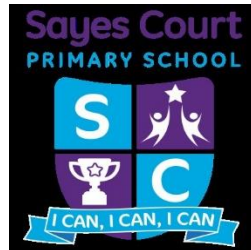


Reading for pleasure - Discovering new ways to socially discuss a book.

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Context

Sayes Court Primary School is a small single form entry Primary school in Addlestone, Surrey with children from Nursery to Year 6.

OU Research- Inspiration and rationale.

It was acknowledged that with the constraints of the curriculum, reading aloud was not given the priority it required and therefore it has become a whole school goal to change this.

The TaRs research (Cremin et al. 2014) identified 'reading aloud' to be one of the four pedagogic practises that are significant to effective RfP pedagogy. Combining this with informal book talk and social reading environments can positively influence children's attitudes towards reading. The TaRs research highlights the importance of making time and space for children to experience and explore texts in interactive communities of readers.

Aims

The children in year 2 tended to view reading as a chore that they had to do each night at home and every morning at school. With this attitude it was hard to get the children to read for pleasure, be able to talk about the books they were reading and share their experiences of books.

When asked about what they were reading, the children were only able to give simple answers, saying they liked it because, 'I like dogs' or 'it's really funny' or 'because you gave it to me'. We needed to think of ways to make reading less of a chore and more enjoyable and encourage children to talk about what they read.

Therefore, we:

- Implemented reading for pleasure one afternoon each week, where children were allowed to bring their own books and share, allowing for a variety of books to be discovered and discussed.



- Implemented 'Summer Madness Reading Challenge' to introduce children to a range of books and build on their ability to discuss what they have read or listened to.

Outline

When implementing our RfP session each Tuesday afternoon, we saw children reading with more joy and sharing books with each other. While attitudes to reading were improving and the children loved partnering up to read and share, their levels of discussion and book talk was still at a very basic level.

In the Summer Term, we implemented a 'summer reading challenge'. Each child in the class was invited to bring a favourite book to enter in the challenge, and to share with the class. This had to be a book they loved and thought the class might really enjoy reading together.

We saw a lovely range of picture books, novels, and information books being brought in and children excited about the class listening to the stories they had chosen to share. Each afternoon we would pull a book out of a bag and read it. Then in small groups, we would talk about the book and discuss what happened in the story, thinking about what we liked and what we didn't like. Once we had read two books the children would be given a piece of paper and they needed to choose the book that they enjoyed listening to most, giving reasons why. The book with the most 'likes' would move onto the next round of the challenge.

Eventually we eliminated all but one from the challenge, to have a 'winning' book!

Impact

At the beginning of the challenge, the reasons children gave for their choices were 'low-level' responses, e.g. 'I like dogs', 'the book was funny', 'I like the girl's name'.

As the challenge progressed, the discussion became more detailed and we began rewarding the most 'thought through' responses. Children began writing more specific reasons for liking a particular book, such as; *'I like the book cave baby as it's all about being creative and I'm a creative person so it matched me'* and *'I like the book about mummies as I get to learn about Egypt as I read.'*

The children began listening to stories more intently, relating them to their own lives and other books they had read, in ways that hadn't been happening before.

Reflection on impact the TaRs research had on practice

We found that giving children ownership of selecting class stories increased engagement and children were eager to listen to the class story each afternoon. Allowing this ownership and time to read in a social context has increased Reading for Pleasure.