



**READING  
FOR PLEASURE**



# **Reading teachers: Teachers who read and readers who teach**

**Review your practice**



*This self-review document is designed to help you consider your practice as a Reading teacher: a teacher who read and a reader who teaches and explores possible connections between the two. This professional position was seen to markedly increase the impact on young readers RfP in the TaRs research.*

**1. What have you read recently for your own pleasure?**

*(Please add the author's name if you know it)*

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**2. When did you read this book (see Question 1)?**

*(Tick one box)*

- ☐ In the last month ☐
- ☐ In the last three months ☐
- ☐ In the last year ☐
- ☐ Over a year ago ☐

**3. What kinds of reading for pleasure do you engage in and how regularly?**

- |   |                                |                                    |                                 |                                |
|---|--------------------------------|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> Novels                | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Short stories         | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Graphic novels        | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Newspapers            | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Magazines             | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Children's literature | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Auto/biographies      | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Poetry                | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Non-fiction           | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |

**4. Is your reading for pleasure mainly in print or via technology?**

- ☐ In print ☐
- ☐ E-reading ☐

**5. What triggers/supports your choice of book for your own reading?**

*(You may tick more than one)*

- ☐ Library recommendations ☐
- ☐ Bookshop write up ☐
- ☐ Friends' recommendations ☐
- ☐ Book group/club choice ☐
- ☐ Knowledge of author's work ☐
- ☐ Magazine/newspaper reviews ☐

**6. 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 read for pleasure	<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"/>

**7. Thinking about a specific instance when you share an aspect of your reading life, what do you think children/specific individuals in your class gained from the experience?**

**8. How do you think the children in your class view you as a reader?**

- 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 ☐

**9. Looking back at your responses, to what extent do you consider yourself to be a Reading Teacher – a teacher who reads and a reader who teaches and who explores the connections and possibilities that teaching from a reader's point of view may offer younger readers?**

*(Rate this on a scale of 1-10 with 10 being the highest – circle one number)*

1    2    3    4    5    6    7    8    9    10

**10. Why in your view might it be advantageous for children if their teacher is a Reading Teacher: a teacher who reads and a reader who teaches?**

*(Rank order these 1-5 with 1 being the most important and 5 the least) It:*

- Models passion and enthusiasm for reading ☐
- Develops personal reader-to reader relationships ☐
- Helps to build reciprocal and interactive communities of readers ☐
- Promotes a richer understanding of reading in 21st century ☐
- Highlights difference, diversity social and affective engagement ☐

## **Further resources**

Further resources are available from the website: <https://ourfp.org/>

- For ideas on how to develop as a Reading Teacher and explore the synergy between your own practices and understanding of reading and those of the children, see: [Reading teachers: Classroom Strategies](#)
- For the underpinning research on Reading Teachers, see: [Reading teachers: Research Summary](#)