

# Reading throughout the Pandemic

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# Context

- ▶ I currently lead Reading at Laneshaw Bridge Primary School which is part of the Pennine Trust in Lancashire, United Kingdom.
- ▶ We have a passion for inspiring children of the future to share their love of reading through book talk and recommendations.



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# OU Research inspiration and rationale

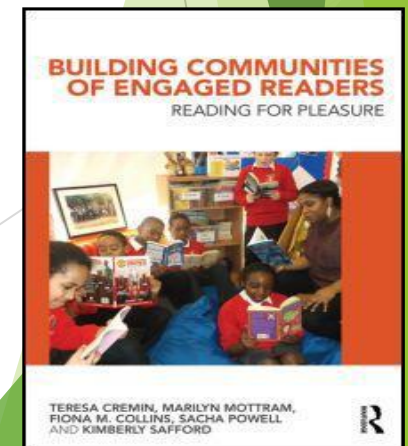
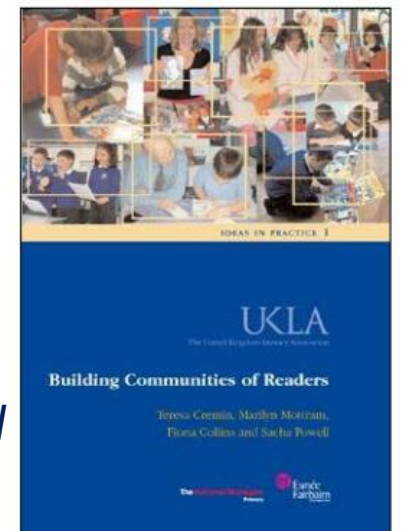
As a school we used The Open University's *Teachers as Readers* (TaRs) findings to reflect on our work and find an area for improvement.

We decided to focus on

3. *A reading for pleasure (RfP) pedagogy*

*With a specific focus on informal book talk, inside-text talk and recommendations.*

Due to restrictions and home-learning taking place, we used a combination of virtual and in school approaches to promote RfP.



# Aim

Many of our children enjoy reading but they were not speaking to one another about it.

**Therefore, our aim was to promote reading for pleasure through research based around book talk and recommendations.**

This links to the RfP research theme, 'Informal book talk, inside text-talk and recommendations.'

# Outline

- ▶ I decided to focus on four areas within the RfP informal book talk focus which were pertinent to the school and the children.

1. Make time for informal reading chats

3. Create time to recommend texts

6. Establish Reading Ambassadors

9. Establish a reading group



READING  
FOR PLEASURE



**Reading for pleasure pedagogy:**  
**Informal book talk, inside-text talk and**  
**recommendations**  
**Classroom Strategies**



*"The big change for us is in the amount of talk about reading that goes on now in the classroom ... but also in the playground and around the school. We hear them talking about reading – freely – incidentally!"*

(TaRts teacher, Birmingham)

# Make time for informal reading chats

- ▶ Throughout the pandemic it was highlighted that children had less opportunities for communication than when they were at school..
- ▶ Late in 2020, we had started providing opportunities within our class book club to have informal reading chats.
- ▶ This was lost during the lockdown. We decided to create virtual book clubs on Teams for children within the class to share and discuss the texts that they were reading from home.
- ▶ We have had opportunities for informal reading chats both in person and virtually.



**LaneshawBridgeSchool** @SchoolLaneshaw · Dec 2, 2020

A book blether this morning for our Year 5 home learners.  
[@ThePENNiNETrust](#) [@TeresaCremin](#) [@OpenUni\\_RfP](#)



**LaneshawBridgeSchool** @SchoolLaneshaw · Dec 14, 2020

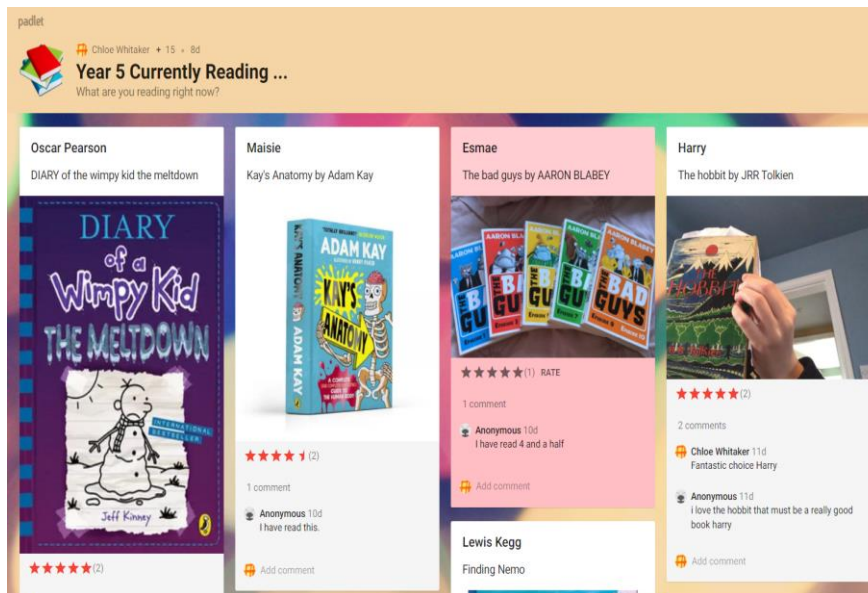
Year 5 enjoying a book blether during book club! [@ThePENNiNETrust](#)  
[@OpenUni\\_RfP](#)





