

One World, Many Stories

TARS PROJECT
STRAND 2
TEACHER'S KNOWLEDGE OF READING PRACTICES

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CONTEXT:

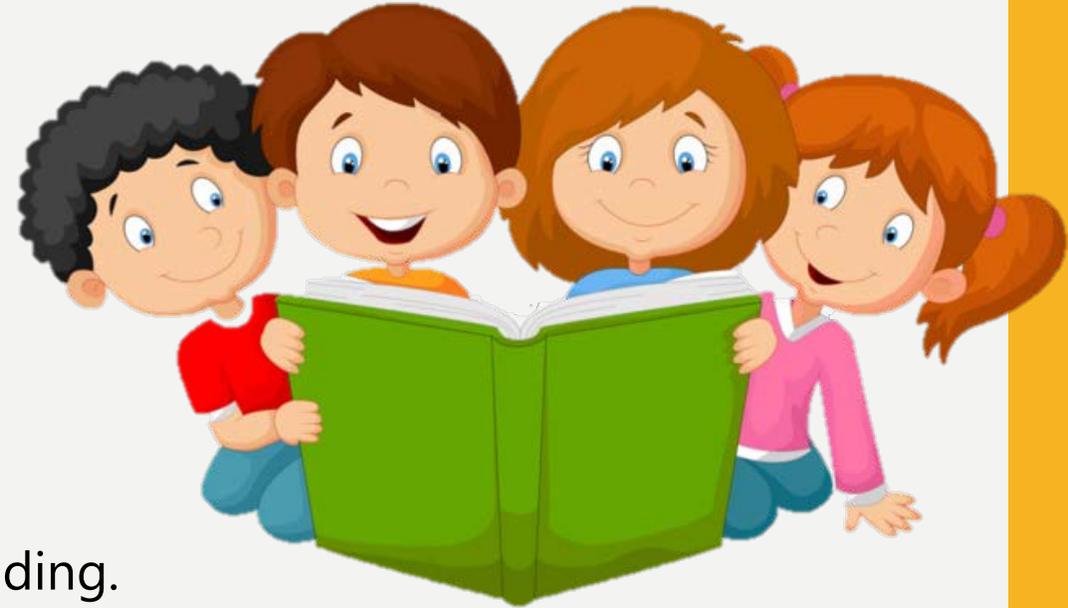
Small scale investigation into what my nephews and nieces think about reading and their reading habits.

Child H: 6 year old boy.

Child T: 8 year old boy with ADHD

Child M: 7 year old girl.

Child D: 5 year old girl.



AIMS:

- Increase the enjoyment and engagement in reading.
- Find out how/where/when/why children read.
- How parental involvement can impact children's reading.

INSPIRATION

Knowing how important reading is and noticing that the children were disengaged with reading and having an urge to get them re-engaged so they can enjoy reading and consequently the many benefits reading has.

RATIONALE/RESEARCH:

Teachers as Readers (TARs) strand 2: Knowledge of children's reading practices.

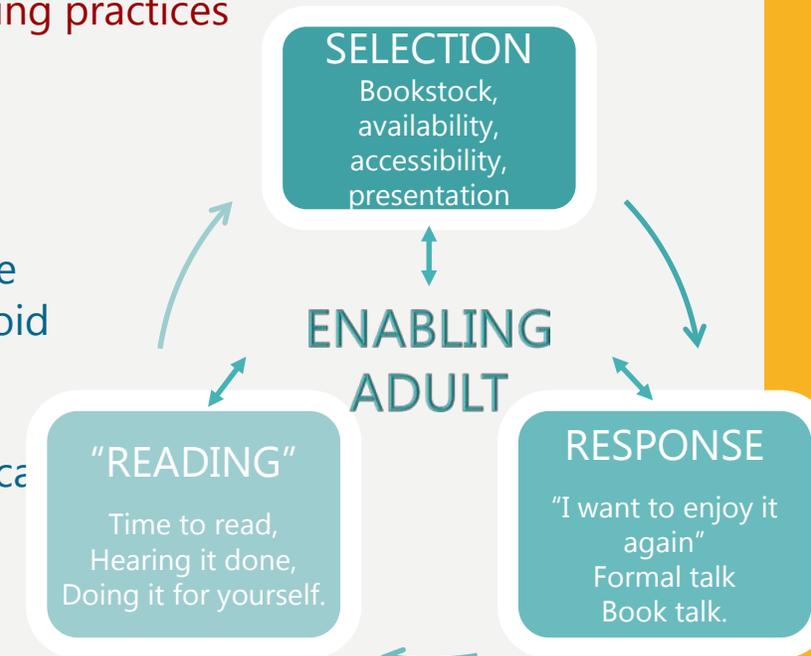
Merga (2017) suggests that not much is known about children's opinions on reading practices exercised in schools, such as reading aloud, beyond the early years.

Research into this area could inform the reading practices within school and engagement in reading.

Chambers (2011:15) discussed *'the reading circle'* and within that the *'place'* where children read. This area needs to be one that the children can concentrate and avoid distractions (such as a television). Within schools this can be hard to achieve as children can be distracted by peers and other activities that could be going on around them. Furthermore, if the child has an *'enabling adult'*, all other obstacles can be overcome as this adult should be a committed reader that can enthuse and encourage reading.

Topping (2018:25) suggests parental modelling of enthusiasm and an interest in reading has a positive correlation with children's reading attainment and enjoyment. The main features that are the most effective and sometimes more effective than teacher input are:

- Modelling enthusiasm and self correcting procedures.
- Regular practice.
- Feedback, as this is more frequent and immediate and potentially more meaningful than a teacher's comment.
- Reinforcement is more valuable, frequent and personal.



OUTLINE

I asked the children to keep a reading log in order to see how many books were being read every week for the four weeks →

Things that Interest Me!

