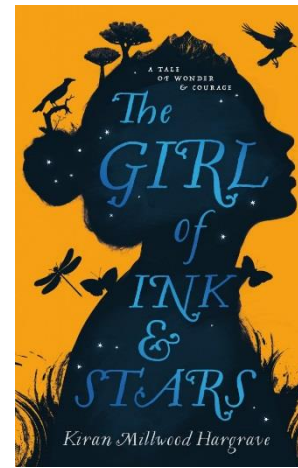


# All Saints Reading Café

9.45 – 10.15

Engage in informal book chat as you look around the room and 'taste' the books from your recommended reading lists



"Reading opens the world: it shows us other lives, and other ways of living. If you read, you can learn anything, go anywhere, be anyone."

**Kiran Millwood-Hargrave**







*Where everyday  
is Book Day...*







To develop children's Reading for Pleasure, research shows that teachers need:

1. **Considerable knowledge of children's literature & other texts**
2. **Knowledge of children's reading practices**
3. **A Reading for Pleasure pedagogy**, encompassing:
  - social reading environments
  - reading aloud
  - informal book talk, inside-text talk and recommendations
  - independent reading time
4. **To be Reading Teachers** - teachers who read and readers who teach
5. To develop reciprocal and interactive **reading communities**.

## Explore Research & Examples of Practice

▼ Click a circle



**Teachers' knowledge of children's literature and other texts**



**Teachers' knowledge of children's reading practices**



**Reading for pleasure pedagogy**



**Reading Teachers: teachers who read and readers who teach**



**Reading communities**

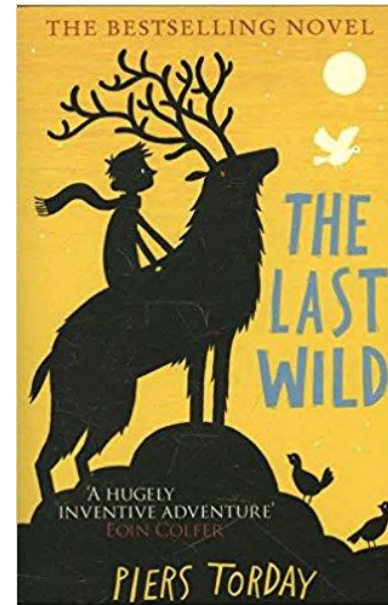


## Alphabet of Authors Game...

A is for Alan **A**hlberg

B is for Anthony **B**rowne

C is for ....



*"There are no superheroes.  
Magic is an illusion. To live  
the amazing life of your  
dreams, there is  
only one secret power you  
need. READING."*

**Piers Torday**





# Teachers knowledge of children's literature and other texts

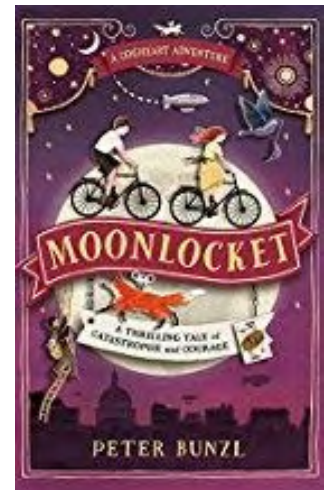
*Teachers as Readers*

*Our professional responsibility*



*"Reading is an adventure. It lets you explore the thoughts, feelings and worlds of others, and helps you learn that they are just like you."*

**Peter Bunzl**



## Reflection Questions:

- *Can you name three authors whose work you value?*
- *Can you name three picture fiction creators whose work you value?*
- *Can you name three poets whose work you value?*
- *How many books have we read from our recommended reading lists?*



## We have a professional responsibility to:

- *Make tailored text to child recommendations*
- *Enable the development of young readers*
- *Foster reading for pleasure*



## Teachers knowledge of children's literature and other texts

### *Our professional responsibility*

#### **Some initial thoughts:**

*Scheduling time to read and time to share:*

- *Set ourselves personal reading goals*
- *Staff reading box/bookshelf*
- *Open staff meetings with our latest reading*

*Engage your class with Book Awards:*

- *Blue Peter Book Awards*
- *UKLA Book Awards*
- *Excelsior Award Junior (graphic novels)*
- *Lollies (Laugh out Loud Book Award)*
- *Young People's Book Prize (science)*

*"Books are an invitation to the ball. They let you live a 1000 lives and visit a million places: world after world after world."*

