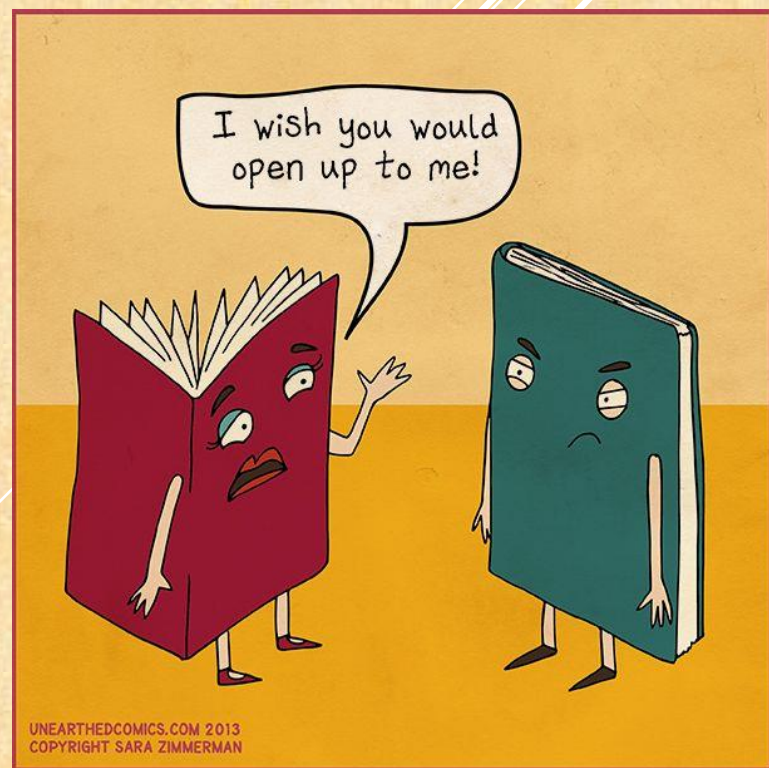
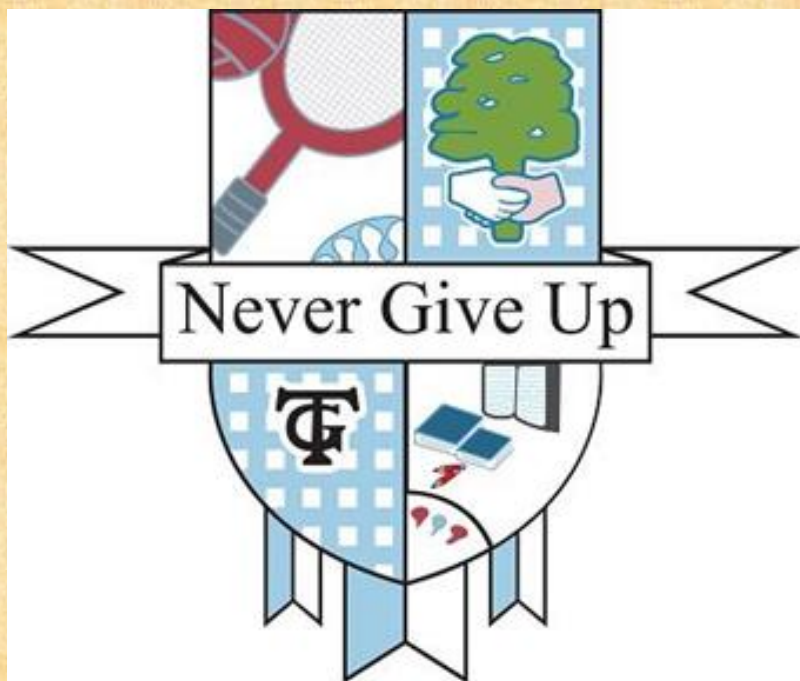
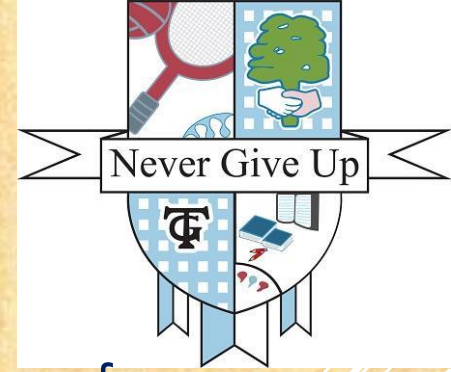


