



Reading communities

Review your practice



This self-review document is designed to help you consider your practice with regard to reading communities and the relationships between readers that you nurture. The TaRs research project showed that reading for pleasure is strongly influenced by socially affective relationships: between teachers, between teachers and children, between children and families and between children, teachers, families, communities and libraries.

1. How often do you discuss what you are reading with other teachers/members of the school community?

- Regularly
- Sometimes
- Rarely
- Never

2. How often do you talk informally with children in your class about reading outside of planned literacy and guided reading sessions?

- Regularly
- Sometimes
- Rarely
- Never

3. When have you noticed that children take opportunities to talk informally about their reading between themselves?

(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

4. How aware are you of the ways in which children engage with other readers at home/in the community and the types of reading this involves?

- Highly aware
- Some knowledge
- Limited knowledge
- Unaware

5. **Thinking about the less confident readers in your class, which texts/authors do you know they have recently shared for pleasure at home with parents/carers/siblings?**

6. **How frequently are parents/carers/family members invited in to school/your classroom to read and talk about reading with children?**

- Regularly
- Sometimes
- Rarely
- Never

7. **Do you use your local library for school? Yes / No**
(Delete as appropriate)

If yes, in what ways?

8. When did you last visit your local library with a class?

- Within the last half term
- Within the last term
- Within the last year

9. Looking over your responses, to what extent do you consider yourself to be a teacher who builds reading communities between teachers, children, families and the wider community?

(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. Why, in your view, do teachers need to develop reading relationships within and beyond the classroom?

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

Teachers need to develop reading relationships within and beyond the classroom in order to:

- Make connections between children’s home and school reading worlds
- Create spaces that encourage child ownership, family and library involvement
- Widen what counts as reading in the children’s eyes
- Target tailored recommendations for reading
- Develop a shared concept of what it means to be a reader in the 21st century

Further resources

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

- For ideas on how to increase your knowledge of reading communities and children as readers, within and beyond school, see:
[Reading communities: Classroom Strategies](#)
- For the underpinning research on Reading Communities, see:
[Reading communities: Research Summary](#)