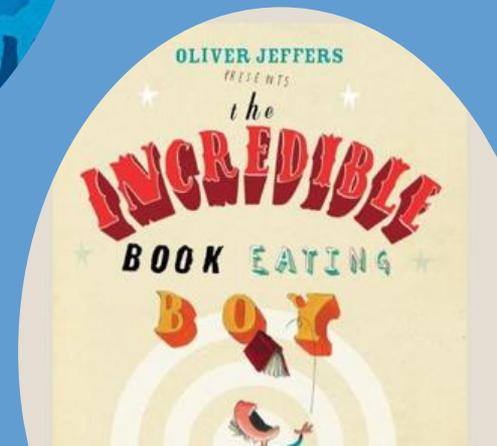
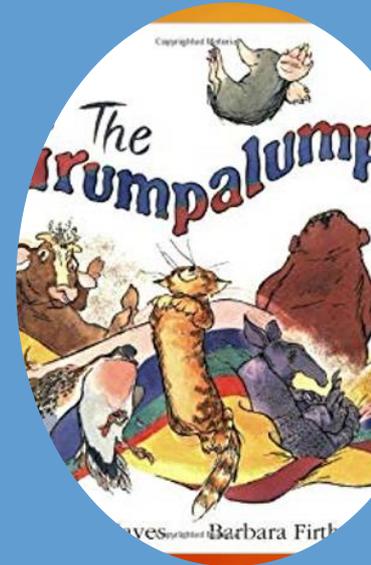
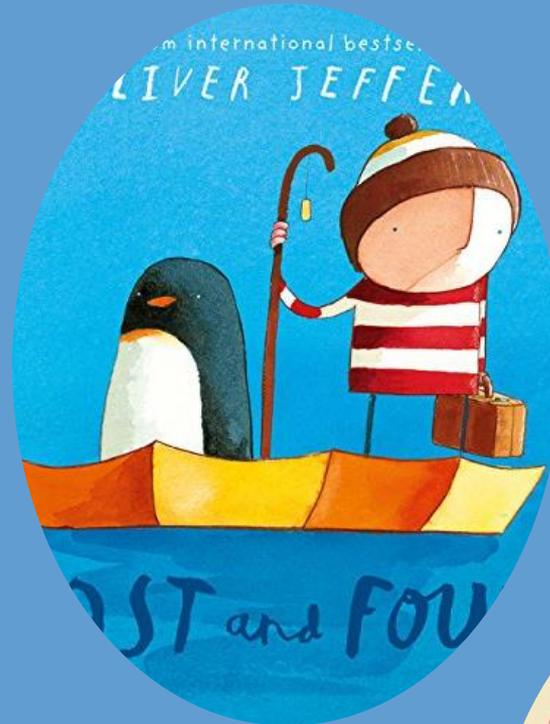
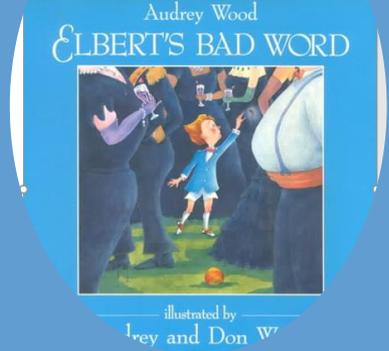


Listening for pleasure Are you sitting comfortably?

Nottingham Institute of Education
Primary English team

NIoE Primary Ed English
@eleanorpower18



Context

- The Primary English Team in the Nottingham Institute of Education at Nottingham Trent University is led by Eleanor Power. The other members of the team who helped to develop this case study are: Lizzie Greeley, Vicky McEwan, Clare Orridge and Katie Willshire.

 Nottingham
Institute of Education

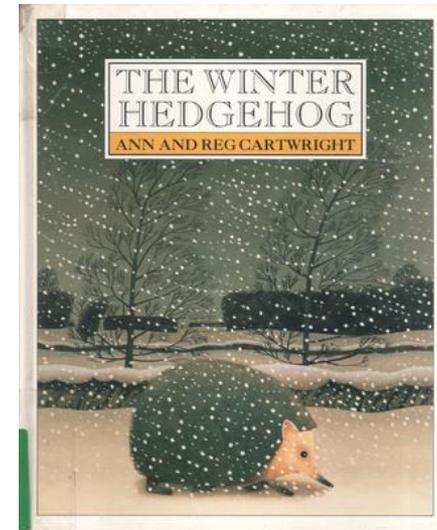
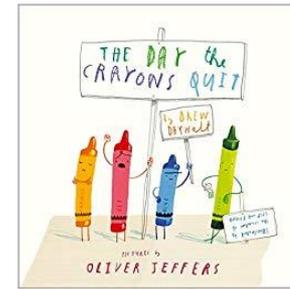
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OU Research inspiration and rationale

