



READING
FOR PLEASURE

Reading for pleasure: benefits and challenges



<https://ourfp.org/>

In this session, we will...

- explore the nature of reading for pleasure
- examine research regarding the benefits of RfP
- identify challenges for schools
- highlight research evidence on effectively fostering RfP
- look at the OU RfP community website

<https://ourfp.org/>



What is Reading for Pleasure?

At its core is the reader's volition, their agency and desire to make meaning in anticipation of the satisfaction gained through the experience and interaction around it.

It is or can be transformational...

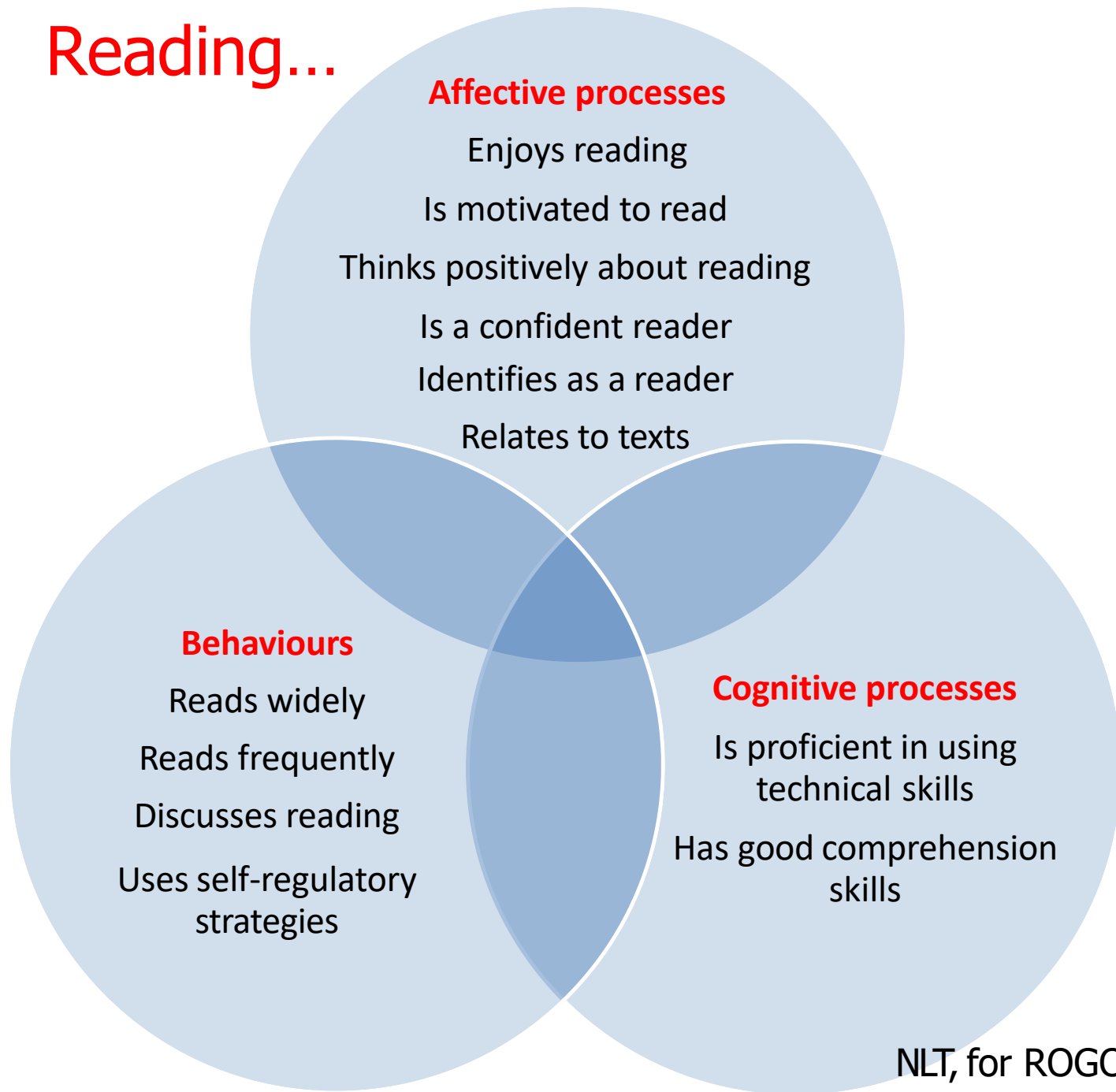
(Cremin et al., 2014:5)



Where can you find it? Anywhere with any kind of text

How can you share it? Easily ... IF you know others are interested

Reading...



NLT, for ROGO 2017

Are You
My
Mother?



