

Reading Dream Team

Exploring how the creation and ownership of reading environments can encourage book talk and help create a community of readers.

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Context

- Coopers Lane Primary School, Lewisham.



NQT – Y5

OU Research inspiration and rationale

I saw this as an opportunity to combine a number of areas.

1. As an NQT I was keen to expand on my ...

- *Knowledge of children's literature and other texts (Cremin et al 2014)*

2. After our first couple of meetings I knew I wanted to develop my own reading for pleasure pedagogy (Cremin et al 2014) surrounding ...

- *Social reading environments*
- *Informal book talk, and recommendations*

3. As well as setting up ...

- *an interactive reading community*

Aims

Reading is not an area of priority within the school's development plan. However, I saw a need within the reading culture of my classroom for more opportunities to share what the children have read with each other and create good quality book talk (Cremin et al 2014).

Inspired by previous research surrounding talk and drama for writing, I also wanted this work to develop the children's oracy skills which would in turn impact other areas of their learning.

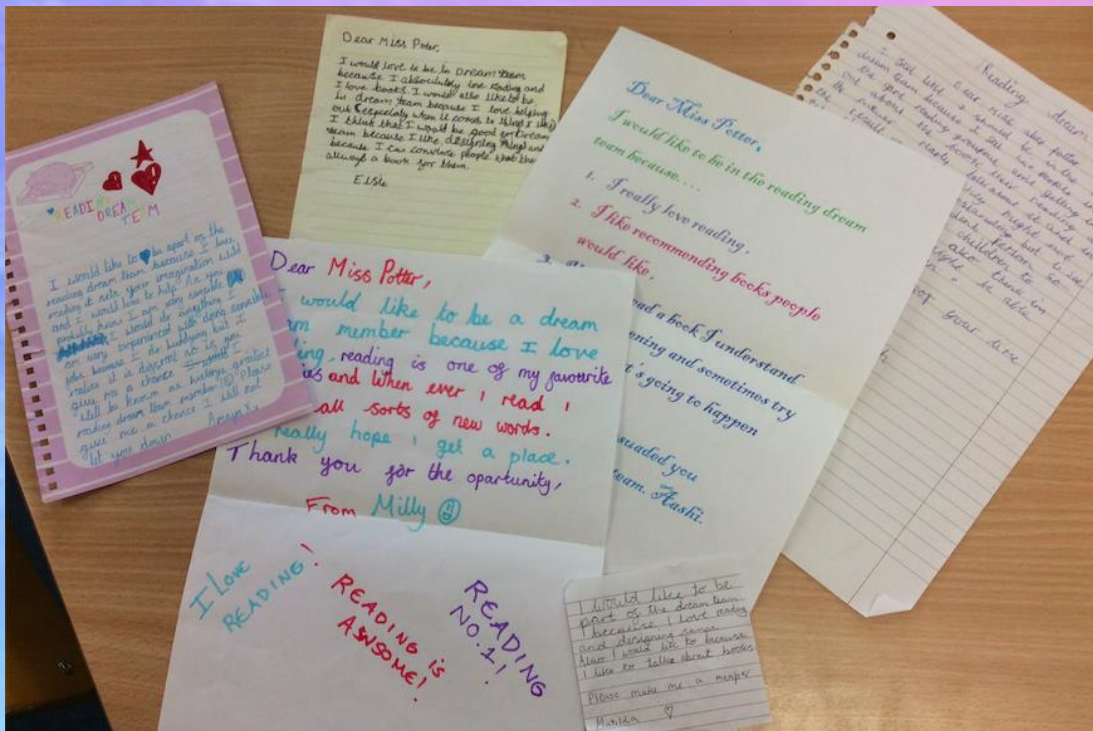
I aimed to achieve this by:

- Creating a sense of ownership and pride over reading environments.
 - Encouraging autonomy
- Building a community of readers (Cremin et al 2014)

Outline

Reading Dream Team

- I outlined the aims of the reading dream team and asked the children to write letters explaining why they would like to become part of the dream team.



They were told they were going to:

- Have responsibility for the book corner.
- Design and create an outdoor environment to encourage book talk.

