

Context:

I am a 3rd year trainee teacher from Edge Hill University (Ormskirk, Lancashire), studying BA (Hons) Primary English Education with QTS. My major specialism is in English and my minor specialism is in EYFS. On my most recent professional practice in a Knowsley school, I ran a KS1 reading club once a week during lunchtime. I have also previously organised a similar reading club for Lower KS2 on my previous professional practice in a Lancashire school.

Edge Hill University

OU Research inspiration and rationale:

Overall, I would say my main inspiration from the Teachers as Readers (TaRs) findings was developing a reading community within the classroom and school, where children and teachers could discuss books, share ideas and have the opportunity to read for pleasure alongside each other. I wanted to contribute to my individual class but also have an impact within the school. I had so many ideas to promote reading for pleasure, I felt this particular focus from the TaRs findings would allow me to combine various aspects that would all contribute to creating a reading community.

**Aims:**

I wanted to encourage more children to read for pleasure, by promoting this through creating a reading community, where children felt comfortable to discuss texts with each other and teachers.

As I had previously run a similar club with an older age range, I was aiming to see how younger children engaged with the club, and how I would adapt my practice and strategies. I also wanted to develop my own knowledge of children's literature such as finding out what particular authors and books were popular choices with KS1 children, considering what they read in school and what they read for pleasure.

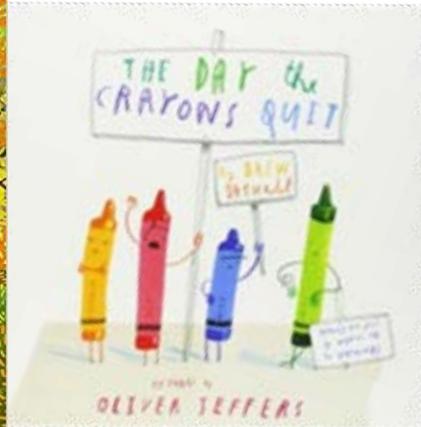
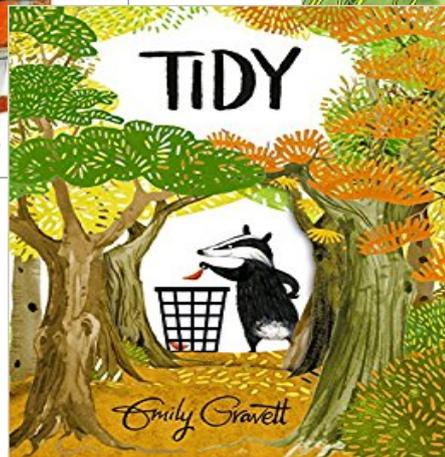
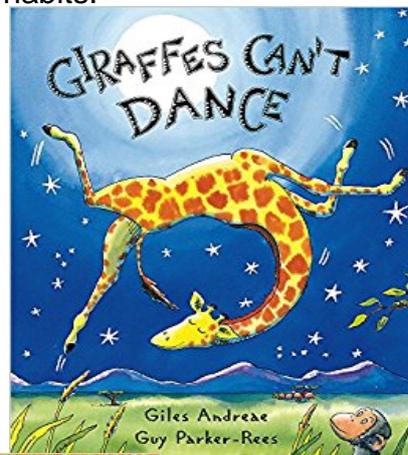
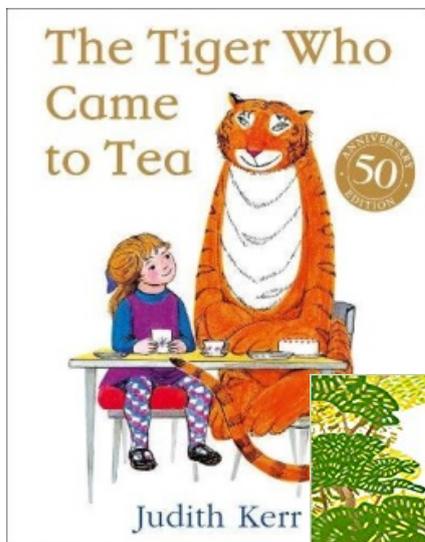
Additionally, I wanted to extend the children's knowledge of literature too, by reading and suggesting books they may not have come across otherwise, including classic stories, popular choices and recent award winners/shortlisted books. Furthermore, I wanted to use the club to inform my knowledge of children's reading practices, for example: the types of texts they enjoy to read, how often they read, who they read with and where they like to read.

My aim was to use all this information to develop the reading community further.

Outline:

Firstly, I set up my lunchtime reading club for KS1 children to attend (I provided information to the year 1/2 class teacher, so that he could inform the children in his class, while I told my Year 2 class about the club).

It was described as an enjoyable club, limited to 12 children, with reading and fun activities based around the texts (e.g. book talk, games, drama etc.) The other class teacher provided me with 6 names of children who had expressed interest, but who he also thought would benefit from further support and encouragement. When I told my own class, everyone expressed an interest, so I decided to allow 6 different children to attend each week, as this would help contribute to the reading community in the class. Each week I would bring a different text to explore with the children and then follow this with activities. The most popular with this age range were the games and drama activities, which used the books as a stimulus. Particular texts I used included: *The Tiger Who came for Tea* (Judith Kerr), *Giraffes Can't Dance* (Giles Andreae), *Tidy* (Emily Gravett) and *The Day the Crayons Quit* (Drew Daywalt). I would also use my time with the children in the club to explore their reading interests and habits.



During my placement, I also read for pleasure frequently with the children and used the knowledge gained from discussions to create a personalised reading corner (this included children's own pictures of favourite texts and characters, along with questions to interact with and prompt discussion about reading practices e.g. how often do you read?)

Also, it was great to be in school on World Book Day, as I could further promote RfP and dedicate the whole day to exploring books and reading (luckily I was in a school that really encourages children to read, so the reading for pleasure message was consistent throughout the school, especially as the school have a staff member whose role is Reading Ambassador.)

Impact:

From the reading club my knowledge of children's literature developed, as I found out about popular current choices for KS1 children to inform my own practice and develop my book collection.

Secondly, I feel that I developed the children's knowledge of literature too through the book club as there was always at least one child who had never read the book I read aloud. Also, in my class I would regularly bring in books to read, which the children responded well to and enjoyed. The class were willing to share their ideas and opinions on the texts and illustrations.

As well, the discussions that took place in the reading club and during my everyday teaching allowed me to explore reading practices of the children in my class, such as: what they like to read, how often they read, who they read with and where they like to read – questions similar to these were also included in my reading corner display to promote reading discussions and create a reading community in the classroom. I found children looking at this display and reading the questions with their friends and the children enjoyed looking at the artwork other children had created based on their favourite texts and characters to consider books they might also enjoy reading.



Reflections on impact the TaRs research had on practice:

Reflecting back, I definitely feel that the main aspect of the TaRs research that influenced my practice was the inspiration to try and create a reading community through various ways, but while doing this I have found that all aspects of the TaRs research can combine and work together to create an even stronger reading community, with strong knowledge on children's literature, reading practices, promoting RfP in various ways and extending this to teachers as readers. In the future, I would like to really pursue this further when I have my first teaching post, by promoting RfP in my practice, in my classroom/school and spreading the concept to other members of staff. For example, creating a classroom environment full of engaging opportunities to read, using books/texts to explore as many things as possible and exploring staff and children's reading practices.