**Katherine Rundell**

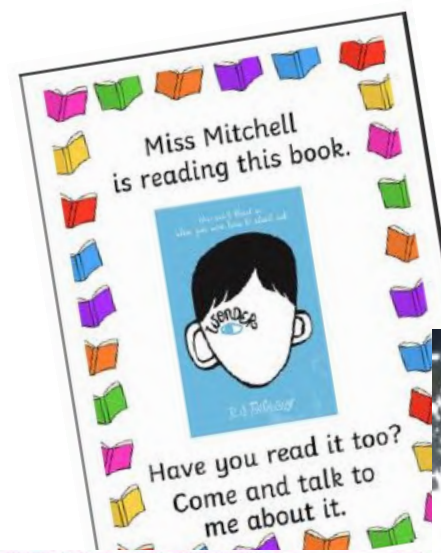


## Teachers knowledge of children's literature and other texts

*Our professional responsibility*

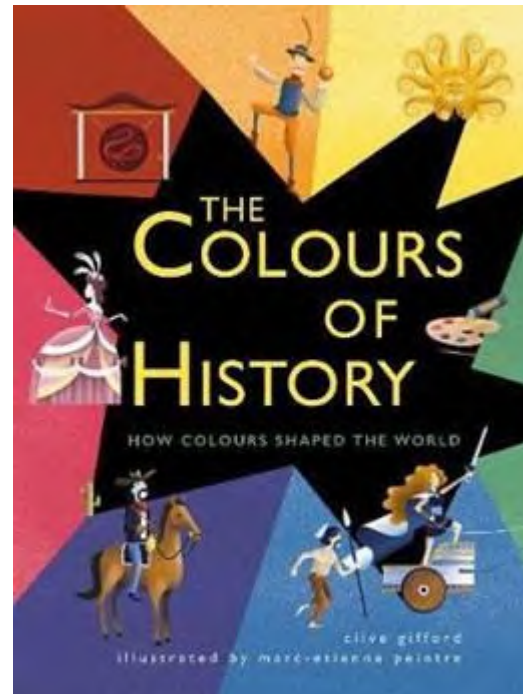
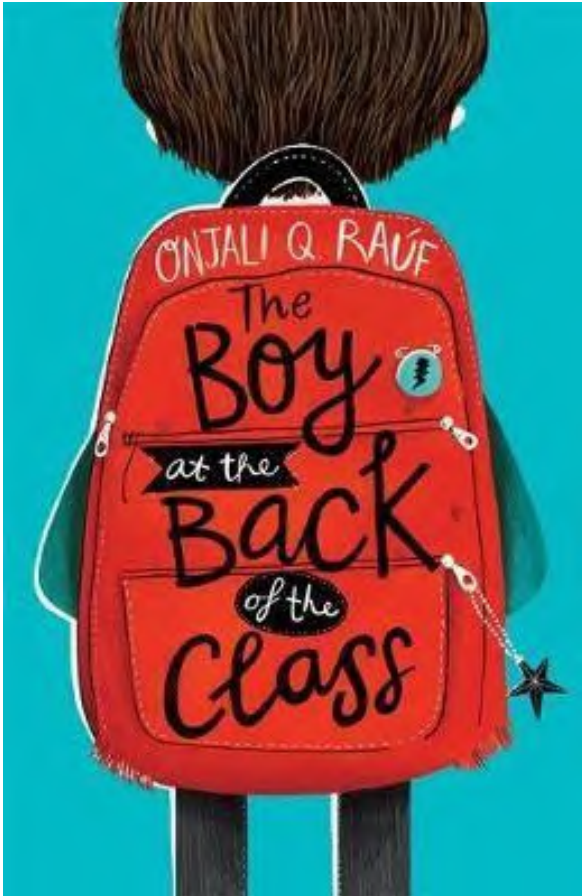
### Practical Ideas:

- “What I’m reading”
- Picture Book World Cup (HIBA)
- Mindfulness Poetry, Poem a Day and Gift a Poem
- Book Awards





<https://www.booktrust.org.uk/what-we-do/awards-and-prizes/current-prizes/blue-peter-book-awards/>



Since 2000, the enormously popular and influential Blue Peter Book Awards have been recognising and celebrating the best authors, the most creative illustrators and the greatest reads for children.

The Blue Peter Book Awards 2020 celebrates children's books published in the last year in two categories: the **Best Story** and the **Best Book with Facts**.