SPREADING THE READING LOVE

TOM GRIFFITHS @TJGRIFFITHS



CONTEXT

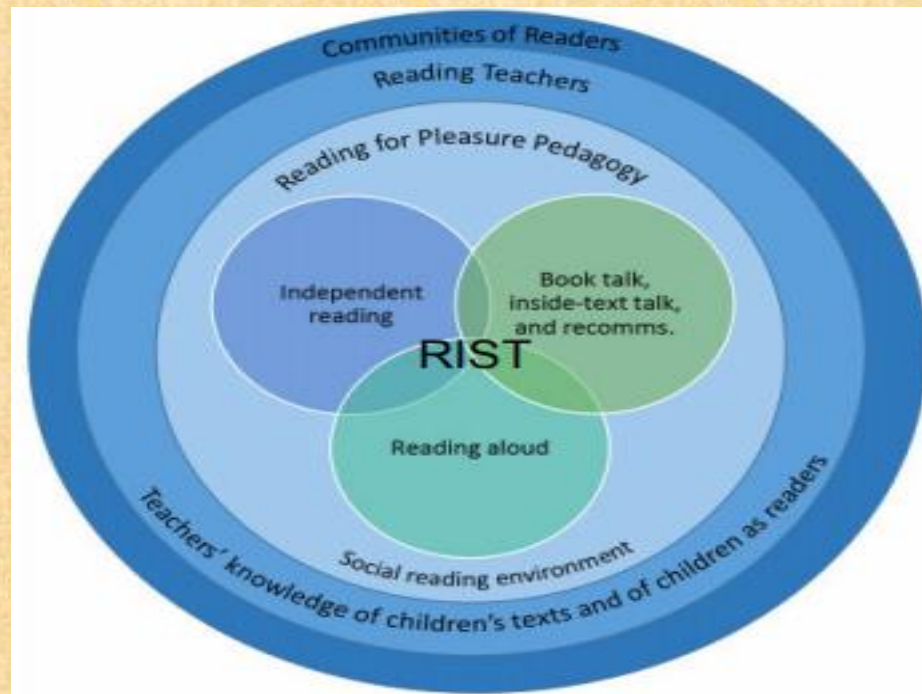


Tidbury Green School in Solihull is (almost) a two-form entry primary in the West Midlands. The school has grown considerably over the last few years and currently has 398 pupils. There is currently 15.6% FSM children (slightly below the national average for 2019-20) and 16.2% SEND pupils (slightly higher than the national average for 2019-20).

There has been an upward trend in reading at the end of KS2 since 2018 and our Focused Priority 1 in this academic year's School Improvement Plan (SIP) is to continue to raise attainment in reading, particularly the number of children achieving Greater Depth. We have been keen to foster a love of reading, especially during the lockdown periods.

OU RESEARCH INSPIRATION AND RATIONALE

Research by Professor Cremin et al (2014, 2019)¹ affirms that reading for pleasure is more associated with intrinsic motivation and found the following areas crucial to foster reading for pleasure in schools successfully:

