

Close your eyes... listen...
talk...draw!

Amy Standen

Context

I am a primary PGCE trainee at the Faculty of Education, University of Cambridge.
As part of the initial, four week placement, we complete a project based on reading for pleasure.
For this placement I was based in a Year 2 class.

Research inspiration and rationale

Creating positive and reciprocal relationships between staff and children/reader and reader is key in the TaRs research. I was particularly struck by how reading with teachers and between children might promote this.

I was also inspired by the RfP pedagogy findings in the research that talk and teacher knowledge of texts created a greater proportion of engaged readers and the recommendation that teachers should model being a reader.

Aims

- To use reading aloud and drawing to model and encourage the enjoyment of poetry
- To use talk to help EAL students feel more connected with what they are reading/what is being read to them

Outline of activity 1

Across two weeks I worked with the same group of four children (two of whom has EAL). We discussed a variety of topics which I felt form my reading of the research were significant:

- where we like to read
- what our favourite books are
- why we read
- what we like about reading

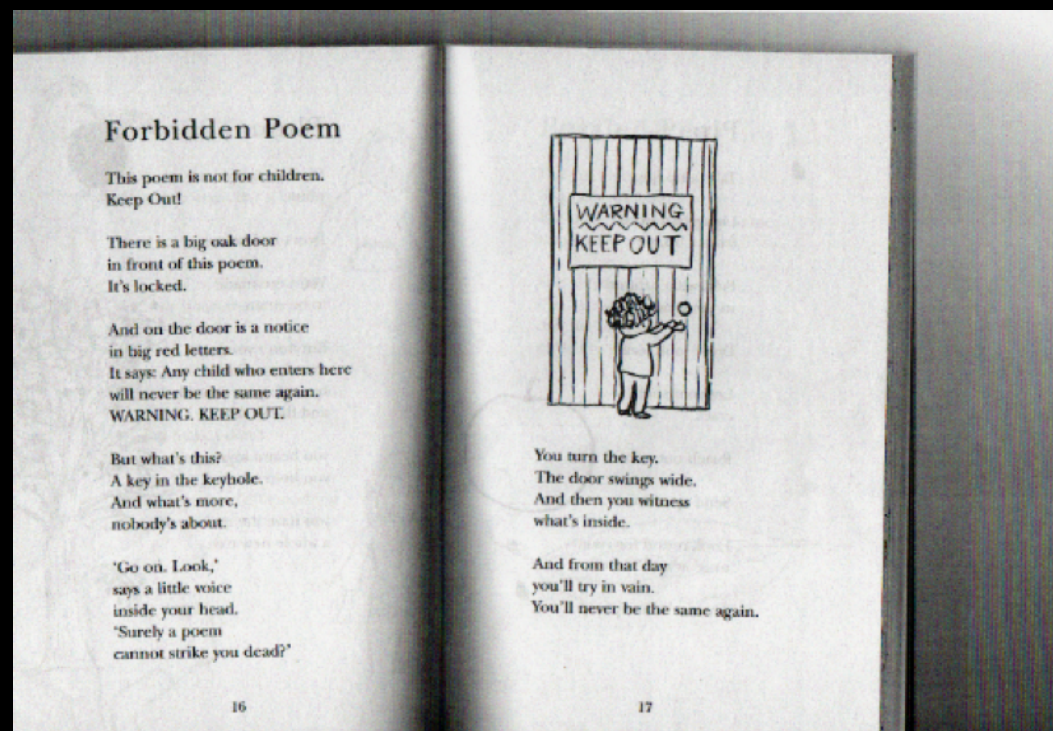
They made posters in response to this, drawing the answers they were discussing with me.

Outline of activity 2

After we had finished the reading posters I moved on to poetry. I read them a poem out of Tony Milton's book *My hat and all that* before getting them to draw a response.

Milton's poem *Forbidden poem* captured their imagination the most. It sparked a conversation between all of us about what was behind the locked door described in the poem. Because we were working as a group, once a dragon was mentioned, that idea seemed to stick and four dragons were drawn.

I repeated this with a variety of other poems.



