

READING IS OUR JAM



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# CONTEXT

- WE ARE CURRENTLY THIRD YEAR BA PRIMARY EDUCATION STUDENTS AT THE UNIVERSITY OF GREENWICH, ENGAGING IN A READING FOR PLEASURE COURSE.
- WE BOTH HAVE EXPERIENCE IN MANY SCHOOLS IN THE AREA, RANGING FROM NURSERY TO YEAR 5.



# OU RESEARCH INSPIRATION AND RATIONALE

- We have chosen to focus on *Reading Teachers: teachers who read and readers who teach* as we believe that this is the area that we had limited knowledge in and therefore wanted to develop it. This view of reading also interested us as it shows the importance of recognising the teacher as a reader and the significance of this in the classroom.
- Also, through reading the Teachers as Readers (TaRs) research we have learnt that through teachers sharing their experiences of reading, it can have a positive impact on the children as readers. It motivates them more to read at school and at home, and encourages them to read a wider variety of genres and authors (Cremin et al., 2014).
- Not only does this positively impact on the children, but also us as teachers. It develops our confidence in children's literature so we feel comfortable to share our knowledge of books, and poetry. This has given us the motivation to put this into practice in our future pedagogy.





# AIMS

- TO REFLECT ON OURSELVES AS READERS THROUGH ANALYSING PATTERNS OF GENRES AND AUTHORS, AND THE DISTINCTION OF CHOICES BETWEEN CHILDHOOD AND ADULTHOOD.
- TO DEVELOP AN UNDERSTANDING OF OUR READING JOURNEY, REFLECTING ON HOW THIS HAS SHAPED US AS READERS WHO TEACH.
- TO ENGAGE IN A COMMUNITY OF READERS THAT AIDS US TO EXPLORE THE PROCESS OF IMPROVING US AS A TEACHER WHO READS.
- TO REFLECT ON OUR DEVELOPMENT AS READING TEACHERS.



# OUTLINE

- OUR INITIAL LIMITED RANGE OF CHILDREN'S LITERATURE MOTIVATED US TO ENGAGE IN A WIDER VARIETY OF AUTHORS, INCLUDING POETS. OUR READING RIVER AND INITIAL SURVEY REFLECTED THIS KNOWLEDGE. THERE WAS A VAST DIFFERENCE IN THE AMOUNT OF BOOKS READ AT A YOUNG AGE COMPARED TO THE AMOUNT WE READ AS ADULTS.
- REFLECTING ON OUR OWN TEACHING, IT WAS CLEAR WE WERE ONLY CHOOSING BOOKS WE ENJOYED, RATHER THAN EXPLORING CHILDREN'S INTERESTS AND RECOMMENDATIONS. SO, BY HAVING THE OPPORTUNITY TO BE EXPOSED TO NEW LITERATURE , IT HAS BROADENED OUR UNDERSTANDING OF WHAT READING IS AND WHAT IT COULD BE IN THE CLASSROOM.
- TERESA CREMIN MAKES A VALID POINT IN THE TARS RESEARCH (2014) ; THAT READING CAN BE CONSIDERED A SOCIAL ACTIVITY, WHERE WE CAN DISCUSS BOOKS AS A CLASS, SHARING OPINIONS AND THOUGHTS, WHICH IN TURN DEVELOPS THE CHILDREN AS READERS.



# INITIAL SURVEY

8. How do you decide which children's books to use in your classroom?

*Tick as many as appropriate.*

Personal interest/knowledge ☒

Children's recommendations ☐

Library service ☐

Literacy coordinator's recommendations ☒

Other (please specify) ☐

5. List 6 'good' children's book authors

Julia Donaldson  
Anthony Browne  
Michael Morpurgo  
Michael Rosen  
Roald Dahl  
Jaqueline Wilson



We both recognised the well known authors, or as Cremin (2008b) calls them, the 'celebrity' authors. Our selection was narrow.



Our answer to this question is key in the rationale behind choosing Reading Teachers as a focus as we realised that if we only ever choose books and authors that we like the children's repertoire will never grow. To add to this, a book that we might like might not be a preference for the children in the class, and as we are promoting reading for pleasure it is imperative that we understand the children's likes and dislikes.

