

Scrapbook TALK and Reading

Creating a reading classroom and a classroom of readers.

Nicola Bodnar

Year 3 / 4 Teacher



Sutton CE (VC) Primary is a lovely local village school in rural opportunity area of Cambridgeshire. *As a rapidly improving school, we have gone through a lot of change recently.*

STRIVE

The school development plan has highlighted the need to provide regular reading opportunities which are purposeful and engaging for all learners. Our priority for reading is two-fold, 'The Will and The Skill': the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers.

OU Research inspiration and rationale

My initial concept was to create a reading community, TaRs strand 5.

Reading communities that are reciprocal and interactive. (from Cremin et al., 2014), I wanted to create a culture of loving

reading, giving the children opportunity to talk to each other about the books. As found in this RfP

research ***'Talk and informal reader-to-reader conversations play a key role in nurturing children's interest in reading as they recommend books to each other and build reading networks and relationships.'***



I had to focus on **the WILL to read**, and not solely on the reading strategies and inference. ***A coherent, evidence informed RfP pedagogy,***

has been seen to be effective in motivating young readers and impacting positively upon their reading frequency and attitudes (Cremin et al., 2014) Therefore I had to become a 'Reader Teacher' and change how I approach my reading with the children.

TaRs strand 4 As Reading Teachers: teachers who read and readers who teach. It was important for me to develop RfP within my classroom.





Aims

My aim was to create a talking point that would inspire the children to want to discuss reading and therefore wanting to read and to model this as a Reading Teacher. **As Britton (1970) observed, 'reading and writing float on a sea of talk'. The influential role of dialogue in the development of children's thinking and their literacy has been extensively documented (Littleton and Mercer, 2019)** Using the visual stimulus of the 'Reading Scrapbook' to invoke the interest of the children so they can begin to discuss what they are reading. **As Therman noted; *prior knowledge of the subject matter or situations presented in a text enhances one's mental imagery, enabling you to visualise scenes more intensely (Therman, 2008).***

The next step was to put the onus on the children, encourage them to create their own 'Reading Scrapbook' using the imagery inspired by their journey into the world of reading.

During this time, I realised I was choosing books that resonated with me as a child. This echoes the **findings of Phase 2 of TaRs, I challenged myself to read more widely and 'outside my comfort zone'** I wanted to source new reads that the children can relate to, this led to me wanting to introduce many different types of texts to my classroom and show them the different ways they could enjoy reading.



Outline

I started a scrapbook, firstly with favourite books I have previously read aloud to classes. I drew the images that came to mind while I read the books and added fantastic quotes from

these books as well as a summary of the text. With questions that need to be answered as you delve deeper into the story.



As more books were added the children began to **ask questions about the books**. **'Why are the teacups there?'** They started to ask what I was reading now. They asked if they could read the books from the scrapbook. The children were beginning to see me as **'a teacher who reads and a reader who teaches (Cremin et al. 2009)**.

Once the children had been introduced to the scrapbook, they were **keen to read** the books I had introduced, The obvious next step was to let them choose the book they wanted me to **read aloud** to them.

In small groups, the children discussed the books and unanimously voted on *Beetleboy* by M. G. Leonard , they were **intrigued** by the **questions the scrapbook page left unanswered**.

We read a minimum of 4 times a week at the same time every day, during various steps of reading aloud, the **children drew me back to the scrapbook page** and asked questions about why I had chosen certain images, squealing when the answers became clear. Children



become more engaged readers when they are ‘tempted’ by texts that adults read aloud to them, recommend to them and talk about, so teachers have a professional responsibility to be able to draw on a rich repertoire of authors, genres and text types (Guthrie and Davis, 2003).

I waited for them to ask to create their own, it did not take long before they wanted some of the fun for themselves.

This was my first child’s Year 3 scrapbook page. The

children took ownership straight away, they made up their own rules by looking at my scrapbook and taking what they wanted.

It needed the front cover, it had to have pictures and some of the children wanted it had to have some kind of interactive part, although this was not agreed by everyone, which sparked further debate amongst the children.



Reading is becoming the beating heart of the children's learning, when we started our new topic I wanted to ensure this continued. I chose books that took us on a journey around the world. The diversity of the topic mirrored that of the book choices.



The children were given the opportunity to investigate and discuss them freely.



