



# Reading for pleasure pedagogy: Independent reading

## Review your practice



*This self-review document is designed to help you consider your practice with regard to independent reading. In the TaRs research, time for children to read independently and, crucially, to talk about their reading in a social, interactive and reciprocal environment was central to building rich reading communities. The research showed that teachers' knowledge of texts and readers, along with the accompanying reading and informal book talk strands of an RfP pedagogy were essential in generating authentic reader engagement and interaction.*

**1. How frequently do you set aside time for children to read independently?**

- Regularly
- Sometimes
- Rarely
- Never

**2. How often do you offer children opportunities to choose the text they read independently (e.g. from home, the library, a digital text)?**

- Regularly
- Sometimes
- Rarely
- Never

**3. What spaces in school do you offer for children to read independently?**

*(Tick all that are appropriate)*

- Their usual classroom table
- The book corner
- The carpet
- Outside areas
- The school library

**4. How aware are you of individual children's reading preferences so that you can provide recommendations/texts for them?**

- Highly aware
- Some working knowledge
- Limited awareness
- Not very aware

**5. Thinking about an individual child/group of children in your class, what text/author would you recommend to them to read and discuss independently?**

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**6. How often do you read independently in the classroom to model enthusiasm for personal reading time?**

- Regularly
- Sometimes
- Rarely
- Never

**7. How often do you engage in discussions with children about your own and their independent reading?**

- Regularly
- Sometimes
- Rarely
- Never

**8. Thinking about the more confident readers in your class, name three texts/authors that they are current choosing to read independently.**

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**9. Looking back at your responses, how would you rate your practice in offering children authentic opportunities to read independently and discuss this reading with others?**  
*(Rate this on a scale of 1-10 with 10 being the highest – circle one number)*

1    2    3    4    5    6    7    8    9    10

**10. Why in your view do teachers need to promote independent reading in their classrooms?**

*(Rank order these statements 1-5, with 1 being the most important and 5 the least)*

- Develop reading stamina
- Foster engagement and personal connections in reading
- Allow opportunities for choice and agency
- Provide space and time for children to talk about their reading preferences
- Model engagement and enthusiasm for reading

## **Further resources**

Further resources are available from the website: <https://ourfp.org/>

- For ideas on how to increase your knowledge of children’s independent reading, within and beyond school, see:  
[Reading for pleasure pedagogy – Independent reading: Classroom Strategies](#)
- For the underpinning research on supporting children to develop as independent readers, see:  
[Reading for pleasure – Independent reading: Research Summary](#)