



READING  
FOR PLEASURE

## Teachers' knowledge of children's literature and other texts



## Aims of the session

1. To engage with research on teachers' knowledge of children's literature and other texts
2. To review our knowledge
3. To share ideas for expanding our repertoires to make more of a difference to RfP



## Key findings from *Teachers as Readers*

In order to effectively develop children's RfP, teachers need to develop:

1. **Considerable knowledge of children's literature and 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. As Reading Teachers - teachers who read and readers who teach
5. Reciprocal and interactive reading communities.

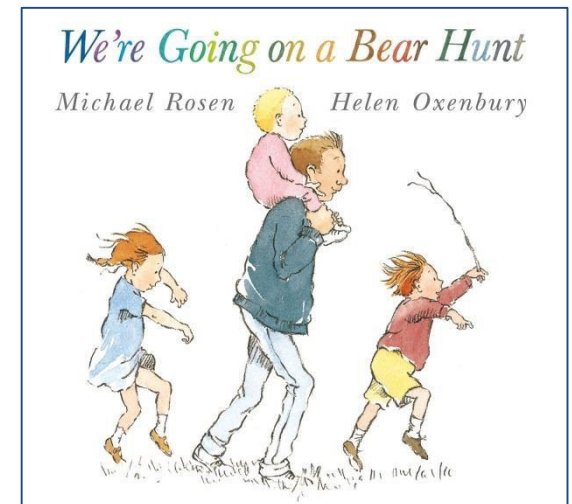
## Thinking about your reading as a teacher...

When did you last read a children's book  
for pleasure?

What was it called?



Who was it by?



What did you think of it?

# Teachers' knowledge of children's literature in 2009

## Authors- Top 5

64% named 5 or 6

46% named 6

- Roald Dahl (744)
- Michael Morpurgo (343)
- Jacqueline Wilson (323)
- JK Rowling (300)
- Anne Fine (252)

## Poets- Top 5

58% named only 2,1 or 0 (22% named 0)

10% named six

- Michael Rosen (452)
- Allan Ahlberg (207)
- Roger McGough (197)
- Roald Dahl (165)
- Benjamin Zephaniah (131)

## Picture fiction- Top 5

62% named only 2,1 or 0 (24% named 0)

10% named six, 302 named books only

- Quentin Blake (423)
- Anthony Browne (175)
- Alan Ahlberg (146)
- Shirley Hughes (123)
- Mick Inkpen (121)

Survey of 1200  
primary teachers  
from 11 English LAs,  
none were literacy-  
leads.

(Cremin et al.,  
2014)

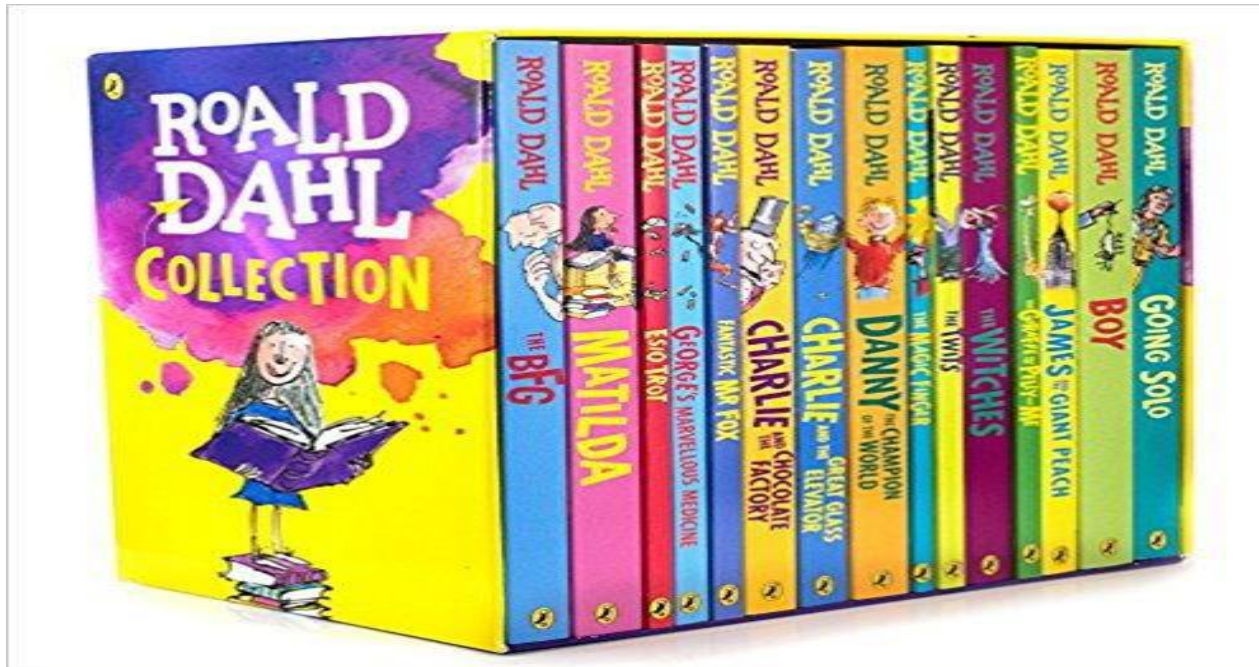
# Teachers' knowledge of children's literature in 2015