## Picture Book World Cup – case study

*I run an annual Picture Book World Cup in my classroom selecting sixteen quality picture books to play off against each other. I read two each day and the class vote in a knockout competition. It generates intense excitement around story time and children became very invested and passionate. I tracked gender preferences, giving girls and boys different coloured counters. Interestingly, results showed that enjoyment of picture books had no obvious gender based trends.*





## Mindfulness Poetry – case study

*Our whole school practises 'mindfulness' before the afternoon register. At least once per week I play classical music and read a poem aloud while children sit with eyes closed, focusing on mindful breathing. I read a poem twice through and then invite children to open their eyes and view the text.*

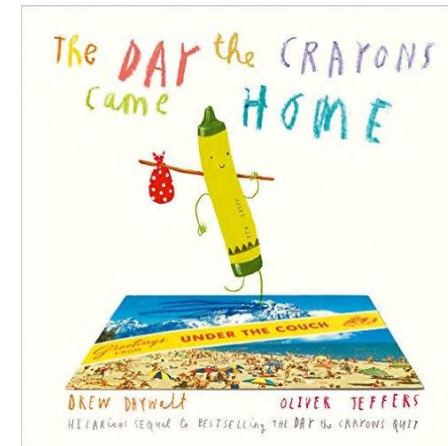
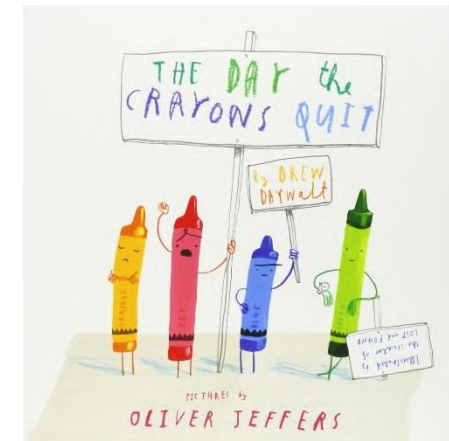
*We share 'Tell Me' responses to the poem for five or ten minutes with a culture of 'no wrong answers'. Then children choose their favourite word or phrase to answer their name in the afternoon register.*

*It is a very quick, effective and simple exercise, with no planning, that exposes children to quality poetry on a regular basis and develops critical skills.*



*"Reading is sublime  
because it allows you to  
simultaneously escape and  
understand  
everyone you know. It also  
teaches you new words!"*

**Drew Daywalt**



**Save the Date!**  
**World Poetry Day: Saturday 21<sup>st</sup> March**



***Dust If You Must, written by Rose Milligan***

*Dust if you must, but wouldn't it be better  
To paint a picture, or write a letter,  
Bake a cake, or plant a seed;  
Ponder the difference between want and need?*

*Dust if you must, but there's not much time,  
With rivers to swim, and mountains to climb;  
Music to hear, and books to read;  
Friends to cherish, and life to lead.*

*Dust if you must, but the world's out there  
With the sun in your eyes, and the wind in your hair;  
A flutter of snow, a shower of rain,  
This day will not come around again.*

*Dust if you must, but bear in mind,  
Old age will come and it's not kind.  
And when you go (and go you must)  
You, yourself, will make more dust.*





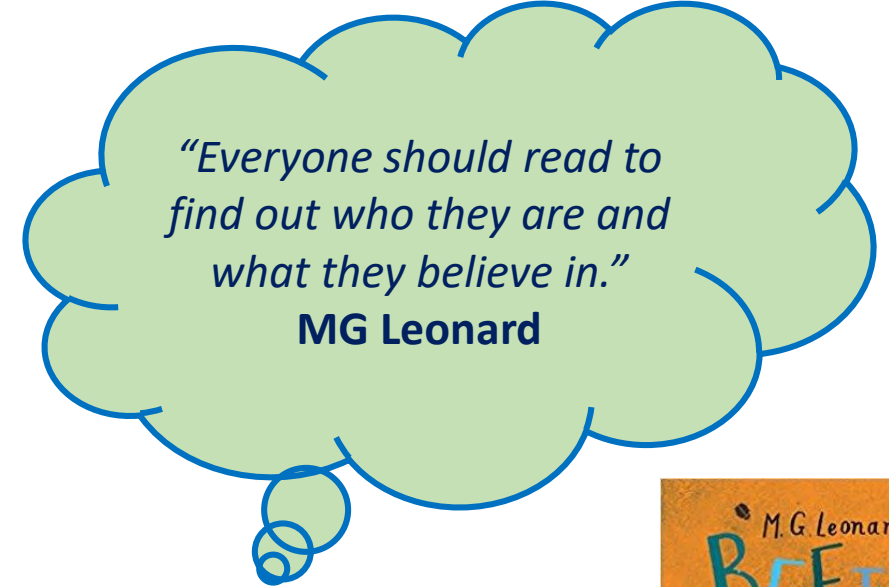
## Teachers knowledge of children's literature and other texts

