

TITLE: ROLE MODELS FOR READING: YEAR 5 READING AMBASSADORS

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CONTEXT

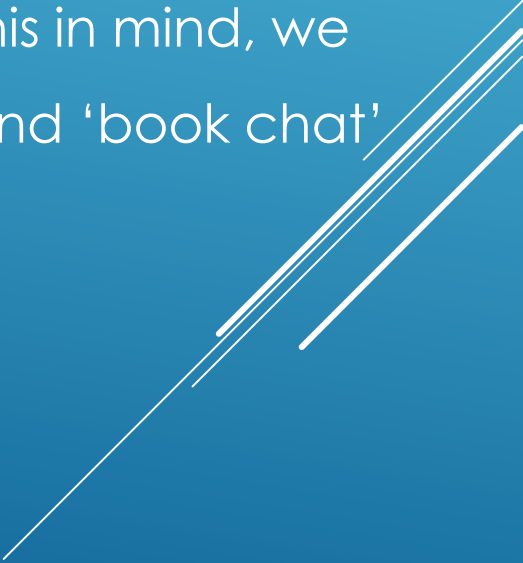
- ▶ I am the Year 5 teacher and KS2 English lead at Marlborough School, a single-form entry primary school in Cornwall



- ▶ Part of our School English Action Plan is to 'support all children in accessing opportunities to read as widely and as often as possible', this involves several 'actions'; this is one of them.

OU RESEARCH INSPIRATION AND RATIONALE

The Teachers as Readers research by Teresa Cremin et al (2014) revealed that a robust reading for pleasure pedagogy encompassed four specific practices: reading aloud, informal book talk and recommendations, and independent reading time within a highly social reading environment. With this in mind, we aim to enable children to enjoy sharing reading and 'book chat' by providing opportunities across year groups.



AIMS

- ▶ “It doesn’t matter how much my teacher likes reading. I still hate reading.” Tom (10)
- ▶ This quote from one of my boys in response to the question, “How does having a teacher who loves to read, influence your reading?” was the catalyst for me thinking about how I could engage those ‘too cool for school’ boys in my class with reading for pleasure. By providing an opportunity for all children (not just boys) to be role-models for the younger children, to share their books and talk about them with younger children in a non-threatening environment, I hoped to raise their ‘reading esteem’ and also their enjoyment. I also hoped that the younger children would look-up to the older children as positive role models for reading, all helping to contribute to a ‘Reading for Pleasure’ culture in our school.

OUTLINE

- ▶ Four days a week 8 of my year 5's visit Year 1. This happens first thing in the afternoon when Y1 are reading and Y5 have spelling groups.
- ▶ They each have a Year 1 partner; they listen to the Y1s read their reading book and then share a picture book together – this might be a book chosen by the year 5 (a book they loved when they were younger, for example) or one chosen by the Y1 from their book corner



IMPACT

- ▶ The children love their sessions together. Feedback from my class has been overwhelmingly positive. Some comments:
- ▶ “I love helping them read and I love reading to them.”
- ▶ “I like it because I enjoy reading to younger people – and my little sister has never allowed me to read to her.”
- ▶ “I really enjoy it because you get to read with people who are younger than you”
- ▶ “It’s fun when you get to teach them new WORDS!”
- ▶ “I like it because you get to hear where you were when you were in Year 1.”
- ▶ There were comments about getting to know the Y1s better:
- ▶ “I like it because you can build relationships.”
- ▶ “I like it because we get to know Year 1 better.”




IMPACT

- ▶ The Y1 teacher has enjoyed having the extra 'help' – all the children get to read aloud to someone.
- ▶ Year 1s are similarly positive:
 - ▶ "They help me read hard words."
 - ▶ "I like it when they read us books."
 - ▶ "It's really fun when it's our turn to read."
 - ▶ "I love it when they read to us."
 - ▶ "It's fun because they help us when we're stuck."
 - ▶ "I love all of it!"
 - ▶ "I like talking about what has happened in the story."
- ▶ The Year 5s are keen to choose books that they think the Y1s will enjoy (and vice-versa).
- ▶ And a quote from Tom, "I think we should keep it (reading with Y1) coz it is fun when they are funny and when they laugh and it's just really good."
- ▶ A small shift in attitude but heading in the right direction.



REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

- ▶ This is a small part of a bigger picture building a reading for pleasure community in our school.
 - ▶ Year 5 are continuing to take part in shared reading with Year 1, and I hope to encourage other classes to pair up and give it a go.
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