Wordle based on 2,362 teachers' (from 122 sec. and primary schools) response in the National Literacy Trust survey (7.1% primary).

(Clark and Teravainen, 2015)

# Are we Dahl dependent?



Dahl wrote good stories, but we end up teaching our pupils to be Dahl-scholars more than refined consumers of children's fiction.

(Jonny Walker, Newham Park Primary, 2017)

1. In pairs, discuss if we tend towards Dahl dependency? Won't the children's parents/grandparents also know Dahl?
2. Are we also 'book bound'?

# Teachers' knowledge of children's literature raises cause for concern

These studies suggest that teachers are:

- Most well acquainted with popular, 'celebrity' children's authors
- Know and can name most Children's Laureates
- Reliant upon a 'canon' of children's literature

And that they may not know a wide enough range of texts to:

- Make tailored text to child recommendations
- Enable the development of young readers
- Foster reading for pleasure.

Cremin et al., 2009, 2014, Clark and Teraveinen, 2015)

# An Alphabet of Authors

In groups, create an Alphabet of Authors from A-Z.

A is for ....Alan **A**hlberg

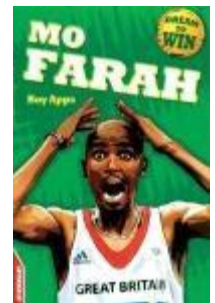
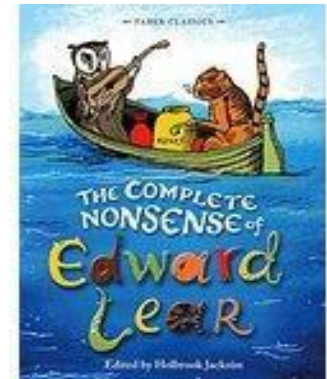
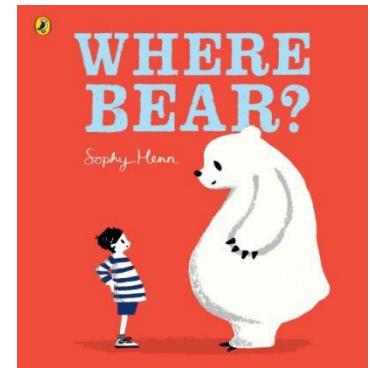
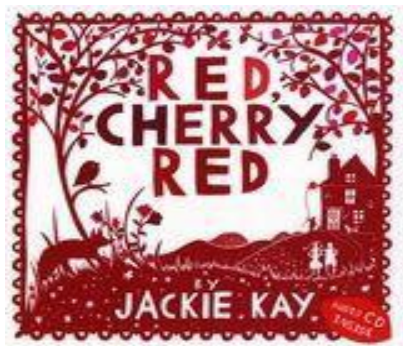
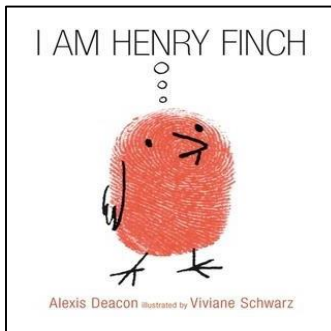
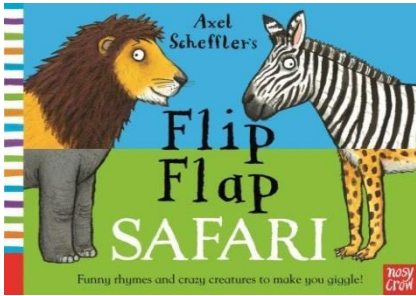
B is for ....Anthony **B**rowne and Frances  
Hodgson **B**urnett