Name: _____ Date: _____

Circle your answers:

I like it when people read to me: yes no

I like to read books with someone: yes no

I like to read books by myself: yes no

I like to read stories that are : funny happy sad

I like to read stories that are : real make-believe

I read 1 2 3 4 5 6 7 8 9 10 books this summer

Here is the name of a good book: _____

My favorite t.v. show is...	My favorite game is...
My favorite toy is...	My favorite place to go is...



I interviewed the children using a set of questions. I then collated the results to identify any trends.

Name: _____ Date: _____

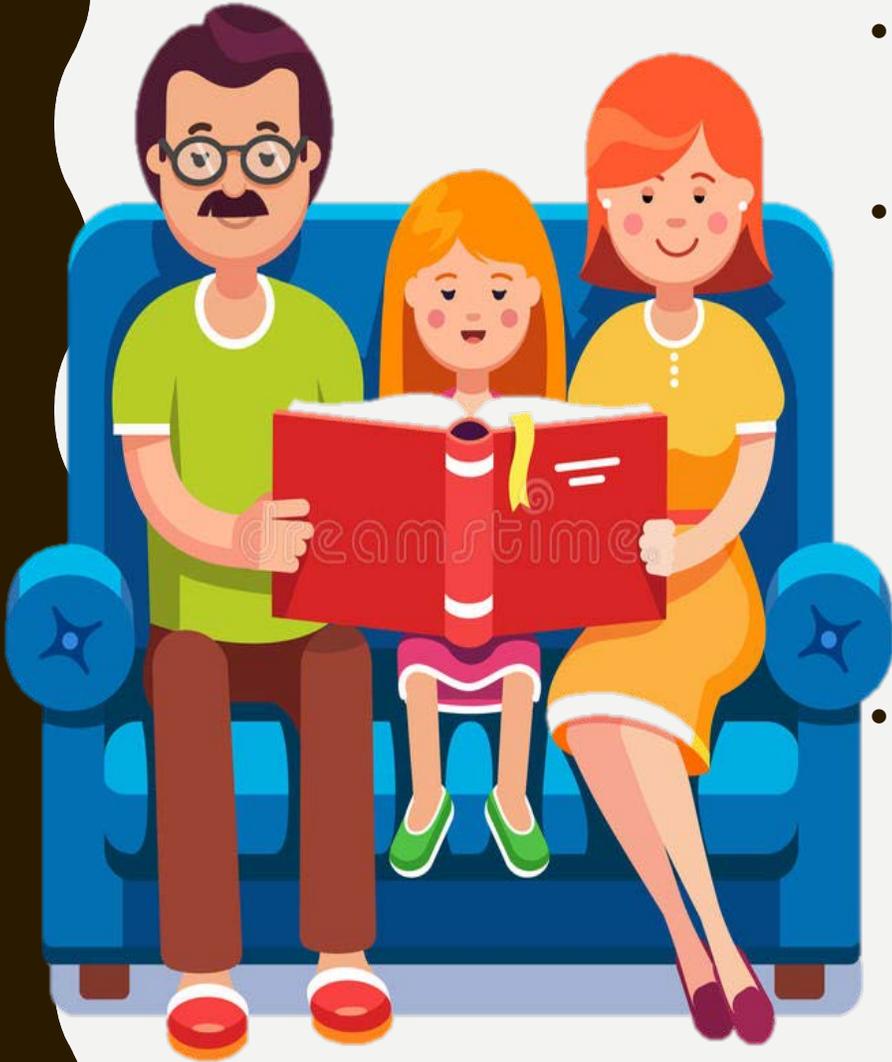
★ **My Reading Log** ★

	Title	Author	# of Pages
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

Anything can happen...
when you open a book!

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IMPACTS



- I discovered that the children were not keen on **'forced reading'** during school time because they preferred to be **autonomous** when choosing when and what to read.
- Child T in particular struggled with just sitting at the desk with a book, as when he was at home he generally reads up to five pages at a time before taking a break. Based on this, I used **interactive books**, like kindle editions, and also when he was reading I encouraged him to **use toys and draw pictures** to act out the scenes which meant that Child T read more pages of a book in one sitting and consequently read more books. I also suggested that all the children try reading without the television on and away from distractions (such as tablets/iPads).
- Child H and Child D commented that they **would like to read stories with their parents** and often misled their parents to believe they had read a book when they might not have finished it. Based on this I had a **conversation with the parents** and explained the many benefits of reading and this encouraged them to read more at home. There was a positive correlation between the parents reading at home with their children and how many books the children read based on their reading logs.

REFLECTION

- I realised that knowing children's practices of reading is **not limited to knowing their level**. It is a lot wider than that. This assisted me in understanding why children are sometimes disengaged with reading inside of school as it is assessment based. However, the assessment in reading is limited, therefore, it is up to practitioners and parents to redefine what reading means and use this knowledge when encouraging children to read. Any reading, be it instructions, emails, cereal boxes, will increase reading ability and if children enjoy what they are reading, which if it is chosen of their own volition is more likely, their engagement is expected to increase, which will consequently promote a love of reading (TARs Research). Therefore, the research I conducted assisted me in promoting this love of reading by allowing the **children autonomy** over the reading material and the time they read.
- Furthermore, the research I carried out (Topping 2018) inspired me to **motivate parents to support their child** with reading as not only does this benefit the children academically but can also build up **communities of readers** and improve parent/child relationships. This is why I conversed with the parents and in some cases created a flexible timetable to help parents schedule 15 minutes in their day to read with/to their child.
- *The next steps I am hoping to achieve would be to play a more active role in the children's reading journey, such as checking their reading log and reading with them, as well as supporting the parents in their journey into reading with their child.*



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