



Let's Love the Library...

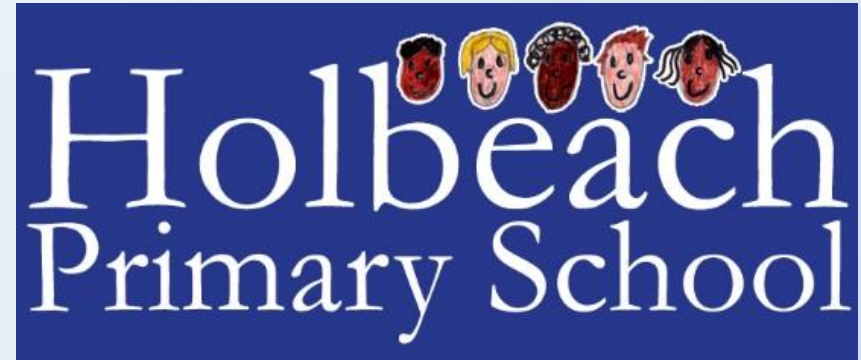
Empowering Children to Develop their
Reading for Pleasure Environment

Karen Robertson
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Context

- Holbeach Primary School is situated in Catford, South East London, England. (The town's name actually derives from the place where cattle crossed the River Ravensbourne in Saxon times.)
- We are a larger than average primary school and serve an ethnically and socio-economically diverse community.
- In my role as an Assistant Headteacher, I lead English and the Curriculum across the school.
- One of the English objectives in our School Development Plan for 2019/20 is to continue to raise achievement in reading. We strongly believe that this is more likely if children are excited and enthused by books and are choosing to read for pleasure.



OU Research inspiration and rationale

I read with great interest the Open University's Teachers as Readers Research findings (Cremin et al. 2014) and was further inspired to explore and develop Reading for Pleasure (RfP) at Holbeach, where we decided to focus on:

Developing a reading for pleasure pedagogy which includes social reading environments

Other research which influenced me included: Evidence from OECD (2002), which found that reading enjoyment is more important for children's educational success than their family's socio-economic status.

Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards.

Here at Holbeach, we know that we have the power to change children's lives and are passionate about ensuring that our children have the best chances to grow into happy, successful people. RfP will increase children's chances of success.



Teachers' knowledge of children's literature and other texts



Teachers' knowledge of children's reading practices



Reading for pleasure pedagogy



Reading Teachers: teachers who read and readers who teach



Reading communities

Aims

Who has ownership of the reading environment in your school library?

This was the question that really set me thinking about our library as a social reading environment, which had, despite being a fabulous, well organised and attractive space, become underused.

So our initial aims were to:

- Ensure that all children had access to the library.
- Find a way in which children's voices could be heard and harnessed and empower them to make changes to the organisation and resources in the library.
- Give children choices and opportunities to engage in reading for pleasure in a shared, whole school environment that they had helped to create.



Outline

Ensure that all children have access to the library

- Expectations for using the library (all classes visit at least once per fortnight) were clarified and re-visited in several staff meetings.
- Buddy classes were formed across the school (eg Year 2 and Year 6) for blogging and reading together.
- Gradually, the library became well used once more and there was a real buzz of excitement again.



Outline

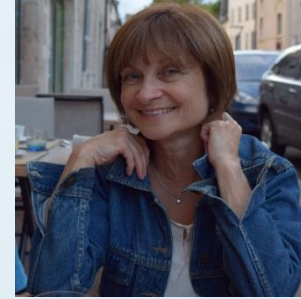
- A reception class set off to visit the library for the first time - on a bear hunt. Each child found a bear, chose a book and read to them. After that both children and bears listened to a story read aloud – ‘Where’s My Teddy?’ by Jez Alborough!
- When the children went back to class, one of them was bursting to tell another member of staff “This is the best day of my life! We went to the living room and had a story,” indicating that they felt so at home, comfortable and enthused by the event.
- The class have visited ‘the living room’ several times since and still regard it as “a special place that we love, with hundreds of books.”