C is for ....

Which group has the most in ten  
minutes?

Now underline e.g. all the poets..., the  
most contemporary..., science fi  
authors..., the world literature...,

What are your gaps?

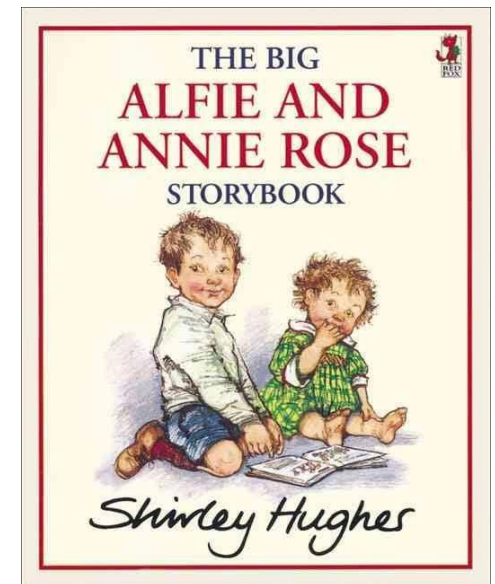


## Research suggests...

Teachers need to widen their repertoires, we can never know enough!

This can be achieved through:

- Building in time to read and share
- Reading Award Winners
- Setting personal reading goals



For more ideas, see

<https://ourfp.org/finding/teachers-knowledge-of-childrens-literature-and-other-texts/>

# Building in time to share!

In threes, take some time to convince each other that the book you brought is worth reading!

Also, might you:

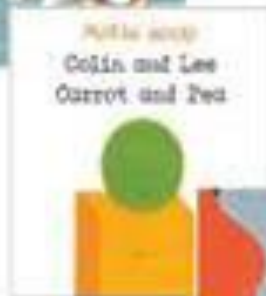
- set up a staff swap reading box?
- share 2 minutes of passion at the start of staff meetings?
- share 'old and gold' or 'new and bold' in assembly?
- Join an OU/UKLA Teachers' Reading Group



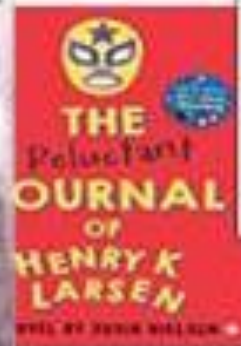
# UKLA Book Awards

The only UK award judged by teachers for teachers

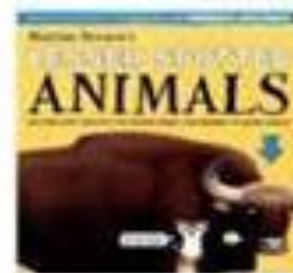
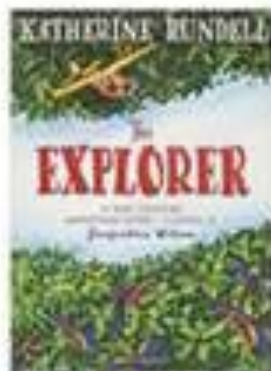
UKLA



( 3-6 years)

