



Winner of the Farshore Reading for Pleasure Award
In partnership with the OU and UKLA 2021
Early Career Teacher



Reading for Pleasure in the 'New Normal'

Phoebe Lawton

@Miss_PEL_

The Wilmslow Academy



Context

- I work as a Classroom Teacher at The Wilmslow Academy in Cheshire.
- I am in my third year of teaching and I am part of the English Leadership Team.
- Previously at The Wilmslow Academy, we had begun developing our Reading for Pleasure culture. However, following the children's return to school this needs to be embedded to ensure children see reading as a pleasurable activity.

OU Research Inspiration and Rationale



Teachers' knowledge of children's literature and other texts



Teachers' knowledge of children's reading practices



Reading for pleasure pedagogy



Reading Teachers: teachers who read and readers who teach



Reading communities

- Reading for Pleasure Pedagogy
 - *"Reading for pleasure is more closely associated with intrinsic motivation; it is reading that children do for themselves at their own pace, with whom they choose and in their own way."* (Cremin, 2019)
 - We want to make time and space for children to explore texts in greater depth, share favourites and talk spontaneously about their reading. Thus building reciprocal and interactive communities of readers.
- Reading Teachers
 - Throughout this research, I wanted to continue to 'hold the mirror up' at myself as a reader and share my own experiences of reading in order to develop a reciprocal reading environment.
- Reading Communities
 - Reading communities was a focus throughout this as we wanted to build reading relationships with families and community members whilst making strong connections between children's home and school reading worlds.

Aims

- To develop **Reading for Pleasure Pedagogy** through a focus on; reading aloud and informal, inside-text talk. Ensuring there is the space and time for Reading for Pleasure and the building of reciprocal reading communities, balanced with reading instruction.
- To be a **Reading Teacher**, ensuring my class see me as a reader and model positive reading behaviours in my own classroom as well as the school community.
- To further embed a Reading for Pleasure culture in our **Reading Community** and explore the impact of reading relationships with families and members of our community.

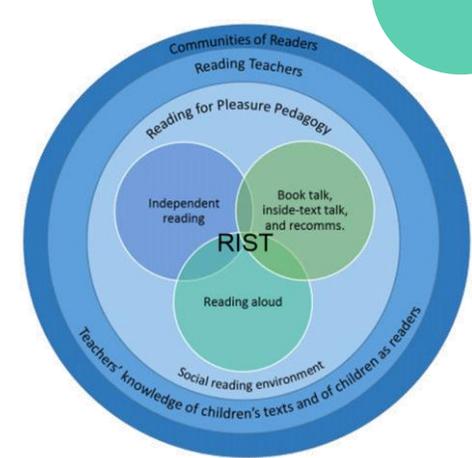


Figure 1: Research insights regarding the effective development of reading for pleasure (based on Cremin et al. 2014)



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Outline

'Who's Reading?' Videos

In order to raise the profile of reading during lockdown, I proposed creating a video a week of a different member of staff reading a story.

The video was uploaded to YouTube and sent to parents each week so the children could watch it with their families at a time suitable for them.



Mr D'Souza reads Giraffes Can't Dance



Mrs Kraij reads Where The Wild Things Are by Maurice Sendak



Miss Brown reads Dirty Bertie



Miss Lawton reads Julius Zebra by Gary Northfield- Chapter one



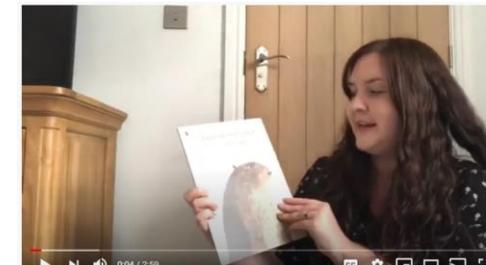
Ms Daniels reads Don't Call Me Sweet by Smriti Prasad-Halls