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I feel

happy,
bashful
and
anxious

When Reading Phoebe
feels happy, bashful,
confused and
anxious but not at
the same time.

Dream place to read:
Mixture of her bedroom,
the library and Sun
class. All her
favourite places.



Paige
Phoebe

Talk and draw
activity

I feel

Paige feels happy
when she reads.



Happy
when I

Read

READING!

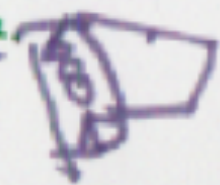


Paige's favourite
place to read is
the library because it is quiet
and there are loads
of books.



Puppy
Love

'Puppy Love'
is Paige's
favourite book.



tinkerbelle
meets
Perrywinkle

Phoebe's
favourite book

'Tinkerbelle meets Perrywinkle'



Lucas

German EAL

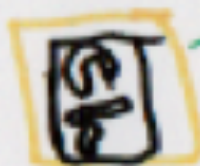
Talking and drawing activity

Milan

Polish EAL



→ Thunderbirds book. → his other favourite book.



→ Lucas' favourite phonic phoneme - why? Sounds good to say over and over again.



Picture of a lion from his favourite books.

Reading

Man in wheelchair. he had an accident and now has a special reading thing so he can learn not to have another accident.



Milan's favourite Phonic because 'important for his my name'

CAT



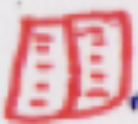
→ Lucas' favourite book. 'it has lots of cats in it and fun facts'



→ Lucas' favourite place to read. His bedroom and the library. He does them as one room so it would be perfect.

