

Reading for Pleasure North London & Essex Conference

Tuesday January 4th, 2022



10.00am - 11.00am

Workshop 1:

Teachers' knowledge of children's literature and other texts



READING
FOR PLEASURE



Teachers' knowledge of children's literature and other texts

Classroom Strategies



"The project had a massive impact on my knowledge of children's books which was previously over-reliant on Dahl! Now I'm using a range, including picture books, poetry, Choose your Own Adventure types, comedy, mystery and multicultural literature and have a large bank of books I can use and recommend."

(TaRs teacher, Birmingham)



Woolpit Primary Academy

NURTURE • RESILIENCE • INSPIRATION • RESPECT

Aims of Workshop:

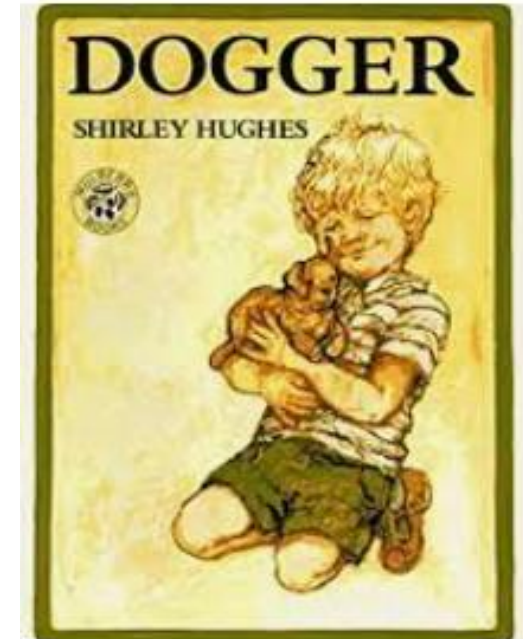
- To widen staff knowledge of contemporary children's texts
- To foster interest and the desire to read more children's texts
- To offer opportunities to talk about texts and build 'books in common'



Introduction:

Childhood books:

- Why do you love it?
- Who gave it to you?
- What can you remember about it?



Book Blanket

Find...

- a book that tempts you
- a book that you'd probably not choose to read
- a text by an author you know or have heard of
- a book in another genre



Alphabet of Authors

Alphabet of Authors with staff, in teams of 4, challenged to create an A-Z of children's authors in 5 minutes- one author per letter. Surnames get 2 points, first names get 1, who got the highest score? Could they do the same in their class? Create an A-Z display across the year?

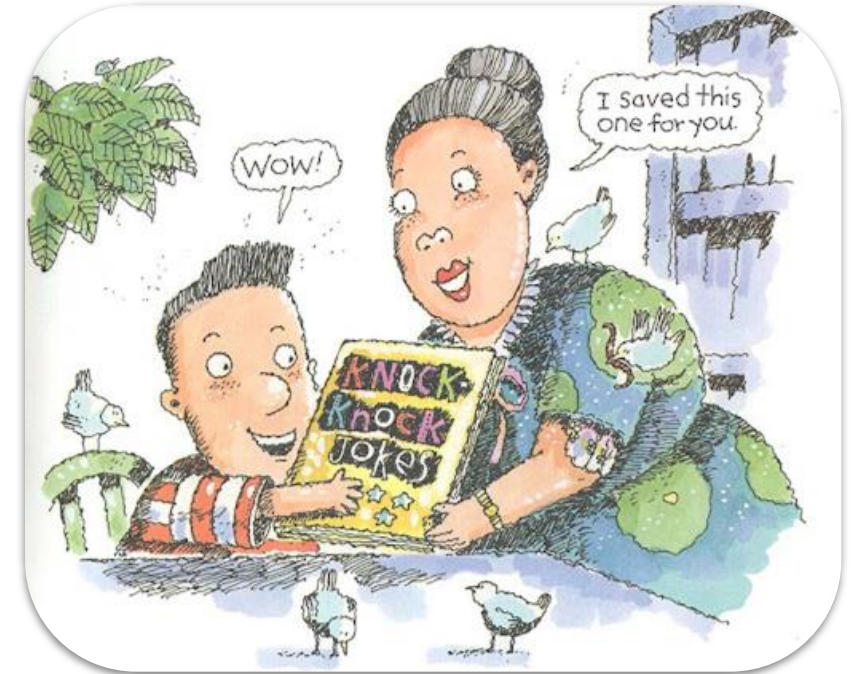


Time to Tempt!

