



Do we know what is on our bookshelf?

Teachers' knowledge of children's literature and other texts.

Neve Thatcher and Olivia Murray

Context:

We are both studying Primary Education BA Hons (QTS) and in our third and final year!



Combined, we have experience in nursery all the way up to Year 6.



Chose children's literature for our primary enhancement to develop our knowledge.

Nursery

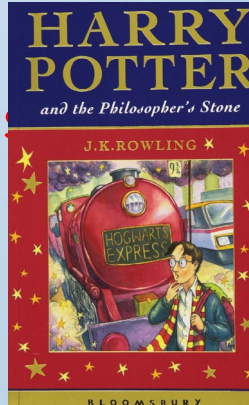
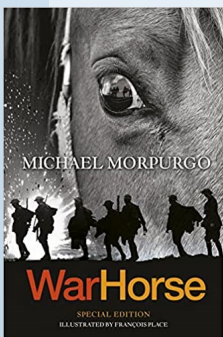
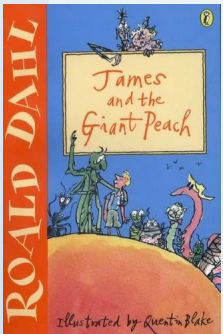
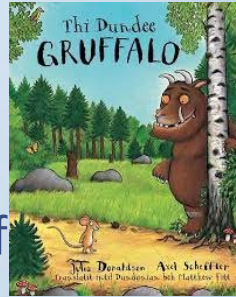
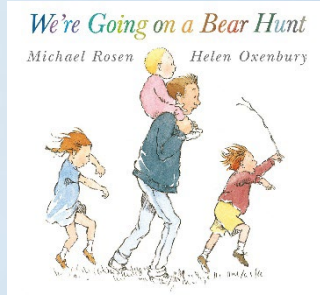
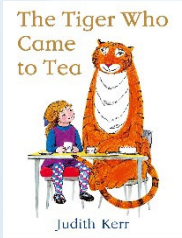
Reception	Year 1
Year 2	Year 3
Year 4	Year 5
	Year 6

OU Research inspiration and rationale:

- We have decided to explore and deepen our knowledge of children's books and other texts to enable to support children with their reading. Form developing our knowledge we are then able to support children with their choice of reading.
- At the beginning we recognised that we both had very limited knowledge of the range of literature that is out there, we was only familiar with the well known and famous authors such as, J K Rowling and Roald Dahl. Therefore, we needed to expand our knowledge and become more familiar with wider texts and authors.

'It is so important for teachers to have a wide range of knowledge on children' authors and poets, as it plays a significant role in their learning'

(Cremin et al, 2008)

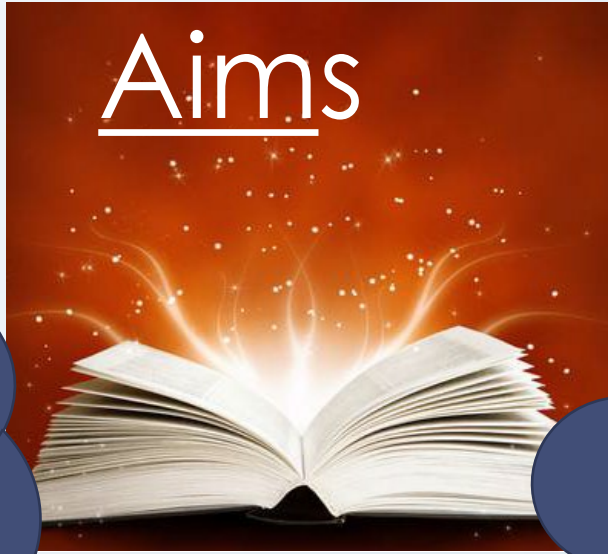


OU Research inspiration and rationale ...

- We were both inspired by the variety of literature that is out there. To begin with our knowledge was very limited and we felt that this would affect the way in which we can teach and inspire children to love reading.
- 'Children who have little interest in reading need a teacher who can be a role model and demonstrate a positive attitude and love for reading' ([Akins, M. et al 2018](#))

Bisplinghoff, 2002, Dreher, 2003 and Rief, 2002, all suggests that teachers' personal and professional reading experiences can have a positive impact upon their pedagogy and influence children's engagement as readers."
([Cremin et al 2008](#))

