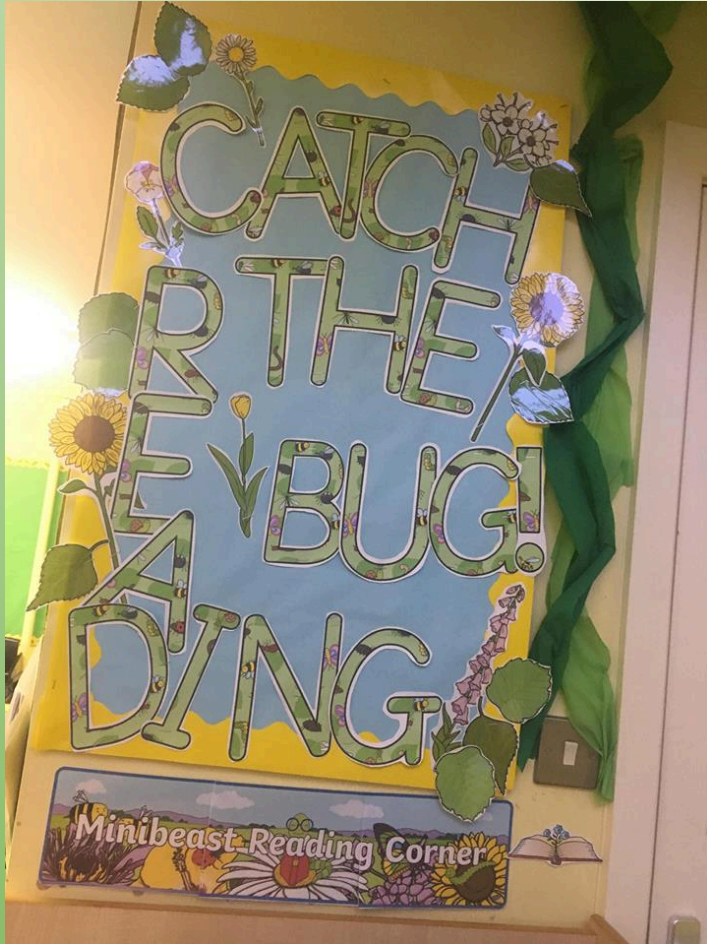


# Catch The Reading Bug!



Cassie Hepworth

# Context



I am a final year trainee teacher at Edge Hill University. I conducted my Reading for Pleasure Professional Practice Project at a small village school. It is a school with four classes. I completed my Project in a Year 1/2 class.

Reading for Pleasure was an ongoing focus within the whole school with different strategies being implemented to promote this.



# Research inspiration and rationale

One of the key Teachers as Readers (TaRs) findings was that in order to foster Reading for Pleasure in school, the classroom needed to provide a social reading environment as part of the RfP pedagogy.

This was particularly important, as I was aware children did not choose to explore the reading environment.

Through conducting class discussions and observations about reading, it was clear they became enthusiastic when sharing their interests. We wanted to pin these interests down and felt that the best way to do this, would be to incorporate the class topic in the reading environment.





# Aims

- To begin discussions with the children about their interests, especially reading interests.
- To use these findings to create an inspiring engaging reading environment in the classroom.
- To incorporate the reading environment into lessons and provision to provide social reading opportunities.

# Outline

- I carried out a circle time with my class discussing interests linking to their reading preferences.
- From this discussion, I discovered that the class enjoyed learning about their class topic minibeasts.
- I transformed the reading corner in the class into an inspiring interactive minibeast reading corner.
- I provided the children with minibeast bookmarks to encourage them to explore the reading environment. Every time they explored, read, discussed they received a sticker on their bookmark. 5 stickers equalled a special treat.
- I planned for exploration opportunities of the minibeast reading environment into lessons.