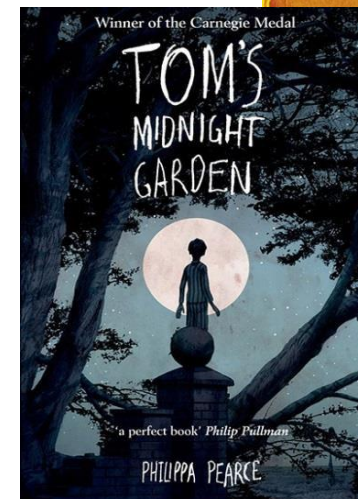
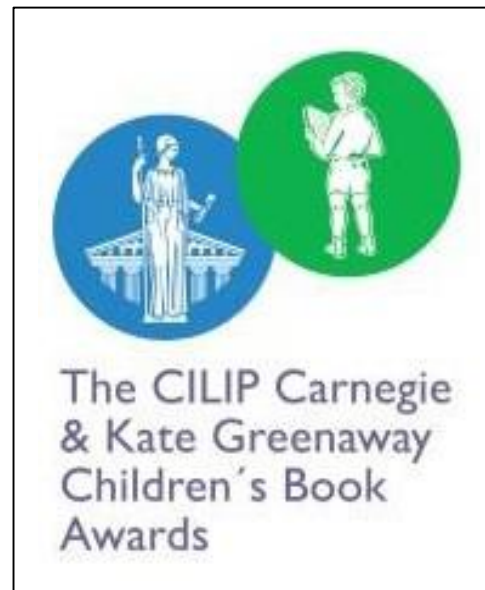
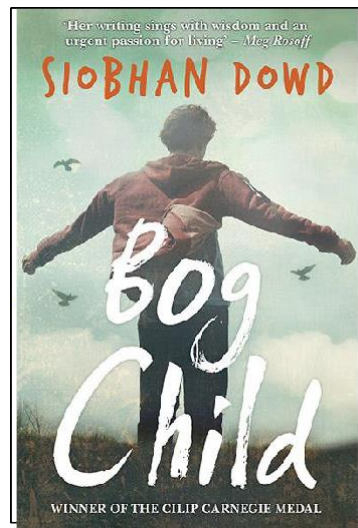
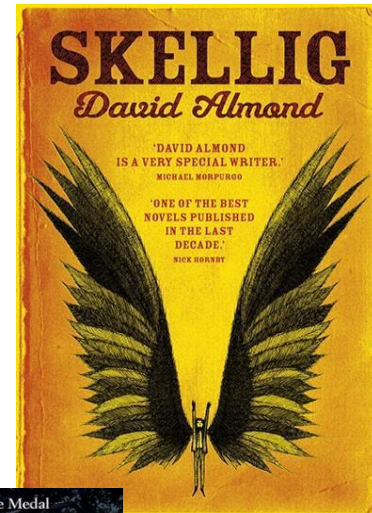
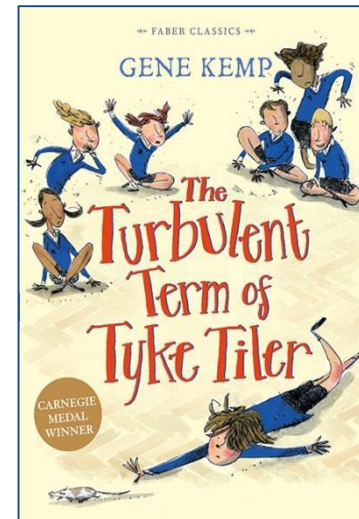
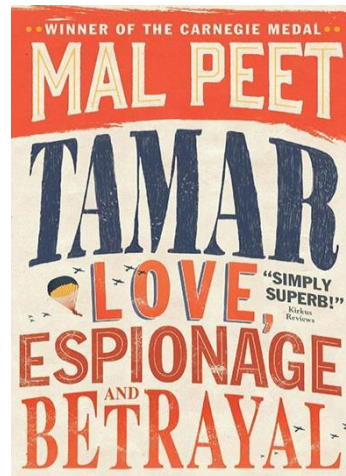
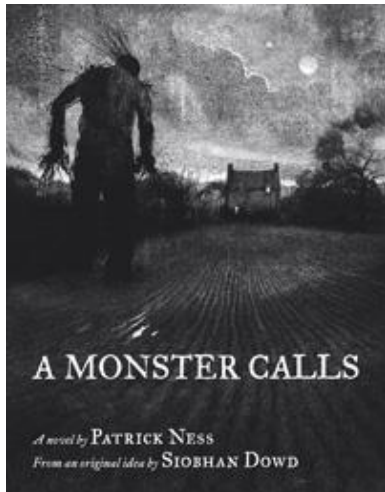