# INITIAL SURVEY

## 6. To what extent do you share your reading life with children in school?

Do you share:

	Often	Sometimes	Rarely	Never
○ Your interest in and attitude to reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Aspects of your life history as a reader	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
○ The range of material you currently read for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
○ Your practices and habits as an adult reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
○ Your views and emotional responses to the texts you read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



This part of the TARS research, interested both of us as we have never seen this been done in the classroom - sharing your reading habits with your class. Now reflecting on our practice, it is crucial to the children's development as readers that they recognise their teacher as a reader and reading as a fun activity and not something that is only done in school.



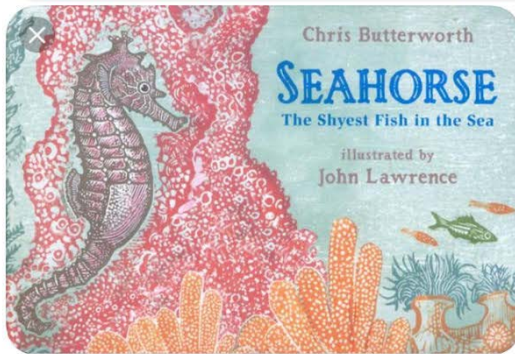
# COMMUNITY OF READERS



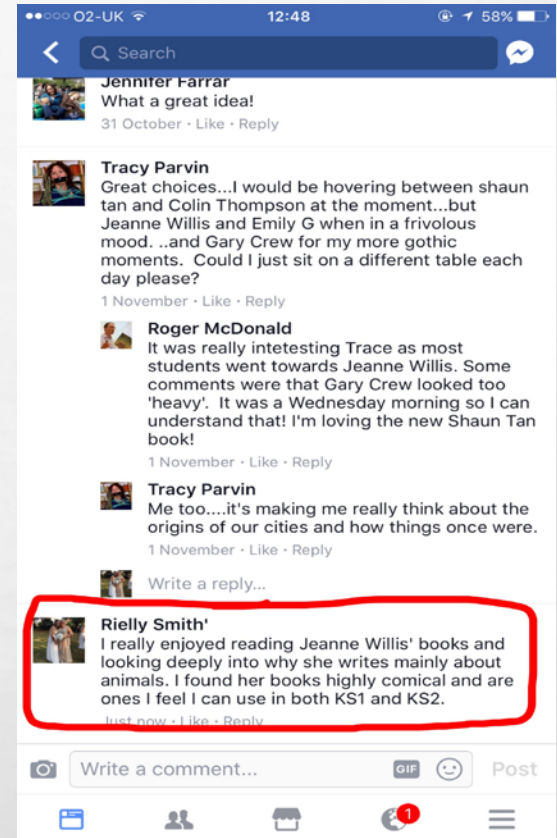
Georgia Davis-Gray

Greenwich

I used Seahorse by Chris Butterworth with Year 2 and they loved it. It's a well written non-fiction book, with lyrical language and detailed illustrations that engaged the readers. Packed in with plenty of information about seahorses.