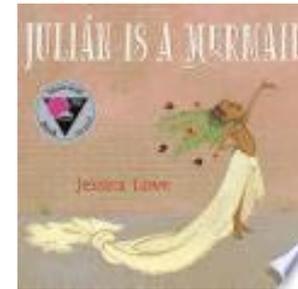
'We are compelled to build this reverence for stories in students'

Hubbard and Spruill in Commeyras, Bisplinghoff and Olson
2003: 101

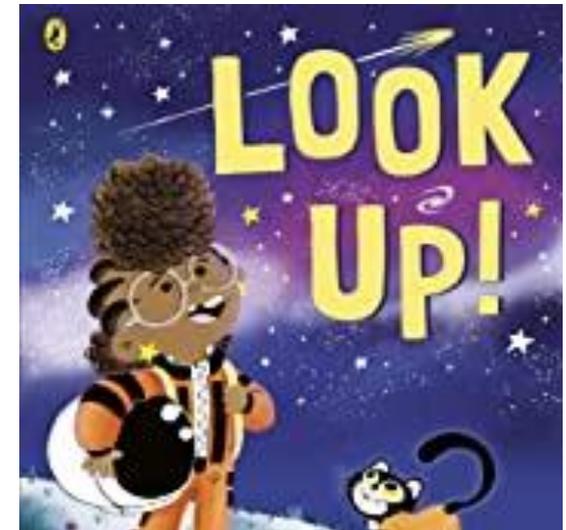
- Building on the Reading for Pleasure pedagogy of the Open University's Teachers as Readers (TaRs) findings, our aim, as a Primary English Team at the Nottingham Institute of Education, was to use our knowledge of children's literature and other texts to foster a reciprocal and interactive community of student reading teachers based on reading for pleasure (Cremin et al., 2014).
- Based on our collective experience with our students, in particular the Year 1 BA Undergraduates, we realised that many of them enter the course as reluctant readers. This was also recognised by McKool and Gespass (2009: 273) who therefore concluded, like us, that it is incumbent on ITE providers to 'encourage future teachers to read widely and frequently'.

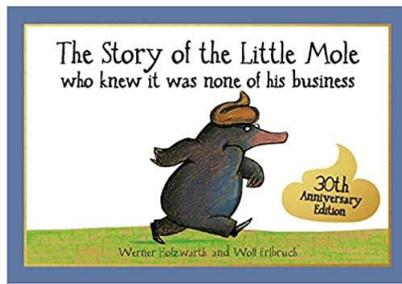


Looking to extend the repertoire



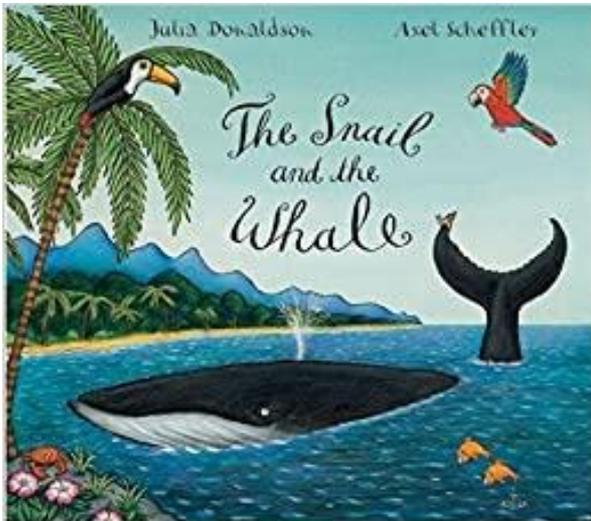
- Given the need to inspire children to read for pleasure, there was a consideration of whether the students could model this if they do not experience it for themselves (Applegate & Applegate, 2004)
- We also discovered that, as with the TaRs research findings, many of the students were familiar with a limited range of children's literature, relying on the traditional cannon of Dahl, Morpurgo, Rowling and Walliams amongst some others
- The key elements therefore of the TaRs research that we were aiming to develop were:
 - Knowledge of children's literature and other texts
 - Reading Teachers: teachers who read and readers who teach
 - Developing reading communities (Cremin 2014)





Aims

- To create a community of reading teacher-students through the sharing of 'texts that tempt' (Cremin, 2019)
- To extend student knowledge of children's literature to enable them to be able to make considered and bespoke choices for the children in their classes.