12-16 yrs )



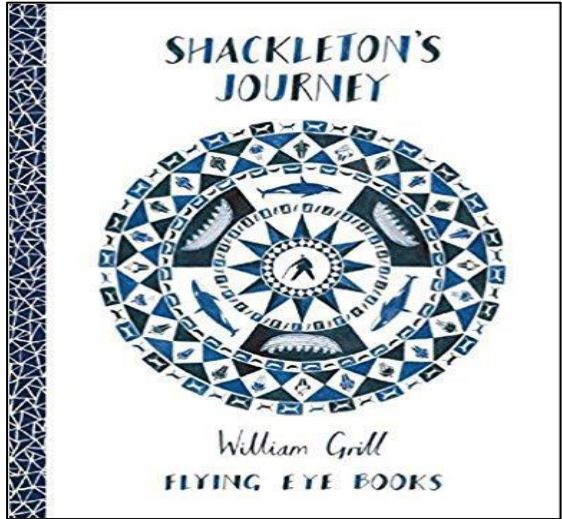
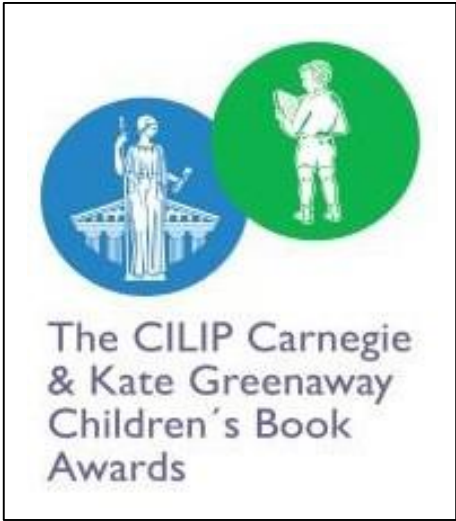
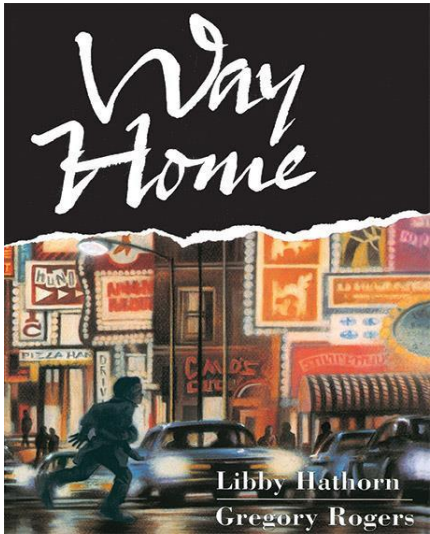
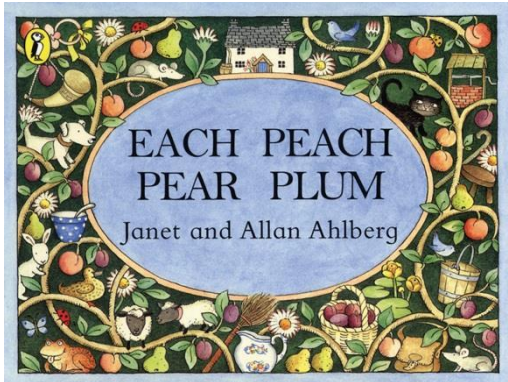
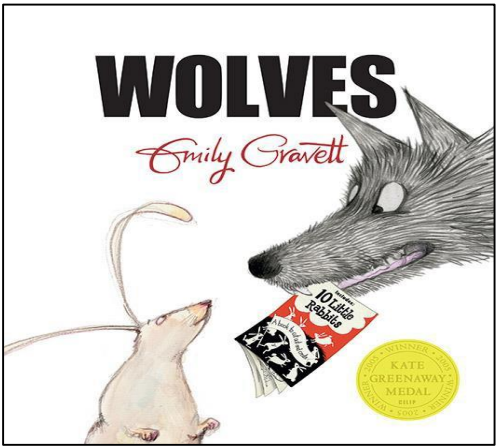
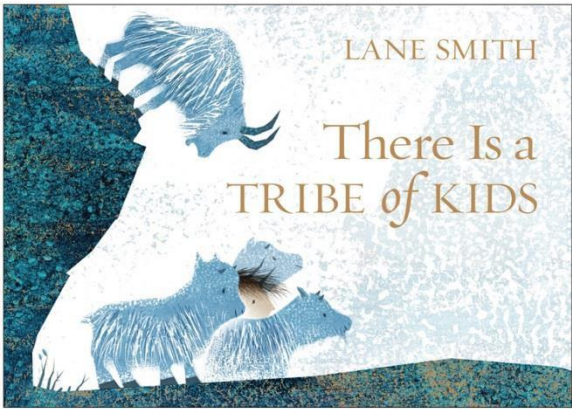
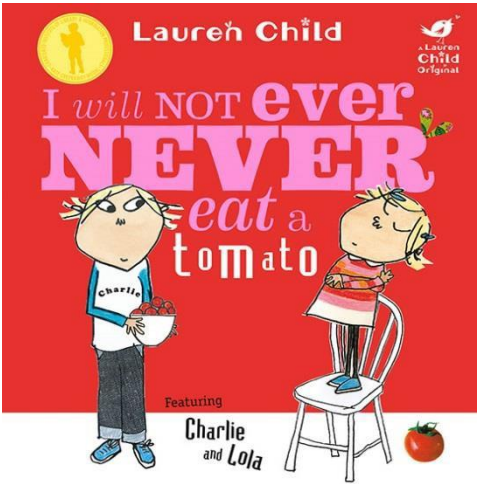
( 7-11 yrs

