

## Ready Teddy Read

Hannah Rodrigues

### Context:

I am an NQT working in Reception at a new three form entry school in Cambridgeshire. There are thirty children in each Reception class from a range of different nurseries. Our school has a diverse intake of learners, many children are bilingual or new to English. In my class (Sunflower) there are more than ten different languages spoken by the children including: Bengali, Turkish, Polish, Spanish and Greek.

### Research inspiration and rationale:

The Teachers as Readers research highlights that children's reading for pleasure can be encouraged by:

- encouraging children to exercise their rights as a reader; and
- encouraging strong connections between home and school literacy practices.

The Teachers as Readers research inspired the way I structured the "home-school teddy" for Sunflower class. In our class the "home-school teddy" is called Reading Ted and is used to encourage the children to document their reading adventures!

### Aims:

- To encourage informal book talk and therefore support children forming their identities as readers.
- To support the development of our class's reading community, in particular encouraging a two-way exchange of books between home and school.

### Outline:

The format is very simple and inexpensive. Reading Ted goes home each Friday with a different child. Over the weekend the child chooses their favourite book and reads this to Ted. The child articulates to an adult why they have chosen this book and together they document Ted's reading adventure. On a Monday morning the child shares their favourite book with the class and talks about why this text is enjoyable and special to them.

On the next page is an information sheet that is in the front of the Reading Ted exercise book that travels with Ted.

### Impact:

- Following the weekend the children talk about their own reading adventures in anticipation of hearing about Ted's reading adventure.
- We find out about Ted's reading adventure just before Phonics. This supports the children in making links between the act of decoding and reading texts of their own choice for pleasure. Child X said, "I do phonics so I can choose books."
- Reading Ted has encouraged the children to talk about their home languages and book choices independently in the classroom reading area.
- The children enjoy taking Reading Ted into the book corner and sharing stories with him.
- Other teachers in Cambridgeshire, working with Reception and Year 1, have started using the same format for their class teddy and have found similar benefits.

### Reflections on impact the TaRs research had on practice:

The Teachers as Readers research has enabled me to understand more fully the role of relationships and community on children's reading for pleasure. Furthermore, the research has supported me in reflecting on how I can make small changes within the classroom to support the children's motivation and engagement with books.

# Ready Teddy Read...

A love of reading is important for becoming a confident reader.

Researchers have found that children who have opinions about books and talk about these opinions are more likely to develop a love of reading\*.

Ted would like to learn about your Sunflower's opinion of their favourite book!

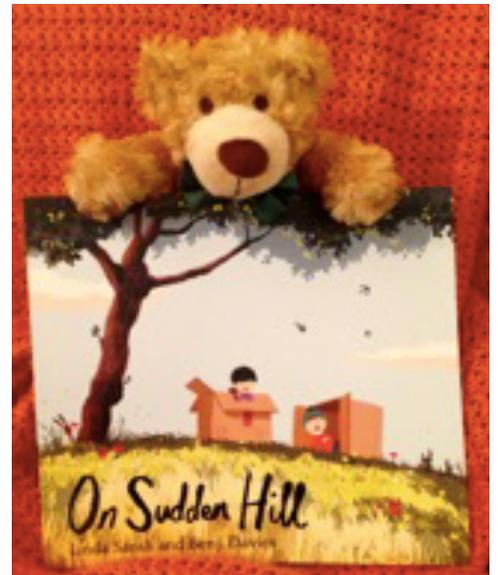
\* See Teresa Cremin's book "Building Communities of Engaged Readers" for more information.

This weekend, your Sunflower is bringing Ted home to share story time with you. Ted would like to know what your Sunflower's favourite book is and why.

Please could you help your Sunflower to:

1. Choose their favourite book.
2. Read the book to Ted.
3. Explain to Ted why they like the book so much.
4. Take a photo or draw a picture of Ted with the book (please see example on the right).

Please could you stick any pictures and writing into the yellow book when you have finished.



Please bring Ted, the yellow book and your Sunflower's favourite story into school on Monday morning.

Ted understands lots of different languages, so your Sunflower can share any book with him, even if it is not written in English. He likes non-fiction, story apps and comic books too!

At school we will talk about which books we like and why. We will also share the weekly entries in the yellow book as a class.

Thank you,  
Ted and Mrs Rodrigues