Aims



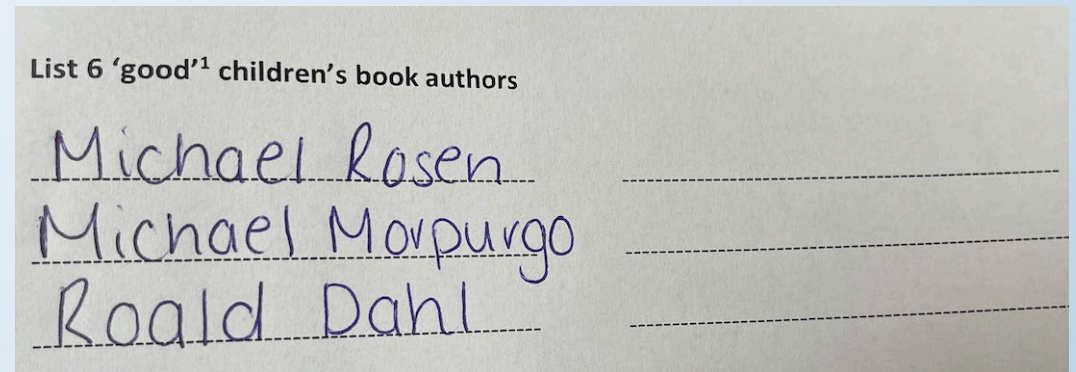
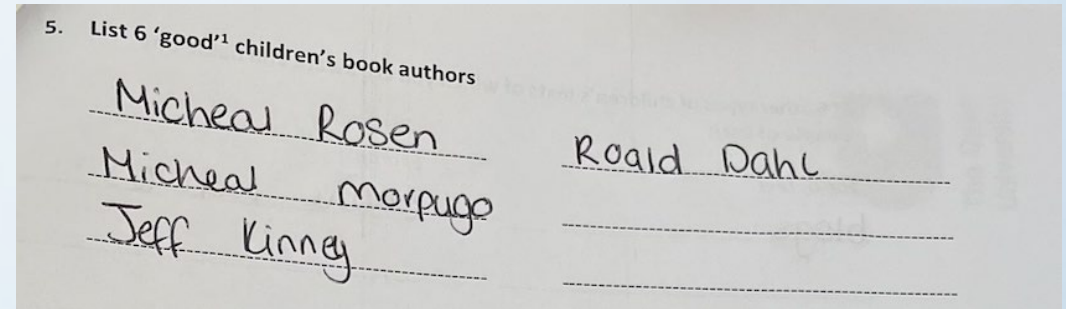
Research
into why some teachers
have limited knowledge
on children's literature.

Expand our
knowledge
on children's
literature.

Know what is most
suitable for our
children.

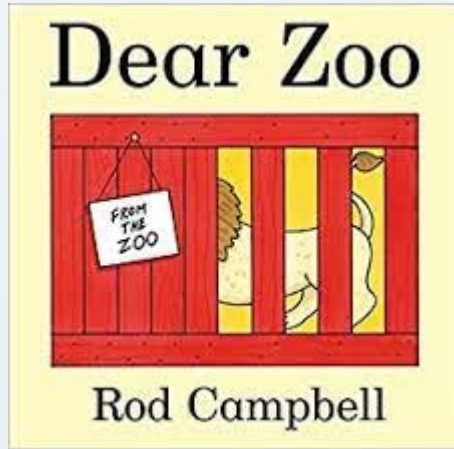
Our Initial Survey:

- When we first started this course, we were asked to complete a survey to show our knowledge on authors and books.
- Below are our answers which show we had limited knowledge on children's books and authors ...



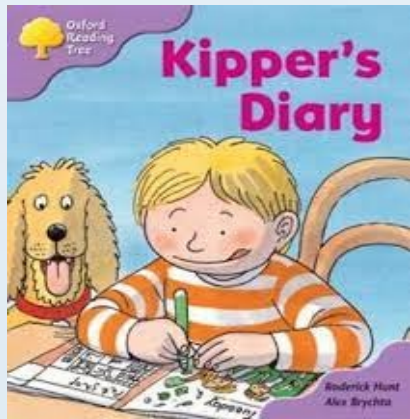
Outline:

Our knowledge before...



Dear Zoo:

This book has stuck with me because of how the card flaps. Made the book 'fun'



Biff, Chip and Kipper:

Different stages depending on reading abilities. One-to-one reading.



Dork Diaries:

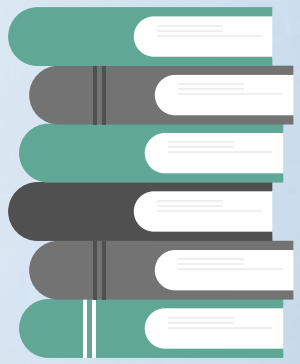
One of the few books I remember reading for pleasure



Kensuke's kingdom

This was a book I remember reading as a class in year 6, I have remembered this book ever since. This book was so exciting, and I was constantly engaged. This book led me to enjoy the sequence of English work that was completed while reading.

Outline



Our knowledge on children's literature before our research and enhancement:

As you can see from the previous slide, before the research we had a lack of knowledge on children's literature. There were only a couple books that we could recall and those were from our own experiences in primary school.

