

Teachers who read and readers
who teach.

Changing children's mind on reading.

Surpreet Phull



**UNIVERSITY of
GREENWICH**

CONTEXT

- ❖ I am currently at Boxgrove Primary School doing my final placement in Year 4!
- ❖ I have worked across different year groups (Year 2, Year 4 and Year 6)
- ❖ I have realised that children are not as engaged with reading and find it a chore instead of a fun and enjoyable time.
- ❖ Some children are not confident readers and this in turn puts reading in a negative connotation.

RESEARCH INSPIRATION AND RATIONALE

- ❖ It was time I brought my passion for reading into the classroom by using the one Author that has inspired me!
- ❖ I was first introduced to this author when I was in year 4 as a student so I thought that she would fit perfectly with my current class.
- ❖ J.K.Rowling changed my perspective on reading as her ideas and knowledge into captivating readers through her writing was incredibly different. She allowed the reader to go freely into the magical world of reading!
- ❖ I wanted to show my students that when I was their age, my passion for reading was ignited. I did this by familiarising and sharing the books I read at the age of 8-9 with them.

AIMS

- ❖ Children learn from Teachers and usually copy their actions. I wanted to show my students that I still love to read the books I was introduced to at their age.
- ❖ Reading is a fun activity that does not have to be done sitting down on tables.
- ❖ Creating an environment that appeals and engages the students, making them eager to pick up a book and dive into its story!
- ❖ Allow children to choose books that other students/teachers have recommended.
- ❖ Have the children read books that I read at their age.

OUTLINE

- ❖ I created a positive and influential reading environment by transforming my book corner into a Harry Potter themed area with props! Students could wear these when they were reading. The Harry Potter books were available to read too.
- ❖ I made scrolls with each students picture and the book they were reading. Teachers and support staff had their own scroll to show the students we were all in it together.
- ❖ I bought in books from my own collection that I read at their age and still read to this day and shared them with the class.
- ❖ Made book reviews readily available of the books the students had read so others could read these and decide if they wanted to read that book.



IMPACT



- ❖ Students were eager to read as they knew they were able to use the props that were made! Once they used the props, it made the students more focused on what they were reading as it made them feel a part of the story!
- ❖ From reading the book reviews, they were able to recommend or decide the book they wanted to read and see the other students thought process of the chosen book.
- ❖ From seeing my enthusiasm of Harry Potter, many students were keen on reading the books from this series so I had to bring in more copies!
- ❖ Class discussions were formed off the questions students raised themselves of the books they have read.
- ❖ Students would use the scrolls to ask other students why they chose that book and if they were able to read it after. They would change the book title on their scroll once a new book was chosen.



THE MAGIC OF READING!





"It's the books
you read when
you're young
that stay with
you always."

- J.K. Rowling



REFLECTION ON THE IMPACT THE RESEARCH HAS HAD ON MY PRACTICE

- ❖ Using the research I have understood that to promote reading, a positive and interactive reading area should be created within the classroom.
- ❖ It has shown me that having an environment where children can share, discuss and see other students/teachers book choices allows them to widen their text choice.
- ❖ Students are now able to see reading as a fun activity that does not require them to sit in one place!
- ❖ I have seen a big impact in students attitude towards reading and will continue to grow on the ideas I have used within the classroom where ever possible around the school!