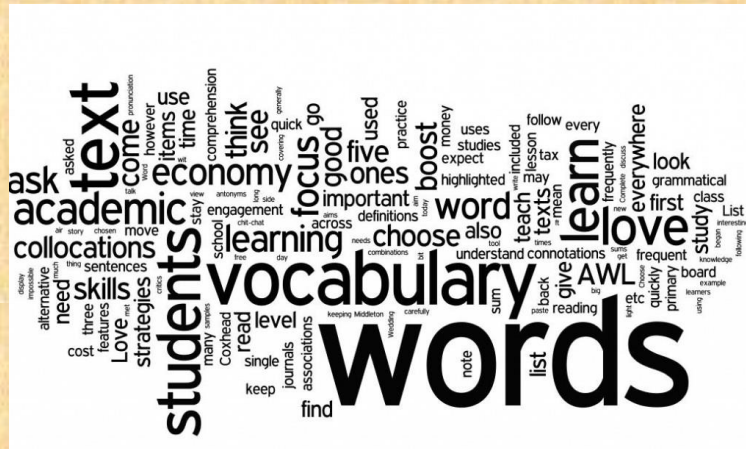


*The acronym RIST is now known as LIST.

¹ Cremin, Teresa (2019). Reading Communities: Why, What and How? NATE, Sheffield.
Cremin, T. Mottram, M. Powell, S, Collins R and Safford K (2014). Building Communities of Engaged Readers: Reading for Pleasure. Routledge, London and NY.

OU RESEARCH INSPIRATION AND RATIONALE

We also know from Sénéchal et al (2018)¹ that reading for pleasure brings additional benefits including a wider vocabulary, enriched imagination and more developed narrative writing. This would directly support our SIP priorities.



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

¹ Sénéchal, M., Hill, S., Malette, M (2018). Individual Differences in Grade 4 Children's Written Compositions: The Role of Online Planning and Revising, Oral Storytelling and Reading for Pleasure. Cognitive Development, Volume 45, 92-104. Carleton University, Canada.

BASELINE DATA

Initially, I analysed my own practice using the self-review document on the Reading for Pleasure website¹ and also surveyed my year group. Some of the main findings included that 86% loved reading (with the remaining 14% saying it was okay), 86% said their teacher read aloud to them everyday and 33% said they talked about reading at home but not at school (while 57% were the opposite).

My baseline data suggested that I am seen as a Reading Teacher and I had a secure understanding of my children's reading practices. Therefore, I felt I needed to explore the reading for pleasure pedagogy further.

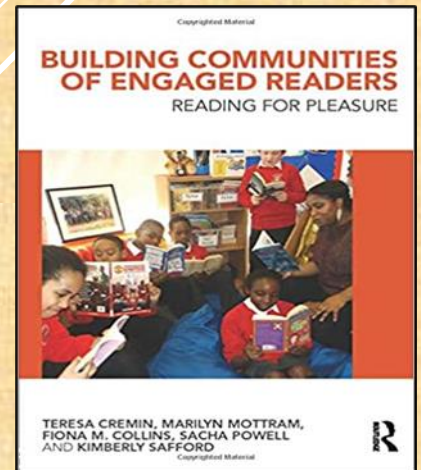
¹ <https://researchrichpedagogies.org/research/page/developing-reading-for-pleasure-in-your-school>

MY FOCUS AREA

A reading for pleasure pedagogy encompasses the following areas¹:

- social reading environments
- reading aloud
- **informal book talk, inside-text talk and recommendations**
- independent reading time

The area in bold is my focus for this project.



¹ Cremin, Teresa (2019). Reading Communities: Why, What and How? NATE, Sheffield.

AIMS

By focusing on **informal book talk, inside-text talk and recommendations**, I had 2 main aims:

