



THE DOWNS CE  
PRIMARY SCHOOL

# My Teacher's a Reader!

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## Context to our Research

- We both work within a federation across two sites in Kent: The Downs Primary School (a large, two form entry) and Northbourne Primary School (a small, rural, one form entry). Jennie is the Reading Recovery teacher working primarily within reception and year one but is also responsible for the delivery of Better Reading Partnerships (BRP) across the federation. Kirsty is the Reading Leader and currently works in year two.
- As a school we are committed to immersing our children in good, quality literature and helping our children develop a love of reading.





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# Research inspiration and rationale

- The inspiration we used was the Reading For Pleasure Pedagogy strand of the Teachers as Readers (TaRs) “Reading Teachers; teachers who read and readers who teach” to implement change across our school environment.
- We felt we had fallen into the cycle of ‘we read, we test or we get a certificate for moving up, we read again.’ Although achieving a certificate or passing a comprehension test may be the result of some of their work it was not the vehicle in which to achieve it. Our vehicle needed improving. It needed to drive the love of reading to establish our reading climate at The Downs.





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## Research inspiration and rationale

- TaRs research identified that schools should support their teachers to develop as Reading Teachers; teachers who read and readers who teach. Teachers who share their own experiences of reading made a positive impact on children's desire to read and frequency of reading. By being 'seen as a reader we can seek to apprentice younger readers' (Cremin, 2011). A questionnaire that we sent out to staff revealed that they did not feel that their classes would recognise them 'as readers.' Our challenge was to change this.
- Our questionnaire suggested teachers had a limited or limiting repertoires of children's authors and poets. We were always reading books within our 'comfort zone'. It was clear we needed to expose our staff to new possibilities in order to broaden our children's reading experiences.

a comfort zone  
is a *beautiful* place,  
but **nothing**  
ever *grows* there.





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## Aims

- To create a reading culture that allowed teachers to be seen as readers so that children have a desire to read and in turn increase the frequency of reading at home and at school.
- To support teachers to develop their reading repertoire and engage in book talk.







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# Outline

After a teacher self-review, we found that many of the teachers did not view themselves as readers and many could only name a limited number of authors. As a school, we have always promoted enjoyment of reading through DEAR (drop everything and read) time, however many teachers did not always share their own experiences of reading with the children. We set out to change that.

'For the love of reading', a book box with quality picture books, ranging from reception to year six, was placed in the staffroom for teachers to peruse during break times. They selected books and shared them with their classes. Adding notes in before passing the book on to share with another colleague and class.

We challenge  
you to  
find.....

I think year x  
would like this  
because.....

I love this  
because.....

It made me  
think of .....





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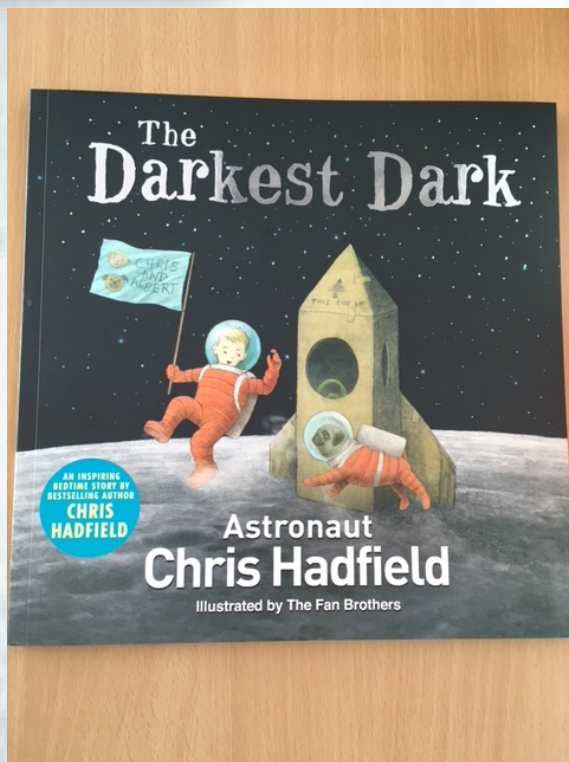
# Our Special Box of books





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# Results



30 - We liked that this book was about a real astronaut & we could see him on youtube. Also we discussed our fears & wondered if we'd be able to overcome them too