### *Teachers as Readers*

In the *Teachers as Readers* research, teachers who developed their reading repertoires made a difference to:

- the children's knowledge of authors and poets
- the children's desire and motivation to read
- their classroom practice
- their understanding of reading and the significance of reading for pleasure.

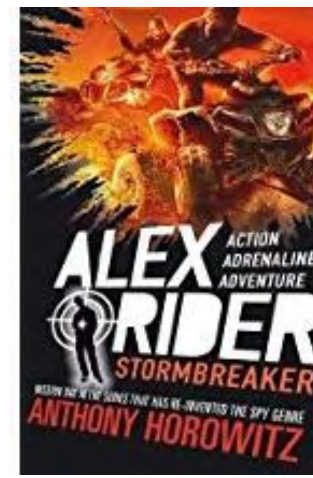
*Which of the ideas shared so far do you feel most inspired to try?*





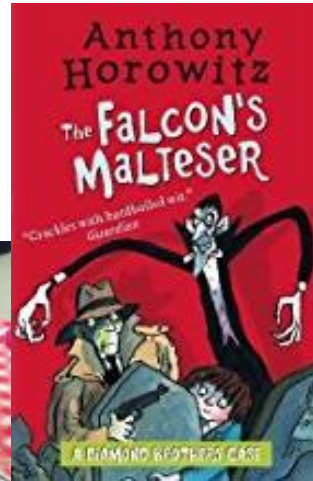
## Teachers knowledge of children's reading practices

### *Knowing our children as readers*



*"Reading connects us. It takes us on amazing journeys. It puts the colour into a black and white life."*

**Anthony Horowitz**





## Reflection:

- *How well do we know our children as readers – beyond attainment?*
- *Can you list three different readers in your class?*
- *How would you rate your knowledge of children's reading habits and preferences – both in and out of school?*
- *How do you find out about children's attitudes to reading in your class and school?*



## Knowing our children as readers - Our Aims:

- Research and discover more about our children as readers
- Encourage our children to share their reading experiences
- Encourage our children to take ownership for widening their reading experiences and think about reading as not just books



# Reading for Pleasure Pupil Questionnaire

*Listening to the voices of our learners to impact change*



1. Do you like reading?

(Tick one box)

I love reading

☐

It's okay

☐

I'm not bothered

☐

I don't like reading

☐

Why do you think this is?

3. Where do you prefer reading?

At home

☐

At school

☐

Somewhere else (say where it is)

☐

.....

Why do you think this is?

5. Which 2 of these do you enjoy reading most?

(Tick two boxes)

Jokes

☐

Magazines

☐

Comics

☐

Story books

☐

Poetry

☐

Non-fiction

☐

Picture books

☐



## Teachers knowledge of children's reading practices

### *Knowing our children as readers*

#### **Practical Ideas:**

- Class reading presentations: show and tell
- Author of the term displays – chosen by class
- Peer recommendations
- Reading Rivers
- Guided reading to include book talk with the teacher - a time to share personal reading preferences



*"Building a community of readers, writers, talkers and listeners"*

**Voice 21**



## A decorative graphic at the bottom of the page featuring a stylized blue wave with a white outline. Above the wave, there are several blue water droplets and splashes, some with white highlights, giving a sense of movement and freshness.

