

Reading Raffles, Reading Journals and Reading Champions

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Year 2 Teachers

Context

- This project took place in Year 2 classes at Lowerplace Primary School in Lancashire.



OU Research inspiration and rationale

After reading the Open University's Teachers as Readers findings (Cremin et al. 2014), we have been developing our Reading for Pleasure pedagogy, particularly;

- *Social reading environments*
- *Independent reading time*

Aims

Our aim for our work was for our Year 2 classes to become more interested in reading as a whole. We wanted them to become more independent when reading by confidently choosing books that they will enjoy. We wanted them to discuss the books they have read and share their opinions/ likes and dislikes about the books. Therefore we decided to develop a reading for pleasure pedagogy within our classrooms.

Outline

- We created purposeful reading environments within our classrooms. The books in these areas had been organised by authors and genre. We deliberately chose authors who would appeal to our children for example Francesca Simon who wrote the Horrid Henry series.
- We started a mystery reader session where every Friday morning a mystery visitor would come into class to share a story. The mystery visitor could be a parent/ family member or another adult who works in school. This was to show the children that everybody no matter who they are can enjoy reading.

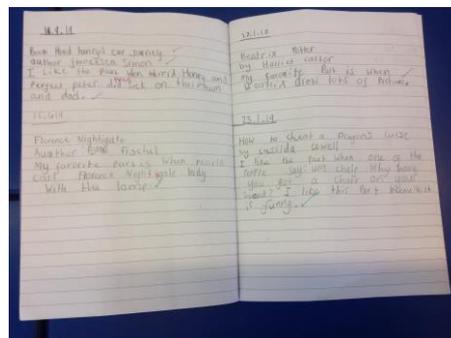




- We started a reading raffle each week. Whenever a child read their home reading book they received a raffle ticket. The more they read within the week the more raffle tickets they get. At the end of the week the raffle is drawn and a winner is revealed and they choose a prize.



- After lunch time every day the children have 15 minutes independent, quiet reading time. They choose any book from the reading corner/ school library. They must explain what they liked/ disliked about their books in their reading journals before changing it for a new book.



- Within the week we observe children reading in different lessons for example guided reading, topic, ERIC time and when listening to class books. We choose somebody who has shown a real interest/ commitment to reading across the week and they become our reading champion. The reading champion gets a prize and they are allowed to read in the reading corner during ERIC times.



Impact

Through our observations of the children we have noticed a positive shift in attitudes towards reading for pleasure.

We have observed the children being more enthusiastic when choosing books from our reading corners. The children are able to independently choose a book that is suited to them because our reading corners are clearly organised and labelled. After showing interest in a particular book, the children have been able to make links and choose a book of a similar genre or by the same author.

Due to our mystery reader sessions every week, we have observed greater parental involvement in the children's reading. Parents have been keen to share books with our classes. Children have come into school openly talking about what books they have shared with their parents at home.

Our weekly reading raffle has encouraged our children to read more frequently at home. They have been keen to tell members of staff when they have read their book at home. This has had a positive impact on our children's reading skills.

Having daily independent reading sessions has encouraged a calm, relaxed atmosphere at the beginning of the afternoon. This atmosphere has allowed the children to enjoy reading their books. We have observed children making recommendations to their friends about a book they have enjoyed reading. The reading journals have encouraged the children to think deeper about what they liked or disliked about a book. We have taken some example quotes from the children's reading journals:

"Matilda by Roald Dahl – I like this book because it is about a intelligent girl called Matilda and she has magic powers. My favret bit was when the class do a poem because I like poems."

“Wake up World by Beatrice Hollyer - I like this book because I learnt about children all around the world.”

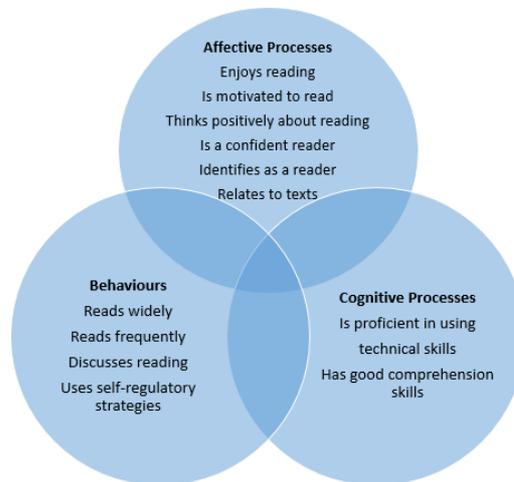
“The Very Hungry Caterpillar by Eric Carle – I liked this story because the caterpillar comes out of the book in a surprising way. I also like this book because the colours on the butterfly were pretty.”

“Belinda the Ballerina by Amy Young – I like this book because it is a fiction book. My favourite part was when Belinda was dancing for the customers.”

“Minibeasts by Jess French– I liked this story because it has facts about animals. I also liked it because it shows you pictures.”

“Twits by Roald Dahl – I like this book because the twits are mean and wiked and they eat disgusting food it is fun. My favret part is when Mr twit eats worms.”

Reading...



ROGO model evidence base National Literacy Trust 2017, page 2

Reflections on impact the TaRs research had on practice

Our next step in reading for pleasure is to encourage more discussion around reading. We would like to provide opportunities for more informal book talks. We intend to put out our books in a book blanket across the classroom and ask the children questions to encourage conversations about a range of books. We are going to place more emphasis on recommending books including having a recommendation of the week from a child or an adult in our classes.