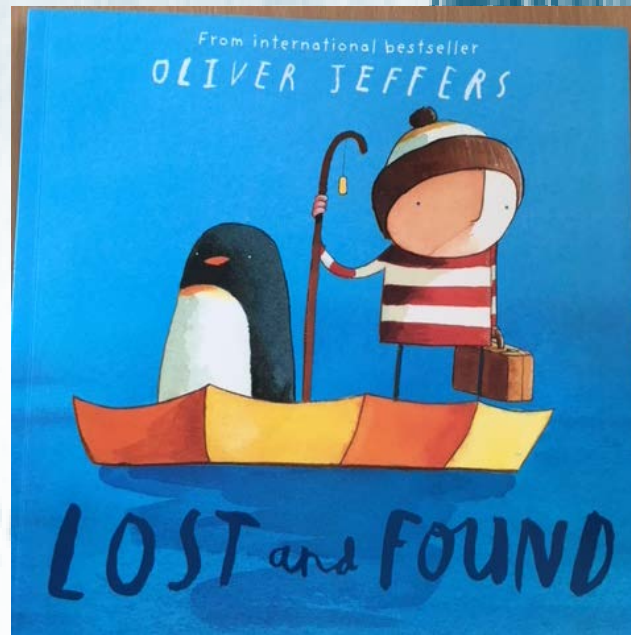






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# Results



thought the penguin was cute.

thought it was good.

felt sad when the boy left the penguin.

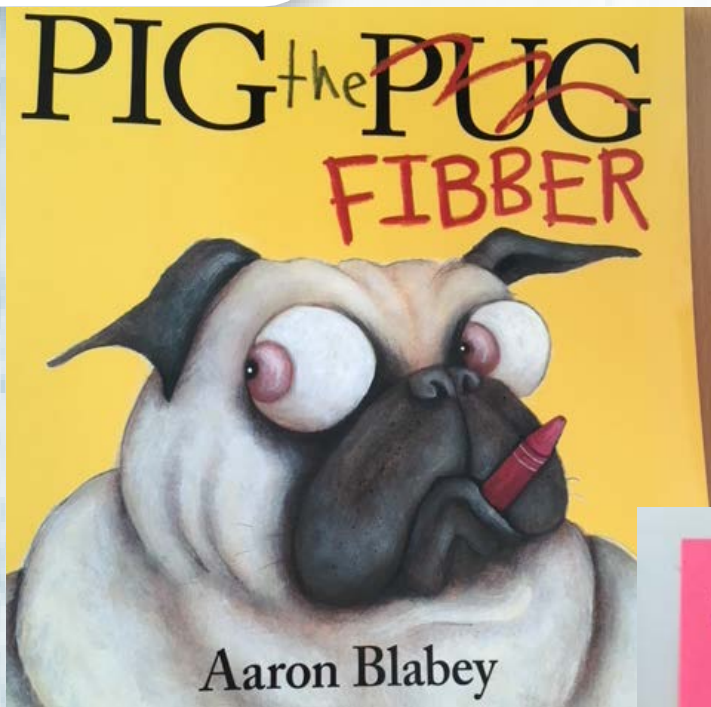
liked the bit when the boy hugged the penguin.





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## Results



25 think this  
book is hilarious!  
Lots of laughter and  
smiles while reading  
this one.

We think all ages  
will find it funny. x





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# Results



4G - Loved joining  
in and shouting  
GO!  
Great book to read  
out loud as a whole  
class.  
Very repetative!

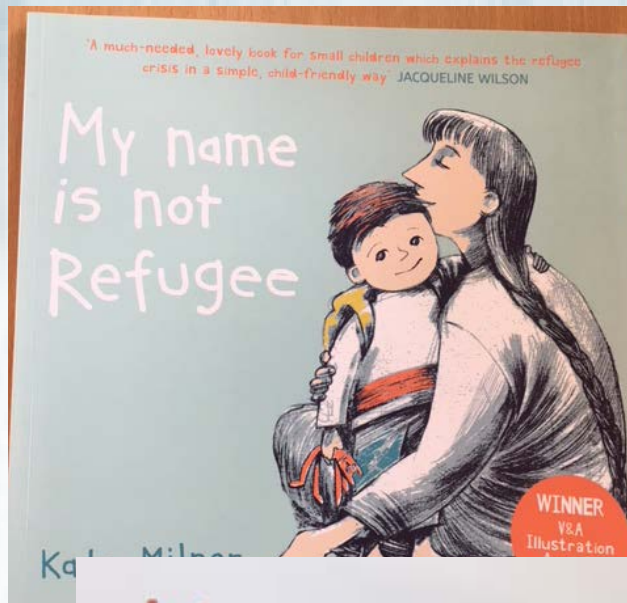






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# Results



My name is not  
Refugee

"It made me  
think how hard  
it would be  
to leave everyth-  
ing behind."



