

Reading Buddies

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Context

- We work as a teacher/LSA team in Year 2 at Sayes Court Primary School in Addlestone, Surrey.
- We are a small one form school with 216 children from nursery to Year 6.
- We have a large whole school focus on reading for pleasure and embedding enjoyment of reading at all opportunities.

OU Research inspiration and rationale

Our OU research inspiration:
A Reading for Pleasure (RfP) pedagogy
which includes:

- Social reading environments
- Reading aloud
- Informal book talk
- (Cremin et al. 2014)



We thought the best place to start our reading for pleasure would be working on our social reading environment. By changing where we read we hoped children would find it more enjoyable.

With this we introduced buddies to help them with reading aloud and growing in confidence while reading to younger children.

Aims

- We wanted the children to enjoy the environment they were reading in and sharing books with others.
- We have many low readers or those who aren't confident in their reading skills. By allowing them to read to younger children we hope they can build their confidence and share books, without those that are listening being aware they are making mistakes.



Outline

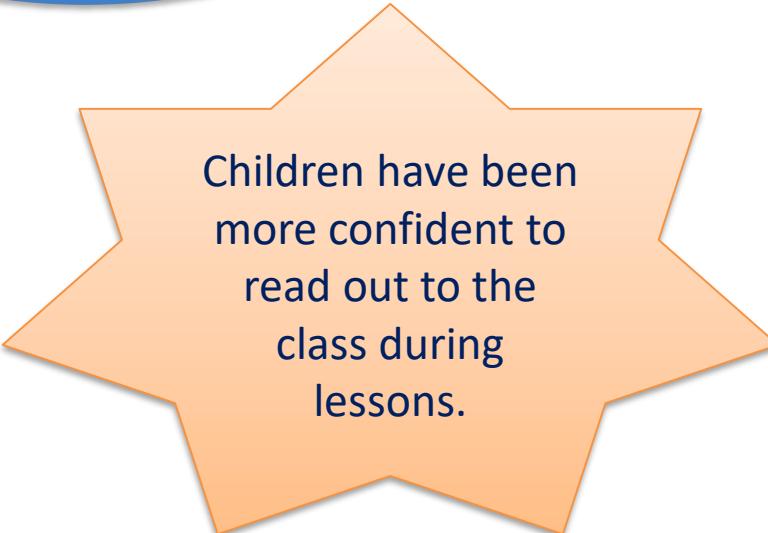


- Children would go to the library and pick a book they want to share with a nursery child each week.
- They would then take this book with them and sit with a child and read, they would read to a range of children in the time.
- They spent time listening to the young children make up stories from their images, helping with their imagination and inferencing skills.

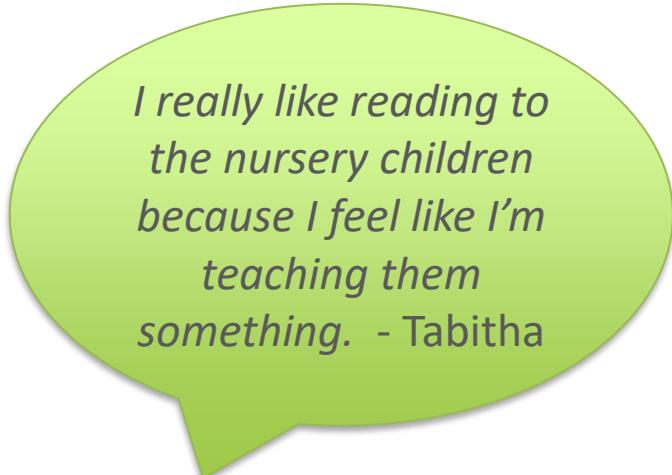
Impact

Children have learnt to listen when someone is reading and sharing books with them, as they found it difficult when the younger children didn't listen to them.

Children have grown in confidence in their reading, approaching different children rather than siblings or those they are familiar with.



Children have been more confident to read out to the class during lessons.



I really like reading to the nursery children because I feel like I'm teaching them something. - Tabitha

Reflections on the impact the Teachers as Readers (TaRs) research had on practice

- The children have become more engaged in their reading and are able talk about the reasons why they like reading to others.
- The growth in confidence has been amazing to see.
- Our next steps are to continue what we are doing and develop a knowledge of children's texts.

