

OU Reading for Pleasure Conference

Saturday 18th June 2020 – 9.30-16.00

The University of Cambridge Primary School, Eddington Avenue, Cambridge CB3 0QZ



Reading for Pleasure: the thread that connects

Reading for pleasure is a social justice issue. International evidence indicates it offers cognitive, social and emotional benefits, helping children make connections with each other, their teachers, families and the wider world. This conference will help you enrich your repertoire of children's texts and create reading communities that connect and support young readers. Author Frank Cottrell Boyce and Norfolk Children's Book Centre bookshop will enrich the day! Workshops led by OU/UKLA Teachers' Reading Group members will offer evidence-informed practice.

Come to be inspired and make more of a difference in your classroom!

- 09.30-10.00 Registration and coffee
- 10.00-10.30 Research to practice welcome: **Teresa Cremin**, The OU
- 10.30-11.15 Award Winners' Keynotes: Kat Young and Clara Breakwell, Laura Atkinson
- 11.15-11.45 Coffee and bookshops
- 11.45-12.45 Workshops A B C D E F
- 12.45-13.45 OURfP 5th year celebratory drink and lunch
- 13.45-14.45 Workshops A B C D E F
- 14.55-15.50 Author Keynote: **Frank Cottrell Boyce**
- 15.50-16.00 Closing words: Book blether and commitments



Workshops at Reading for Pleasure: the thread that connects

A

Knowing readers and building stamina - Teresa Cremin & Becky Denby

SEMINAR 2

Fostering young readers' stamina and perseverance depends upon teachers' knowledge of their readers and of texts to suit and entice them. Drawing on research and practice, we will explore strategies to help teachers learn about readers' identities and show how this can be used to develop perseverance, and support the journeys of less interested readers.

B

Reading graphic novels for pleasure – Richard Ruddick & Sarah Merchant

SEMINAR 3

Graphic novels are often underused and undervalued in schools. In this workshop we will explore research and practice that shows the benefits of children including them as part of their reading diet and strategies to help embed them in classroom RfP cultures. We will share several favourites from our own collections, and provide opportunities for questions and discussion.

C

Mirror, Mirror on the Wall! - Claire Williams & Katie Goodall

ART

Research shows that by opening ourselves up as readers and sharing our reading lives in school, we serve as vital role models for children. We will explore different strategies that have enabled us to hold up a mirror to our own reading practices, reflect on the consequences of these for younger readers and develop stronger interactive, reciprocal reading relationships.

D

Vocabulary, diversity and pleasure - Matthew Courtney & Alice Penfold

MAPLE

We will explore the relationship between promoting RfP alongside explicitly teaching literacy and vocabulary, and the importance of diverse texts. Highlighting similarities and differences in our primary and secondary contexts, we will envision how increased cross-phase communication and RfP development work could enrich practice and potentially reduce literacy and vocabulary gaps.

E

Developing teachers' pleasure, passion, and knowledge of children's texts

OAK

Debbie Thomas & Lily Bashford

Knowledge of a wide range of texts is key to developing RfP. Drawing on research and practitioners' experiences, we will explore practical strategies to support all staff in developing their knowledge, how to hook in even the most disengaged adult readers and create a staff reading community. We will also consider links to RfP pedagogies.

F

But how do I find the time? – Kathryn Brereton & Erin Hamilton

REDWOOD

Research shows the value of RfP, but where does it fit in a packed curriculum where we must also teach reading? Research also demonstrates the benefits of teachers' broad text knowledge, but how and when is that accumulated? Time-pressed colleagues, we have some answers!



**READING
FOR PLEASURE**