



READING
FOR PLEASURE



Reading for pleasure pedagogy: Reading aloud Review your practice



This self-review document is designed to help you consider your practice with regard to reading aloud. In the TaRs research, reading aloud was identified as one of the 4 core strands of an effective reading for pleasure pedagogy, although it is not simply a case of employing these strands. Teachers need a rich repertoire of children's literature and other texts, knowledge of the children as readers and an understanding of reading and being a reader.

1. What was the last story book you read aloud completely to your class for pleasure, not with specific learning objectives or related work in mind? Who is the author?

2. When did you read this?

- In the last week
- In the last fortnight
- In the last month
- In the last term

3. How often do you read aloud stories to your class?

- Daily
- Weekly
- Monthly
- Infrequently

4. How long is your read aloud session usually?

- Less than 10 minutes
- 10 -15 minutes *box*
- 15 -30 minutes *box*
- Over 30 minutes *box*

5. What kinds of texts do you read aloud?

(Tick all you read and the frequency)

- | | | | | |
|---|--------------------------------|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> Novels | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Short stories | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Picture books | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Poetry | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Non-fiction | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Newspapers | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Magazine articles | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |

6. Who chooses what you read aloud?

- You always
- You mostly and occasionally the children
- You share choices and decide with the children

If children have opportunities to choose what is read aloud, what was the last book they chose?

7. Which other adults and/or children read aloud to other children too in school?

(Tick all that apply)

- | | | | | |
|---|--------------------------------|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> TAs | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Parents/carers/
family members | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Other staff | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Children | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |

8. How frequent are brief relaxed discussion opportunities to prompt children's engagement?

- Often
- Sometimes
- Rarely
- Never

9. How do you rate your practice of reading aloud?

(Rate this aspect of your RfP pedagogical practice on a scale of 1-10 with 10 being the highest – circle one number)

1 2 3 4 5 6 7 8 9 10

10. What in your view are the core reasons for reading aloud to children?

(Rank order these 1-5 with 1 being the most important and 5 the least)

- Widening children's vocabulary
- Providing a reading role model of *expressive reading*
- Enjoyment of texts beyond their ability
- Support for comprehension
- Building texts in common in the reading community

Further resources

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

- For ideas on how to increase your knowledge of reading aloud strategies, see:
[Reading for pleasure pedagogy – Reading aloud: Classroom Strategies](#)
- For the underpinning research on Reading aloud, see:
[Reading for pleasure pedagogy – Reading aloud: Research Summary](#)