©Open University

Reading for pleasure is
the single most important
indicator of a child's
future success

OECD 2002

THE VERY
HUNGRY
CATERPILLAR

by Eric Carle



by P. D. East



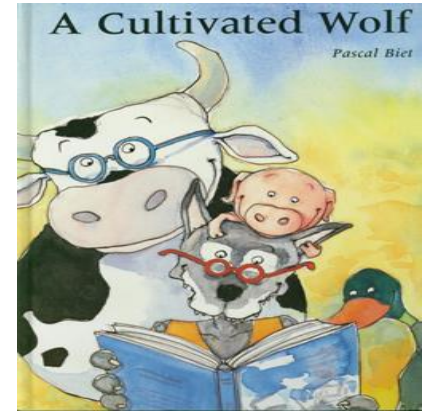
by Margaret Wise Brown



Don't
let the
Pigeon
Drive
the
Bus!



RfP: significant benefits



International evidence demonstrates:

- increased **attainment in literacy and numeracy** (e.g. Anderson et al., 1988; OECD, 2010; Sullivan & Brown, 2013)
- improved **general knowledge** (e.g. Clark and Rumbold, 2006)
- richer **vocabulary** (e.g. Sullivan & Brown, 2013)
- supports **identity explorations** (e.g. Rothbauer, 2004)
- encourages **imagination, empathy** and mindfulness of others (e.g. Kidd & Costano, 2013)

The **will influences the skill** and vice versa

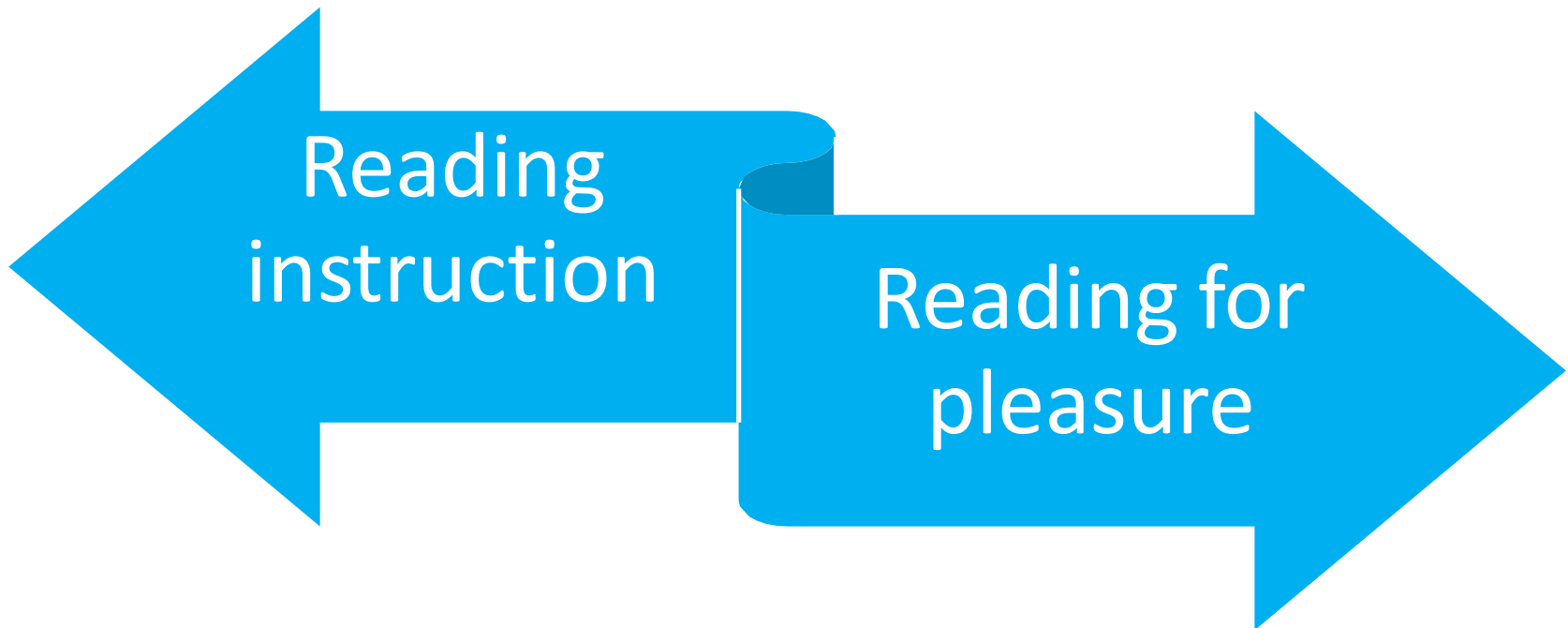
RfP: A national challenge

- Children's attitudes to reading in England are comparatively low compared to their skills (PIRLS, 2017)
- In the most recent PIRLS study, in English speaking countries, England had the lowest ranking for enjoyment and (except Australia) the lowest for pupil engagement in reading (PIRLS, 2017)
- Growing attitude problems and gender differences with 6-7 year olds (McGeown et al., 2015)
- Teachers' perceptions of gender, social class and ethnicity constrain the engagement of struggling boy readers (Hempel-Jorgensen, Cremin, Harris and Chamberlain, 2018)

RfP: A national challenge

- The backwash of assessment frames RfP pedagogy (Hempel Jorgensen et al, 2018)
- Teacher's knowledge of children's literature is dominated by Dahl and celebrity authors and is insufficient to support reader development (Cremin et al., 2009; Clark and Teravainen, 2015)
- Professional conceptions of reading and RfP tend to be book bound (Burnett and Merchant, 2018)
- Practice tends to be activity oriented without coherent follow through to evaluate the impact on children's affective processes or reading behaviours.

