

# Reading for Pleasure: The Benefits and Challenges

## Guidance Notes for the PD

### Preparation before the meeting

- a) Invite staff to bring a current favourite children's book to share.
- b) Explore the website [The OU Reading for Pleasure website](#): to find resources to support your meeting.
- c) Open the video ready to watch: [Developing Reading for Pleasure in your School](#)
- d) Invite colleagues to complete: [Teachers' Reading Practice Surveys](#) either before or during the meeting.

### Discussion and activities during the meeting

- **Slide 2:** Share the aims of the meeting with colleagues.
- **Slide 3:** Invite staff in pairs to discuss their own experiences of reading for pleasure and what RfP means to them.
- **Slide 4:** Discuss their ideas in light of this quote.
- **Slide 5:** Discuss why RfP is so influential. Can they think of keen readers who *choose to read* – what do they see as the benefits? Share these perceptions.
- **Slide 6:** Share the research findings. Encourage discussion about 2/3 of these benefits. E.g. can they think of children with a wide vocabulary and others who have a less developed vocabulary? Are they keen or less keen readers?
- **Slide 7 and 8:** Consider the decline in RfP and the national challenges through these two slides. Share what they have noticed in the school community. Brainstorm in small groups some of the challenges of fostering RfP specific to your context.
- **Slide 9 and 10:** Ask staff if they recognize the push and pull of teaching reading and fostering RfP. Finding time to prioritize RfP is hard. Reading is assessed individually. RfP is both a social and individual experience and positive reader relationships are key to supporting young readers. Offer some time for staff to discuss slide 10 (developed from the OU/UKLA Teachers as Readers (TaRs) research), what connections can be made to their practice? Stress this is not trying to polarize the will and the skill but that any activity will have a primary orientation. E.g. Choice led independent reading time offers space to read, to develop stamina and preferences and to talk to others. It is an RfP oriented activity, albeit children will be practicing their skills.
- **Slide 11:** Watch the video: [Developing Reading for Pleasure in your School](#) to summarise the benefits and challenges of RfP and introduce the TaRs research.
- **Slide 12 and 13:** Share the key findings from the 'Teachers as Readers' research, which highlighted the core knowledge (of text and readers) and 4 key pedagogies to effectively develop RfP and create reading communities. To find out more about the TaRs research, see this section of the website: [Findings – Reading for Pleasure](#) (ourfp.org). After sharing the TaRs research findings, focus on teachers' repertoires

and invite staff to share their chosen book. Consider how wide the range is, how contemporary are the texts, is it all fiction, is there a reliance on 'celebrity' authors?

- **Slide 14:** Invite staff to complete a survey to review their practice. These are best done altogether (no devices allowed!) and at pace to create a snapshot in time. Afterwards, discuss what strengths and areas for development it helped staff to identify. Leaders might choose to look at the results following the meeting or share these with staff now, depending on time.

### **To close: Planning ahead to develop RfP.**

- **Slide 15:** Use the prompts on the slide for participants to orally review their ideas. Discuss challenges and which aspects teachers wish to work on, individually or as a group set some goals. Share some areas for development and commit to next steps.
- **Slides 16, 17 and 18:** Orientate colleagues to the OU RfP website. Allow time to explore resources and sign up to the newsletter.
- **Slide 19 and 20:** Consider how staff might want to join the RfP community and contribute their practice.
- **Slide 21:** If your school is looking to develop their RfP work further, why not join the flagship ***OU Reading School Programme: Building a culture of Reading?*** Find out more here: [Reading Schools Programme](#)