... it is about putting ... stories in their heads even if they don't then want to go away and do it independently. ... I think choosing times in the day, showing them how important it is but also just giving them enough time to share a story and I think that shared story can't be underestimated. (extract from lecturer reflective journal)

Outline

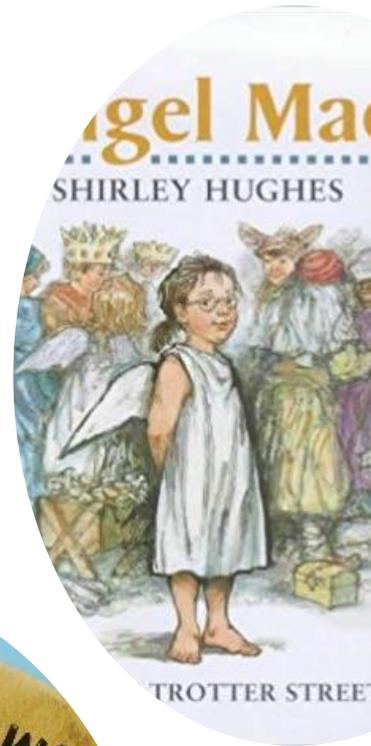
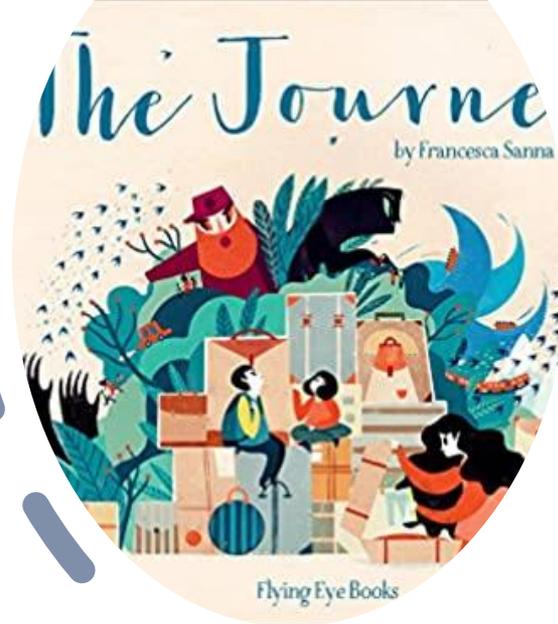
Throughout the Teaching of English module, we have been explicit about our passion for children's literature and shared this in the form of 'Storytime' in each session, trying to create an environment where students were engaged by the texts chosen (Applegate and Applegate, 2004).

The stories shared were not connected to the taught focus of the sessions in any way but were purely there as a reading break, an 'are you sitting comfortably?' moment in the session.

Different lecturers chose to implement the 'Storytime' at different points. Sometimes, it was at the start of the seminar, sometimes it provided a break in the middle and sometimes it rounded off the session and gave them breathing space before moving on to their next seminar or lecture.

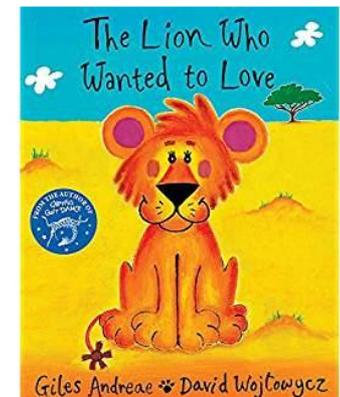
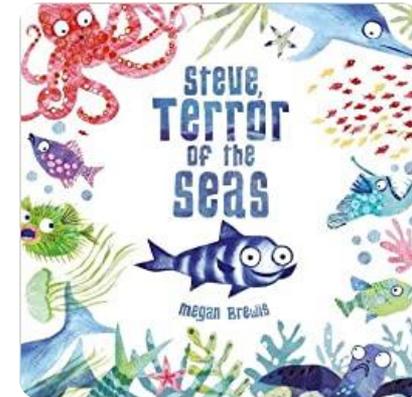
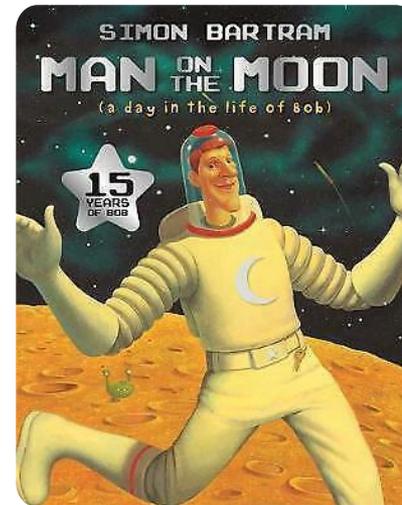
Okosie, in *The Guardian* (online, 2019), said

