



READING
FOR PLEASURE



Reading for pleasure pedagogy: Informal book talk, inside-text talk and recommendations

Review your practice



This self-review document is designed to help you consider your practice with regard to informal book talk, inside text-talks and sharing recommendations. Talk about texts of all kinds and talk about reading was identified as a key strand of the pedagogic practice which fostered RfP in the TaRs research. Such 'reading chat' is not an optional extra but is critical in creating reciprocal and interactive communities of readers.

1. How often do you informally talk to your class about books that are not being studied in literacy or guided reading sessions?

- Regularly
- Sometimes
- Rarely
- Never

2. When does this informal, often spontaneous, book talk happen between yourself and the children?

(Tick all that apply)

- Before/during/after independent reading time
- Before/during/after Read aloud time
- Before/during/after registration
- Before/during/after break/lunchtime
- On the playground
- In the cloakroom

3. How often do you provide opportunities for children to talk to each other about what they are all reading, their preferences, interests, attitudes and sense of themselves as readers?

- Regularly
- Sometimes
- Rarely
- Never

4. When do these informal, often spontaneous, reading conversations between children happen?

(Tick all that apply)

- Before/during/after independent reading time
- Before/during/after Read aloud time
- Before/during/after registration
- Before/during/after break/lunchtime
- On the playground
- In the cloakroom

5. How often do children have opportunities to talk informally about books with other adults in the school community?

- Regularly
- Sometimes
- Rarely
- Never

6. How often do you offer specific tailored recommendations to children – matching your knowledge of literature with your knowledge of the child, but still offering options?

- Regularly
- Sometimes
- Rarely
- Never

7. Do you and the children recommend books to each other? If so name an example of a reciprocal book recommendation you took part in recently: what did you recommend and what did the child recommend to you?

8. What planned book promotion activities do you offer to support young readers as they choose books to read?

(Tick all that apply)

- Reading an opening chapter and leaving the book to be borrowed
- Having an author/poet focus of the week
- Creating book displays – genre based or new texts
- Shadowing book awards as a class
- Playing book bingo or other book based games
- Having a book fair/week/picnic
- Inviting another teacher or school colleague to share their preferences
- Inviting a librarian in to talk to the children about choosing books
- Having a ‘teacher’s book shelf’ where you/other colleagues share books you have enjoyed and invite the children to borrow

- Other (please describe)



9. How do you rate the prevalence of informal book talk, inside text-talk and text recommendations in your classroom?

(Rate this on a scale of 1-10 with 10 being the highest – circle one number)

1 2 3 4 5 6 7 8 9 10

10. What in your view are the core reasons for engaging in book talk, both spontaneous and planned in school? Please rank order these statements.

(Rank order these 1-5 with 1 being the most important and 5 the least)

- Supporting children’s own reading choices
- Sharing passion and enthusiasm for reading
- Developing reciprocity and personal connections
- Building a community of readers
- Enhancing comprehension and meaning making

Further resources

Further resources are available from the website: <https://ourfp.org/>

- For ideas on how to develop informal book talk, and inside text talk, both spontaneous and planned, and reciprocal recommendations see:
[Informal book talk, inside-text talk and recommendations: Classroom Strategies](#)
- For the underpinning research on Informal book talk, see:
[Informal book talk, inside-text talk and recommendations: Research Summary](#)