

My Reading Marathon

By Alana King



CONTEXT



- I am a trainee teacher currently working at Crofton Junior School, Bromley, Kent.
- I have been working predominantly in Upper Key Stage 2, with some time in Year 3 and 4, then a placement in Year 2 and Reception at River Mill Primary School.



OU RESEARCH INSPIRATION AND RATIONALE

In order to foster Reading for Pleasure effectively, teachers need to develop:

1. Considerable knowledge of children's literature and other texts

I have chosen to focus on developing my knowledge of children's literature and other texts as I not only had a limited knowledge of children's authors but the ones I did know were renowned, famous authors.

In order to continue my development within the other elements of Reading for Pleasure, I knew I had to start from the beginning to build, not only my knowledge, but my confidence, awareness and my love for children's literature.

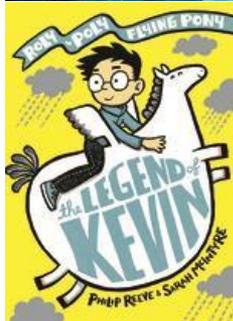
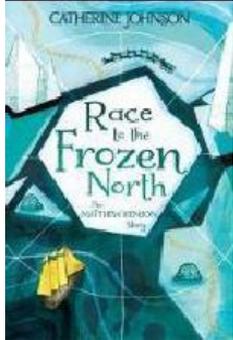
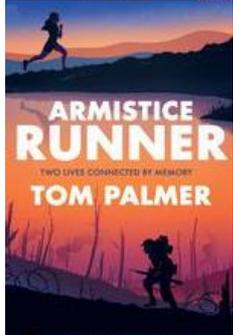
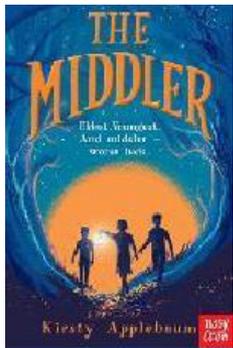
Although not a set part of the Teaching Standards, I consider building knowledge of children's literature just as essential as developing subject and curriculum knowledge in order to encourage a class of young, successful readers.



AIMS

- To develop my subject knowledge and confidence in my understanding of children's literature
- To become a reading role model for my class
- To build a reading relationship with children and within the class





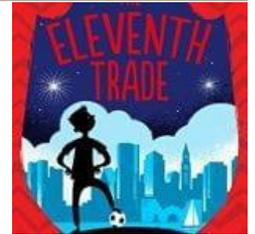
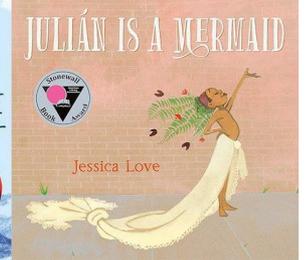
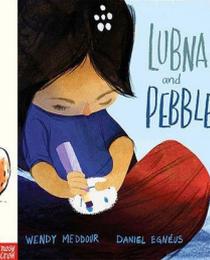
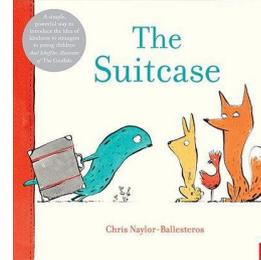
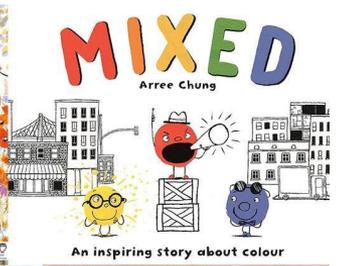
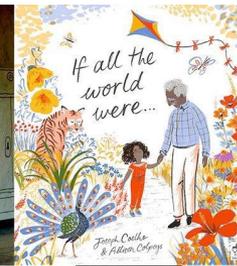
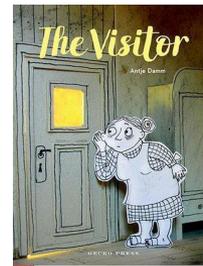
OUTLINE

Compiled list of books to read, made up of:

- UKLA Book Awards – 2020 Shortlist
- Crofton Reading List – 100 Books to read before you leave Crofton
- Class Reading Texts
- Class Recommendations
- CLPE Poetry Recommendations
- Teacher and Teaching Assistant Recommendations

Included a variety of novels, graphic novels, poetry, picture books, books for different ages and needs.