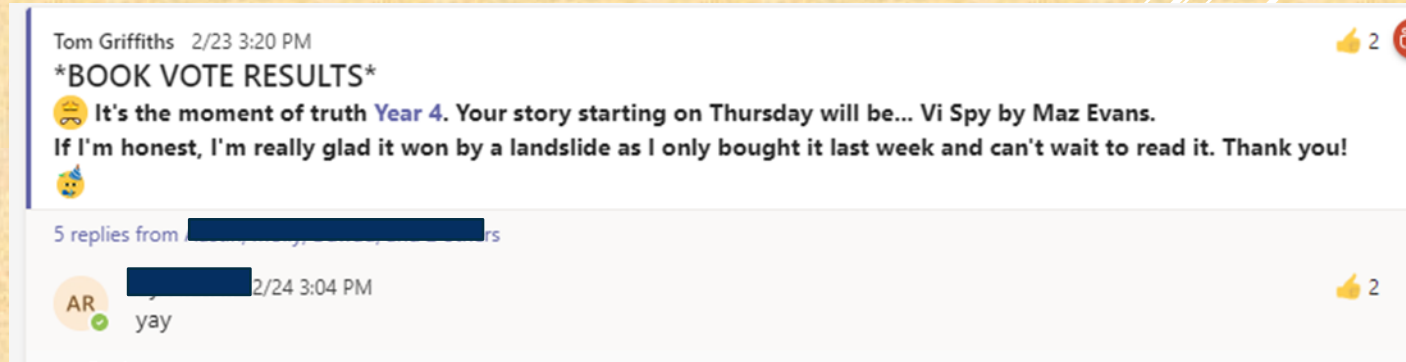
- To create a class culture of informal book talk time, both during remote learning and being back at school.
- To encourage more book & author recommendations within the classroom.

In particular, I focused on 3 specific children with these intended outcomes:

- They will engage in more regular conversations about what they're reading and share recommendations.
- More confidence within the classroom (or online) of sharing what they're reading, which texts they'd recommend and persuading others with their reasons for recommending.

LOCKDOWN READING

Beginning this project over lockdown was tricky but left me determined to keep our love of reading going after a successful Autumn term. The first thing was to ensure all children had access to a book (our school opened a mini-library in the office space following Covid-19 protocols) and I read an audio story everyday on Teams. Feedback from children and parents was extremely positive and it also meant the children could comment and vote for our next book.



What shall we read next?



Tomorrow will be the last day of 'The Boy Who Met A Whale' Year 4 so we'll need a new story. Here are 3 choices and I'd like you to vote for your favourite using the link below. You have until 3pm TODAY to vote.

Your choices are:

'The Bigwoof Conspiracy' by Dashe Roberts - when a 12yr old, UFO obsessed girl heads out in the middle of a storm, she

is expected to make a strange, huge being vanish and discover a shocking secret.

[See more](#)



Fill | Our Next Story

What shall we read next? You can vote once for the one you'd most like us to read.

LOCKDOWN READING

As well as reading everyday, any competitions or activities linked to texts the children love (or would love) were shared on Teams for children and their parents/carers to see. This meant book bladders online as well as conversations at home around texts that tempt them.

Tom Griffiths 2/2 8:38 AM

👍 4 ❤️ 3 😄 1 🤔 2

Ever wanted to create your own imaginary world?

Hi Year 4 **At 2pm TODAY** over on YouTube, Jenny McLachlan (author of The Land of Roar series) will be sharing her top tips for how to create your own imaginary world. If you want to learn more and create a map with Jenny, here's the link from the Egmont Books website: <https://www.youtube.com/playlist?list=PLitNe6NIUhBWOPHif6umbIxsdXnhpGmV> Enjoy!



Paper Beach Home Schooling Events - YouTube

Share your videos with friends, family, and the world

www.youtube.com



LOCKDOWN READING

← Reply

TG

Tom Griffiths Yesterday 10:25 AM

FREE Audio books

Hi Year 4 😊 If you want to listen to some more stories then make sure you check out <https://www.worldbookday.com/world-of-stories/> as there's some free audio books to celebrate World Book Day! If you like animals, you can read an 'Animal Ark' story or fans of classic stories can read a children's version of 'Pride and Prejudice.' Two books I've been keen to read recently that are there are 'A Sprinkle of Sorcery' and 'The Ship of Shadows.' Enjoy!