# Before

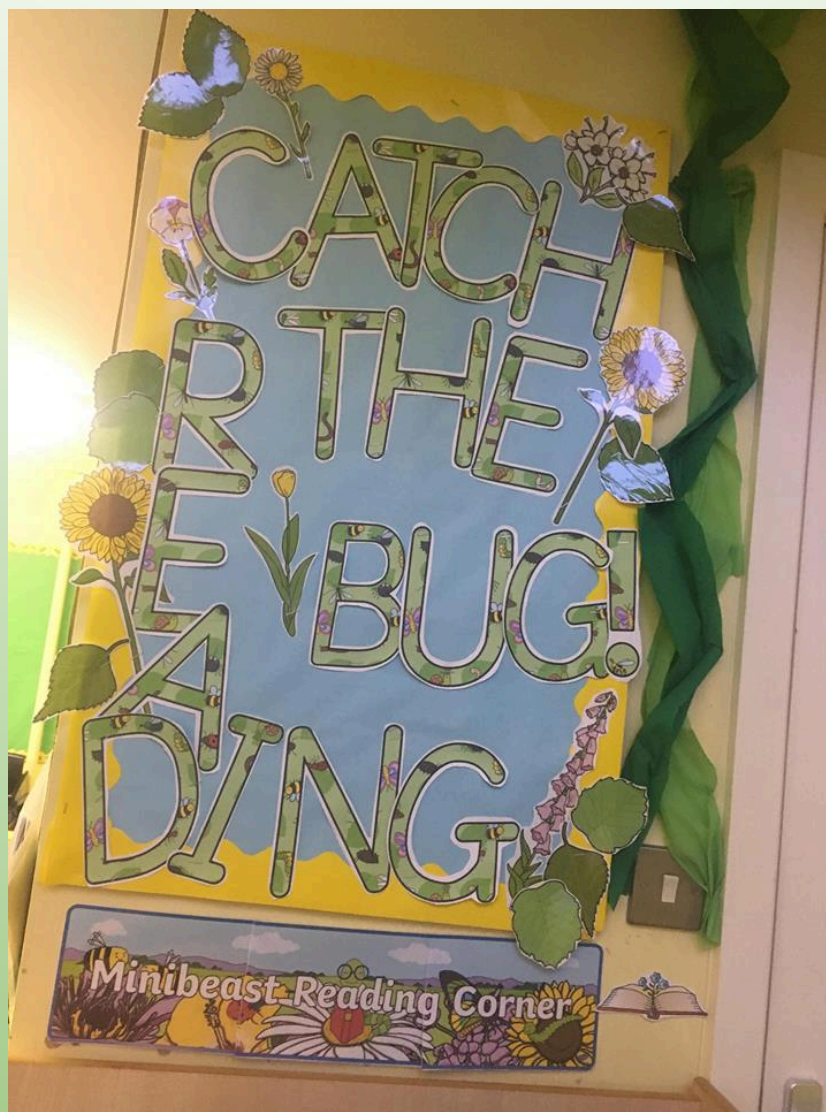
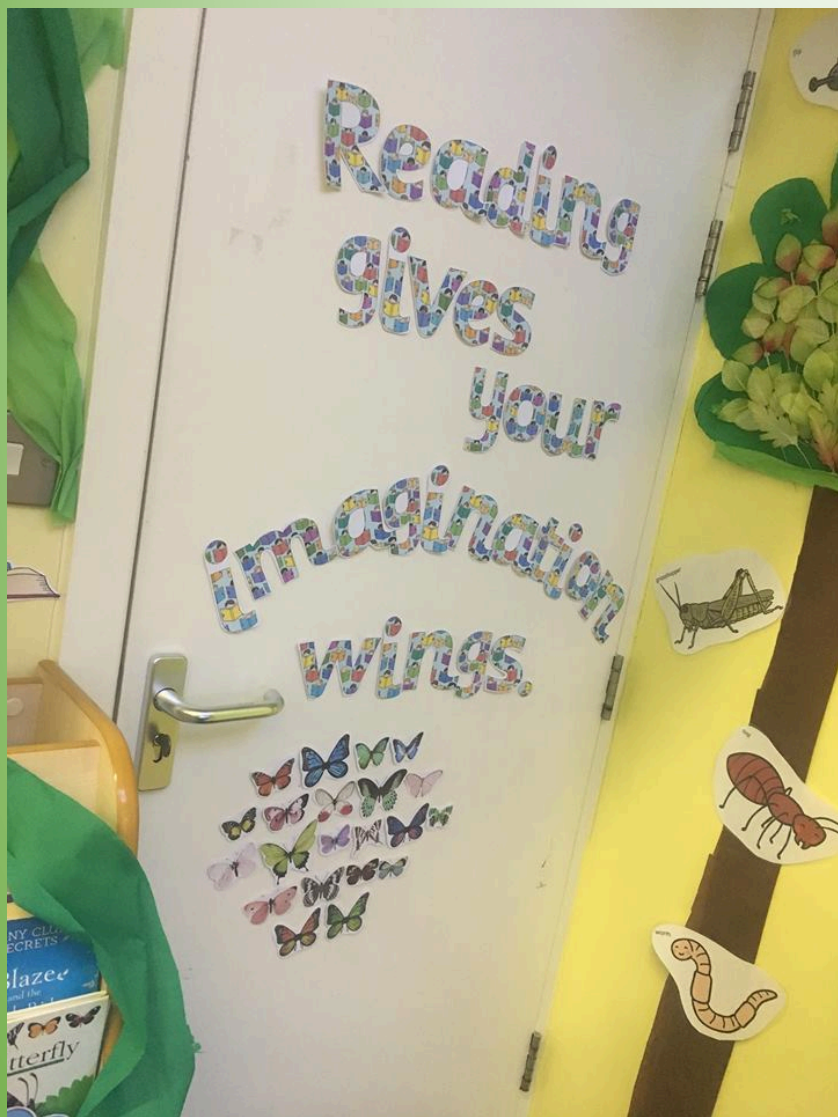




# After









# Impact

- I followed up the implementation of the minibeast reading environment by speaking to individual children. This was important, as it added to the evaluation of the strategy, and whether the children were developing positive Reading for Pleasure attitudes.
- I went on to:
  - Provide more places for the children to sit down and relax.
  - Give children more space and opportunities to read (both independent and socially).



# Reflections on impact the TaRs research had on practice

- The children interacted with the reading environment more frequently engaging in discussions about the book.
- Most children began to develop a love for reading. However, the school stated they would continue to focus on the implementation of this strategy as some children still skimmed through books, not focusing on the pictures or content.
- Some children also began reading for pleasure at home, sharing their passion and findings with their families. They took their bookmarks home in their books, carried out additional activities relating to books and shared pictures of themselves reading in interesting and exciting places.
- I will continue to develop this project during my NQT year in my new classroom environment.