



READING
FOR PLEASURE

Social Reading Environments



A key part of a reading for pleasure
pedagogy

Aims of the session

1. To engage with research on key features of environments that support RfP
2. To share and develop ideas for creating such environments
3. To look at examples of teachers' and schools' development work
4. To plan our own development work- revamping the design, content and use of our reading environments.



Key findings from *Teachers as Readers*

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

1. 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.

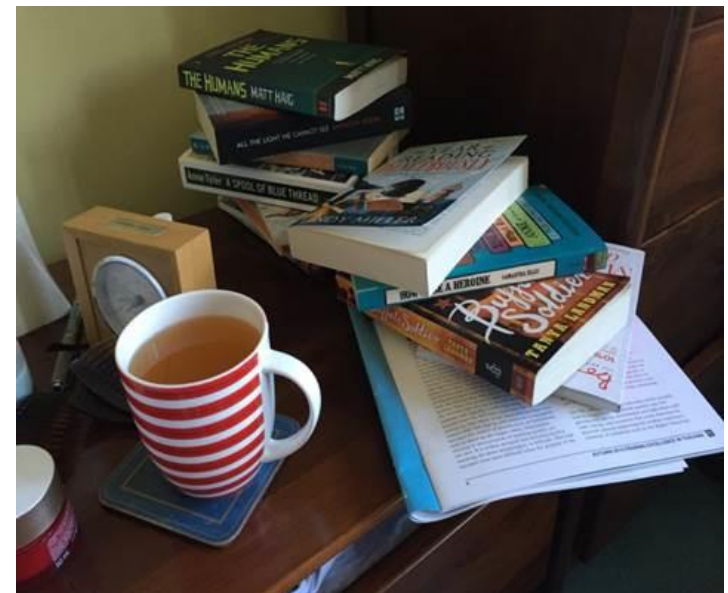
(Cremin et al., 2014)

Environmental conditions that support you as a reader

Where do you like to read....?

When do you like to read...?

Do you drink or eat when you read?



Research suggests....

An environment that supports RfP, includes:

- a relaxed, informal ethos
- an attractive, invitational space
- a range of texts that tempt
- informed support for choice
- child involvement and ownership
- considerable conversation about texts.

(Clarke and Phythian-Sence, 2008; Cremin et al., 2014, Cremin and Swann, 2016; Pihl, 2012).

A relaxed informal ethos

I like to read when I'm relaxed. I like to read something I can switch off to. How does this work in the classroom? I hadn't thought of those questions before. (TaRs teacher, Birmingham)

What spaces are available in classrooms, on the playground and elsewhere in your school for children to relax and read?

Are these spaces used for reading, or for time out and as extra work spaces.

Who has access and how regularly to these spaces?



An attractive invitational space



*Before it was book storage really, now I try to be inventive and tempt them in.
(TaRS teacher, Barking and Dagenham)*



An attractive invitational space



What reading areas have you created in the past that worked?

A range of texts that tempt



What kinds of texts types are available in your class?

How can you organise and display them to look more tempting?

There should not be a hierarchical ranking of reading material. ... People should be encouraged to read what they enjoy in whatever format is most pleasurable and convenient to them.

(EU Expert Literacy Panel, 2012 :42)

Informed support for choice

1. What support do you offer to help children make wise choices?
2. Share the strategies you use, record these in groups and feedback ideas
3. Consider whether children feel obliged if their teacher makes a recommendation?
4. Are there ways round this?



Child involvement and ownership



Through a partnership reading competition, Belmont Castle Academy, London, focused on developing child involvement and ownership of their classroom reading areas.

<https://ourfp.org/eop/developing-ownership-through-social-reading-environments/>

Promoting Reading Competition

How do you inspire and promote a love of reading in your classroom?

Would you like to win £200 worth of books for your class and an author visit?



Our 2017 University of Greenwich Primary Partnership Competition is designed to celebrate and share good practice concerning how you foster a love of reading for pleasure with your children.

We are interested in the creative ways in which you promote reading – e.g. through display / the reading area etc. to nourish and extend children's reading experiences as well as valuing personal responses to texts.

Why promote reading?

Studies show that promoting reading can have a major impact on children/young people and adults and their future. For example, research with children has shown that reading for pleasure is positively linked with many literacy-related benefits including:

- fostering positive reading attitudes
- further developing reading attainment and writing ability
- supporting children's understanding of text comprehension and grammar
- enriching their breadth of vocabulary
- developing greater self-confidence as a reader

Prizes

- All entrants will receive a certificate of participation
- The overall winner will receive £200 worth of books for their class and an author visit to their school
- Two runners up prizes will also be awarded. This will consist of 5 books listed in the 2017 UKLA book award.



In partnership with...