World Book Day Audiobooks

Welcome to World Book Day's World of Stories, where you can bring story time to life with audiobooks of your favourite books FOR FREE.

www.worldbookday.com

7 replies from



It's okay

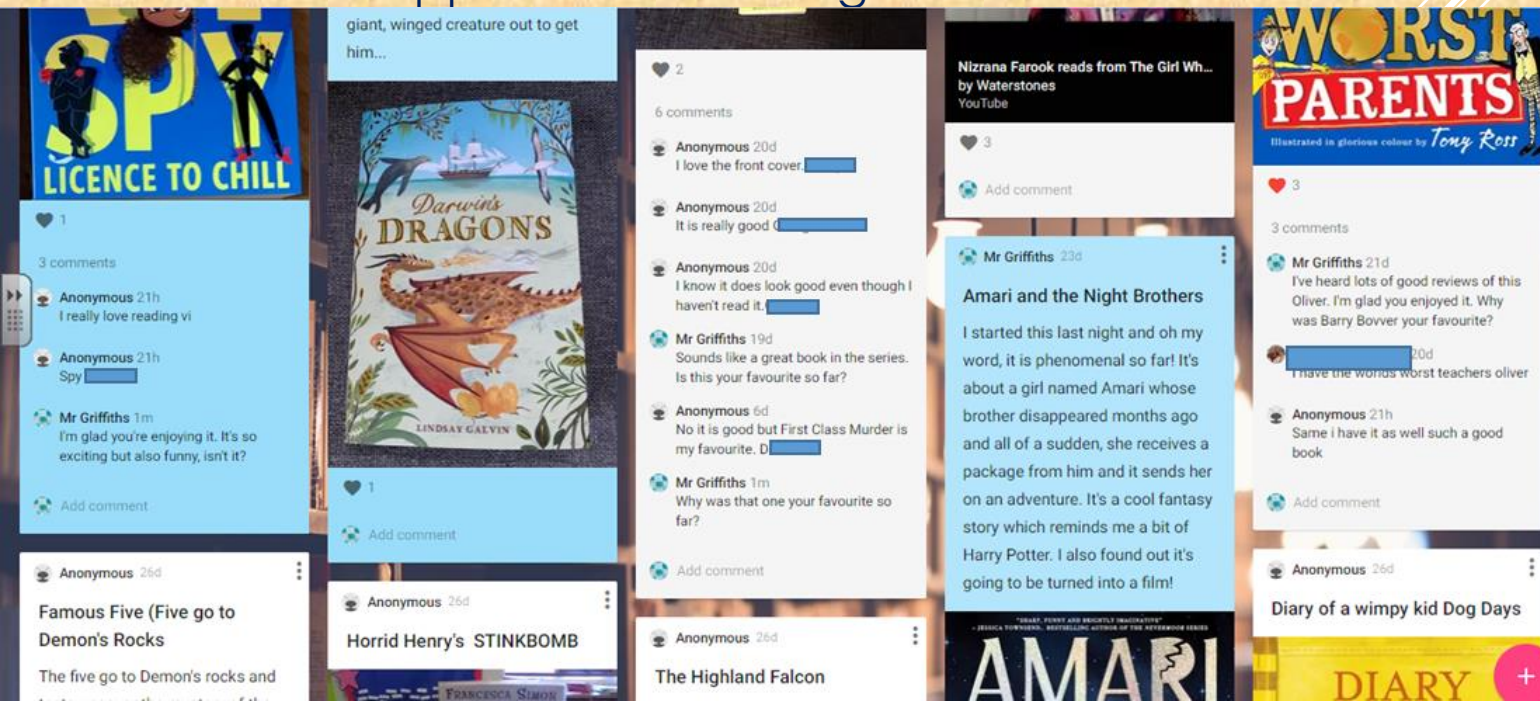
Yesterday 2:12 PM

← Reply

LOCKDOWN READING

As book conversations grew, it became apparent that we needed somewhere to foster this love. After being inspired from Liberty Minoli (@MissMinoliYear6) on Twitter, I created a padlet so that Year 4 (and myself) could share what we're reading, whether we'd recommend the text and have our own book blethers.

