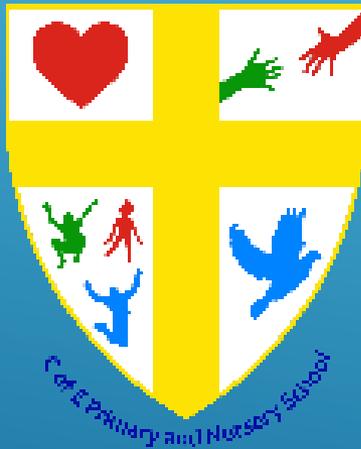


PROMOTING READING FOR PLEASURE

SALLY HARRIS

ST MARYCHURCH



@LibraryMry

CONTEXT

I work at St Marychurch CofE Primary & Nursery School, in Torquay, Devon. We are part of the St Christopher's Multi-Academy Trust – a family of 18 schools across Devon.

I am a Level 3 Learning Support Assistant and also hold an UQT certificate. Amongst classroom and intervention duties, I also look after our library areas.

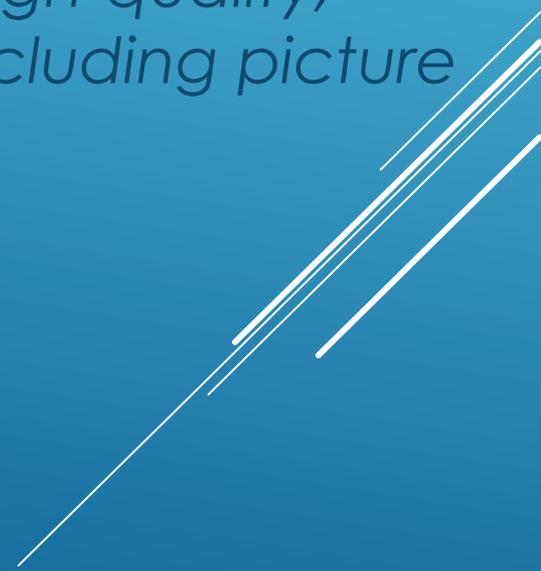
This is a very rewarding part of my role and I have been fortunate enough to have the tools to ensure our pupils and staff have access to good, quality books.

The school subscribes to the Devon School Library Service, which has been invaluable in helping to build our book stock.



CONTEXT

Linking in with our school action plan, I have been able to work alongside our English lead to encourage reading for pleasure both with pupils and staff.

- ▶ *Ensure a range of reading materials are part of the planned curriculum. Children will enjoy high-quality, stories, poems, rhymes and non-fiction including picture books for older children.*
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OU RESEARCH INSPIRATION AND RATIONALE

A reading for pleasure pedagogy which includes:

- ▶ Social reading environments
- ▶ Reading aloud
- ▶ Independent reading
- ▶ Informal book talk, inside-text talk and recommendation

A need for encouraging children to openly talk about their reading experiences, other than being 'teacher-led' during guided reading or other literacy-based lessons. Whilst necessary, children need to be able to have informal chats about the texts they read.

Through TaRs sessions, teachers have found that through talking about what they and the children were reading, there was a motivating power that led to **book talk** – leading to recommendations and children more willing to try new authors or genres.

It can:

- ▶ Develop children's critical thinking (Roche, 2015, Moses, Ogden and Kelly, 2015)
- ▶ Enhance children's engagement in and motivation for literature (Moses et al., 2015)
- ▶ Enable children to take greater responsibility for their own learning and supported each other as readers (Moses et al., 2015)
- ▶ Promote children's enjoyment in reading (Cremin, Mottram, Collins, Powell and Safford, 2014)

AIMS

- ▶ To build a culture of true Reading for Pleasure, particularly within Upper Key Stage 2 children.
 - ▶ To enhance children's engagement in and motivation for literature – in whatever form they feel comfortable with, particularly reluctant readers.
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OUTLINE

Using their Graphic Organiser books, the children drew sketches or wrote vocabulary, whilst listening to their **class books** being read.

I then **Tweeted images of their work, tagging in the authors.** I shared the replies with the children both verbally and on a display in the library (bottom image) – this was the start of their journey – seeing that actual authors were responding to their work, gave the children inspiration.