Interplan

→ Milan's favourite book



Read book

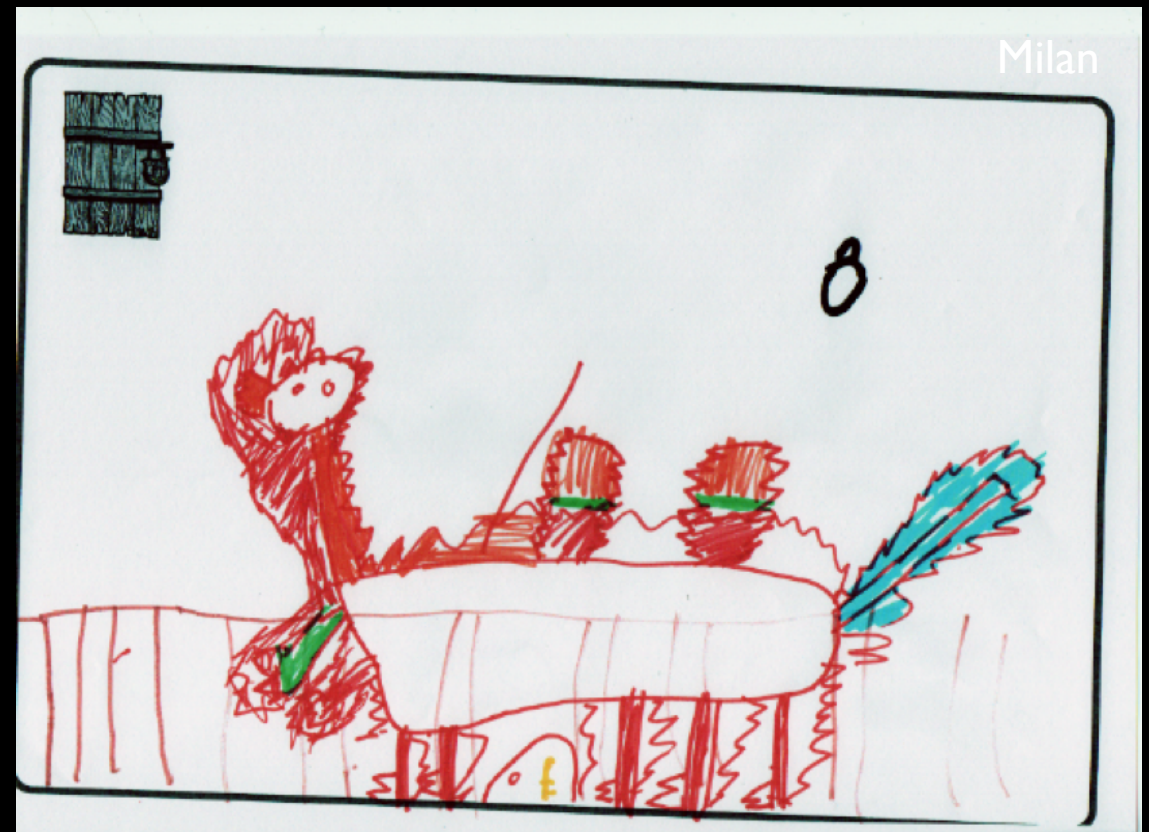
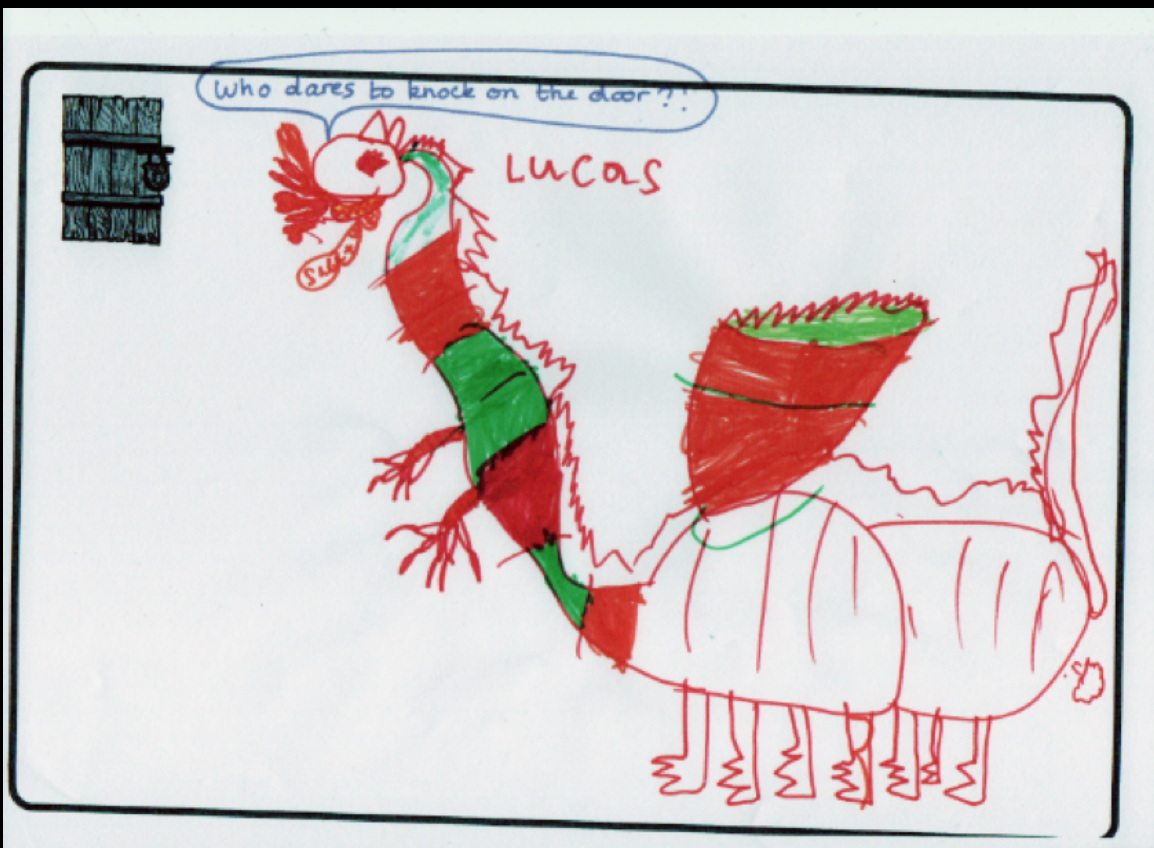


→ Milan's favourite place to read. his bedroom because his mum reads with him there.