Both our key worker children in school and those at home amazed me with all the books they added to our padlet. It was so popular I shared with other staff so every year group had their own padlet. In addition to this, as a co-leader for an Open University/UKLA Reading for Pleasure teacher group, I shared this to support other colleagues.



BACK TO SCHOOL

When remote learning ended, I was keen to bring our informal book chats back into the classroom. This meant bringing in my own books to create *Mr Griffiths' Library* as another opportunity for children to borrow books to read at home and/or school. Having been speaking to different authors on Twitter, I was also able to add posters to my classroom and school library area.

As well as our new class library area, I made sure books were displayed more prominently around the classroom to facilitate more informal conversations between classmates and also myself too.

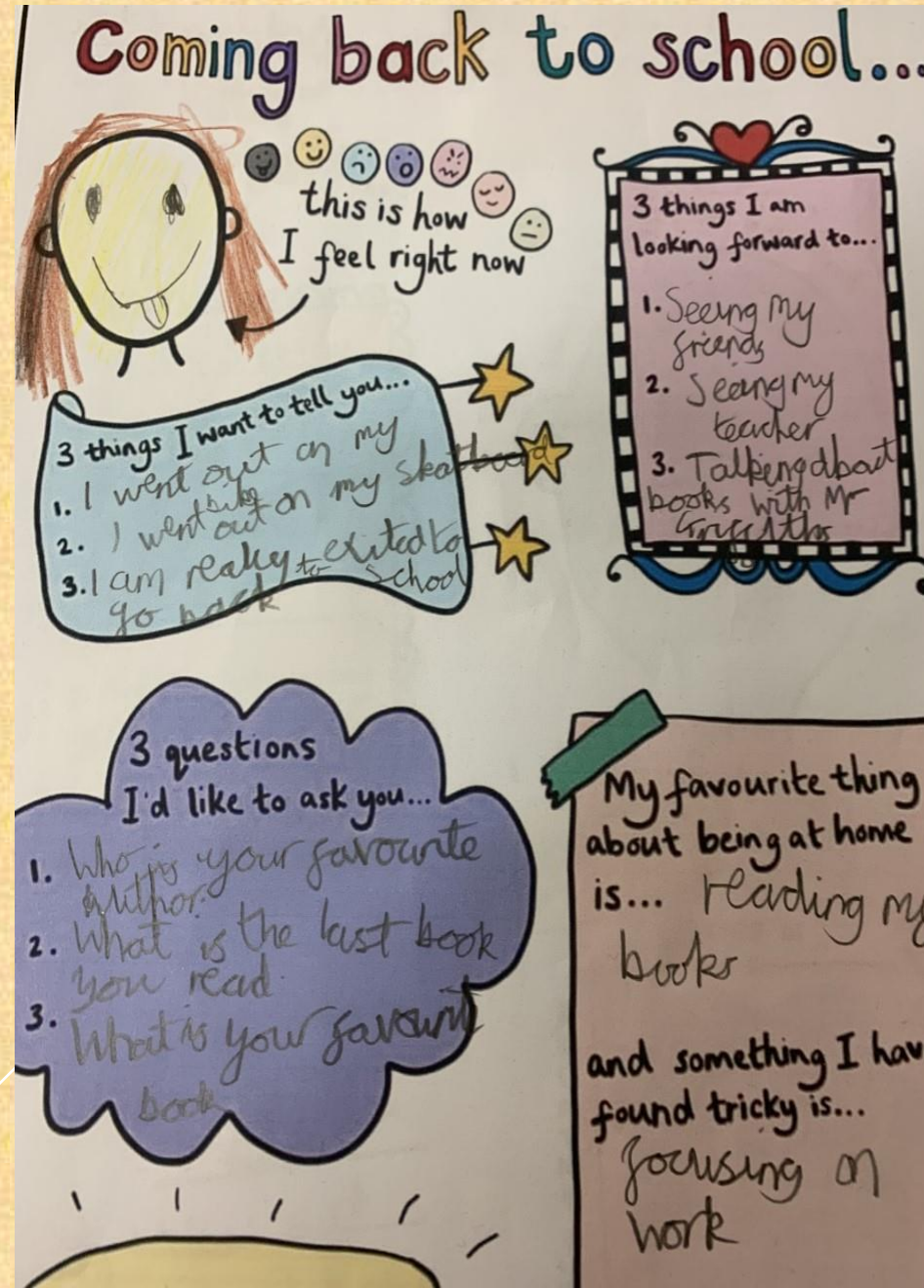


IMPACT

When the children returned to school in March, we asked them to complete this sheet. This is what one of my target children for this project wrote.

During our virtual parent consultations just before Easter, 20 parents (out of 25 booked in) commented on their child's reading and how passionate they are when talking about books at home this year.

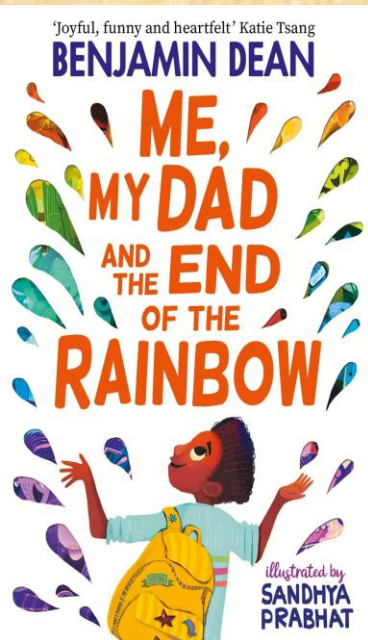
It is evident from the three target children how positively they have benefited from this project. They enjoy their independent reading time within the classroom but are also more eager to talk about what they are reading. They have been able to suggest authors they have enjoyed and want to read more from e.g. Maz Evans.