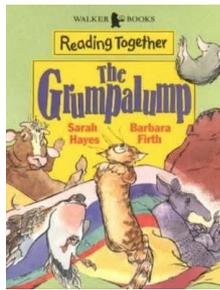
"The paradox of reading aloud is that it both slows the pace of the school day, giving much needed respite to a timetable that can, at times, feel relentless"



Key elements that we needed to consider were

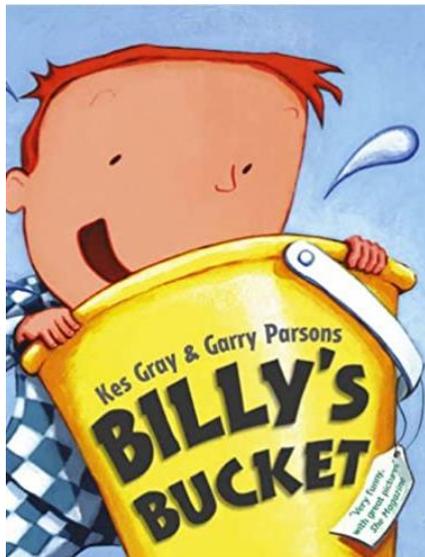
- ❑ The choice of texts: These were based on individual choice and then shared in the module learning room, meaning that the students were introduced to a range. **'I seem to be trying to second guess the preferences of the students when I'm choosing a book. I'm not choosing based on books that I have read and re-read but on newer books that I have bought. Why is this?'** (extract from lecturer's reflective journal)
- ❑ Modelling use of expression: **'... reading aloud isn't enough. You've got to tell the story, make a gift of your treasures, unwrap them for your uninitiated audience.'** (Pennac, 2006: 131)
- ❑ Giving access to the books for the students to borrow **'Perhaps this is a way in ... sharing book recommendations AND books. Something I am normally very careful about doing.'** (extract from lecturer's reflective journal)



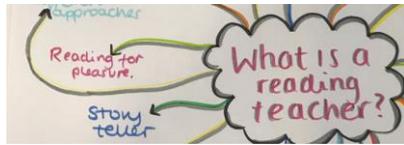


Rationale for book choices

- 'I chose some of my book choices based on stories that my own children enjoyed at bedtime. *The Grumpalump* was a top favourite that was a constant re-request with its quirky illustrations and rhyming text.'



- 'I chose *Billy's Bucket* to read in sessions as it was always a favourite when I worked in school. My KS1 children would request it on a regular basis and loved to join in with the reading during our class storytime.'

