers' have stronger relationships with parents around literacy 	<ul style="list-style-type: none"> • Staff view of embedded literacy impacts on classroom curriculum & possibilities for building low-stakes literacy activities into all they do. • Positive view of parents' capacity to engage • Improved skills around teaching book selection
P6-7 children baking & working in the cafe	<ul style="list-style-type: none"> • Cooking for the cafes • Recording the menus, cooking processes, comments • Hosting the cafes 	<p>Low-stakes/ high motivation, collaborative activities will improve confidence, enjoyment, willingness to have a go & persistence.</p>	<ul style="list-style-type: none"> • Functioning kitchen • Staff engagement to embed literacy is low-stakes, helpful to child, relaxed. 	<ul style="list-style-type: none"> • More willing to engage in reading/writing • Improved confidence & enjoyment of literacy • Improved skills in cooking, collaboration & self-organisations 	<ul style="list-style-type: none"> • Employability skills • Memorable positive experience of school
P1-3 children reading in the cafe	<ul style="list-style-type: none"> • Choose possible books • Read to parents in cafe 	<ul style="list-style-type: none"> • Increased quantity & positive parental interaction prompts more frequent, longer reading, more practice improves skills, fluency & attainment 	<ul style="list-style-type: none"> • Children arrive with 3 books, all of which are readable • The books & book-chat (not the food) are the main focus • Time on task – all settle quickly • Good range of books in class 	<ul style="list-style-type: none"> • Improved confidence, enjoyment, fluency of reading • Improved book knowledge & selection • Improved time on task & persistence • Increased attainment 	<ul style="list-style-type: none"> • Improved reading fluency, skills/knowledge comprehension, confidence & Persistence • Improved attainment.
P1-3 parents participat'g in the reading cafe	<ul style="list-style-type: none"> • Read with their child • Talk about the stories • (perhaps) Get help with shared reading and PPP 	<ul style="list-style-type: none"> • Parents will enjoy it, be more relaxed & positive about their child's abilities, hold wide-ranging, self-affirming, helpful conversations around story topics & reading. 	<ul style="list-style-type: none"> • Quality, attractive & nutritious food • Positive vibe • Interesting books and pictures • Other siblings are taken care of 	<ul style="list-style-type: none"> • Establish positive parental interactions around books • Improve parent book knowledge • Pride in their child's reading • More reading at home • (Possibly) Improved understanding of how to do PPP or shared reading 	<ul style="list-style-type: none"> • More reading at home supports attainment in school • More positive view of school • More positive view of reading