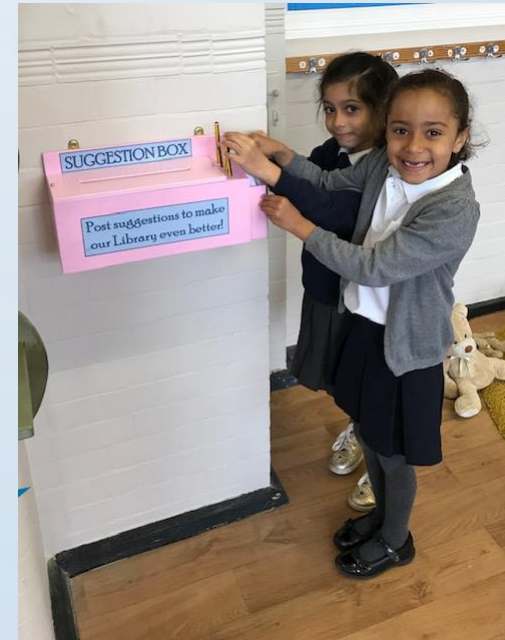
Outline

Ensuring children's voices were heard and empowering them to make changes to the organisation and resources in their library

- Sue McGonigle visited Holbeach to view the library and to interview me for a blog post that she was writing for Great School Libraries. Here is the link to the post: <http://greatschoolibraries.edublogs.org/>
- During her visit, we talked about ways forward for the library and Sue planted 'The Suggestion Box' seed in my mind!
- The Suggestion Box was key to obtaining a range of children's ideas in a manageable way.
- The box was created, painted and decorated by our talented team - Mr Holmes, the Premises Officer and Mrs Carnell, one of our HLTA's - and launched during a whole school assembly.



Sue McGonigle



Outline

- In the first week of the Suggestion Box being introduced, we received 170 notes from children. By the end of the first month, there had been 479 suggestions.
- Some of the ideas could be implemented immediately.

Audiobooks and other
read-along devices please.
Grace

Please can we have
bears to cuddle and
read to.
Adrian25

- Other requests were from children asking for specific books and authors. However, budget constraints meant that we had to think creatively about how we might provide this new reading material.



"It's like a class of bears reading. I want to read with them!" A child in Year 4



Outline

- We booked The Book Bus for a visit, which was very exciting for the children. They had never experienced a book shop on a bus before! Book prices were reasonable, ranging from £1 to £15.
- At the end of the school day, the children's infectious excitement was passed to their parents and carers, who were able to board the bus to buy books. There was a queue of about 100 people snaking around the playground, eager to make purchases.
- The books that we chose to buy with the commission included many of those that children had been requesting for the library. These new books were displayed in another whole school assembly and, as the books were introduced, there were gasps of excitement from the children!
- Children helped to create displays of the books in the library and the following day, the shelves were half empty - it was as if a plague of locusts had consumed the new books!



Outline

The children decided how to categorize and display the new books that they had requested



Books to make you giggle



Popular books

Books to help you understand things better

Books to take you on an adventure



Books that are classics



IMPACT

- The library is now used regularly by classes and groups of children.
- Children are enthused to communicate ideas for developing their library – giving them ownership has really made a difference.
- The library environment has been enhanced and children are eager to use it.
- Historically, our library was always non-fiction based, where older children carried out research. Story books have always been available in the classroom book corners. However, 90% of the suggestions from the children requesting books were fiction, indicating that if we truly wanted to encourage reading for pleasure, the library needed to change. The children led that change.