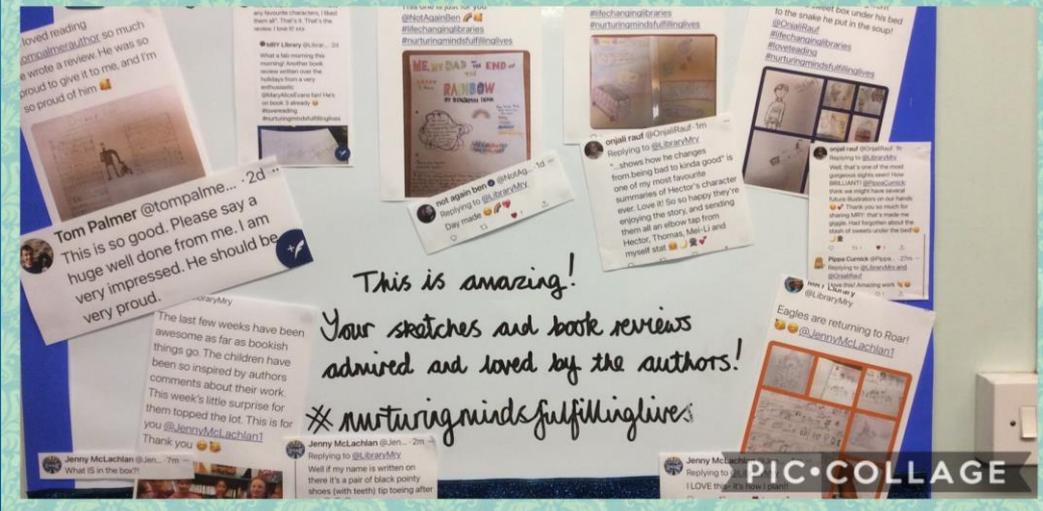
OUTLINE

Twitter has also given me an opportunity to engage with author 'give aways'.

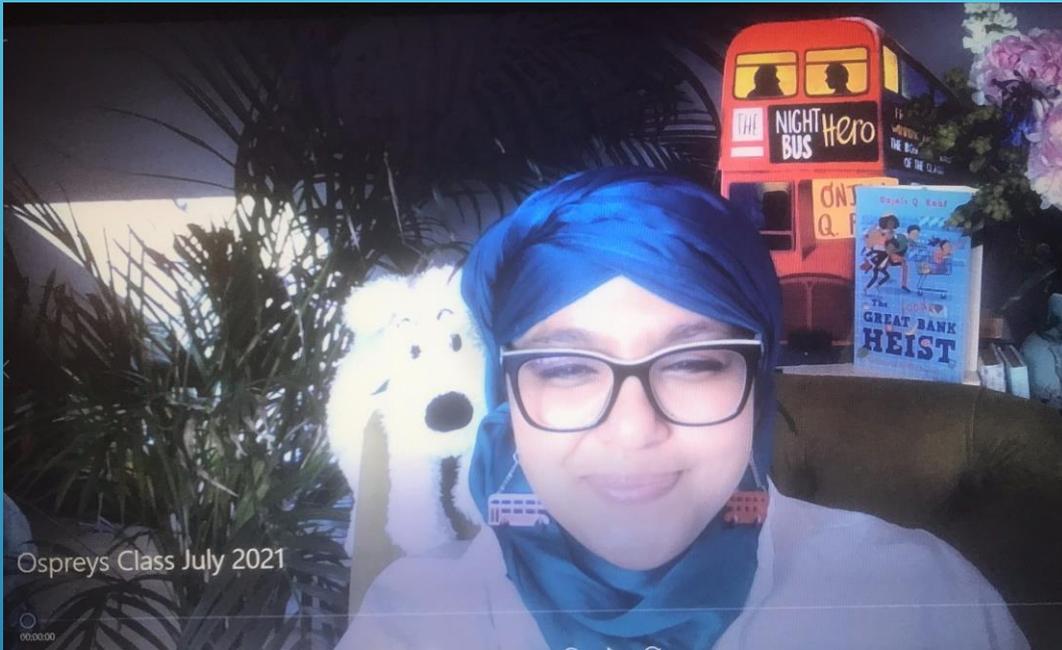
This led to free signed books, post cards, bookmarks and letters being sent to our school, with which I made a display in the library (top image).

