



## Reading for Pleasure

Review your practice: **Secondary**



This over-arching self-review document is designed to help you consider your knowledge and practice with regard to developing reading for pleasure. It is organised around key themes which, OU research evidence indicates (Cremin et al., 2014), influence teachers' capacity to *effectively develop young people's engagement as readers*- readers who like reading, who chose to read and who want to talk about what they are reading with others.

## A. Teachers' knowledge of young people's and YA literature

1. Name three YA authors whose work you like and value

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.....

2. Name three picture fiction or graphic novel creators whose work you like and value

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3. Name three poets whose work you like and value

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## B. Young people's reading practices

4. List three different young people in one of your English classes

.....  
..... and .....

5. Rate your knowledge of the young people's own reading habits and preferences in school  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                    2                    3                    4                    5                    6

6. Rate your knowledge of their reading habits and preferences out-of-school  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                    2                    3                    4                    5                    6

7. How do you find out about young people's attitudes to reading, in your class and school?

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.....

## C. Reading for pleasure pedagogy

### Reading for pleasure pedagogy: *Independent reading time*

8. How frequently is there time in school set aside for young people to read independently?

Daily       Weekly       Occasionally (ad hoc)       Never

9. On a scale of 1-6 how often do you encourage young people to talk about texts during independent reading?  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                      2                      3                      4                      5                      6

10. How often are young people reading fiction or non-fiction print texts for their own pleasure?  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                      2                      3                      4                      5                      6

11. How often are young people reading online for their own pleasure?  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                      2                      3                      4                      5                      6

**Reading for pleasure pedagogy: Reading aloud**

12. How often do you read aloud to students?

Daily       Weekly       Monthly       Infrequently

13. Who chooses what you read aloud?

- You always
- You mostly and occasionally the young people
- You share choices and decide with the young people

14. What in your view are the core reasons for reading aloud to young people?  
(Rank order 1-5, 1 being the most important and 5 the least)

- Widening young people’s vocabulary
- Providing a reading role model of expressive reading
- Enjoyment of texts beyond their ability
- Support for comprehension
- Creating ‘texts in common’ to build community
- Building understanding of inference and context

**Reading for pleasure pedagogy: Social reading environments**

15. Think of your school, what three key messages does the overall environment, in classrooms, corridors and elsewhere convey about reading?

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.....  
.....

16. Rate your knowledge about the young people’s reading networks/reader relationships, who they like to read/talk with about reading?  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                      2                      3                      4                      5                      6

### Reading for pleasure pedagogy: *Informal book talk*

17. How often do you informally talk about books that are not being studied as part of the academic curriculum with your students?

Regularly       Sometimes       Rarely       Never

18. How often do you provide opportunities for young people to talk informally about their reading and their preferences as readers?

Regularly       Sometimes       Rarely       Never

19. How often do you make specific tailored recommendations to particular young people?

Regularly       Sometimes       Rarely       Never

### D. Reading Teachers: Teachers who read and readers who teach

20. To what extent do you share your reading life with young people in school? Do you share:

	Often	Sometimes	Rarely	Never
• Your interest in and attitude to reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your life history as a reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The range of material you currently read for pleasure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your practices and habits as an adult reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your views and emotional responses to the texts you read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How do you think the young people view you as a reader? (*Tick one*)

- As an avid, enthusiastic reader who loves reading
- As a keen reader who reads when time allows
- As someone who may be a reader
- I don't think they will have considered this
- Someone who is required to read because they are the teacher

22. How often do you discuss what are you reading (young people or adult texts) with other teachers /adults in the school?

Regularly       Sometimes       Rarely       Never

## E. Reading communities

23. How frequently are parents/carers/ members of the community invited into your school to participate as readers/ read with/to young people and share their reading lives/ journeys?

Regularly       Sometimes       Rarely       Never

24. Rate the strength of the home-school reading community in your school  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                      2                      3                      4                      5                      6

25. Rate the strength of the reading community in your English classes or tutor/form group  
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1                      2                      3                      4                      5                      6

26. **Looking back across this survey**, which areas of knowledge and practice do you feel are strongest and which do you want to develop further to support young people’s reading for pleasure?

**Strongest**.....

.....

**Aspects to develop**.....

.....

### Further resources

- For ideas on how to develop your reading for pleasure practice, individually and as a whole school, see the Practical Classroom Strategies documents under each of the key research findings:

<https://ourfp.org/>

For a PowerPoint on the underpinning research on reading for pleasure and its benefits, see:

<https://ourfp.org/schools-teachers/whole-school-development/>