

# Everyone Read in Class

Forida Begum



## Context

Azhar Academy Primary School Leytonstone is an independent primary school located in the borough of Walthamstow Forest in East London. The aim of the school is to serve a diverse community, providing children with a broad and stimulating curriculum. Being a small, one-form entry independent school, part of our reading action plan is to promote a love of reading and embed its profile across the school. Early Years and KS1 have a strong emphasis to improve, monitor and support staff in delivering phonics - teaching children how to read. The question now remains, once they have learnt how to read in the most prescriptive way possible – **How can we keep them engaged in reading and entrust them onto being lifelong readers?**

## OU Research inspiration and rationale

Teachers in our school make much effort ensuring book corners are alluring, inviting, and exciting. However, as Cremin, (2016) mentions, there is a **danger in reading corners just being attractive spaces, rather than spaces that are used to build pleasure in reading**. As a keen and avid reader myself, I wanted to be the reason that reluctant readers picked up books without being scorned to read! I decided to explore **social reading environments** as my main focus from the TaRs research (Cremin et al., 2014).

Pupil reading surveys were conducted to gain a better understanding of the current picture.

## Aims

- To show children that teachers are readers, too
- To create a stimulating environment that captures and motivates children to read, including setting up an outdoor reading area
- To introduce a book club solely for the purpose of RfP (not comprehension-focused)
- To provide opportunities for informal book talk through book recommendations, teachers building conversations around books the pupils have read

## Outline

### Book recommendations (informal book talk)

What's the first thing you do when there's hype on a book? Naturally, we're curious to see what others who have read the book, think. At Azhar, to promote teachers as readers, **we display book recommendations outside our class**. This has often caused a stir amongst the children because they are keen to see their teachers' recommendations. We don't usually end up seeing the book until the end of the year as it's still going round!

PSST I have a book recommendation

## Visiting the library (building conversations around books)

Reviewed by: Ms Begum  
Author: Zamil Mian

Title: Planet Omar Incredible

Omar is going on his biggest adventure yet—a trip to the moon. His teacher is not coming back to school, and so one will say why.

When Omar and his friends start investigating, the hints they overhear and clues they find lead them to an alarming conclusion—it must be silent!

Omar has a huge imagination, but saving his teacher from silent seems far-fetched even to him. He's going to need all of his world creative thinking and a huge spirit of adventure to solve this mystery!

I would recommend this book to anyone who likes to get up to fun in the playground, solve mysteries or just simply curious!

Why not?

Comics cover since we have had them in to get your teeth into these series. I promise you will laugh and probably be able to relate the year four children have shared the book.



## Mrs Al-Sikafe Book Recommendation

My thoughts in a nutshell

A little pig who wants to see the first show and who wants to live instead of becoming sausages.

What impressed me the most: This little story has many important lessons and lessons. It teaches us to respect our living creatures, and how to live side by side in peace. It's not humility and



## Ms Alam's Book Recommendation



This is a new venture for the class. It is hoped that these visits can become much more regular and more classes can join in the meantime, this is us soaking up good books.

## Bringing RFP into the classroom (RFP book club)

The visit to the library was eye opening. At school, reading happens, but it's rarely ever just time to read and relax. With the help of my Year 4 class, we set up a reading club. We thought of ways to promote it and discussed what would make it a club worth attending.

The children decided that they wanted something cosy, maybe a snack and a comfortable seating area. We jotted down some ideas and came up with suitable timings when the book club could run.



## Outdoor reading area

An outdoor reading area was set up so children could cosy up with books whilst being outdoors. It was also to help children see that they can take reading anywhere including social environments. Children were soon requesting and bringing along books to trips on long journeys, especially on trains!



Comments from some of our avid readers:

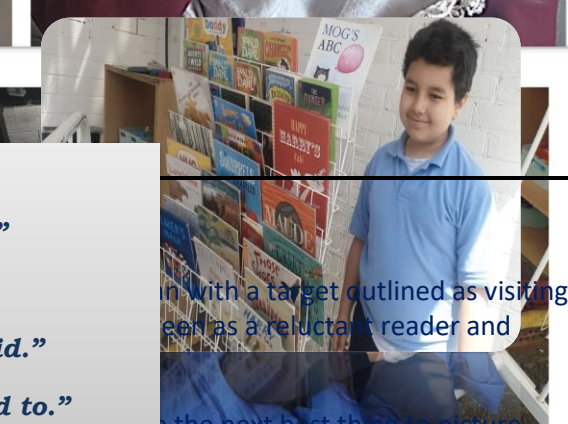
*"Our minds flood with creativity."*

*We fly with imagination."*

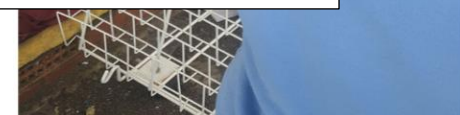
*"our blood is filled with reading fluid."*

