



Reading for Pleasure

Review your practice: **EYFS**



This self-review document is designed to help you consider your practice with regards to reading for pleasure. It is organised around key themes which, research evidence indicates, influence teachers' capacity to effectively develop children's engagement as readers- readers who like reading, who chose to read and who want to talk about what they are reading with interested others.

A. Teachers' knowledge of children's literature

1. Name three picture book authors whose work you value

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2. Name three picture book illustrators whose work you value

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3. Name three poets whose work you value

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B. Children's reading practices

4. List three different children in your class

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..... and

5. Rate your knowledge of each child's 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 children's attitudes to reading in your class and school?

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8. How often do you talk to parents about the books children like to read at home?

Regularly Sometimes Rarely Never

9. How often do you seek out specific books or other reading materials for particular children?

Regularly Sometimes Rarely Never

C. Reading for pleasure pedagogy

Reading for pleasure pedagogy: *Independent reading time*

10. Thinking about the reading area/book corner in your classroom that children access freely. Rate the quality of the area and the range of books
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

11. What proportion of your class choose to independently visit the reading/book area on a daily basis?

All Most Few None

12. On average, how much time per day do adults spend reading to or with children on a one-to-one basis (excluding reading scheme/early phonics texts)?

More than one hour 30 minutes 10 minutes Never

Reading for pleasure pedagogy: *Reading aloud*

13. How much time per day do you allocate to reading aloud stories or other books to the class?

30 minutes 20 minutes 10 minutes 5 minutes or less

14. Who chooses what you read aloud?

- You always
- You mostly and occasionally the children
- You share choices and decide with the children

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

- Widening children's vocabulary
- Providing a reading role model of expressive reading
- Enjoyment of texts beyond their ability
- Support for comprehension
- Building texts in common in the reading community

Reading for pleasure pedagogy: Social reading environments

16. Think of your classroom, what three key messages does your environment convey about reading?

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17. Rate your knowledge about the children’s reading networks/reader relationships, beyond the school environment.

(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

18. How often do you informally talk about books with children (excluding reading scheme books)?

Regularly Sometimes Rarely Never

19. How often do you observe children talking about books or other texts with their peers?

Regularly Sometimes Rarely Never

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

20. How often do the children in your class see you reading for pleasure?

Regularly Sometimes Rarely Never

21. How do you think the children in your class 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 you are reading (children or adult texts) with other teachers/adults in the school?

Regularly Sometimes Rarely Never

E. Reading communities

23. How frequently are parents/carers invited into your school to read with/to children?

Regularly Sometimes Rarely Never

24. How frequently are members of the community invited into your school to read with/to children?

Regularly Sometimes Rarely Never

25. 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

26. Rate the strength of the reading ethos in your class
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

27. **Looking back across this survey**, which area do you feel is strongest and which do you want to develop to support children’s reading for pleasure?

Strongest.....
.....

Aspects to develop.....
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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 the underpinning research on reading for pleasure and its benefits, see:
<https://ourfp.org/schools-teachers/whole-school-development/>