Sadly, I could not recall 5 children's books that I have read for pleasure when I was of primary age or even when starting this enhancement.

Additionally, before starting this research, the literature that I was most familiar was those that I read during my time in school. This led to my very narrow bookshelf!

Impact

Neve:

- The research that I have completed has expanded my literature knowledge and has changed the way I view literature altogether. Before I was only familiar with very famous literature and was not aware of the amazing authors and texts out there.
- I now feel comfortable and confident to teach children about different types of literature and how they can impact your day.
- From this research I feel I can promote reading for pleasure and be able to recommend literature to different children to help them read what they love and are interested in.

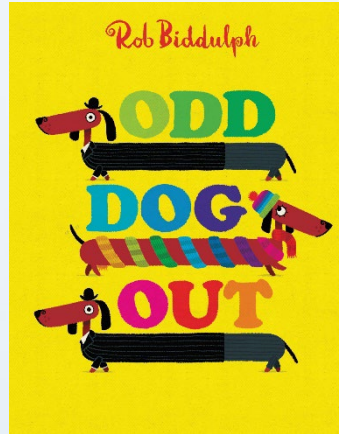
Olivia:

- The research we have conducted has made me realise the different authors and books there are. From my lack of knowledge, there would be a small group of books I could recall. But now, I know more authors and their books.
- Truthfully, I have never found myself enjoying children's literature. However, from the course and research, I have started to find a love for children's literature.
- 'Reading is about having choices of what to read and the different ways of reading which means reflecting on your own childhood reading impacts your teaching.'
- (Bearne & Reedy, 2017)

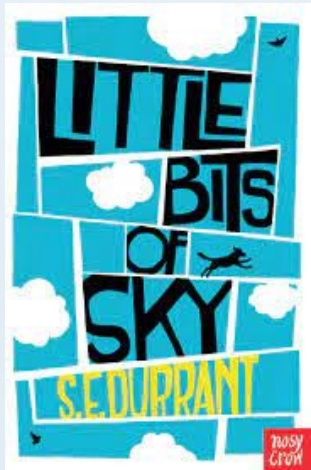


Impact:

Our knowledge now ...

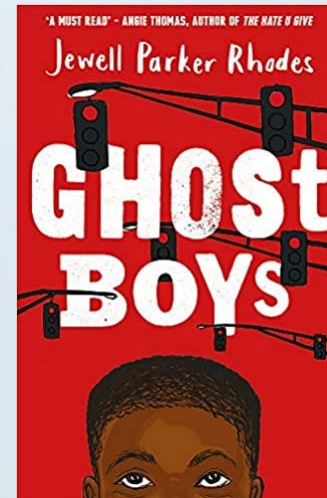


Useful book to use for key stage 2 to show children the different home environments children can be living in.



I really enjoyed this book as it gave an uplifting message of being different. This is important to show children as it can help them normalise that everyone is different.

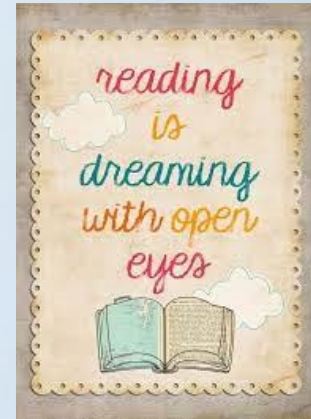
Really important storyline. Good book to introduce the idea of diverse families to the children.



This is a hard-hitting novel that explores the truth of racism in America. This book has a brilliant storyline and shows children the impact of racism. This is an extremely important text to share with year 5 or 6



Reflections on impact the TaRs research had on practice:



- By completing this research, we **have understood and developed our knowledge on how important it is to know a wide range of literature and authors** in the classroom, this can be seen in the surveys.
- Our knowledge will have an enormous impact on the children and how they feel about reading and different types of literature.

What is next?

- **We both want to continue developing our knowledge** as well as growing our love for children's literature.
- Moving forward, we both want to **create a classroom environment that promotes Reading for Pleasure.**

Reference List:

- Atkins,M.; Tichenor, M.; Heins, E.; Piechura,K. (2018) '*Teachers' Knowledge of Children's Literature: What Genres Do Teachers Read?*', Vol, 55. No, 2. PP 63-68
- Cremin, T., Bearne, E., Mottram, M. and Goff, E (2008) '*Primary teachers as readers*', *English in Education*', Vol, 42. No, 1. PP 8-23
- Cremin, T., Collins, F., Powell, S. and Safford, K. (2009) '*Teachers and readers: building communities of readers*', Vol, 43. No, 1. PP 11-19
- Bearne, E. and Reedy, D. (2017) *Teaching Primary English : Subject Knowledge and Classroom Practice*. Taylor & Francis Group: London, United Kingdom.