



Reading for Pleasure: Benefits and challenges Notes for PowerPoint

PowerPoint made by Teresa Cremin for the Open University's research-informed reading for pleasure development work. Please respect the copyright of the visuals and the slides and do not alter these slides, though do feel free to insert your own. There are 9 RfP PowerPoints on the site to support the profession.

Preparation before the meeting

- a) Invite staff to bring a good children's book to share.
- b) Open your browser at <https://ourfp.org/schools-teachers/whole-school-development/>

Discussion and activities during the meeting

- *Slide 2:* Outline the intentions of this meeting.
- *Slide 3:* Invite staff in pairs to discuss why RfP is so influential. Can they think of keen readers who *choose* to read –what do they see as the benefits? Share these perceptions.
- *Slide 4:* Encourage discussion about 2/3 of these benefits. E.g. can they think of children whose vocabulary is enriched by RfP and others who have a less developed vocabulary- are they keen readers? Re bullet points 4/5 discuss whether there is a wide enough range of texts for all children to recognize themselves– is reading a mirror for all in school? Are some groups not reflected?
- *Slide 5:* After sharing these national challenges, brainstorm in small groups some of the local challenges of fostering RfP.
- *Slide 6:* Ask staff if they recognize the push and pull of teaching reading and fostering RfP. Finding time to prioritize RfP is hard. Reading is assessed individually. RfP is both a social and individual experience and positive reader relationships are key to supporting young readers.
- *Slide 7:* Offer some time for staff to discuss this slide (developed from the OU/UKLA *Teachers as Readers* (TaRs) research), what connections can be made to their practice? Stress this is not trying to polarize the will and the skill but that any activity will have a primary orientation. E.g. Choice led independent reading time offers space to read, to develop stamina and preferences and to talk to others. It is an RfP oriented activity, albeit children will be practicing their skills.
- *Slide 8:* Share the TaRs research findings and then focusing on teachers' repertoires, invite staff to share their chosen book. Consider how wide the range is, how contemporary are the texts, is it all fiction, is there a reliance on 'celebrity' authors?
- *Slide 9:* share the slide and consider your class and school reading communities. Is there scope to develop enriched RfP practice?

To close: Planning ahead to develop reading aloud practices in school

- *Slides 10-13:* Share these slides and explain that the OU RfP research community site created with and by teachers could be useful. The research findings have resources, reviews and myriad Example of Teachers' Practice.
- *Go to the site online* to show how to navigate it, find support and ideas, e.g. in the Practical Classroom Strategies in each section. Consider your next steps. Perhaps a whole school review of practice? If so this review of all the research findings will help. <https://ourfp.org/schools-teachers/whole-school-development/>