Ms Wright reads The Dentist and The Crocodile Roald Dahl



Mrs Johnson reads The Three Little Pigs - Roald Dahl's Revolting Rhymes



Miss Maxwell reads, 'I Want My Hat Back' by Jon Klassen (2)



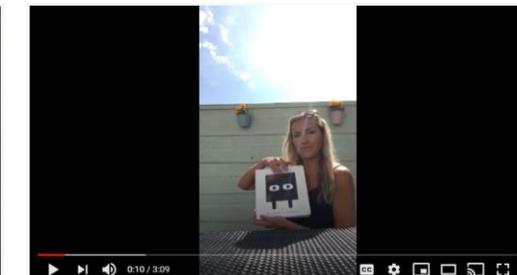
Miss Wright reads Not a Stick by Antoinette Portis



Mr D'Souza reads a poem from The Same Inside Out



Miss Bateman reads Mr Gumpy's Outing by John Burningham



Miss Needham reads Square by Jon Klassen

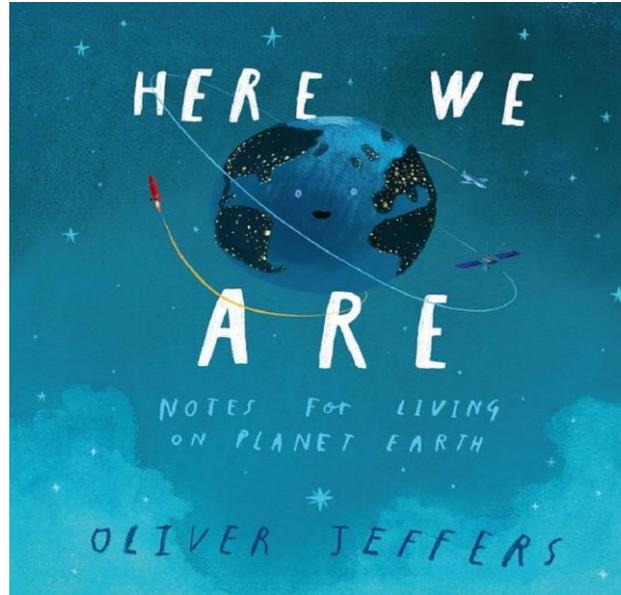
Outline

Here We Are

The first week the children returned to school, we chose to have a whole school focus on the book 'Here We Are' by Oliver Jeffers.

We chose this book because it provided a powerful vehicle for children to reflect on and make sense of the world we are living in. This provided us with planned experiences to bring the children back together as readers and begin to embed our Reading Community further.

We ensured this was not a tokenistic event through making recommendations of books based off of the children's likes/dislikes discovered from the inside text talk 'Here We Are' provided.



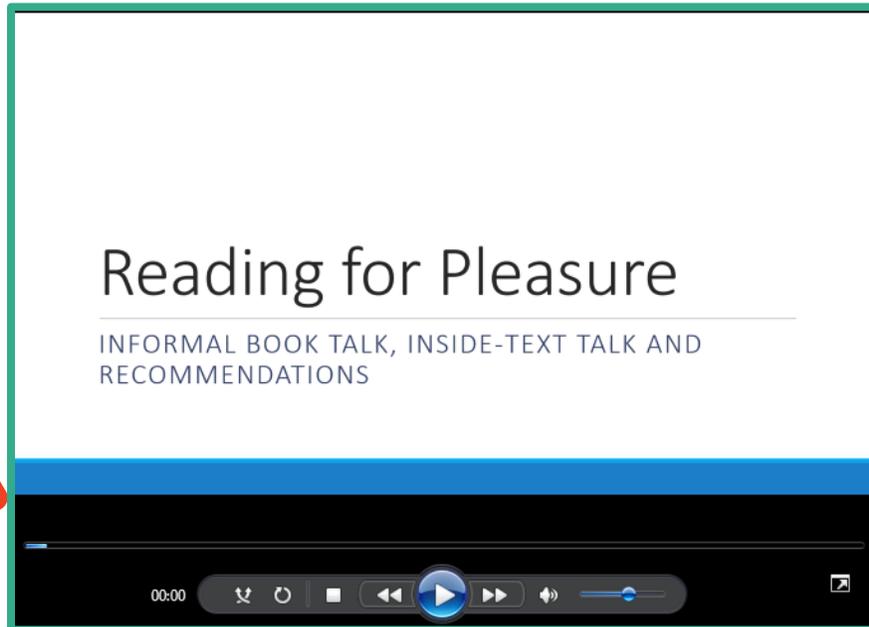
We used CLPE's teaching notes to support this work.