*"We read for pleasure not being forced to."*

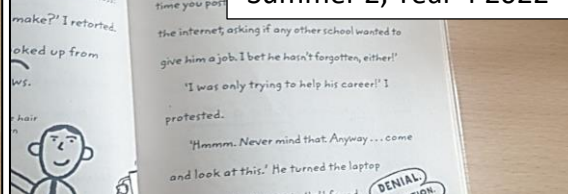
**AAPS Y4 students**



Autumn 1, Year 4 2021



Summer 2, Year 4 2022





Children are now allowed to choose their own books to read as a part of promoting RFP and allowing it to be child led rather than teacher led.

The outcome of letting children choose is priceless. It almost felt like, as the saying goes 'killing two birds with one stone.' I saw a significant improvement in my pupil's reading skills and also in their pleasure in reading.

Here is a letter from a parent regarding changes in their son's reading habits:

*Dear Ms Begum,*

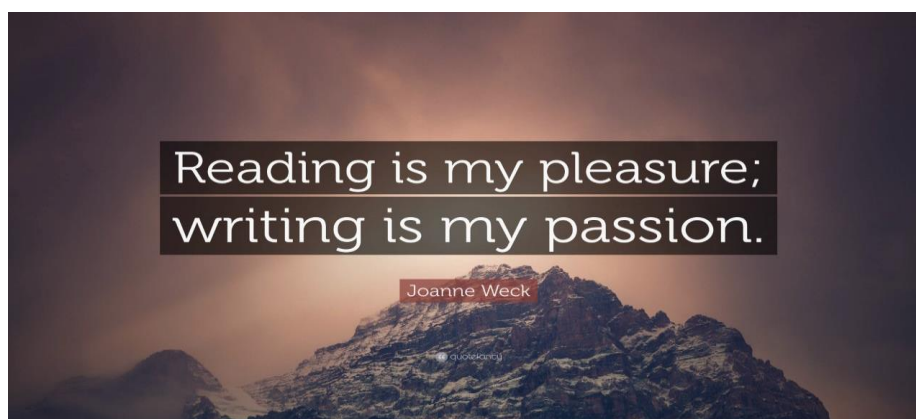
*We wanted to thank you for your continued hard work, dedication and for supporting our son's learning. Recently, due to your passion and enthusiasm for reading, he carries a comic/ novel wherever we go and is deeply engaged in the text. We do not need to encourage him to read. He loves to read, especially at the coffee shop!*

## Reflections on impact the TaRs research had on practice

The TaRs research ignited a passion for driving that 'want' to read in children. It came as no surprise to me as a teacher whose passion is writing, reading comes with immense pleasure. But as a reflective practitioner, I was able to see and compare the incredible performance of children reading willingly on their academic writing. Which then influences the writing ability across all other subjects. This, inevitably leaves both pupils and teachers alike with greater satisfaction.

### Next

We want  
consider  
a library



### steps?

to  
space for  
where

monitoring of book use can be maximised. Monitoring the take out and return of books creates a system where children can value the cost of books and therefore look after them.

I would like to share the love of reading not just with pupils but with the teachers, too! To see a whole school effect and large-scale impact the children need to view their class teachers as readers. And truth be told this does not always take place. So, we have decided to do a teacher swap where teachers will swap their class with another year group teacher who will read to the class. This came about from world book day where pupils reported back saying they enjoyed having a different teacher read to them. It's also a greater way of connecting with others through the school and promoting informal book talk.

Lastly, I would like to focus on parental involvement. We want to get as many parents on board and have them read aloud at home. When a child can see consistency and a strong correlation of love of reading at home and at school, they can better recognise that reading has its place outside of school and in the home too. It is a two-way effort to enhance the reading experience- only to allow pupils a chance to read and enjoy reading for what it truly is.

**THE PLEASURE OF  
READING IS THE  
GREATEST SOLITUDE**

LAILAH GIFTY AKITA