

Vote For A Book

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Context

- I am an NQT with a Year 4 class in a one-form entry primary school in Cambridgeshire.
- As a school, our current development focus is improving children's reading fluency and comprehension, as well as increasing opportunities for reading for pleasure.

OUR research inspiration and rationale

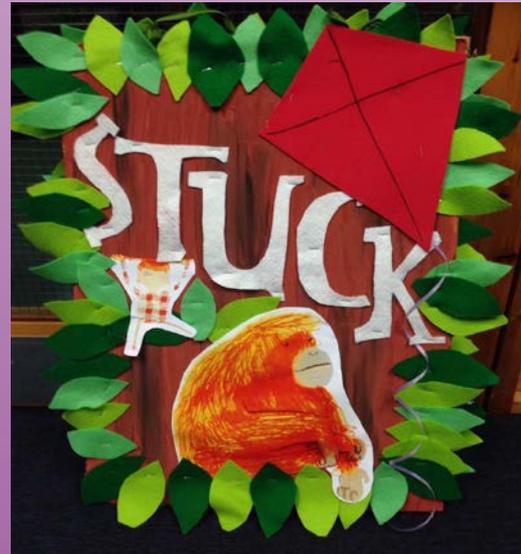
The 'Reading Teachers' aspect of the Teachers as Readers (TaRs) research inspired this activity, where teachers demonstrated their love and knowledge of books to children to stimulate book talk.

Aims

- Encourage informal book talk between children, promoting discussions of texts and reading choices.
- Promote teachers' reading passion to encourage children to take a greater interest in reading.

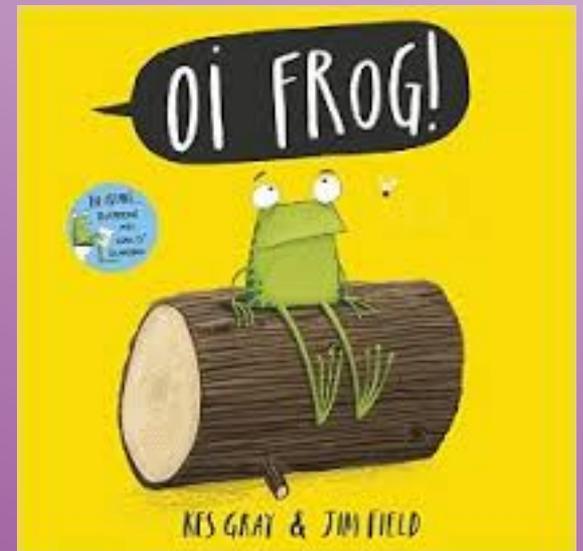
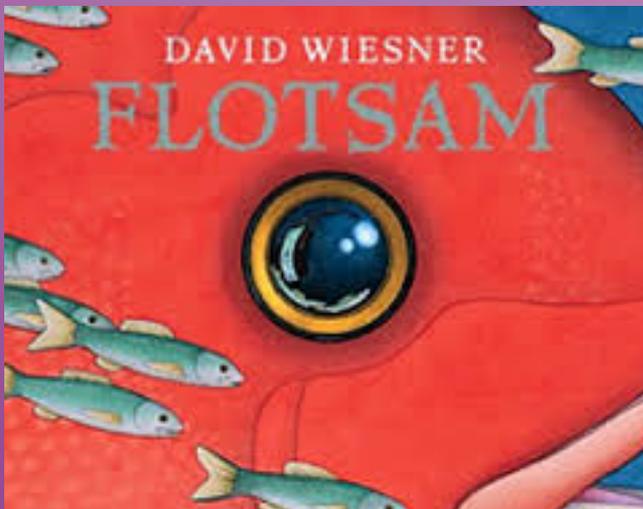
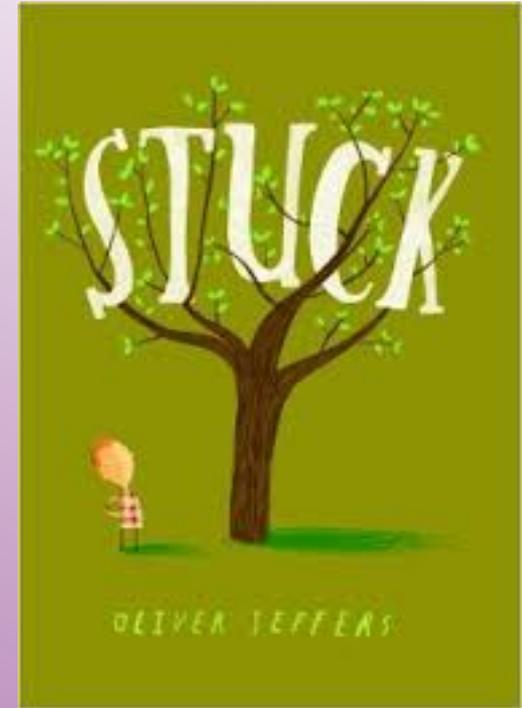
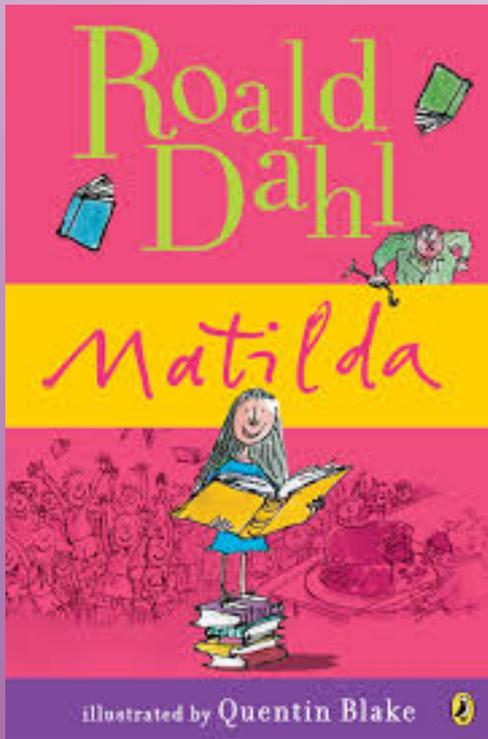
Outline

Each teacher presented a book during an assembly, reading an extract and then explaining why they liked the book. Copies of each book were available to children to borrow, with many classes having whole-class discussions about the books. After two weeks, children held a vote for their favourite book.



Some teachers wore costumes to further promote their favourite book.

Books



Impact

- Whole class discussions about the books led to children sharing their opinions on texts and also discussing features of books that they enjoy.
- Children were very enthusiastic about the vote and created posters and book reviews about their favourite books to encourage other children to read them.
- Children were heard talking about the books during playtime and some Year 4 children held a debate in the playground, sharing their opinions and discussing the books shared by the teachers.



Reflections on impact the TaRs research had on practice

The TaRs research impacted my practice as it made me more aware of the impact of my own reading on children. I have been more open about the texts that I read and now frequently share my reading journey with the children, leading to whole class discussions about our current reading.