<https://clpe.org.uk/aboutus/news/clpes-recovery-curriculum-primary-schools-teaching-notes-here-we-are-notes-planet-earth>

Outline

Inside- Text Talk CPD

I provided training to staff members focusing on informal book talk, inside-text talk and recommendations. Due to covid-19 restrictions this was provided through a recorded video.



Outside Reading Area

Pupil survey indicated that children enjoy reading outside in the fresh air. We started to develop this area by asking the children which books/ texts they would enjoy reading outside. We then asked for donations and now have an area of the playground designated to outdoor reading. Weather permitting, classes read outdoors as often as they can.



Outline

Developing a school library

We were fortunate to win a competition with CLPE and received 200 books. We used this to create a whole school library. We ensured that post-it notes were available to enable children to make recommendations across the school whilst the 'bubble' restrictions remain in place.



CLPE @clpe1 · Feb 1

We're starting the week - and the month - with some really lovely news! Karen Brown from @TheWilmAcad has been drawn as the winner of our #WorldBookDay survey draw! 200 lovely books will be heading to you shortly, we hope you enjoy them when you're all back in the classroom!

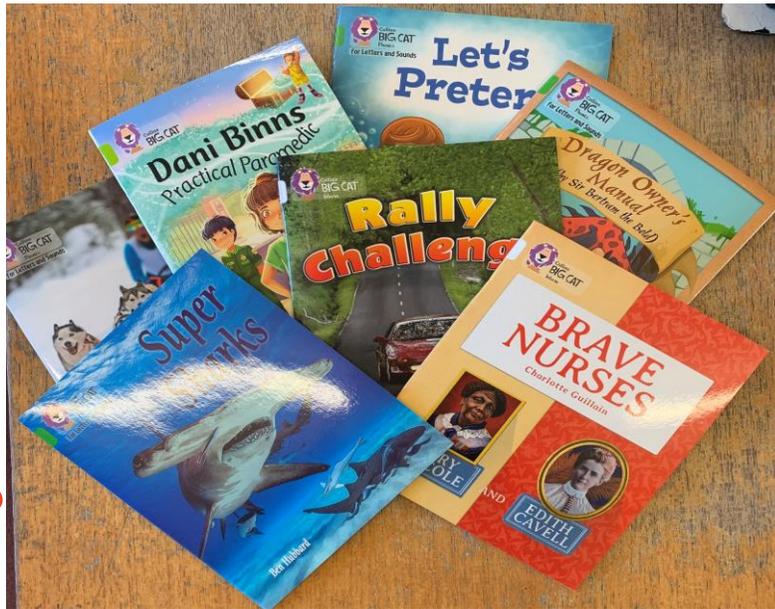
There was a strong focus on being comfortable and relaxed in order to encourage enjoyment of visiting the library. (Cremin at al, 2014).



Outline

Investing in high quality book banded books

We received funding from the PTA to invest in our book banded books. Whilst purchasing we ensured these would entice and motive the children to read. We wanted to ensure these books were not only to promote the skill of reading but also highlight reading as a pleasurable activity.



