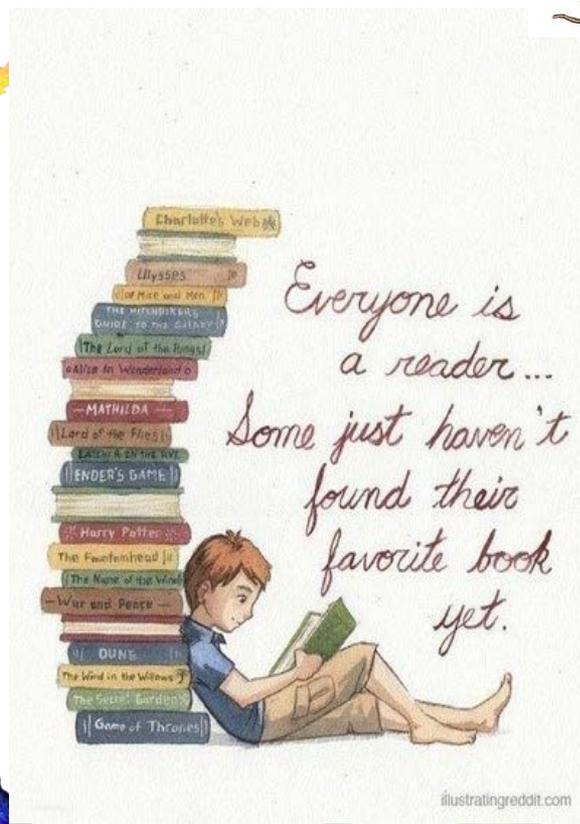




Children should learn
that reading is pleasure,
not just something that
teachers make you do
in school.

QUOTEHD.COM

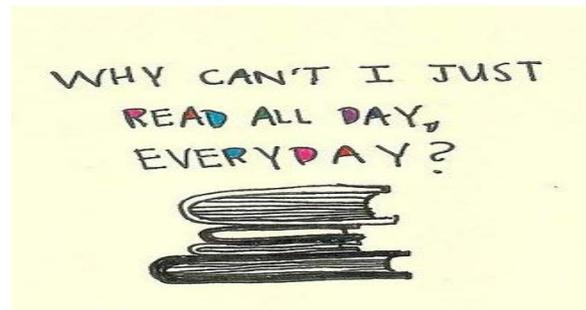
Beverly Cleary
American Author



UNIVERSITY of
GREENWICH

Context

- I am a schools direct student teaching in a year 1 class.
- I work in Belmont Castle Academy. Belmont is a three form entry primary school.
- As a school we have a book based curriculum and the development for a love of reading is promoted throughout the school.



OU Research inspiration and rationale

Reading aloud and discussing the text was a crucial strand of the Reading for Pleasure (RfP) pedagogy identified in the Teachers as Readers (TaRs) research. It enabled children to access rich and challenging texts, offered a model for silent independent reading, promoted children's affective engagement and created a class repertoire of 'texts in common' to discuss.

Belmont Castle Academy has a book focus curriculum and the children are read to daily. However when I researched my own practice I found that I was only reading the focus books with the children and I was only reading during Literacy and comprehension lessons.

I also found that on the few occasions that I did read a story chosen by the children it was a picture book that the children were already very familiar with. It was noticeable that a limited number of children chose the story so not all children were engaged.

As a result of this I wanted to introduce daily reading aloud of a book alongside the focus book.

"If you are going to get anywhere in life you have to read a lot of books."
- Roald Dahl



Aims

- To read out loud for pleasure daily with the children, books other than the topic or focus books.
- To encourage the children to read out loud with each other.
- To develop the children's confidence when reading to enable them to believe they are good readers.
- To provide the children with opportunities to read out loud in small groups and to larger groups.



