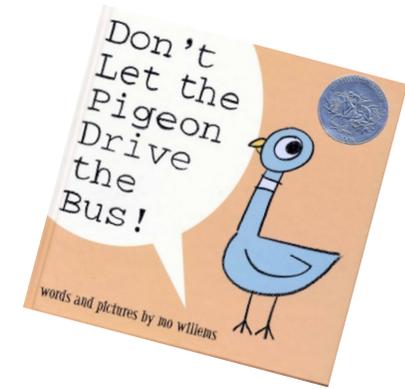
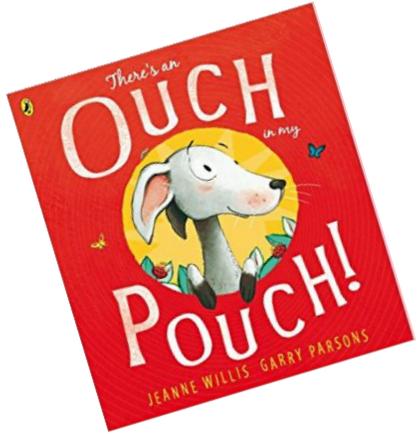
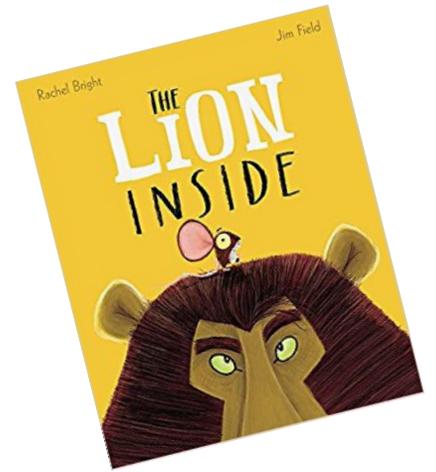




Little Bookworms Club



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CONTEXT

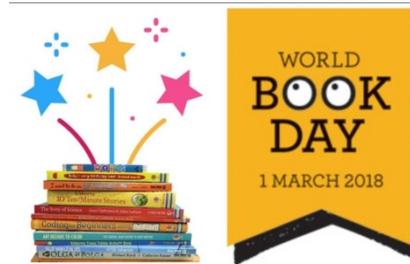
On Professional Practice Phase 2, I was placed in a small village school in West Lancashire. I worked in a mixed Year 1/2 class of only 17 children.

There was a strong reading culture within the school, with reading for pleasure being promoted across all year groups and being an area of the English curriculum that the school were continuously striving to improve.

Both the children and teachers placed value upon reading, with the school engaging wholeheartedly with World Book Day (completing a whole school, George's Marvellous Medicine themed, spelling bee) and the 'Readathon' to raise money for children in hospitals.

The children would often have opportunities to have books read aloud to them, and teachers would encourage children to read independently or with other children in the school.

Edge Hill University



OU RESEARCH INSPIRATION, RATIONALE AND AIMS



When creating my RfP project, I was inspired by the following strands of the Teachers as Readers findings:

3. A READING FOR PLEASURE PEDAGOGY WHICH INCLUDES:

- Social reading environments
- Reading aloud
- Independent reading
- Informal book talk, inside-text talk and recommendations

5. READING COMMUNITIES THAT ARE RECIPROCAL AND INTERACTIVE.

AIMS:

- To continue to inspire and motivate children to read for pleasure.
- To encourage informal book talk, giving children opportunities to discuss their opinions, thoughts and feelings towards books.
- To introduce children to a range of book themes and genres, making recommendations according to their interests.



OUTLINE



'Little Bookworms Club' was a weekly book club for children in Year 1/2, held during lunchtime, every Thursday, for 30 minutes.

During the first session, I found out about children's reading interests and practices outside of school through a Q&A session. I set up a 'book blanket' in the classroom to identify which authors, genres or book themes they were drawn to.

We read a new book each week, that the children had chosen collectively during the previous meeting. This relates to Lockwood (2008), who argues that children should have the right to choose what to read, in order to develop RfP. After reading each book, we completed a different activity. These included drama, character drawings, book talk, verbal book reviews, etc.



IMPACT



- Both myself and the children were inspired and motivated to read – the club fostered a love of reading, with all involved ‘anticipating the satisfaction’ that they would get (Clark and Rumbold, 2006: 6) from their engagement in the club.
- My confidence when reading aloud to children increased.
- Children brought texts in from home that they love to show to myself and their peers – they enjoyed talking about the books and recommending these to others.

Cremin et al. (2009) highlight the positive impact of this for RfP, illustrating that reciprocal recommendations between children and teachers encourages book blether, leading to positive progress being made towards creating a community of readers.

- I gained a better understanding of the children and their reading preferences, feeling more confident to recommend texts/talk to them about books of interest - informal book talk was promoted.



REFLECTIONS AND REFERENCES

REFLECTIONS:

- The TaRs research has significantly impacted my practice, providing me with invaluable knowledge about inspiring RfP in schools.
- Through this project, I have developed a further understanding of the importance of informal book talk when creating reading communities
- Moving forward:
 - Think about creating a book club for children in KS2, to promote RfP across all age ranges.
 - Continue to give children the opportunity to choose what they read, ensuring that they are given freedom to explore their own reading interests as they develop a love of reading.
 - Create more opportunities within my practice to engage in informal book talk with children, discussing books and recommending texts/taking recommendations from children.

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- CREMIN, T., MOTTRAM, M., COLLINS, F., POWELL, S. and SAFFORD, K., 2009. Teachers as Readers: Building Communities of Readers. *Literacy*]. 43 (1), pp. 11-19]
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