Sharing the love of reading

Following working with *Eve Vollans* from the *Mayflower Community Academy* on developing the 'Sharing the Love of Reading 7-9'. We decided to share these across the whole school upon the children's return. We aimed to reach families and build our reading community through whole school participation. Families shared snaps and visuals via our school twitter account.



Mrs Johnson has been doing some reading with her dog Heidi after seeing Miss Wright reading with Hector 🐾. One of their favourites to read together is Harry Potter and the Philosophers Stone. Tweet pictures of what you're reading with your pets! 🐾
#TheWilmAcadPetsAsReaders



Outline

Read Aloud Time

We created a chance for our children to hear a story being read aloud each day. To ensure ownership the children voted on the book they would like to hear, but also made recommendations based off of a book they had read. We also ensured children heard more than just the teacher reading, due to restrictions we did this via a live video chat.

It has been proven that those children that read every day for pleasure or are read to, are more successful in their lives (Pieper, 2016).

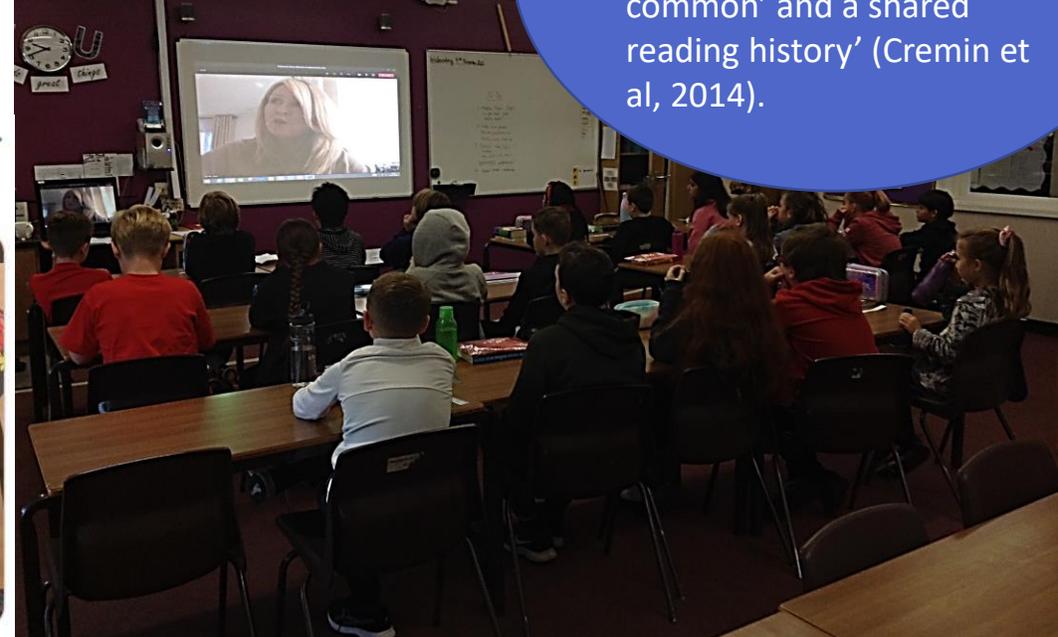


The Wilmslow Academy @TheWilmAcad · Mar 4

Year 5 loved recommending their favourite books today. Here are just a few of our book recommendations. #WorldBookDay2021 #TheWilmAcadRfP



This was in order to 'create a sense of community, building the class repertoire of 'books in common' and a shared reading history' (Cremin et al, 2014).



Impact

There is evidence of a 'buzz' about books across the whole school community. The children were excited to see who would be reading in the next YouTube video and are always requesting the teacher to read aloud. Promoting spontaneous book talk and reading aloud has played a role in promoting children's motivation as well as ensuring all children read widely and frequently. This is evident in their book choices and how often they are requesting Reading for Pleasure or read aloud time. The children are very passionate about their Reading for Pleasure and are confident in their enjoyment of it.