Impact

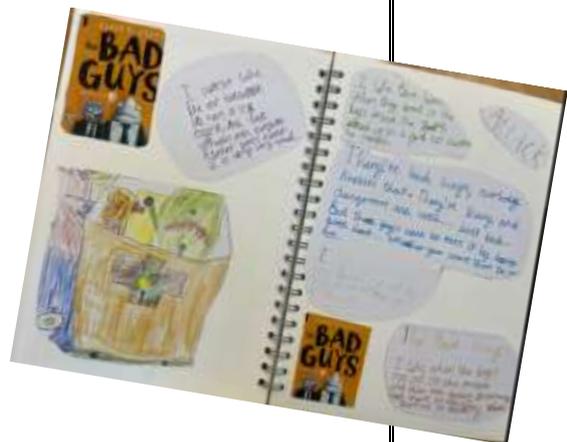
The scrapbook is now timetabled in weekly for those children who want to create one during our guided reading sessions, although often children will choose to spend their break times creating pages. ***Readers who are intrinsically motivated are more likely to be reading for their own pleasure and satisfaction and to have a positive self-identity as a reader (McGeown et al., 2012).***



Since September my class' average reading age has increased by 7 months, one of my reluctant readers has increased her reading age by 1 year and 6 months. Just like in the RfP where *'Teachers observed that children who were previously reluctant readers, both their focus children and others, became drawn in and wanted to read, alone and with friends and began to talk about texts.'* (Cremin et al., 2014) This previously reluctant reader, very proudly told the class she had borrowed my book to read before I had managed to, and thought it was awesome! This book had been shared by four more reluctant readers just like Moss and MacDonald (2004) who revealed there was *considerable book traffic between small networks of readers.*



It's brilliant!
My teacher said I'm not even at the good bit yet!



There is a buzz around reading, now children are **sharing books** from home, *13 Storey Tree House* has been read by almost all of my year 3s.

The children are keen to read and share books, when a new child started in the class she was quickly introduced to the scrapbook and given a book from my selection to read, showing the importance of the scrapbook to the children.

I like the scrapbook because if you wanted to read a book, you can look and see if it's in there, you can look and see what it's like and decide if you want to read it. IO



The scrapbook makes me intrigued about different books I would not choose normally. EN

I am reading a book at the moment but I know what book I want to read next from looking at the scrapbooks. It's great, we like making the pages and looking at all the pages of the scrapbook. I talk more about books now. SE



By modelling my own responses to books I have read I have encouraged the children to do the same, when I ask them what they are reading they give me recommendations and ask what other adults are reading too.

We are beginning to introduce our love for reading to the rest of the school, my class have created a display in the library of their favourite books.



I liked listening to the audio books

Mrs B lent me because sometimes if it's noisy you can just plug in and listen.

I hope the legacy of this project will continue through the years with the children so they are readers for the rest of their lives. I will continue to read and create scrapbook pages.

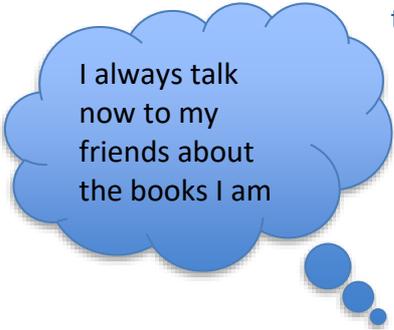


Reflections on impact the TaRs research had on practice

Focusing on RfP has such a huge impact of the importance of reading for the children, the excitement is catching. The children identify themselves as readers now. The RfP survey

showed that 90% of my class now love reading, our knowledge of authors has grown. I hope my classroom inspires everyone to pick up a new book.

I will continue to keep up to date with new reads, recording these in the Scrapbook.



I always talk now to my friends about the books I am

My children now enjoy reading weekly newspapers, comics and a Monthly scientific magazine.



I like reading the comics the best.
OW

A new scrapbook has now been sent home so the child can continue to discuss books with their families.

This week I am starting a lunchtime reading for pleasure project with all the KS2 children across the school weekly, which will begin with Scrapbooks. I also want to use technology to begin writing a school reading blog for the website.

The children display their favourite scrapbooks pages in the reading corner and choose the page from the original scrapbook to display. It is very much a joint venture which my class are wholeheartedly a part of which I want to continue developing across the school.

I have already introduced the other staff at my school to my Reading Scrapbook and hope we can continue to raise the profile of RfP.

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