*They can draw, stick, write about anything they read, for example: comics, football programmes, DVD cases, TV cereal boxes, road signs, maps, apps, games, and so on.*

READING River

the back of a cereal box

School work

the Price of things in a Shop

Posters

Some magazines

Messages or letters

The back of a video game

Credits on a Movie

My Reading book

Save the first one home

by Liam

Dees class year 6





## Teachers knowledge of children's reading practices

### *Knowing our children as readers*

*Three books that have shaped me...*



*"Books fire your imagination and your creativity and take you travelling through time and space and into the hearts and minds of other people."*

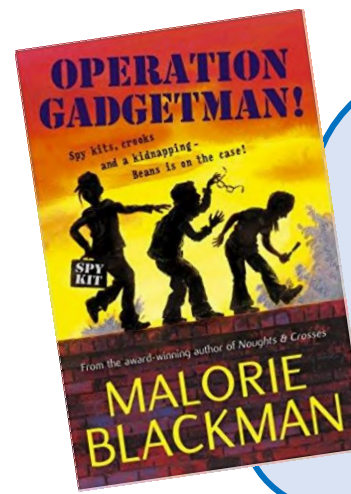
**Cressida Cowell**





## Reading for Pleasure Pedagogy

- *Social reading environments*
- *Reading aloud*
- *Independent reading*
- *Informal book talk and recommendations*



"Do you want to know where real magic lives? It lives within the pages of books."

Reading for fun can change who you are and who you can be."

**Malorie Blackman**





## Reading for Pleasure Pedagogy

### *Social reading environments*

#### Reflection Questions:

- *Think of your classroom, what three key messages does your environment convey about reading?*
- *How often do the children use and interact with your classroom reading environment?*
- *When and where do you like to read?*





## Social Reading environments

*How can we promote curiosity, wondering and spontaneous book talk?*

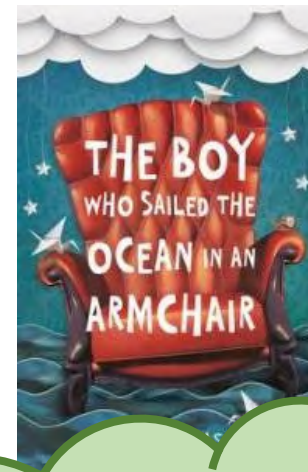
### Practical Ideas:

- Themed book areas – could be linked to projects
- Reading 'nooks' around the school
- Interactive reading displays – hot reads, genre specific, topic based
- Book chats and post-it note reviews
- Class book review journal – could be sent home with a mascot
- Book tasting café
- Outdoor reading dens
- Book buddy's (teddy box)





*Comics, joke books,  
Survival guides*



*"Reading takes you on the  
journey of a lifetime. You're  
the explorer  
discovering a million new  
places without  
leaving your home."  
Lara Williamson*





## Reading Aloud

- *Who chooses what you read aloud?*
- *Who does the reading?*



Story Time Sign-Up Sheet! (w/b 13.11.17)

Day	Name(s)	We'll be reading...
Monday	Lucas	Speedy by Lucas
Tuesday	Will	Grandpa's Great Escape
Wednesday	Jodie	Diary of a Rivercraze Zombie
Thursday	Alfie	Ripley's
Friday	Lila	Sisters by Lila

Story Time Sign-Up Sheet! (w/b 22.1.18)

Day	Name(s)	I'll/We'll be reading ...
Monday	Chelle	A Boy Called Chetras
Tuesday	Sam W	Harry Potter order of the Phoenix page 240
Wednesday	Phoebe	someone bigger
Thursday	Elijah	Diary of a Wimpy Kid



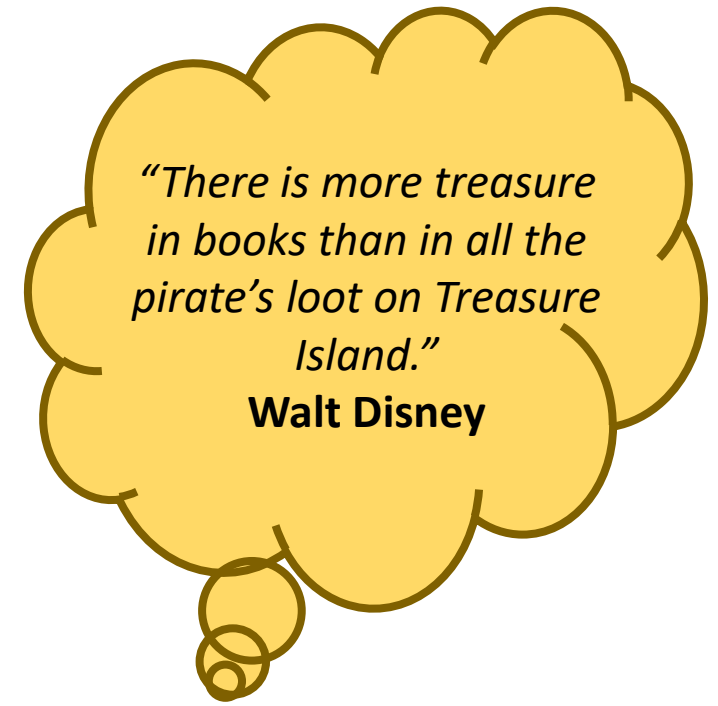
*“Through reading aloud we have texts in common – stories, poems, news – that we all share, laugh about, are shocked by and discuss together- so small but so important for building a sense of a reading community.”*



