



Developing Outside Reading Space

Northfleet Nursery School



Context

- Northfleet Nursery School (near bluewater) is an outstanding nursery school
- It is the only maintained nursery school in Kent
- It caters for children aged 2-4 years
- There are 108 children on roll (2018)
- There are four classrooms and three outside areas
- 1 headteacher, 3 teachers, 7 nursery nurses, 4 support workers and 3 office staff



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OU Research inspiration and rationale

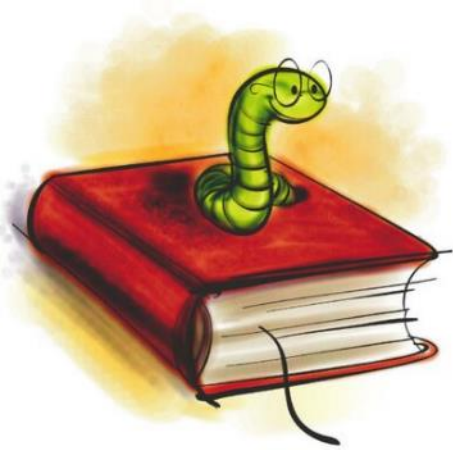
Reading for pleasure pedagogy

*Social reading environments were seen to be key to creating richly reciprocal reading communities in the Teachers as Readers (TaRs) research. **Physically engaging, the most successful environments tempted children into texts and offered spaces to relax, browse, and read for pleasure.***

Research Rich Pedagogies, The Open University

The role of the environment, a relaxed ethos, and the space and support for choice and conversation about texts was also seen to be crucial.

Cremin and Swann, 2016



Aims

- To develop an outside social reading environment where children are able to access a range of books
- To extend the space where children are able to engage with books
- To expand the children's understanding that reading can take place in a plethora of environments, not just a classroom



Initial Research

- Examining outside areas
- Observing children's reading habits
- Researching ideas on reading spaces and reading for pleasure



Initial audit and findings

- Although books were available outside it wasn't an inviting environment
- The books were not being read by the children
- Children were interested in books when adults modelled reading

Children who picked up books		Children who actively engaged with books
AM	8	5
PM	10	6

April 2018



Actions

- I led a discussion with staff about modelling 'a love for reading'
- Adapted the indoor reading area to trial the concept
- We created an inviting reading area with wicker baskets and blankets
- Adults modelled reading in the area



Indoor area: before & after



Indoor area in use



'Being a teacher'



Reading to the bear

Outside implementation

- I replicated the cosy area outside by using a tent, canopy and blankets
- Children voluntarily explored the books without adults modelling reading



Outdoor area: before & after



Outdoor area in use



What impact did TaRs have on reading practices?



Children who picked up books		Children who actively engaged with books
AM	8	5
PM	10	6

April 2018

Children who picked up books		Children who actively engaged with books
AM	7	11 (+6)
PM	9	14 (+8)



June 2018

What did I learn?

- Adults modelling reading is important as it encourages children to enjoy and use books
- A stimulating reading environment entices children to explore books
- To change reading areas regularly helps keep children's interest in books

