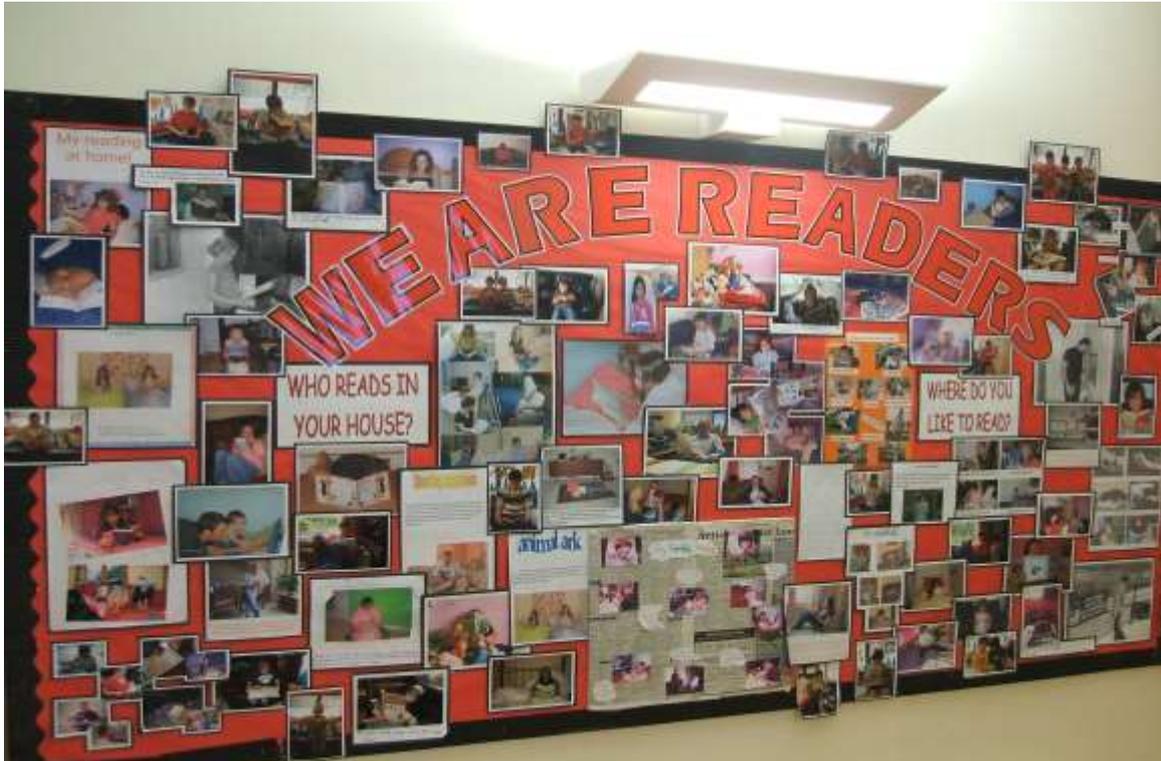


Reading for Pleasure: Review your practice

Primary



This self-review document is designed to help you consider your practice with regard 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 others (Cremin et al., 2014; Moses and Kelly, 2018).

Research evidence shows that the will to read positively influences the skill and that there is an association between choosing to read in your own time and later academic success (e.g. Sullivan and Brown, 2015). The habit of reading in childhood enriches children's vocabulary, wider knowledge of the world, their social and emotional well-being and their imaginations. Critically, it impacts upon their life chances.

To be enticed to read and supported as a reader is a fundamental right of every child (International Literacy Association, 2018).

Through reviewing your knowledge and practice you can discern next steps. Resources on the OU RfP website can help you <https://ourfp.org/>.

Name:

School:

A. Teachers' knowledge of children's literature

1. Name three authors whose work you value

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.....
.....

2. Name three picture fiction creators whose work you value

.....
.....
.....

3. Name three poets whose work you value

.....
.....
.....

B. Children's reading practices

4. List three children in your class, including one who is a less engaged reader

.....
..... and

5. Rate your knowledge of these children'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?

.....
.....

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

Regularly Sometimes Rarely Never

C. Reading for pleasure pedagogy

An effective RfP pedagogy encompasses planned time for reading aloud, independent reading, book talk and recommendations in the context of a social reading environment. These strands are highly interdependent and need to be deployed in a responsive manner according to need.

Reading for pleasure pedagogy: *Social reading environments*

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

-
-
-

10. Rate your knowledge about the children's reading networks/reader relationships, who they read/talk with about reading.

(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

11. Does your class library include a range of genres, age-appropriate tempting texts that reflect children's diverse realities? Do these include:

- Picture books Novels
Poetry Non-fiction
Magazines and comics Graphic novels

Reading for pleasure pedagogy: *Reading aloud*

12. On average, 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

13. How often do others' read aloud in school for pleasure (rather than for instructional purposes)? Tick all that apply

- | | Often | Sometimes | Rarely | Never |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • Teaching assistants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Parents/Carers/Family members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Who chooses what you read aloud?

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

Reading for pleasure pedagogy: *Independent reading time*

15. How often do you set aside time for children to read independently?

Daily Weekly Occasionally (ad hoc) Never

16. How often do children choose what they are reading?

Regularly Sometimes Rarely Never

17. How often do you encourage children to talk informally with each other about what they have chosen to read in this time?

Regularly Sometimes Rarely Never

Reading for pleasure pedagogy: *Informal book talk and recommendations*

18. How often do you informally chat about books with children (excluding reading scheme/phonically decodable texts that are not being studied in primary literacy)?

Regularly Sometimes Rarely Never

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

Regularly Sometimes Rarely Never

20. How often do you and the children recommend texts to each other?

Regularly Sometimes Rarely Never

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

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

Regularly Sometimes Rarely Never

22. 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

23. To what extent do you share your reading life with children in school?

Do you share:

	Often	Sometimes	Rarely	Never
• Your interest in and attitude to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Aspects of your life history as a reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The range of material you currently choose to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your practices and habits as an adult reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your views and emotional responses to the texts you read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How often do children see or hear you chatting about what you are reading with other teachers/adults?

Regularly Sometimes Rarely Never

E. Reading communities

25. To what extent do you feel you have developed a two-way partnership with parents that enables them to understand the importance of children choosing to read, and of reading to and with their children?

(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

26. How do you rate the strength of the reading community in your class - is there energy, passion and excitement around choice-led reading on the part of all children?

Regularly Sometimes Rarely Never

27. **Looking back across this review**, 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

.....

Further resources

- For ideas on how to develop your reading for pleasure practice, individually and as a whole school, see the Classroom Strategies documents under each of the key research findings: <https://ourfp.org/>
- For a PowerPoint on the underpinning research on reading for pleasure and its benefits, see: <https://ourfp.org/schools-teachers/whole-school-development/>