# Create time to recommend texts

- ▶ In 2020, we set aside time to recommend texts in class. Each week we would share a book which we had been reading and recommend to one another.
- ▶ At Christmas, we wrapped our own books and donated them to a friend as a way of recommending a new text.
- ▶ Again, during the pandemic we struggled to recommend texts to one another. We overcame this obstacle using **Padlet**, which we still use now we are back in school.



# Establish Reading Ambassadors

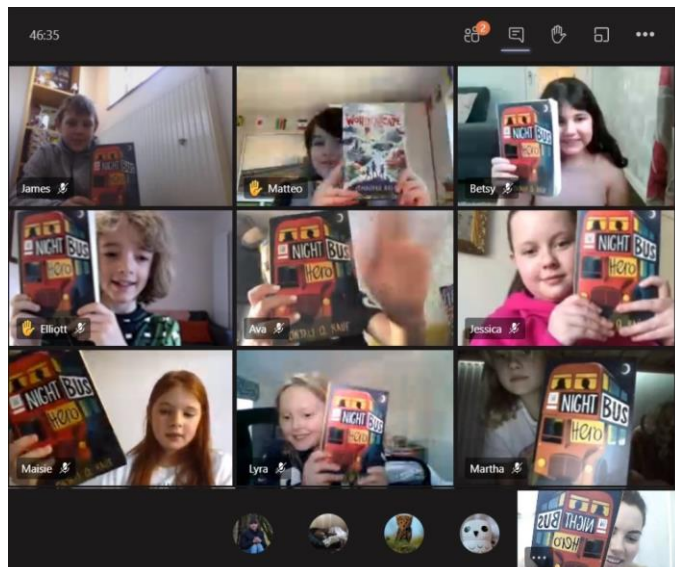
- ▶ This year we have developed the new role of Reading Ambassadors in school.
- ▶ We have four Year 5 children who are responsible for the organization of our school library. Due to COVID restrictions it has been difficult for children to visit the library as often as they like.
- ▶ The Reading Ambassadors set up a mobile library taking the library outside so that children from all year groups could choose a library book on their way to and from school! It has been effective and has also engaged parents in selecting books with their children.





# Establish a Book Club

- ▶ As a school we have dedicated time which we spend in our book club groups. These take place three times a week. The children have ownership over the books that they read and have a book blether about what they have read.
- ▶ During the pandemic this was halted. I set up book club groups for children across KS2 to read books at home and come together to share chapters and their thoughts on the book.



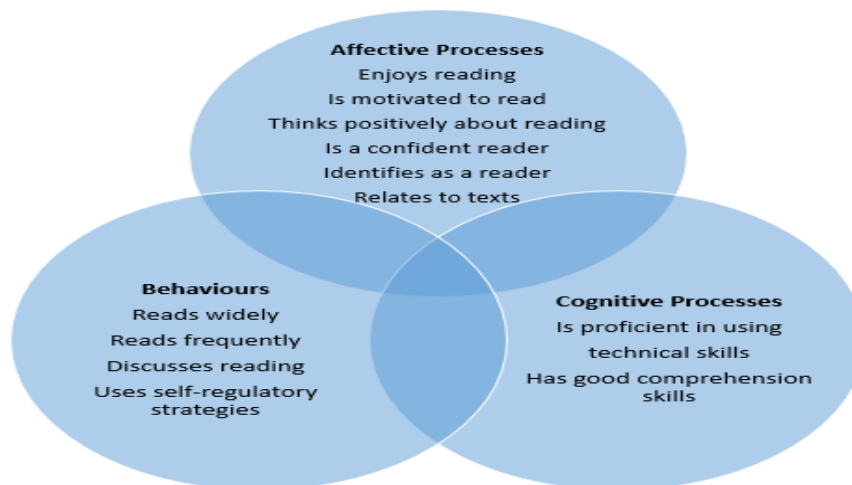
**LaneshawBridgeSchool** @SchoolLaneshaw · Dec 14, 2020  
Year 5 enjoying a book blether during book club! @ThePENNiNETrust  
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# Impact

- ▶ The impact of this research-informed practice has had a huge effect on our readers within our school. Children have become more confident with sharing their thoughts and in articulating their recommendations to one another.
- ▶ We have used the lockdown to our advantage to adapt our RfP approaches to the nature of the environment.

## Reading...



# Reflections on impact the TaRs research had on practice

- ▶ Through the structured support of the Pendle Teacher Reading Group (TRG) in delivering the TaRs research we have been able to identify areas for improvement.
- ▶ We have been able to create opportunities for book talk and recommendations both virtually and face to face.
- ▶ Children are more confident in sharing their thoughts and recommendations with others.

