

DRAW A PICTURE- SHARE A STORY

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CONTEXT

- ▶ The school that I work in is a large 2 form entry primary school in Ashton Under Lyne
- ▶ The school already do various initiatives to promote reading for pleasure including DEAR time every Tuesday where parents are invited to come in to school to read a story with their children.
- ▶ The school promotes Reading for pleasure (RfP) by ensuring all staff share a book with their class daily and they have participated in WBD for the past few years.



OU RESEARCH INSPIRATION AND RATIONALE

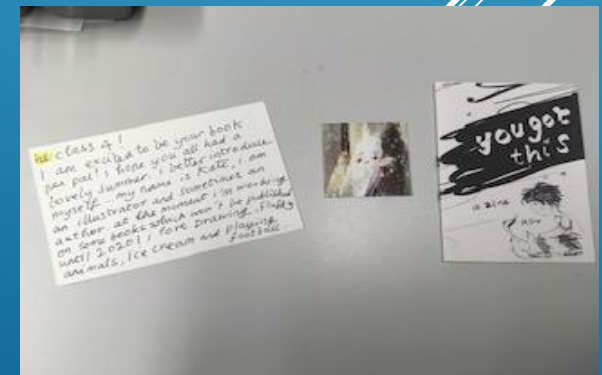
'A RfP pedagogy which includes for e.g.:

- ▶ *Independent reading time and*
- ▶ *Informal book talk, inside-text talk and recommendations'*

(Cremin et al., 2014)

I found it quite difficult to decide which aspect of RfP I wanted to develop with my Year 1 class. They already had a good appetite for reading and sharing stories but I decided I wanted to dig deeper with some aspects of reading that they engaged with as a whole and this linked in with their love of drawing and illustration.

We had already signed up to the Book Pen Pal initiative via Twitter so had the amazing Kate Alizadeh send us postcards monthly with links to tasks and book recommendations. I would encourage others to take part in this in the future as it was a joy to watch children communicate with illustrators in this way.



AIMS

- ▶ The specific aims I wanted to look at with the children related to their breadth of reading. I wanted to know if what specific children were reading could inspire others to expand their reading repertoires and look at different genres and books.
- ▶ During DEAR time on a Tuesday every week children would seek out the same books- '*The Book with no pictures*' was forever popular but was always read to the same children. I wanted to know if the children normally engaged in non-fiction could be engaged with fiction and vice-versa ?
- ▶ Could this method expand their knowledge of books they read for pleasure- could they expand their range of books and continue to discuss this with others?



OUTLINE

- ▶ Every Tuesday during DEAR time I allowed children to draw pictures of their favourite character/scene/front cover of a much loved book or a book they had an interest in. This was sometimes a book we had shared which they loved to listen to, a book they might have read at home or a book they would just like to explore.
- ▶ DEAR time was 20 minutes and children were allowed to spend all or part of their reading session drawing and talking about their drawings and books.
- ▶ At the end of the session they would get their things ready to take home and then hand out any pictures they had drawn to give to others to take home.
- ▶ This would encourage a discussion at home with their parents and carers about the picture they had been given and often led to a keenness and interest to discover more about the character or book.











IMPACT

- ▶ Children have **broadened their knowledge and interest in other books** which they might not have considered before. This has been most notable when we have visited the school library. One boy who decided that books with princesses or fairies in them were for girls only, spent time discussing a picture he was given from another girl in the class. The picture showed a princess. The next time he visited the library he sought out a book with fairies and princesses and enjoyed reading and sharing this at home for weeks.
- ▶ Children who had an interest in only non-fiction before now have a much **broader interest in books including fiction, magazines and picture books**.
- ▶ The interest in tracing paper allowed children to take this home and **trace their favourite pictures from home and bring these in**. This led to further discussions and children wanting to bring in these books to share.
- ▶ This resulted in an **allocated spot daily for children to share their favourite book from home**.

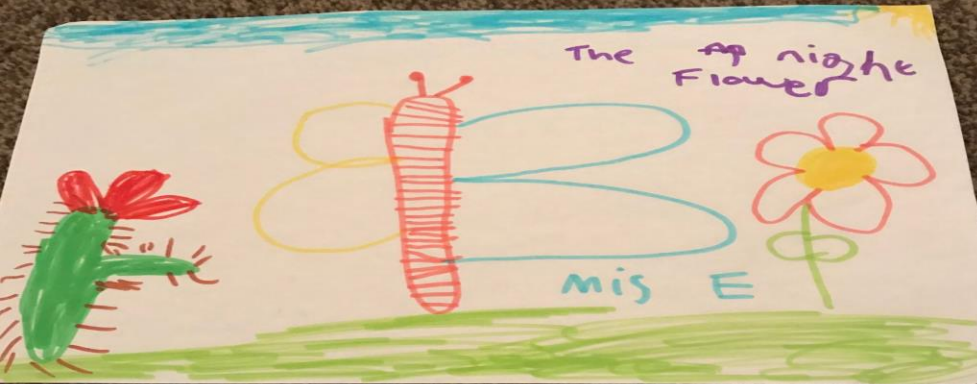


Lost and Found

How Do
YOU Feel?



ANTHONY BROWNE



Tore Jansson



MOONMINT

and the New Friend

IMPACT

- ▶ Using a wide range of pictures from books has allowed most children in the class to **dig deeper with the pictures** in these books.
- ▶ This combined with the variety of texts the children read in English has meant a significant **increase in confidence to contribute to class discussions for many children.**
- ▶ They will now actively **seek out the nuances in pictures**, often pointing out things which I haven't noticed in certain books (*Kevin the Koala*) and actively make links with other books which they have shared during DEAR time (*On Sudden Hill*).
- ▶ **They identify themselves as readers-** this would be for the whole class. Some children had limited vocabulary and so pictures are the perfect way in for them to engage. A beautiful moment where a child was reading and discussing photos with another child during DEAR time allowed the less confident child to build her confidence to sit and draw pictures from books she had an interest in. She then shared these with her parents and family at home.

REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

- ▶ As a teacher who has moved from Secondary to Primary teaching I have been surprised at how one focus quickly spread to others and appreciate that a variety of methods can influence a love of reading in teachers and children alike. The TaRs work has helped me develop several foci.
- ▶ Everything from the book advent calendar I introduced to sharing a book/story from home, from modelling how to approach non-fiction to questioning children's choice and this work on picturing books and sharing our pictures much more widely and deeply- have helped me to consider and develop my teaching methods in the KS1 classroom.
- ▶ My personal next steps are to find a job to continue to share my findings. I hope that the good practice is shared with other classes in the school to enable the children to continue to see themselves as readers.
- ▶ Pictures are an amazing way into books for all - something which could have been easily overlooked. Showing children how to access all types of books and modelling this can influence their choices- discussing new books from home/library can engage and change children's perceptions of books.
- ▶ This cannot be a one off event but needs dedicated time and routine to embed and build on as part of RfP pedagogy that foregrounds DEAR and book talk.