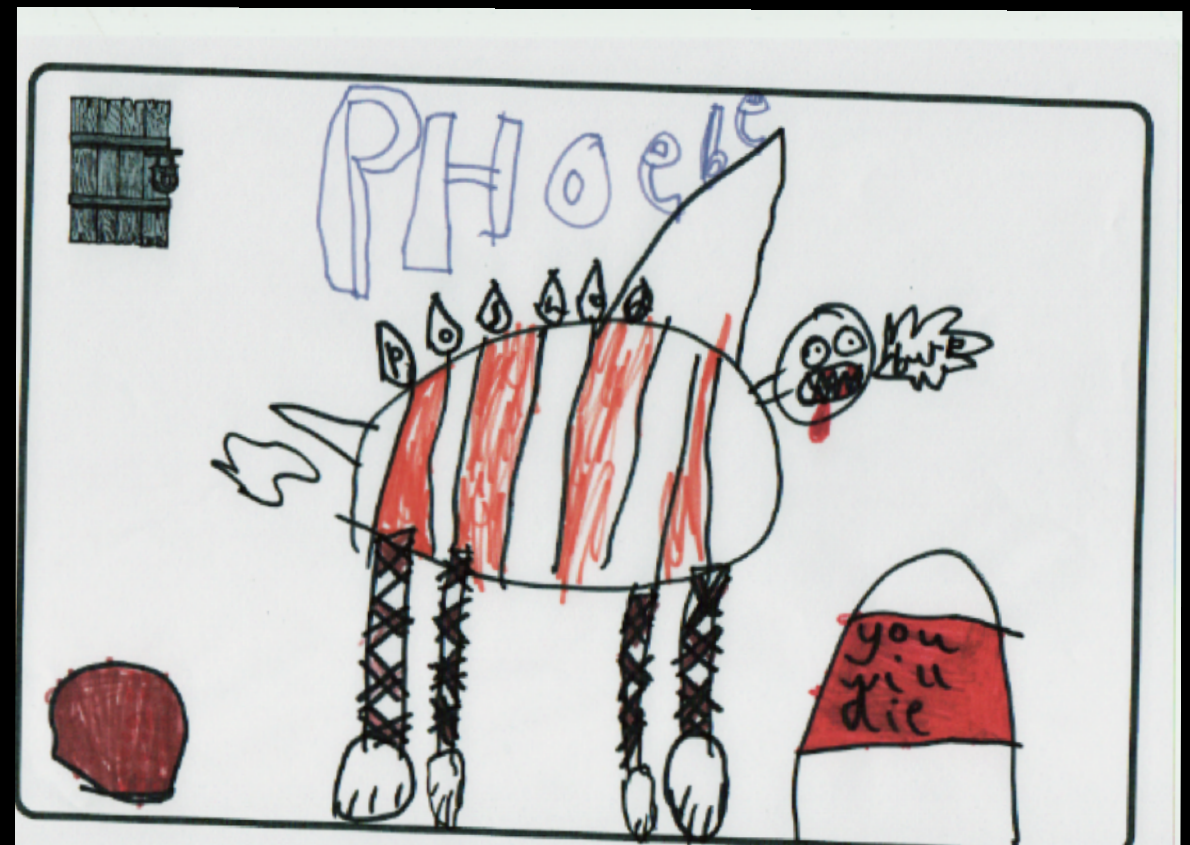
COMPUTER



Milan likes reading as much as TV, computer and his trampolene.



What was behind the door?



Impact and Reflections

Impact

My small group of children really began to work well together and with each session became more involved and engrossed in the task.

They began to discuss ideas unprompted by me and talk with each other about the different words used in each poem.

When asked how they had found the activities, they said they felt it was sad that not everyone got to be able to talk in small groups and discuss their ideas about reading.

Reflections

I have seen how important it is, as the TaRs research shows, to become a reader with the children and not just set them off for independent reading. We learned so much from talking together about the poems and sharing all our opinions, including my own. As I got to know the children more, they began to debate with me if they thought differently.

A key part of the activity for me was the children's oral and visual interpretation: I had not shown them the poem on the page.

Unfortunately I was limited by time, I would have liked to have done this with more than one group and used lots of different texts not just poetry.