

Reading for Pleasure

Creating a social reading environment

Jane Miller



Context

I am the School Librarian at Horsenden Primary School in Ealing.

Horsenden Primary is a large school, it is four form entry, and has two libraries.

Research

- ▶ *The Teachers as Readers research project revealed that a robust reading for pleasure pedagogy encompassed four specific practices: reading aloud, informal booktalk and recommendations, and independent reading time within a highly social reading environment. For further information see:
<https://researchrichpedagogies.org/research/theme/reading-for-pleasure-pedagogy>*
- ▶ *The TaRs research suggests to make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading (Cremin et al 2014).*

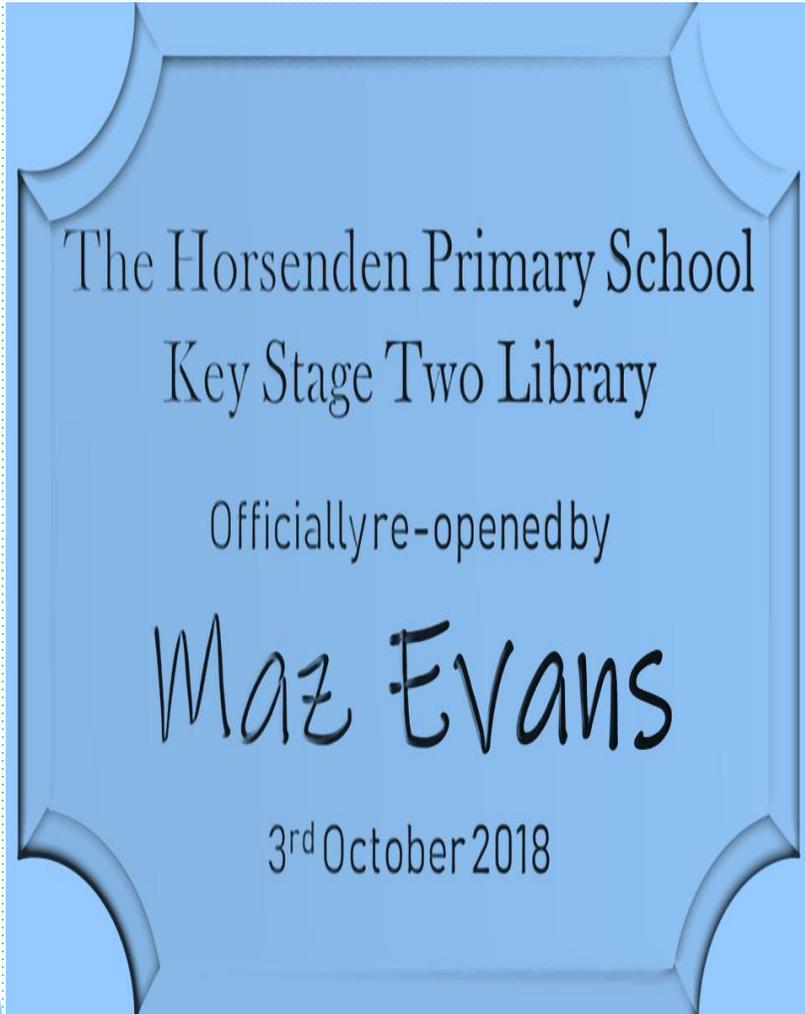
Outline



After a recent refurbishment of our Key Stage Two library, the mezzanine area next to the main body of the library, became an ideal space for a whole class to enjoy Reading for Pleasure sessions.

The mezzanine was previously used as a computing room but the laptops are relocated to a nearby classroom.

Impact



The mezzanine space provides somewhere to read in a relaxed environment outside of the classroom.

Reading alone or sharing books together, the children can make the most of the space and freedom to sit or sprawl out on the carpet and enjoy themselves.

They have the opportunity to talk about the books they are reading in low voices, keeping the mood of the room quiet, calm and friendly.

We have had authors visit us, Maz Evans and A.F. Harrold recently came, talking about their books and providing workshops and the mezzanine can now easily provide a large and inviting space.

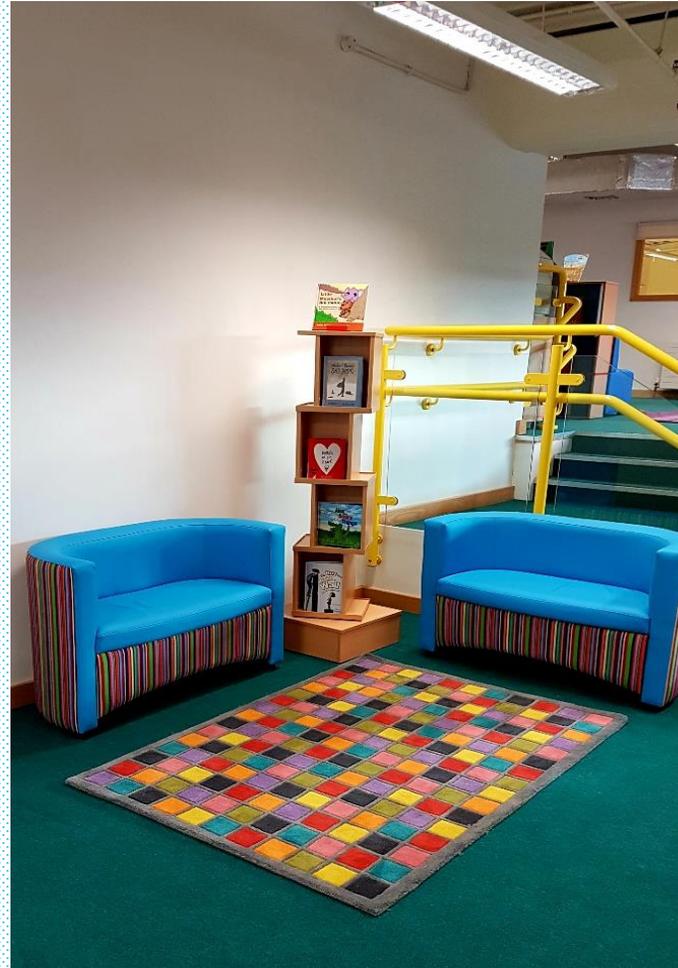
The main body of the library includes spaces which are ideal for group or paired reading providing a quality experience in a friendly space.

I regularly read with targeted children from Years Three and Four.



This has helped them to become more fluent and confident readers, happy to talk about the books they choose and to share them when we read together.

One child was inspired to perform the text that she was reading. This was a spontaneous and very rewarding experience.



Reflection

Creating a new mezzanine space next to the library, has provided an informal, flexible reading environment, which some children do not have at home. This environment helps to nurture a love of books and reading for enjoyment in a safe space, outside of the classroom. This will benefit them socially and emotionally, and the children will hopefully continue to enjoy reading for pleasure as teenagers and adults.