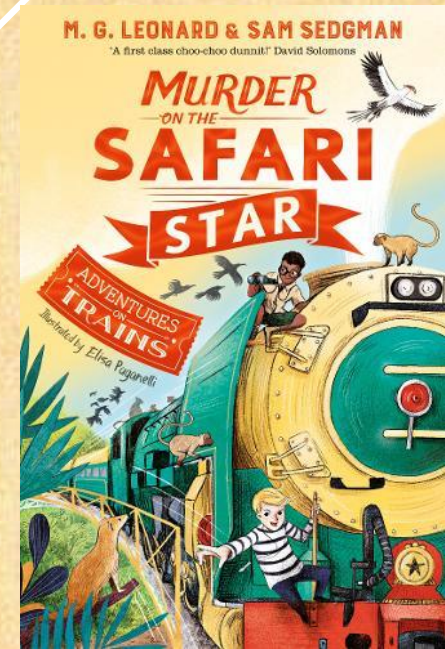
IMPACT

“Before this year, I wasn’t very bothered about reading but now I’ve found some really good books and I want to read more.”

One of my target children, whilst reading *The Shark Caller* by Zillah Bethell.



In the Autumn term, this boy would read quietly but didn’t want to discuss any texts. In 2021, he has found he loves detective thrillers such as *Murder on the Safari Star* (by Sam Sedgman & M.G Leonard) and *Jolly Foul Play* (by Robin Stevens) but also enjoys stories about families e.g. *Me, My Dad and the End of the Rainbow* (by Benjamin Dean). He is extremely vocal about what he is reading and enjoys recommending books to others.



REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

The Reading for Pleasure pedagogy has certainly had a positive impact on my class and my own practice. Children are making links between themes in their current and past reads as well as having conversations in and outside of the classroom. This has also impacted upon the conversations they are having with family members at home.

My next steps for the remainder of this academic year are to embed a weekly book blether into our timetable to capitalise on these rich discussions and also to support their teacher for the next academic year with transition. This will ensure reading habits can be maintained next year and hopefully encourage their new teacher to explore this pedagogy further, using the Teachers as Readers research.