UNIVERSITY of GREENWICH
PRIMARY PARTNERSHIP



Advice for other schools

In partnership we have learned that it is worth:

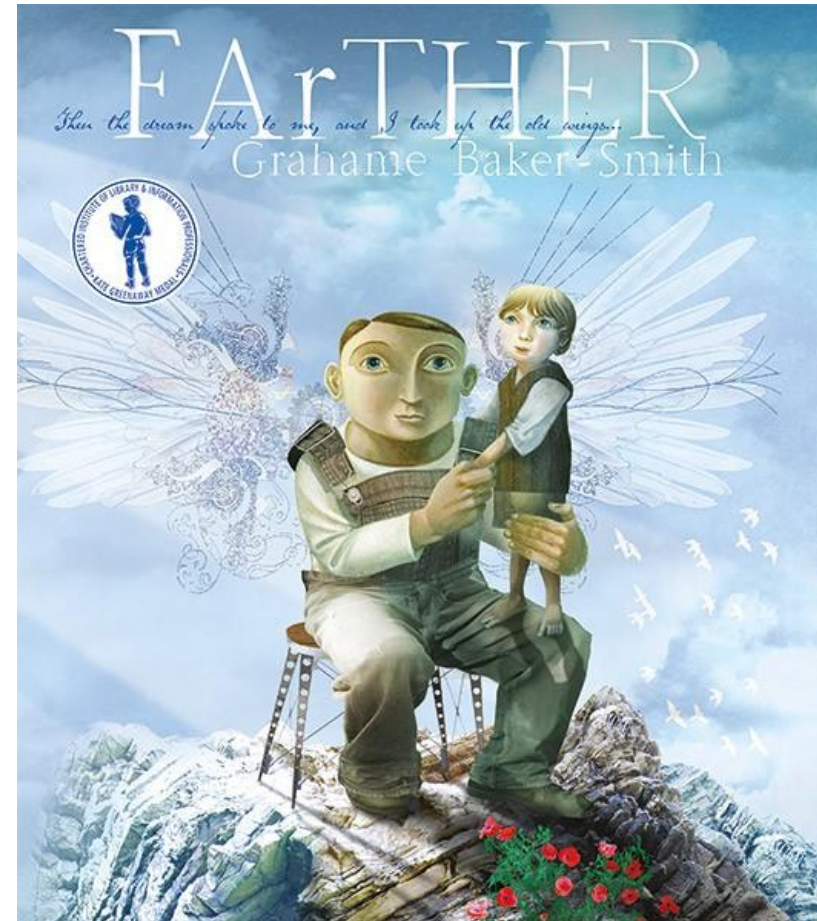
- Involving children in the organisation of the reading space
- Ensuring that texts are outward facing to entice children
- Displaying books in different ways over time including by author, by genre, by popularity, by age, by interest.
- Designing the whole reading space to reflect a theme, text or author pertinent to the children
- Making sure the texts are continually updated. Shadow some prestigious awards such as UKLA, Carnegie or Kate Greenaway.

“Through careful organisation of reading environments we have enriched children’s and teachers’ agency as well as prompted more shared conversations about reading”.



Considerable conversation about texts

1. **Recommend a few:** Knowing a child's interests and previous reading choices, recommend 2/3 books they might like, explain a little about each but no spoilers!
2. **Readers on the playground:** A teacher or TA takes a box of picture fiction to the playground to share, read aloud and chat about.
3. **Seize opportunities** to chat informally to individuals about what they are reading and what they think of it.
4. **Questions-questions!:** Take a picture book and invite children informally in spare moments to generate a question about the book. Try *Farther*.
5. **What else** have you done that prompted talk about texts?



Developing a social reading environment

Which aspects do we want/need to develop?

- a relaxed, informal ethos
- an attractive, invitational space
- a range of texts that tempt
- informed support for choice
- child involvement and ownership
- considerable conversation about texts.

Want more ideas? See

<https://ourfp.org/finding/rfpp/social-reading-environments/>



Do consider developing and sharing your development work on the site



<https://ourfp.org/finding/rfpp/social-reading-environments/>

References

- Clark, C. and Pythian-Sence, K. (2008). *Interesting choice: the (relative) importance of choice and interest in reader engagement*. London: National Literacy Trust.
- Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2014). *Building communities of engaged readers: reading for pleasure*. London and NY: Routledge
- Cremin, T. and Swann, J. (2015). Literature in common: reading for pleasure in school reading groups. In L. McKechnie, P. Rothbauer, K. Oterholm, K. I. Skjerdingsstad (Eds.) *Plotting the reading experience - theory, practice, politics*. Ontario: Wilfrid Laurier University Press.
- Pihl, J. (2012). Can library use enhance intercultural education? *Issues in Educational Research*, 22(1), 79-90.