# Some Carnegie Medal Winners since 1937



The Carnegie Medal: an outstanding book, judged by children's librarians

# Some Kate Greenaway Medal Winners since 1957



The Kate Greenaway Medal: an  
outstandingly illustrated book, judged by  
children's librarians



The CILIP Carnegie  
& Kate Greenaway  
Children's Book  
Awards

**SHADOWING**  
THE CILIP CARNEGIE & KATE GREENAWAY  
CHILDREN'S BOOK AWARDS

[The Awards](#)

[Timetable](#)

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[Anniversary](#)

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## Greenaway Gallery

Browse the Kate Greenaway Shortlist-inspired artwork posted to the Greenaway Gallery by shadowing groups.

### Explore

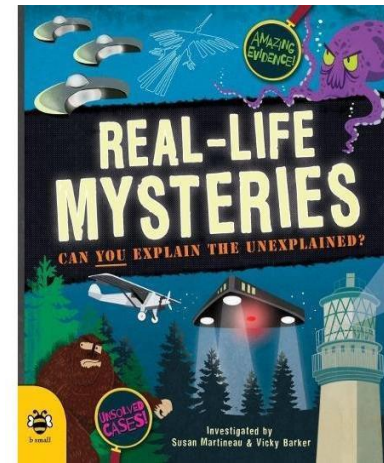
*Talking about the texts and posting reviews on the site was popular and valuable for children **and** teachers.*

(Cremin and Swann, 2013)

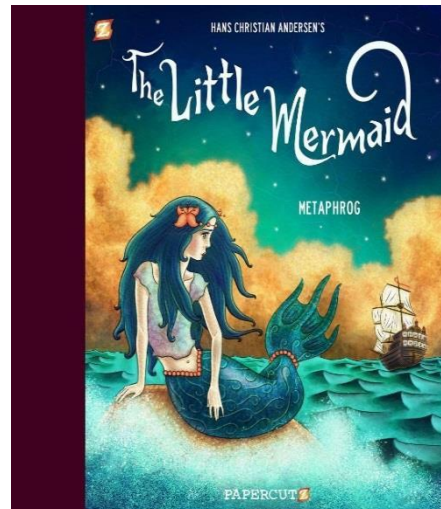
- Join the CKG Shadowing Scheme with your class
- Upload artwork to the Greenaway Gallery