Professional tensions and challenges



Easy to mandate, harder to implement effectively in a individualistic accountability culture.

Reading Instruction



The Open
University

Reading for Pleasure

is oriented towards:

is oriented towards:

Learning to read

Choosing to read

The skill

The will

Decoding and comprehension

Engagement and response

System readers

Lifelong readers

Teacher direction

Child direction

Teacher ownership

Child ownership

Attainment

Achievement

The minimum entitlement:

The maximum entitlement:

The “expected standard”

A reader for life

The standards agenda

The reader’s own agenda

OU RfP research studies

Teachers as Readers research

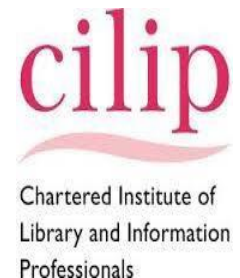
- **Phase I:** A survey of 1200 primary teachers' knowledge and use of children's literature from 12 LAs (Cremin, Mottram, Bearne and Goodwin)
- **Phase II:** A year-long project with 43 primary teachers from 27 schools in 5 LAs (Cremin, Mottram, Collins, Powell and Safford)

Extracurricular Reading Group research (Cremin and Swann)

Research into Digital Books (Kucirkova and Cremin)

Struggling Boy Readers research (Jorgensen and Cremin)

Funded by:



To develop children's RfP, teachers need:

1. Considerable knowledge of children's literature & other texts
2. Knowledge of children's reading practices
3. An RfP pedagogy, encompassing:
 - social reading environments
 - reading aloud
 - informal book talk, inside-text talk and recommendations
 - independent reading time
4. To be Reading Teachers: teachers who read and readers who teach
5. To develop reciprocal and interactive reading communities.

(Cremin et al., 2014)

(Cremin et al., 2014)

The project website



<https://ourfp.org/>

Onsite: For each research finding there are...

Research findings



Teachers' knowledge of children's literature and other texts



Teachers' knowledge of children's reading practices



Reading for pleasure pedagogy



Reading Teachers: teachers who read and readers who teach



Reading communities

- Self review documents
- Practical classroom strategies
- More research details
- PowerPoints for CPD
- Film clips/interviews
- **Examples of Practice (250+!)**

Also:

- A school development section
- A children's survey
- Top Texts each month
- News
- Recommends /blogs

Offsite opportunities

- OU/UKLA Teachers Reading Groups across the UK
- Annual OU/UKLA Conferences (see website for details)
- Egmont RfP Awards with OU and UKLA



Sign up to the monthly newsletter to keep up to date and get new ideas!

Join this professional community to
develop a richer reading culture in school



<https://ourfp.org/>

References

- Anderson R. Wilson, P and Fielding L (1988) Growth in Reading and How children spend their time out of school *Reading Research Quarterly*, 23(3): 85-303.
- Burnett, C. and Merchant, G. (2018) Affective encounters: enchantment and the possibility of reading for pleasure, *Literacy* 52 (2): 62-69.
- Clark C. and Rumbold, K (2006) *Reading for Pleasure: A research overview* London: National Literacy Trust.
- Clark, C, and Teravainen, A. (2017) What it means to be a reader at age 11: valuing skills, affective components and behavioural processes. London: National Literacy Trust for Read on Get on.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Drury, R. (2015) *Researching literacy lives: Building home school communities* London: Routledge
- Cremin, T, Mottram, M., Collins, F. and Powell, S. (2014) *Building Communities of Engaged Readers: Reading for pleasure*, London: Routledge.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2009) Teachers as readers: building communities of readers, *Literacy* 43 (1): 11-19.
- Cremin, T., Bearne, E., Mottram, M. and Goodwin, P. (2008) Exploring teachers knowledge of children's literature, *Cambridge Journal of Education*, 38 (4):449-464.

References

Hempel Jorgensen, A. Cremin, T. Harris, D. and Chamberlain, L. (2018) Understanding boys' (dis)engagement with reading for pleasure *Literacy* 52 (2): 86-94.

Kidd, D. and Castano, E. (2013) Reading literary fiction improves theory of mind *Science* 342(6156):377-390.

McGeown, S., Norgate, R., & Warhurst, A. (2012). Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational Research*, 54(3): 309-322.

OECD (2010), *PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices* (Vol III). <http://dx.doi.org/10.1787/9789264083943-en>

PIRLS (2017) *National report for England* McGrane, J. Stiff, J. Baird, JA. , Lenkeit, J and Hopfenbeck, D. Oxford: OUCEA

Rothbauer, P.M. (2004) Reading practices that inform personal and social identities of self . *Canadian Journal of Information and Library science*. 28 (3): 53-74.

Sullivan, A. and Brown, M. (2013) *Social inequalities in cognitive scores at age 16: The role of reading*. CLS Working Paper, London: Centre for Longitudinal Studies.