The books received have been read and very well looked after – the children have really valued them.

Twitter has enabled me to encourage book talk – both amongst themselves and with staff.



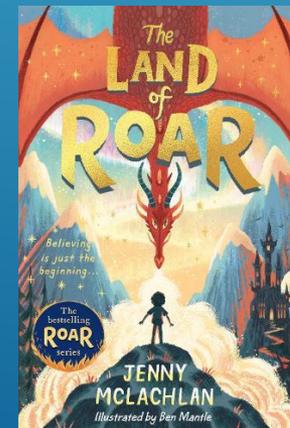
OUTLINE



Onjali Rauf (above) sent an amazing video, after they read her book 'The Night Bus Hero'. The children were so excited! The book chatter went on for days and there was a queue for all the copies I had in the library!

I was able to have **two fantastic authors send classes a personalised video**, after I Tweeted pictures of their sketches.

Jenny McLachlan sent a video for two classes, as they had read 'The Land of Roar' – they absolutely loved it! So much so, that both classes have now read the other two books in the Roar series. These books didn't appear on the shelf for months, as the children kept swapping!



OUTLINE



Lots of research and the **ability to order from the SLS**, enabled me to provide books for some of our reluctant readers – all football mad, and all have read every single book we have! There are at least 12 different players – and none of the books make it back to the shelf!

Every day I hear the children talk about what they have read.

Twitter inspired introduction of **Reading Buddies**.

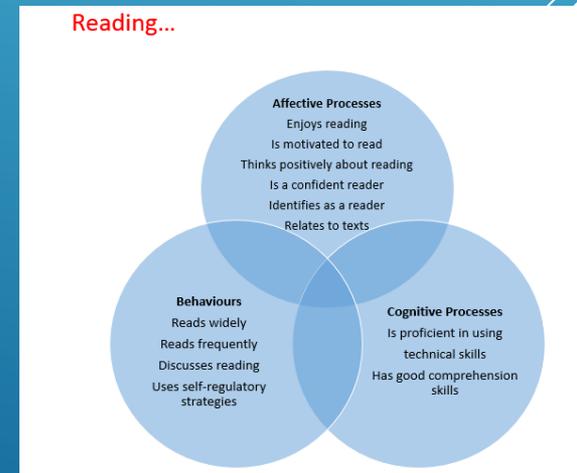
These were introduced in KS1 and LKS2. They have been a real hit and I have had feedback from teachers to say that children, including reluctant readers are engaging more with books.



IMPACT

- ▶ Through **Book Twitter**, children engage with the authors of the books they read. This has had an amazing impact on their book choices and conversations – children are actively speaking to each other about what books they like, swapping books when they've finished reading and talking to staff more.
- ▶ **Building a varied and diverse range of picture books**, together with staff using these regularly in class, has promoted the wonders of picture books to our children. These are regularly picked up by children of all abilities – including SEND children, who previously would not read them as they were 'for babies'.
- ▶ Helping to engage younger children by using '**Reading Buddies**' – a message from a parent to a teacher read:

'He is very happy to have Joy the reading buddy. He is reading 'The Diary of a Creeper' to him. Apparently, if you don't read to him, it makes him very sad and we just can't have that!'



REFLECTIONS ON IMPACT THE TARS RESEARCH HAD ON PRACTICE

- ▶ Reading the research from TARs, has cemented the thought processes into what was needed to encourage engagement in Reading for Pleasure and the benefits this brought to children.

Next steps:

- ▶ To filter Twitter engagement through the other key stages – I have made a small start on this, by Tweeting sketches from KS1 and tagging the author Cindy Wume, when I read 'The Bookshop Cat' to the children.
- ▶ Introducing 'Reading Buddies' into UKS2 – so that current year 4 children are able to access this in year 5 & 6.
- ▶ Introduce a better book stock of graphic novels – we have a small stock of these and they are proving very popular, including reluctant readers.