Following the 'inside-text talk CPD' the teachers felt more confident in scaffolding and supporting spontaneous book talk in spare pockets of time. There is an increase in book talk between pupils and teachers as well as pupil to pupil as the book talk becomes child initiated. This is evident when over hearing children make recommendations in the outside reading area and the new school library. As a reader that teaches, I am so happy to walk down the corridor and hear children talking about books and reading. The modelling of Teachers as Readers has promoted the children to look at themselves as a reader and it is evident that every child has a reader identity.



As of 29.04.21 we have posted 144 'Who's Reading?' Videos and we have received a total of 9,891 views and 567 likes.

Reflections on Impact the TaRs research had on practice



Teachers' knowledge of children's literature and other texts



Teachers' knowledge of children's reading practices



Reading for pleasure pedagogy



Reading Teachers: teachers who read and readers who teach



Reading communities

Reading for Pleasure Pedagogy

The project had demonstrated that development of 'inside-text' talk and reading aloud is integral to developing children's motivation to read. Children's reading attitude has transformed; book-talk has become child initiated and reading aloud is greeted with enthusiasm.

On reflection, the key is giving the children the opportunities to discuss, choose and have some self-regulation about their reading.

Reading for Pleasure pedagogy allowed the teachers to know the children, know the books/texts/ genres that the children want to read and make Reading for Pleasure happen not only in their own classrooms but throughout the school community. Despite the busy curriculum there is always time for reading for pleasure and the positive impact this has had.



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Reading Teachers

Through reflecting on my own practice as a teacher I was able to extend my understanding of what it means to be a reader; appreciate the social nature of reading and understand my reader identity.

Through sharing this with the children they were able to understand their own reader identity, share how reading made them feel and shift their attitudes towards reading. The children now read more frequently and widely; they love engaging in inside-text talk and sharing their own experiences of reading.

After leading OU/ UKLA Teachers' Reading Group meetings, I am able to reflect upon myself as a Reading Teacher. It is wonderful to work collaboratively to discuss and put into actions steps to support readers and promote research based RfP.



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Each part of this research has been vital in building our reading community and further embedding the Reading for Pleasure culture within our school community.

There are strong connections between children's home and school reading worlds which are reciprocal and foster children's love of reading.

Next Steps

Building on what we have done so far, our next steps will be to further develop our links with our local library and hold sessions to reach a wider audience; continuing to engage and encourage parents to be involved. We also want to explore Reading Ambassadors and give ownership to UKS2 of promoting Reading for Pleasure.

OU/UKLA Teachers' Reading Group Cheshire East



The Open University



Aspire
Educational Trust



Phoebe Lawton @_Miss_PEL · Jan 27

Our first #TRGCheshireEast meeting! Slightly blurry #BookWave but all good fun. So many wonderful ideas shared on developing reading through remote learning and many many book recommendations! Thanks everyone 🍷📚👩🏫 @OpenUni_RfP @The_UKLA

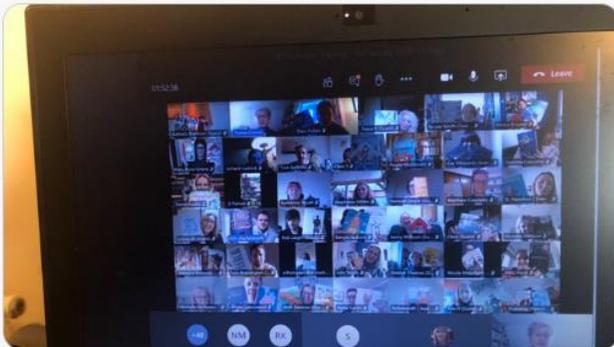


wernethreads and 4 others



Teresa Cremin @TeresaCremin · Jan 9

BIG Thanks to all 60+ Reading Group Leaders who came today 🙌🏻 I'm making a padlet to share all our Top Tips online! 🌈 @son1bun @jonnybid @rcharlesworth @debbiet99313391 @rebeccakennedy @eduHelenHendry @RogMcDonald 🍷 What A1 people you all are 🌟🌟