Just now Like Reply

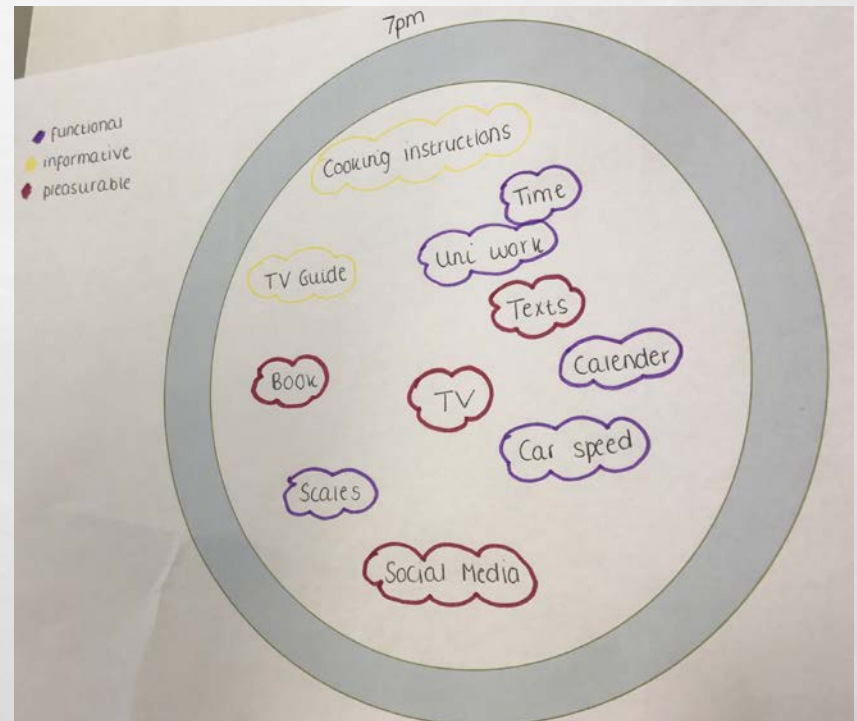
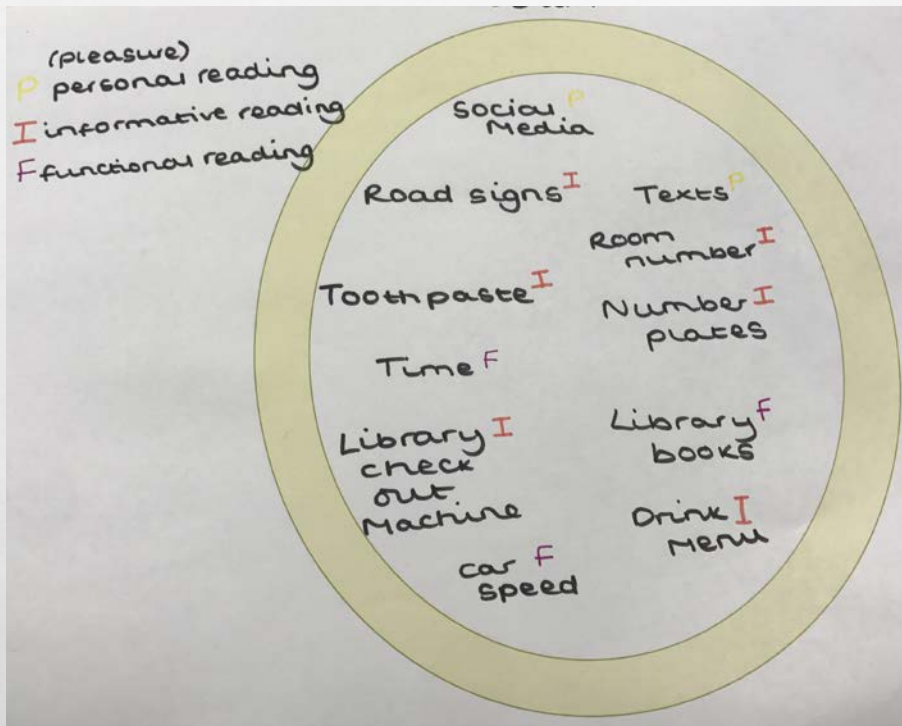


- WHEN ENGAGING IN A COMMUNITY OF READERS, WE WERE ABLE TO LEARN THINGS ABOUT OURSELVES WHILE ALSO OFFERING IDEAS FOR OTHER STUDENTS AND LEARNING INFORMATION FROM OTHERS.



# READING HABITS

THIS WOULD BE A GREAT ACTIVITY TO DO WITH CHILDREN, ALLOWING THEM TO DISCOVER THEIR IDENTITIES AS READERS. TEACHERS CAN USE THIS INFORMATION TO IMPROVE SCHOOL READING EXPERIENCES.