Year 3 children, in role as teachers, read a story to the class of bears

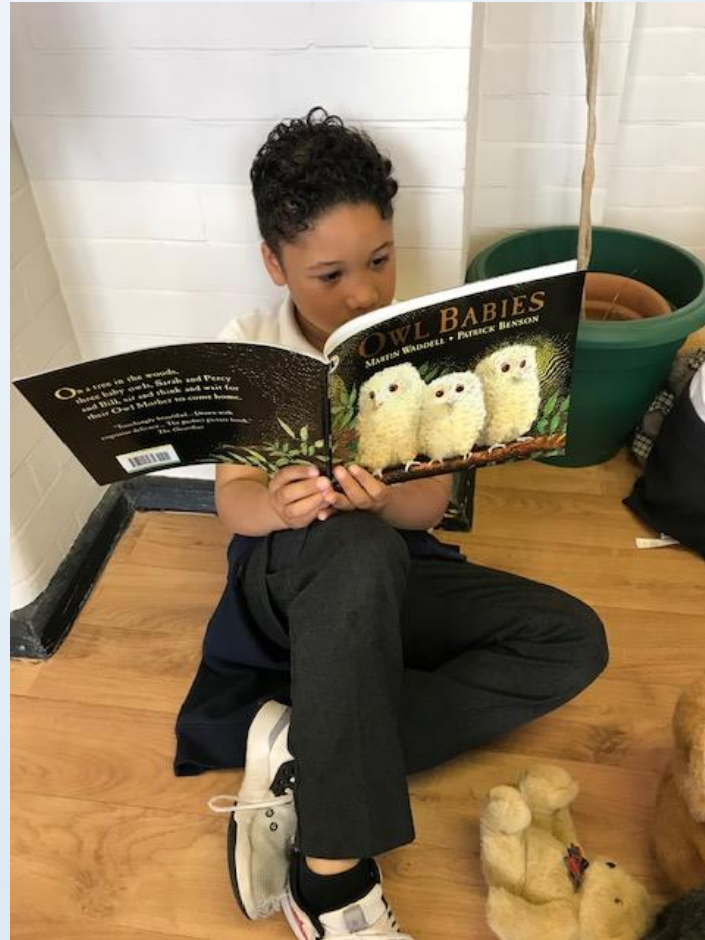
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Readers making choices



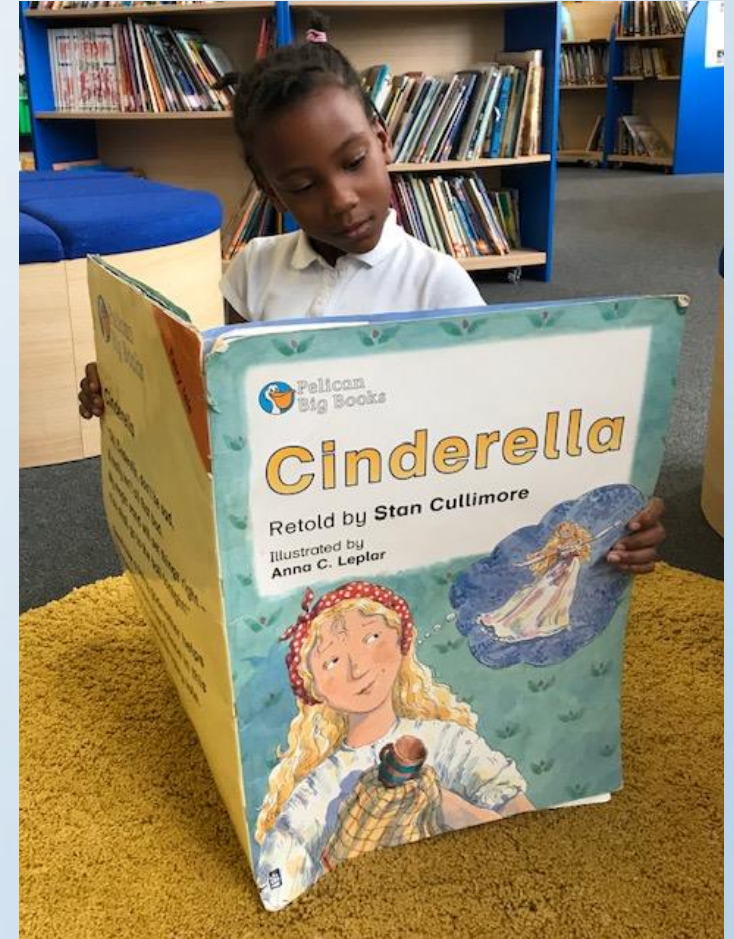
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Relaxing with books