Outline

Reading Dream Team

- We set up weekly meetings in which the children discussed how we could improve our reading environments.
- The children designed new labelling and with the help of the TA recreated the book corner.



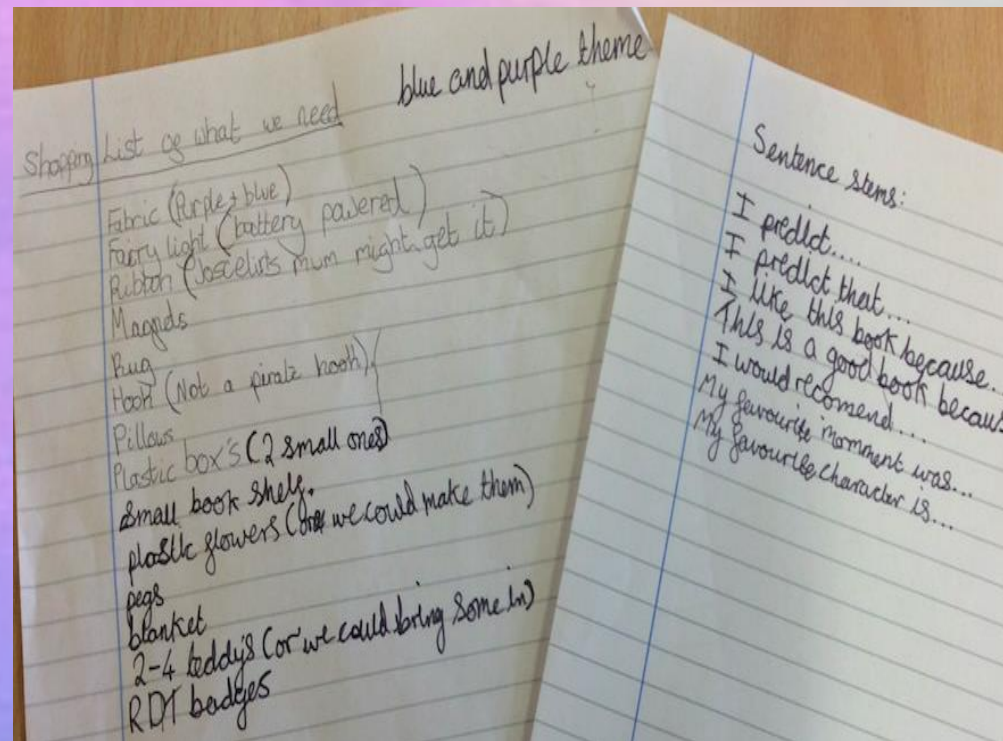
Outline

Reading Dream Team – creating an outdoor reading environment

- The children were most excited to design a completely new reading space in which they could hold ‘book clubs’ outside with all the children in the class.
- The outdoor space is not utilised and the children loved the idea of having a space of their own. Much like an adult book group, they wanted to share their knowledge as they acknowledged it is too hard to do in the classroom environment without disturbing the whole class.
- They were keen to have autonomy over how the book club meetings would be led and nominated themselves as ‘book club mentors’ to help lead conversations with sentence stems they designed.

Outline

Reading Dream Team – creating an outdoor reading environment



Outline

Reading Dream Team – creating an outdoor reading environment



Sorry for the blobs – too late to
get permissions!



Reflections on the impact the TaRs research had on practice



The reading dream team is still in it's seeding stage!

With more time throughout the summer term I would like to see the book groups continue. Encouraging all members of the class to have a go.

I think it will be important to continue to help model the book talk, as the TaRs research found (Cremin et al., 2014) however I have found that the children have really enjoyed and benefitted from their sense of pride.

It is important to me that the 'den' keeps developing with the children's input.

I would like to continue to encourage the reading dream team idea in my future years of teaching – with a focus to include a more diverse group of children.

A focus of the school is to develop and widen the children's vocabulary. I think this ideas has the ability to make a impact the children's reading and writing through high quality talk and discussion in a non-threatening environment where the children don't even realise they are doing it!

Reflections

I would love to continue to build on these ideas, based on the TaRs research for my own future development as I aim to work more closely with the reading and writing coordinators at my school in the next couple of years.