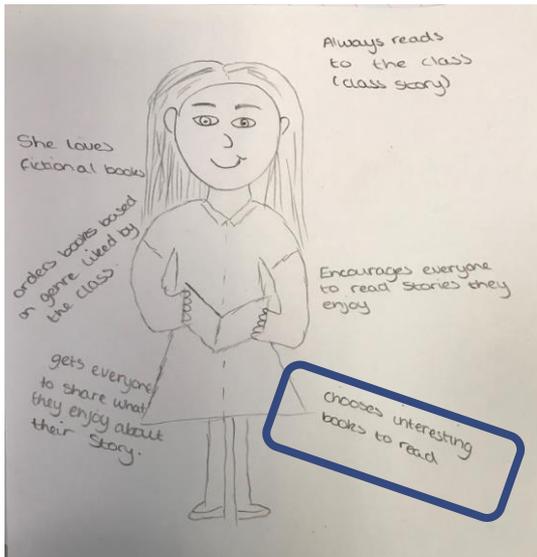


Impact

encourages others to read and discover new genres

- **Identifying as a reader and relating to texts**

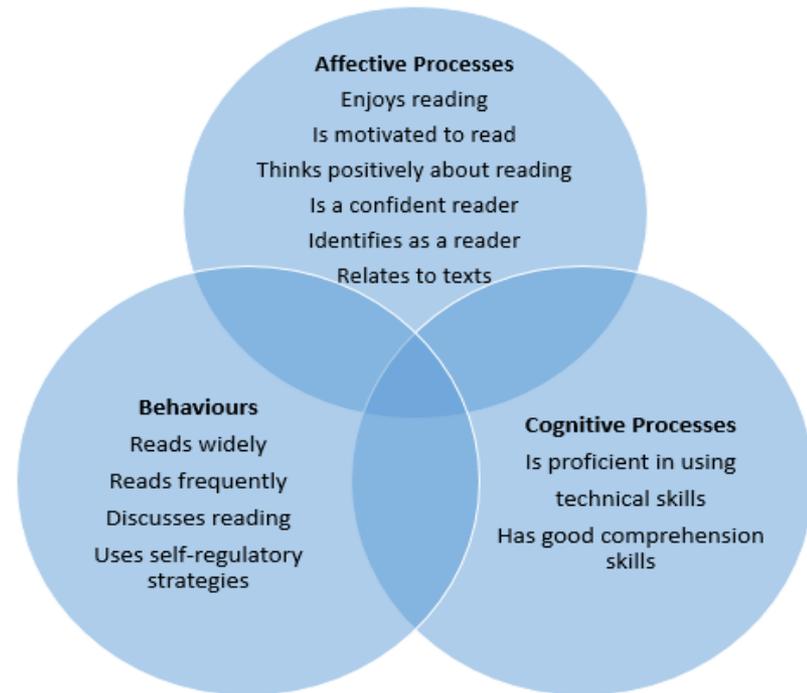
The impact of introducing seminar story times has been positive in many ways. One key thing is that the students have started to aspire to become reading-teachers, identifying some of what it means to them.



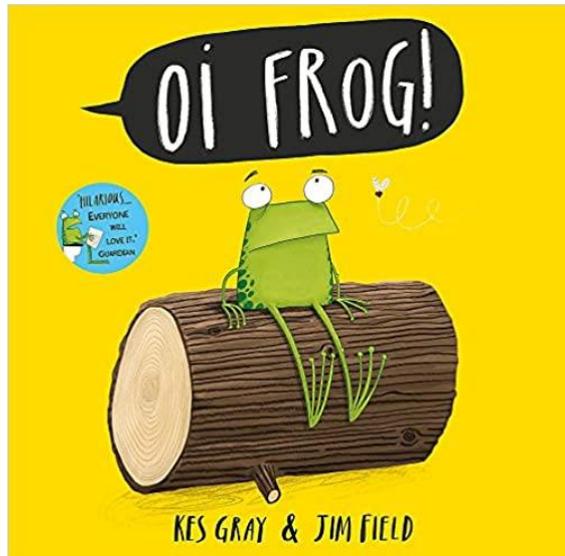
Impact

- **Thinking positively about reading**
- Sharing our identities as enthusiastic readers had a positive influence on the attitudes of the trainees and they started to throw their caps into the ring as lovers of children's literature. Enthusiasm can truly breed enthusiasm. The range of books suggested by different lecturers also meant that we were covering a broader spectrum of texts and genres.
- Students also started to borrow books so that they could use them on placement and share with children.

Reading...



I liked having a story at the end of each session (I have used one of them in school). 😊
I love the way that English has been shown to be fun.



'I chose *Oi Frog* to read in the session and it has been borrowed by a student to use on placement. She was quite enthusiastic about reading already but hopefully this is a good sign.' (extract from lecturer's reflective journal)

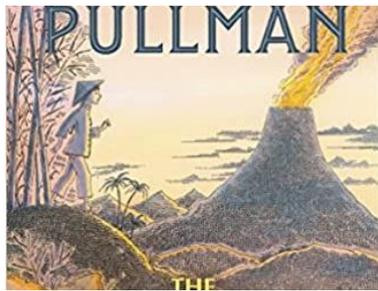
Reflections on impact the TaRs research had on practice

- We are confident that most of the participating students took pleasure in listening to these stories so perhaps now *listen for pleasure* if not read for pleasure. This focus on listening for pleasure and what reading looks like in the 21st century are considerations that we believe have significant impact for our students and the children in classrooms.

I like when the teacher reads a children's book at the end of every session to get us used to doing it at placement and giving us examples & books to read.

Enjoy our class 'Story time' as it helps me become familiar with different books.

I loved the storytelling at the end of each seminar as it helped me find books that are appropriate to use at school.



Reflections on impact the TaRs research had on practice

- From starting with reading picture books so the entire book could be shared in the seminar, we have now also introduced 'taster' sessions from longer books to our BA Year 2 students to extend their range even further.
- It is not just the students that take pleasure in discovering new reads. As a new lecturer here I have also discovered some great new reads as I have worked alongside colleagues. (Lizzie Greeley)
- A new (across course) non-award bearing learning room has been set up devoted to reading for pleasure so that students can write and access book reviews and can share thoughts and ideas – in effect, a virtual children's book club to supplement the Teachers' Reading Group that we are due to be starting in September of this year.
- An increased and conscious focus will be put on including a diverse range of texts so that students can choose books where all children will be able to recognise themselves.