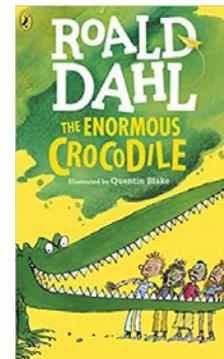
Outline

- I spent time talking to the children about the types of stories they liked to read. I found that many of the books chosen were focus books from reception. When I asked the children who enjoyed reading under half of my class put their hands up.
- We then went to the school library together and looked at different types of books. We looked at different longer stories and discussed how we could choose one of these and read it over a longer period of time. The children appeared excited by this. We choose 'The Enormous Crocodile' by Roald Dahl.
- Alongside this I encouraged the children to read out loud to each other, to me and the chickens!!!



Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

– Roald Dahl



Impact

- Since I began reading out loud daily with my class I have noticed the children's enthusiasm to read has grown greatly. The children have been very engaged during story time.
- I have also observed the children reading out loud to each other during free reading sessions.



- The children's confidence to read out loud to small groups has grown and the number of children wanting to do this has grown over the time of my research.
- The children were excited to read in different places around the school and many found reading to the chickens and rabbits at school fun.
- I asked the children again who enjoyed reading and the response was around 75% of my class enjoy reading.



Impact

- Some children have asked their parents to visit the school library to borrow books to share at home, children have asked me if we can visit the library.
- The children went on to ask for other chapter books and many were keen to read Matilda.
- The children are excited for me to read the story and ask every day if we can carry on with the book to find out what is going to happen next.



What the children say

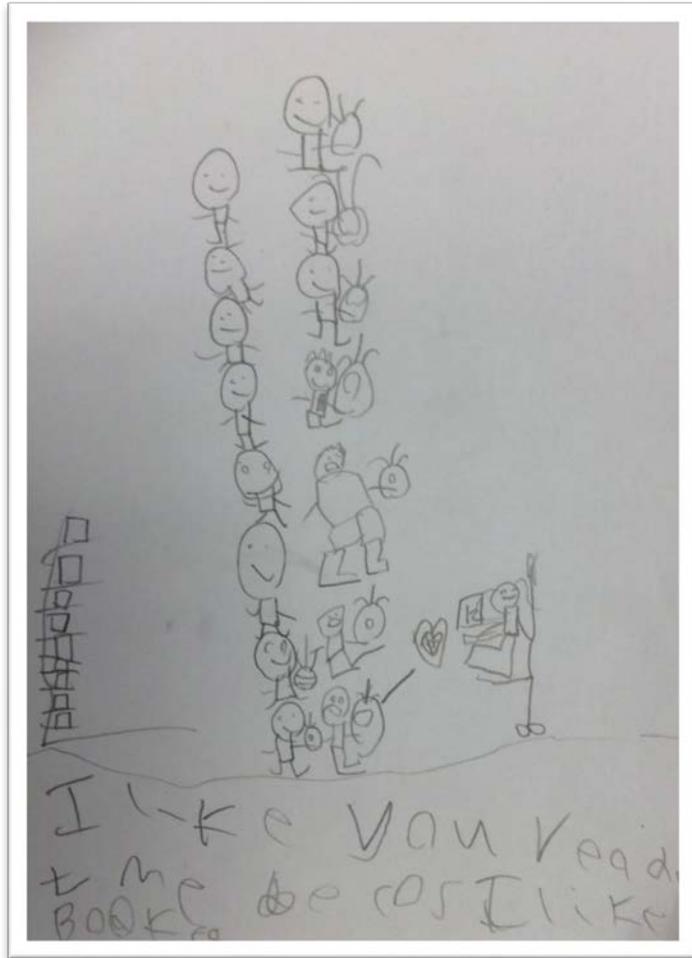


I like it when
Miss Chambers
when she reads
to us because
it's fun!!!

Denise
you I like
because you're
fun. it is
I want to
learn more because
I want to
be ^{clever} like you.



What the children say



Reflections on impact the TaRs research had on practice

I have always had a belief that reading to children is extremely important. However this research has allowed me to reflect on my practice and made me realise that my love for reading was not shining through in my practice.

I am now keen to facilitate what I have been doing with others in my school to further develop the love of reading across the school.



**“You’re never
too old, too wacky, too wild,
to pick up a book and
read to a child.”**
-Dr. Seuss