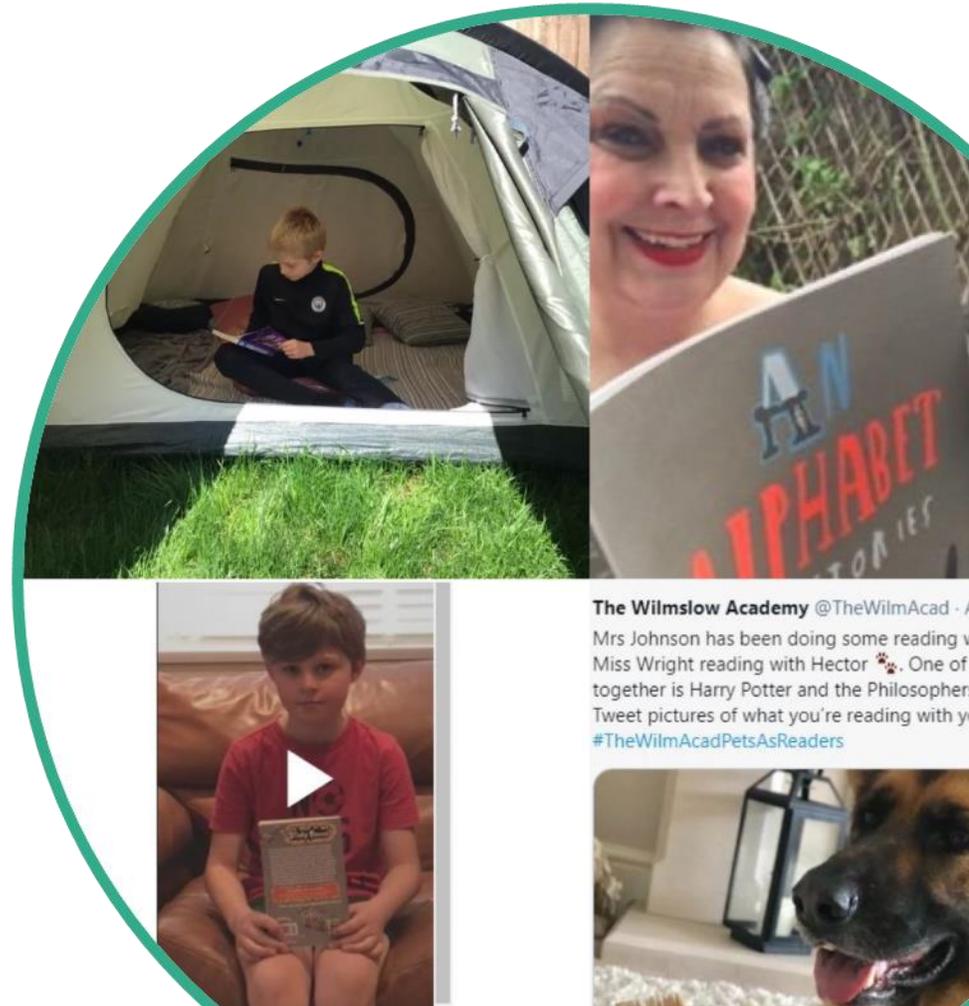
The Wilmslow Academy @TheWilmAcad · Nov 27, 2019

A great session 3 of our @OpenUni_RfP Teachers' Reading Group 📚 Animated discussions about books and projects in schools (it's not all about the biscuits! 🍪) 🍷 #RfP #ReadingTeachers #OURfP @headPSEprimary @TeresaCremin



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The Wilmslow Academy @TheWilmAcad · /
Mrs Johnson has been doing some reading v
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together is Harry Potter and the Philosopher
Tweet pictures of what you're reading with y
#TheWilmAcadPetsAsReaders