"Great book!  
Tell's you  
what people  
are going through."

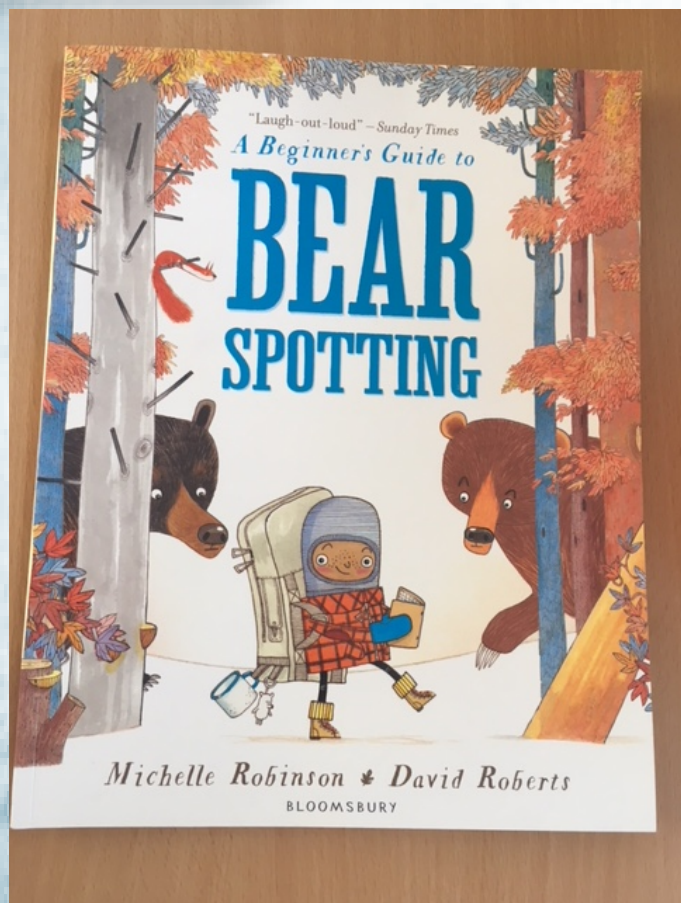
"Child-friendly."





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# Results



GT enjoyed the humour  
and the illustrations.

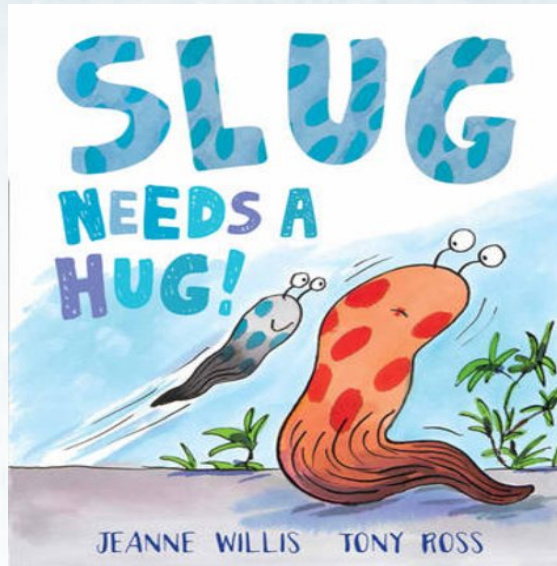






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# Results



Yr 4.  
- felt sorry for the slug.  
- enjoyable for all ages  
- unexpected ended.  
- rhyming words

25 - poor slug  
- funny with an unexpected end  
Great adventure  
YR will laugh  
We love the made-up word "time-y".





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# Impact

- Teachers engaged in conversations with each other about the books, some recommended which ones they liked and also those less favoured ones.
- Teachers remarked that a lot of the books were unheard of and that they enjoyed them. This broadened their awareness of other authors that may not be in the mainstream or are seen as 'celebrity' authors.
- The children interacted in discussions with the teachers about what they liked or didn't like and therefore freed their minds to read for the pleasure of it without book levels, intense questioning, or the need to write about it.
- Teachers learnt from each other. Book swapping has become common practice. Bringing the school community closer together and making all children more familiar with the teaching staff.
- These books were viewed differently. Not as teaching tools that they had to get writing opportunities from but the real purpose of what a book is for - the love of reading!





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## Reflections on impact the TaRs research had on practice

- Next steps: to continue to add to the 'read aloud box' to introduce staff to new authors.
- To continue to explore ways to increase reading for pleasure.
- To create a read aloud book box for our partner school.

