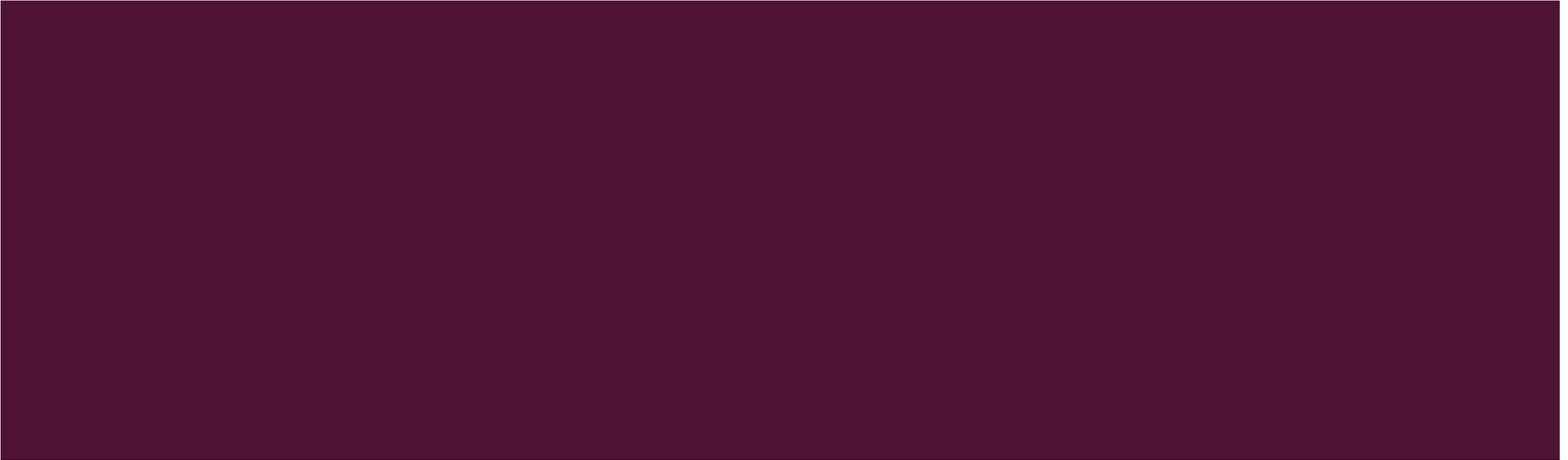


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# TITLE

“MISS, WHAT BOOK SHOULD I READ?”

NAMES: JESSICA BARRETT AND STEPHANIE KNIGHT



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## CONTEXT

We are primary PGCE trainees at the Faculty of Education, University of Cambridge. As part of our initial, four week placement, we completed a project focusing on reading for pleasure.

For this placement, we were very fortunate to be working in a school that really valued reading and in particular reading for pleasure. There were 31 children who helped us with our English project and they made up the year 6 class.

## RESEARCH INSPIRATION AND RATIONALE

As the school had such a fantastic 'reading for pleasure' ethos, the children were already very enthusiastic about books and reading. Following a number of observations where we noticed the children asked their class teacher 'what book should I read now?' we thought it might be useful for them to have a space where they could recommend books to one another. We thought this would help to eliminate the line of children queuing to ask their teacher for a recommendation and meant that they could have somewhere to share their thoughts about the books that they had enjoyed.

We were inspired from our reading of the *TaRs* research which demonstrates the importance of teachers' knowledge of children's literature and children's reading practices so that children can be encouraged to give spontaneous book recommendations.

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## AIMS

To develop:

- a wider knowledge of children's literature and other texts;
- a knowledge of children's reading practices and preferences;
- to create a working wall display of interesting reads, recommended by the children, that they could add to.

## OUTLINE

We decided, the best way to create a 'working wall' display would be to hold a book club. We were able to do this over four afternoons by taking a small group of children out of class for a period of time. During the book club session the children had the chance to use the iPads or the library to find a book they had read and really enjoyed, that they thought the other children in their class should read. We then had a discussion about their books and asked the children to draw a picture of themselves on a framed piece of card and a recommendation in a speech bubble, explaining what they loved about the book. Extra speech bubbles were created and left in a box in the classroom for children to be able to add to their display.

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## IMPACT

The finished display created a lot of interest amongst children across the year groups and amongst the other members of staff. They all wanted to know what was on the board and this sparked conversation as they asked each other which books they had read or thought sounded interesting. With regards, to the year 6 children they were all very excited to see their recommendations up and see what their classmates had recommended.

As a result of the project and the creation of this display we created a list of the children's recommendations so that they could take them home.

The display (see images on the next slide) meant that once the children had finished reading a book they didn't have to discuss with their class teacher what they should read next. Instead they could read their friends recommendations and have a range of different texts to choose from.

# WORKING WALL



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## REFLECTION

The Teachers as Readers research (TaRs) project found that teachers need a considerable (and constantly updated) knowledge of children's literature and other texts.

Through the process of the children recommending books to their peers, the class teacher and ourselves were able to understand more about each individual child's interests and preferences.

The TaRs project also highlighted the benefit of 'making time and space for children to explore texts in greater depth, share favorite's and talk spontaneously about their reading'. In the book clubs that we held, children were able to question each other and discuss reasons for recommending books, developing a shared knowledge of a wider range of literature. The display board provided a space to 'share favourites' with other pupils in the school.