



Developing Our  
Knowledge of  
*Children's Literature*  
**'Know Books - Know  
Knowledge'**

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## *Context*

Rosetta Primary School is a diverse, three-form entry school in Custom House with a high percentage of pupil premium.

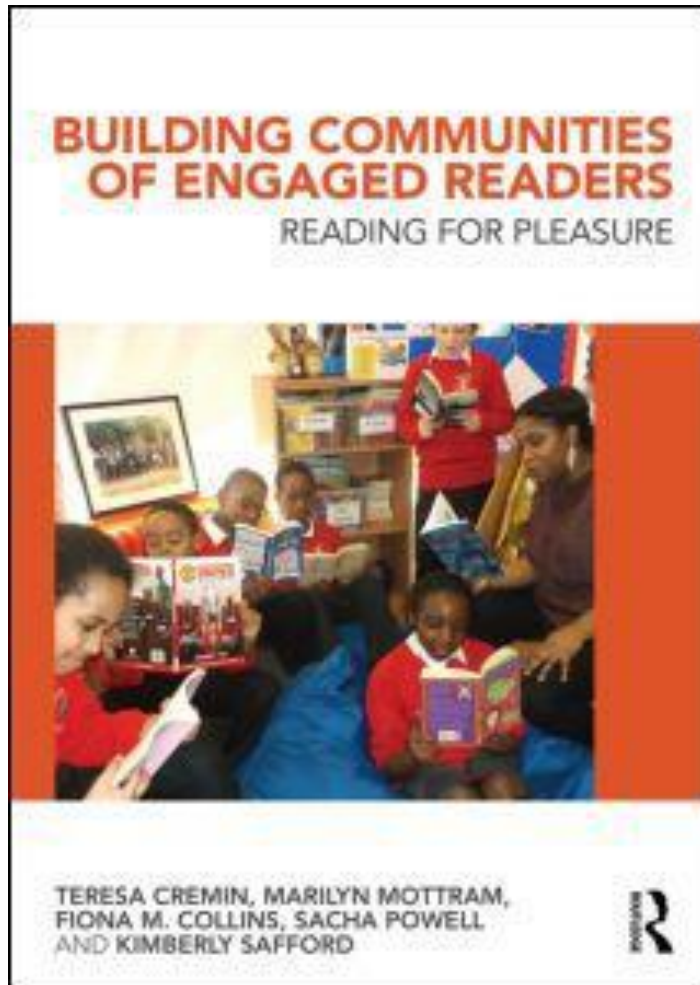
One of Rosetta's priorities is to continue to promote a love of reading within the whole school environment.

# OU Research inspiration and rationale

TaRs found that in order to foster RfP effectively, teachers need to develop:

1. Considerable **knowledge of children's literature** and other texts
2. **Knowledge of children's reading practice**
3. A **reading for pleasure pedagogy** which includes:
  - Social reading environments
  - Reading aloud
  - Independent reading
  - Informal book talk, inside-text talk and recommendations
4. **As Reading Teachers:** teachers who read and readers who teach
5. **Reading communities** that are reciprocal and interactive. (from Cremin et al., 2014, above).





## *OU Research inspiration and rationale – Our focus*

### **Considerable knowledge of children's literature and other texts**

As English leaders at Rosetta, we have found that staff knowledge of children's literature was in need of updating to move forward with current times. It became evident that, overall, **teachers' knowledge of children's literature was considerably weak**. In addition, we realised that we needed to also understand our children as readers in order to create strong reading communities.

# Aims

- Develop teachers' knowledge of children's literature
- Develop a culture of sharing children's literature on a regular basis
- Develop a culture of informal book talk to enable teachers to make suitable book recommendations to pupils in their classes
- Develop teachers' identity as Reading Teachers





# Outline

- **Termly library visits**, led by class teachers were established, enabling an environment for informal book talk.
- **Pupil surveys** were conducted to enable staff to have an insight into pupils' interests in literature.
- **Reading Cafes** were set up, allowing staff to share reading identities and reading rivers with children.
- Teachers began sharing books together regularly in staff meetings using **book blankets** to improve their knowledge.
- There was a focus on **sharing a variety of books** in these staff meetings (poetry, graphic novels, picture books, award winning books).



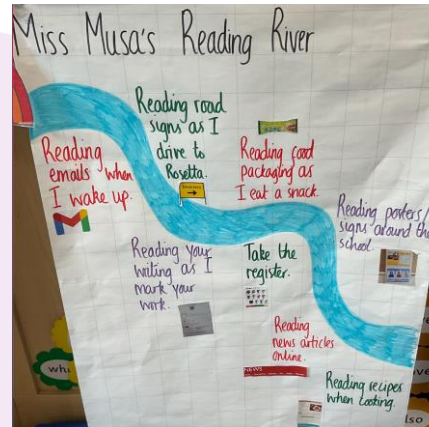
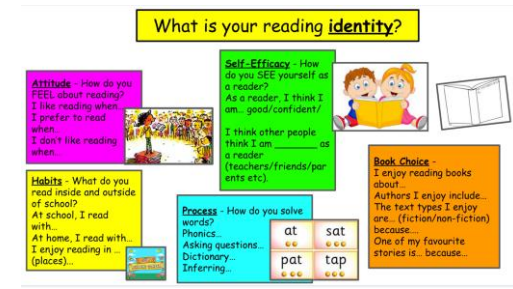
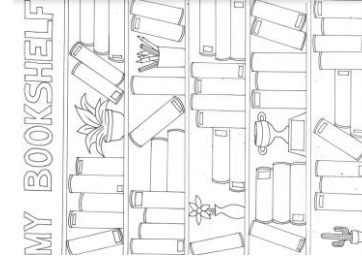






# Impact

- Teachers are beginning to have **accountability for their professional development** by improving their knowledge of children's literature.
- Termly library visits scheduled by English Leaders expose teachers to a wider range of authors and literature.
- World of Stories training and resources allowed teachers the opportunity to **select their own books for their classes**; this impacted teachers' enjoyment of reading stories with children.
- Half-termly Reading Cafes provide teachers with **scheduled time to have informal discussions with children about reading**. Activities such as 'Reading Rivers', book banner recommendations, reading surveys and book wall posters provided opportunities for book talk.
- Beginning to **establish the importance of reader identities** among teachers and children.
- Teachers are becoming **more equipped to make recommendations** to their classes.
- Educational visits include **trips to bookstores** (Foyles visit) - children and teachers receive recommendations of authors and books.





# *What worked well?*

- Timetabling staff to make book/author recommendations in staff meetings worked well so that more teachers made recommendations.
- Creating a sequence of themed Reading Cafes across the year.
- Working alongside SLT to ensure staff are held accountable for their professional development.
- Including other staff members in RfP training to encourage wider participation and commitment.
- Working with SLT to prioritise RfP books and enabling teachers to purchase books for classes earlier in the year.
- Tracking teachers' book recommendations on a central database which can be accessed easily by all staff members.
- Working with SLT to include aspects of RfP on the School Development Plan and Whole School Priorities for the next academic year.