1. Time to tempt activity (approx. 10 minute)

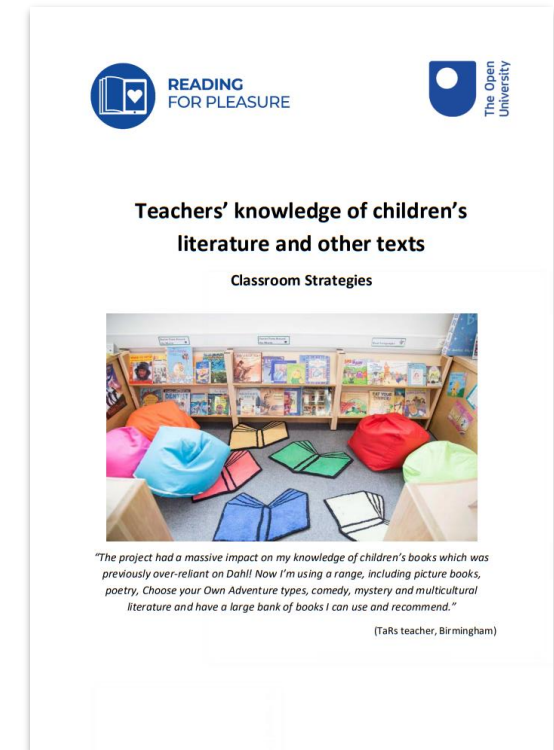
Invite the teachers to get out the books they brought and find someone they've not spoken to much today. Ask everyone to stand: the shorter person of the pair is an esteemed children's librarian from your school who reads voraciously. The taller is a reluctant child reader who can read but doesn't choose to.

While light-hearted activity, this role play offers an opportunity for staff to talk about their known texts as if they were addressing a child. After a short while invite staff to swap roles. At the end ask for a show of hands of folk to consider who was tempted by their brilliant knowledgeable librarian. Invite staff to record on their Reflection sheets 2 authors/ books they're interested in reading.



Reading Challenge

- Read to your knee in books!
- Take the 56-book challenge (a book a week)
- Undertake an Alphabet of Authors with your class and read one from each letter
- Invite your class to set you a monthly reading challenge and report back
- Read 4 books out of your comfort zone...
- Create a book door adding the cover of each book you read and a 3 word review
- Make your own bookshelf/suitcase/basket of known books to loan
- Take to SM to ask for recommendations and commit to reading six you receive
- Add your current children's reading book as a visual to your email for 3 months
- Picture book bonanza: Read 10 one weekend
- Read 4 Award Winners



Workshop 2:

What this means for Woolpit

Findings from questionnaire:

- KS1 children have a better perception of themselves as readers
- The majority of children prefer to read at home as comfier and quieter
- As adults the authors we referred to in the questionnaire were ‘mainstream’ (little reflection of POR)
- Children generally had more discussions with adults at home about books they had read



Action Plan:

- To develop teachers' knowledge of children's literature and other texts so staff can use growing expertise to promote a love of reading across the school
- To create a whole school reading environment, which immerses all stake holders
- To develop a comfortable space for the enjoyment of reading in the classroom.



Priority 1:

To develop teachers' knowledge of children's literature and other texts so staff can use growing expertise to promote a love of reading across the school

- Staff to research and purchase new books
- Staff to discuss books read in staff meetings
- Staff to create book recommendations of books read
- Each class teacher to create a spine of books children should read/be read to before the end of each academic year
- Each class teacher to choose a spine of books to read aloud to class throughout the academic year
- The school library to be updated using information from questionnaires about the types of text children enjoy to read and the introduction of text type not as familiar with (graphic novels). School council to liaise with classes regarding choices of genre.