# Other Awards

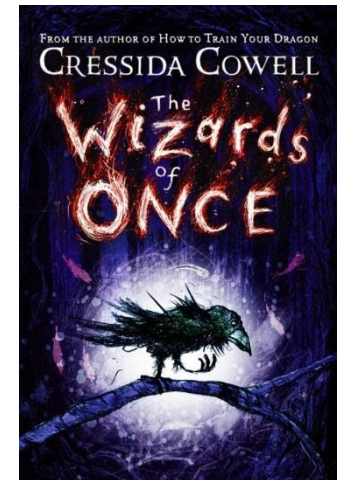
- Blue Peter Book Awards
- Excelsior Award Junior (graphic novels and manga)
- Lollies (Laugh out Loud book awards)
- Young People's Book Prize (science)



(BP Winner Fact, 2018)



(Excelsior Junior Winner, 2018)

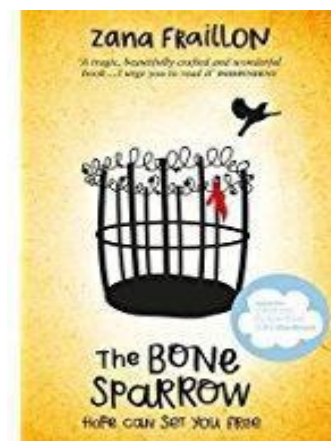
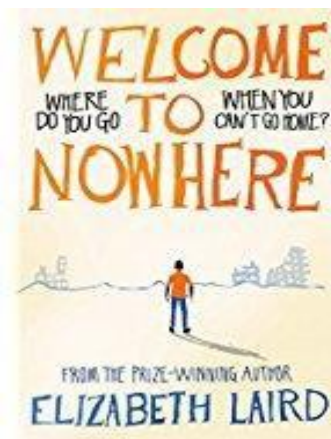
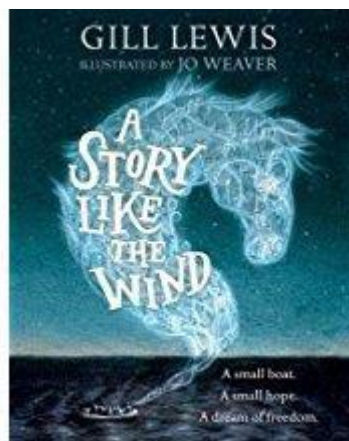
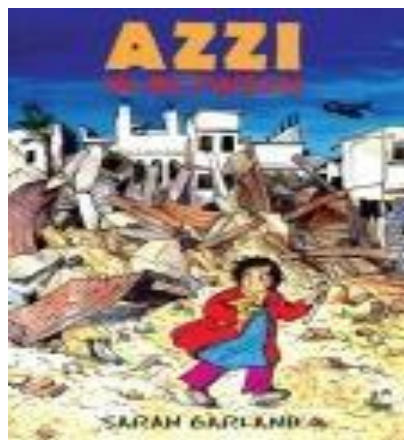


(BP Winner Fiction, 2018)

# Setting personal reading goals

## Perhaps about...

- Award winners
- Digital books
- Picture fiction
- Poetry
- Contemp novelists
- Graphic novels/manga
- Comics/Mags
- Themes



# Classroom consequences

In the *Teachers as Readers* research, teachers who developed their reading repertoires made a difference to:

- the children's knowledge of authors and poets
- the children's desire and motivation to read
- their classroom practice
- their understanding of reading and the significance of reading for pleasure.

(Cremin et al., 2014)

# Why not develop and share your new knowledge on the RfP site?



<https://ourfp.org/finding/teachers-knowledge-of-childrens-literature-and-other-texts/>

# References

- Clark, C. & Teravainen, A. (2015). *Teachers and Literacy: Their perceptions, understanding, confidence and awareness*. London: National Literacy Trust.
- Cremin, T., Mottram, M., Collins, F., Powell, S. & Safford, K. (2014). *Building communities of engaged readers: reading for pleasure*. London and NY: Routledge.
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- Walker, J. (2017) Are you Dahl dependent?  
<https://jonnywalkerteaching.wordpress.com/2017/03/25/dahl-dependency-break-the-cycle/>