A book for every mile!



*Full list of books read available on final slide



JACQUELINE WILSON

J.K. ROWLING

ROALD DAHL

*Knowledge
of children's
authors in
survey
September
2020





*Knowledge of children's authors through reading books by them throughout Jan-May 2021



IMPACT

- Confidence in Conversation

I have been more able to have honest and interesting conversations with children about the books they are reading as well as the books I am reading. This has encouraged and motivated the children not only to read more but to recommend books to one another and open up conversations about books and authors.

I have also developed confidence in discussing books with other members of staff and in the future will feel even more confident speaking with parents too.

- Reading Relationships

I have built relationships across the school with different children, through a love of reading. I connected with some quieter, more reserved children through talking about the books we had read and our recommendations. I can now make more tailored recommendations for individual readers.

- Improved Engagement (through enjoyment not requirement)

I noticed an increased interest in reading, whereby we shared book recommendations as a class, and I was one of the class, not the teacher when it came to book talk. The focus was on enjoyment not requirement.

I noticed shifts in attitudes to reading and talking about books through leading by example and taking a whole class approach. I motivated and inspired the class to read through sharing my own reading journey with them.



IMPACT

“I’ve finished the book you told me to read Miss King. It was really good.”

Daisy, Year 6

“Miss King have you read Queenie yet? Adele’s just finished reading it so it’s back in the book corner again. Do you want me to put it on the side so you can take it home?”

Amy, Year 5

“I made this bookmark for you because you said you used to read Jacqueline Wilson too.”

Josie, Year 5

“Miss King if I work hard in Literacy today will you help me find that book you were talking about with Georgia?”

Elliot, Year 5

Reading Discussions
and Conversations

“Miss King I have another book I think you would like to read.”

Charlotte, Year 3

“Miss King I read 84 pages last night, look how much I’ve read now.”

Brooklyn, Year 3

“Miss King, what do you think I should read next?”