# CLPE

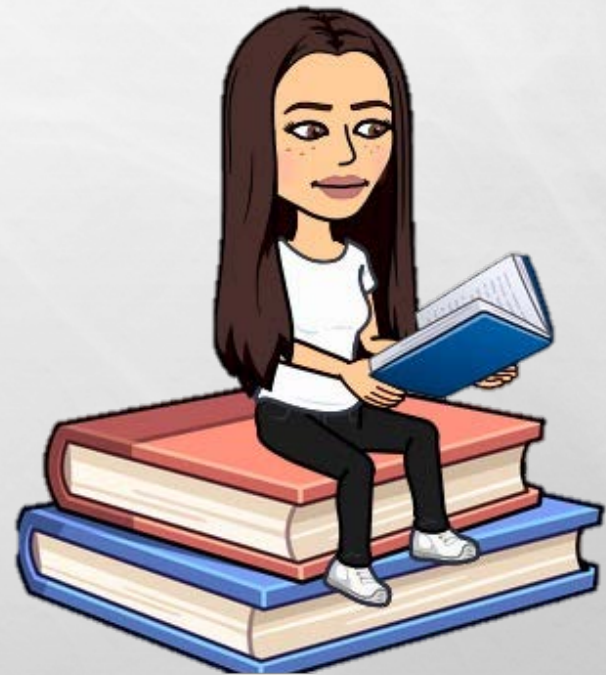


WE VISITED CLPE TO  
EXPLORE THEIR BOOKS TOO!



# IMPACT

- THROUGH UNDERSTANDING OUR TENDENCY TO ONLY READ CERTAIN LITERATURE, WE HAVE BEEN ABLE TO EXPLORE NEW REALMS OF READING TO POSITIVELY INFLUENCE OUR FUTURE PRACTICE AND THEREFORE BENEFIT THE CHILDREN'S LEARNING.
- OUR ATTITUDES HAVE SHIFTED FROM BEING LIMITED IN THIS AREA, TO BEING OPEN-MINDED ABOUT NEW LITERATURE AND TRYING LITERATURE OUT OF OUR COMFORT ZONE.
- BY CONSIDERING OURSELVES AS READERS WHO TEACH AND TEACHERS WHO READ WE FEEL WE ARE ENABLED TO MORE EFFECTIVELY CREATE COMMUNITIES OF READERS IN OUR CLASSROOMS.



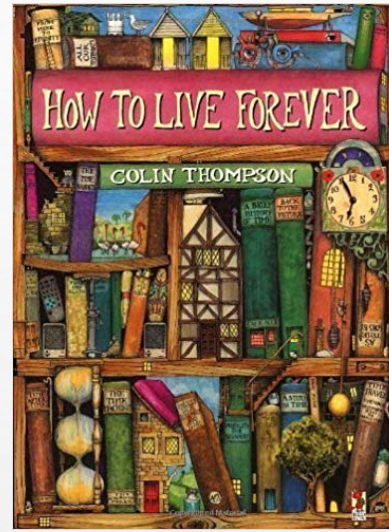
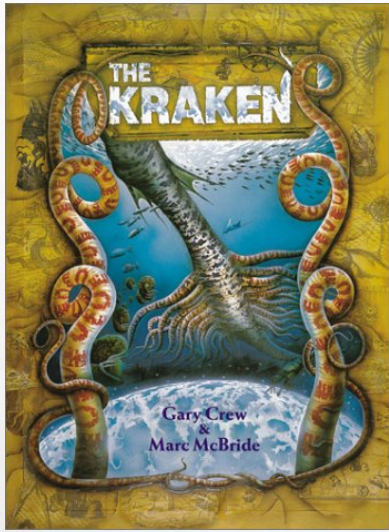


# REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

## NEXT STEPS:

- WE WANT TO ENHANCE OUR COLLECTION OF LITERATURE WITH BAME CHARACTERS FEATURED IN THEM.
- WE WANT TO PROVIDE CHILDREN WITH RELEVANT LITERATURE, THAT CONNECTS WITH THEM EMOTIONALLY.
- WE WANT TO CHANGE PEOPLE'S PERCEPTIONS OF CERTAIN LITERATURE BY INSPIRING THEM TO READ OUTSIDE OF THEIR COMFORT ZONE.
- WE WANT TO FURTHER DEVELOP OUR KNOWLEDGE OF POETS AND DIFFERENT TYPES OF POETRY.





‘READING SHOULD NOT BE PRESENTED TO CHILDREN AS A CHORE OR DUTY BUT AS A PRECIOUS GIFT’ KATE DI CAMILLO

