Reading for pleasure pedagogy: Social reading environments

Review your practice

This self-review document is designed to help you consider your practice with regard to establishing social reading environments. In the TaRs research, social reading environments were identified as one of the 4 core strands of an effective reading for pleasure pedagogy and, when influenced by teachers' knowledge both of children's texts and their children as readers, were key to creating richly reciprocal reading environments.

1. **What do you know about the children's opinions of reading spaces in the classroom?**
   - A great deal ☐
   - A fair amount ☐
   - Not much ☐
   - Very little ☐

2. **How often do you invite children to contribute ideas and suggestions about reading spaces and books in the classroom?**
   - Regularly ☐
   - Sometimes ☐
   - Rarely ☐
   - Never ☐

3. **How frequently are reading areas and displays updated in your classroom in terms of the physical space?**
   - Regularly ☐
   - Sometimes ☐
   - Rarely ☐
   - Never ☐

4. **In which places do you think children in your class would choose to read and talk about their reading?**
   (Tick all that are appropriate)
   - Their usual classroom table ☐
   - The book corner ☐
   - The carpet ☐
   - Outside areas ☐
   - The school library ☐
   - Home ☐
   - The local library ☐
   - I'm not sure ☐

5. **How often to children have opportunities to talk about their reading with each other in the classroom outside of planned literacy and guided reading sessions?**

   o Regularly ☐

   o Sometimes ☐

   o Rarely ☐

   o Never ☐

6. **How much do you know about with whom the children in your class like to read, both at school and at home?**

   o A great deal ☐

   o A fair amount ☐

   o Not much ☐

   o Very little ☐

7. **Which other readers are invited to share their reading with the children in your class?**
   (Tick all that are appropriate)

   o Teachers in other classes ☐

   o TAs ☐

   o Other school colleagues ☐

   o Parents/family members ☐

   o Librarians ☐

   o Authors/illustrators/poets ☐

8. **How do you think social reading environments could best be developed in your classroom? What are the current constraints that might be inhibiting further development?**

9. **Looking over your responses, to what extent do you currently provide social reading environments which promote interactive and reciprocal spaces for reading?**
(Rate this on a scale of 1-10 with 10 being the highest – circle one number)

<div align="center">

1   2   3   4   5   6   7   8   9   10

</div>

10. **Why in your view do teachers need to create social reading environments?**
(Rank order these 1-5 with 1 being the most important and 5 the least)

Teachers need to create social reading environments In order to:
- o Tempt children into relaxing spaces to read for pleasure ☐
- o Encourage children to read texts they might not otherwise choose ☐
- o Encourage children to respond and provide their views about a range of texts ☐
- o Foster discussion between varying groups of readers ☐
- o Build a community of readers ☐

Further resources

Further resources are available from the website: www.researchrichpedagogies.org

- For ideas on how to increase your understanding of how to develop social reading environments, see:
  Reading for pleasure pedagogy – Social reading environments: Practical classroom strategies

- For the underpinning research on social reading environments, see:
  Reading for pleasure pedagogy – Social reading environments: More research details