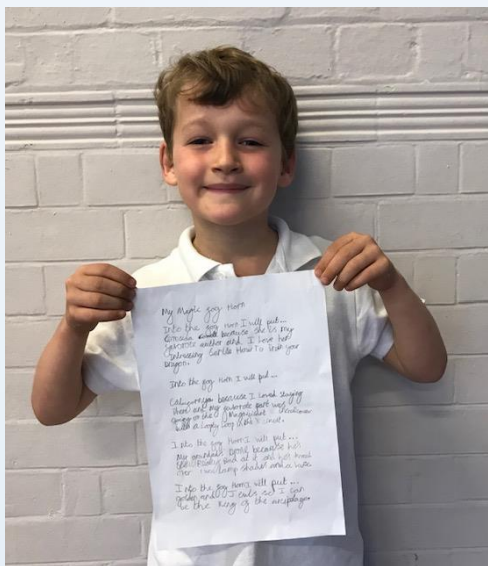
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Engrossed readers enjoying books

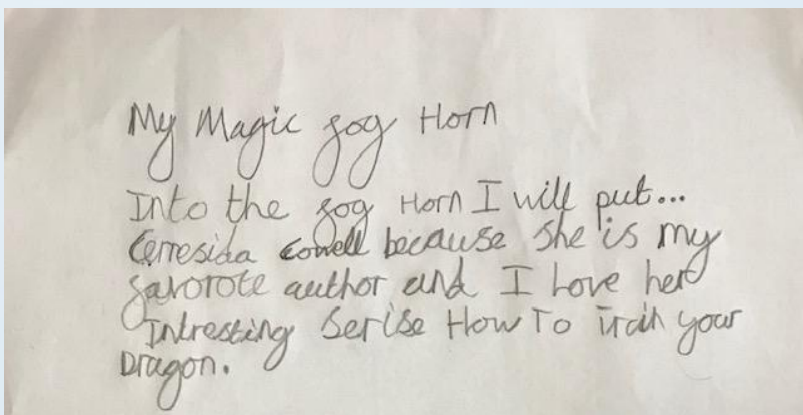


IMPACT

Reading for pleasure extending beyond the library



The love of books has had an impact in other areas of the curriculum too. Dominic, a Year 2 boy, included his favourite author in his poem this week!



My Magic gog Horn
Into the gog Horn I will put...
Ceresida Cornell because she is my
favortite author and I love her
Intresting Serise How To train your
Dragon.



Reading for pleasure before school.

Reflections of impact on our practice

- So far, the project has been a great success. Children now have ownership of **their** school library and the way that it is organised and resourced. Observations indicate that children are enthused, excited and engaged to browse, explore and discuss the books on offer and read both independently and with others.
- Working closely with the children, we have been able to create a safe, relaxed and stimulating space where reading for pleasure is valued.
- This project has clearly demonstrated that, in order to make successful changes in schools, pupil voice, teamwork and creative thinking are vital.



Next Steps

Next steps will include exploring other OU TaR's findings and implementing some of the children's other suggestions, such as:

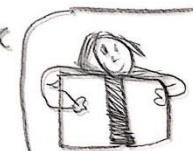
- Continuing to develop and extend the new fiction section alongside the children.
- Developing new areas within the library, e.g. a book making station where children see themselves as authors and can display their books for others to read.
- Using the Recommendation Wall to ensure that children are able to share responses and opinions of books which they have read.
- Ensure that independent reading time in the library continues to be comfortable, relaxing, enticing and empowering.

Maybe we could have a place
in the library to write our own
Poems, & books, etc.?



Thank you!

A place where
children can put
their own books
that they made



Mirabene Daisy



Year 6 children reading for pleasure together



Reception children reading for pleasure with their Headteacher

Children and adults working in partnership will continue to lead us forward on our Reading for Pleasure journey.