Georgia, Year 5



REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

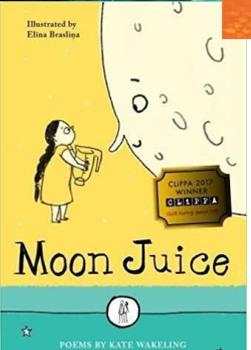
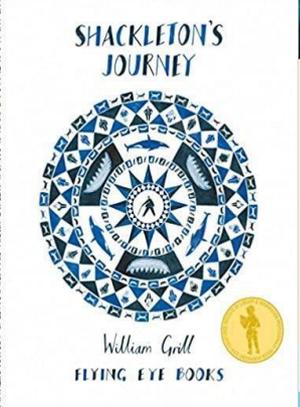
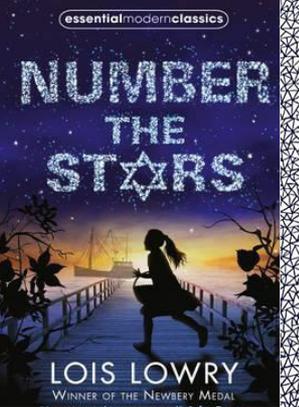
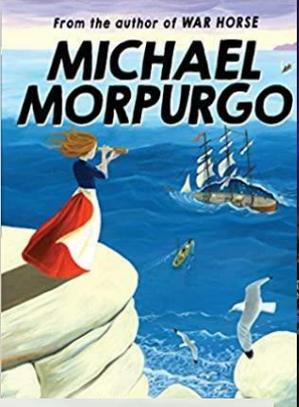
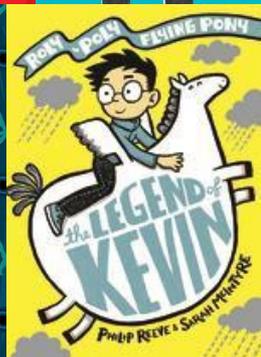
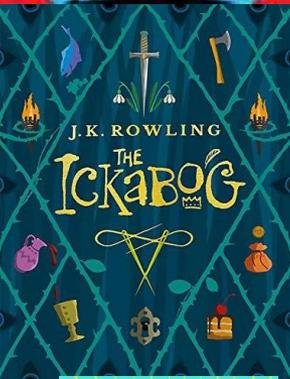
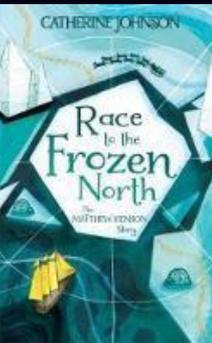
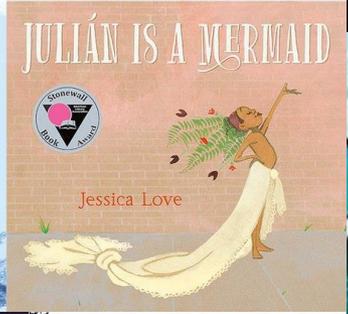
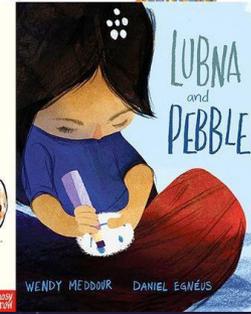
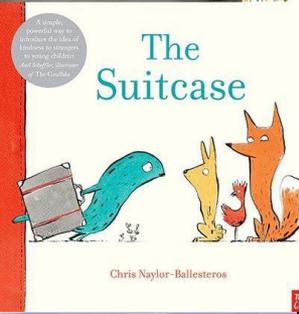
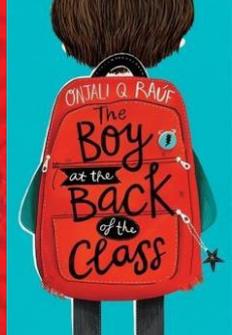
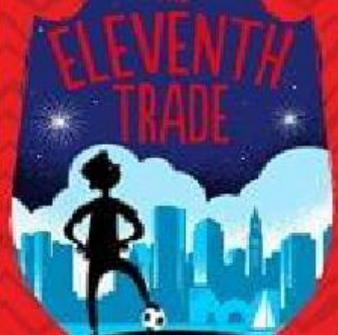
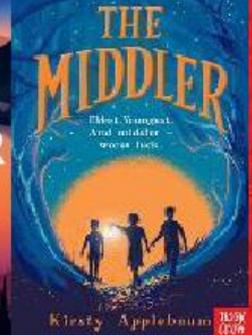
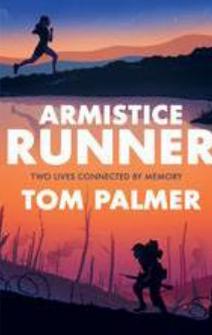
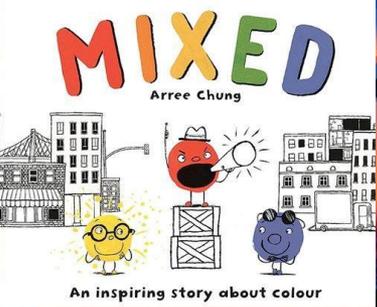
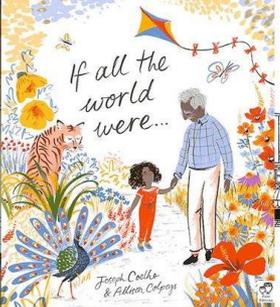
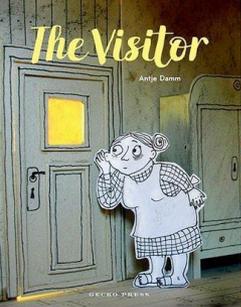
Initially, I set out to improve my own knowledge of children's literature with a somewhat selfish motive and given Covid-19 restrictions, school lockdown and my movement around classes and year groups I felt it was best to do something that didn't rely on being in school as normal.

However, by building my repertoire of children's literature, I was yet to realise the positive impact of actively being a children's literature reader would have. It has not only improved my own confidence but the confidence of the children I have been teaching to make conversations with both myself and each other about books. It has positively reinforced having conversations in the classroom about books, sharing book recommendations and author recommendations. In addition to this, I am more able to genuinely make recommendations tailored to individual needs, interests and personalities of the children I teach.

Finally, upon writing up this presentation, and looking back at the books I have read I have realised how much enjoyment I have got out of reading these books. My love for children's literature has been restored, my confidence has grown and I now feel ready for the next marathon and more!

Reading for Pleasure – It's a marathon, not a sprint!





My Reading Marathon - A book a mile!

