



**READING
FOR PLEASURE**



Teachers' knowledge of children's literature and other texts

Review your practice



This self-review document, adapted from the TaRs Phase I survey is designed to help you consider your knowledge of children's literature. The TaRs research found that teachers need a rich and constantly updated knowledge of children's literature and other texts in order to support the development of independent young readers. It is pivotal to foster RfP and a core professional responsibility.

1. What was your favourite book as a child?

(Add the author's name if you know it)

2. What two children's books have you read recently for your own pleasure?

(Name the books and the authors)

3. Please indicate when this was:

- Within the last month
- Within the last 3 months
- Within the last 6 months
- Over 6 months ago

4. How do you usually get hold of children's books for your own reading?

(Tick as many as appropriate)

- Library
- Bookshop
- On-line bookshop
- From friend/s
- Other (please specify)

5. List 6 'good'¹ children's book authors

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6. List 6 good children's picture book authors/illustrators

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7. List 6 good children's poets

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8. How do you decide which children's books to use in your classroom?

(Tick as many as appropriate)

- Personal interest/knowledge
- Children's recommendations
- Library service
- Literacy coordinator's recommendations
- Other (please specify)

¹ By 'good', we mean those you have found valuable and successful to use with primary-aged children

9. List 6 other types of children’s texts of which you are aware and name one example of each

<i>Type of text</i>	<i>Example</i>
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10. How do you rate your repertoire of children’s books and other texts?

(Rate this on a scale of 1-10 with 10 being the highest – circle one number)

1 2 3 4 5 6 7 8 9 10

Further resources

Further resources are available from the website: <https://ourfp.org>

- For ideas on how to increase your knowledge of children’s literature and other texts, see:
[Teachers’ knowledge of children’s literature and other texts: Practical classroom strategies](#)
- For the underpinning research on teachers’ knowledge of children’s literature, see:
[Teachers’ knowledge of children’s literature and other texts: More research details](#)