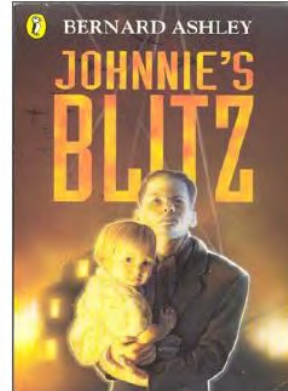
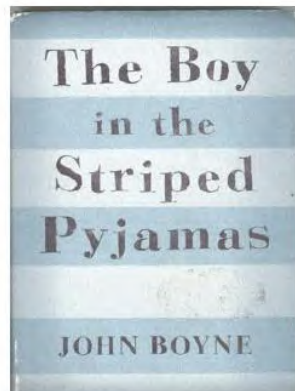
## Reading Aloud

## Some Ideas:

- Secret reader – each class has a secret reader turn up in class
- Pupil Voice – children choose/vote on what to read in class
- Story time sign up sheets
- Listen – Talk – Draw
- Invite members of our wider community to read to the children



Read the blurb for each as a taster and let your class vote. Alternatively profiling 3 illustrators or poets, with a reading/sharing of one of their works offers a taster to help the class choose.



*We could lead sign up lessons...*

- *War Horse*
- *Johnnie's Blitz*
- *Goodnight Mister Tom*
- *Letters from the Lighthouse*



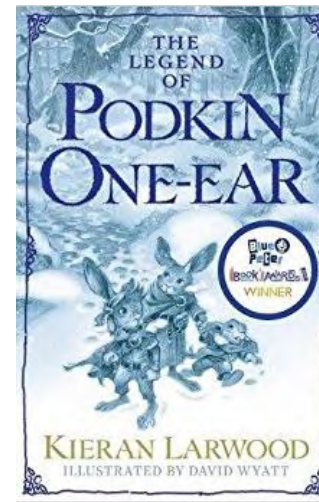


## Reading for Pleasure Pedagogy

### *Independent Reading*

#### Reflection Questions:

- *When and where do you read for pleasure?*
- *How often do you encourage children to talk about books they have read or that have been read to them?*



*“Did you know you could travel in time? Or visit other worlds with magic, monsters and heroes? It's easy. All you have to do is open a book.”*  
**Kieran Larwood**

*Independent reading time practices that support reading for pleasure are characterised by:*

- *Informality, offering a relaxed sustained time*
- *Child ownership*
- *Conversations about texts*
- *Child choice of texts*

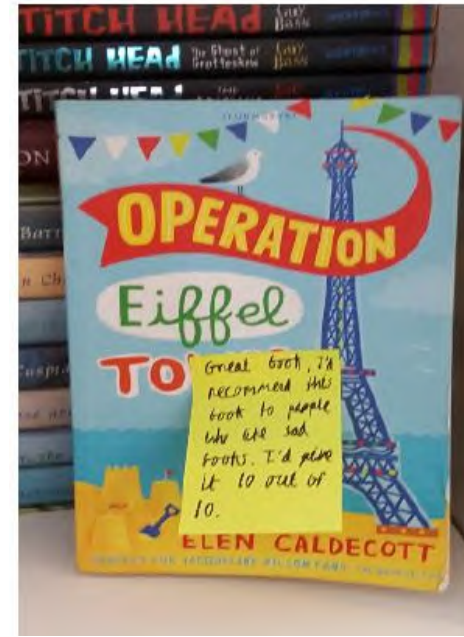


## Reading for Pleasure Pedagogy

### *Independent Reading*

Some Ideas:

- Themed weeks for reading
- 'Reading Treat' – opportunities to reward children and build memories through reading
- Book Box – homework project
- Book Clubs and cosy reading
- Get caught reading raffle
- Post-it-note reviews to inform independent choices



"The more that you read, the more things you will know. The more you learn, the more places you'll go."

**Dr Seuss**



## Reading for Pleasure Pedagogy

### Informal Book Talk

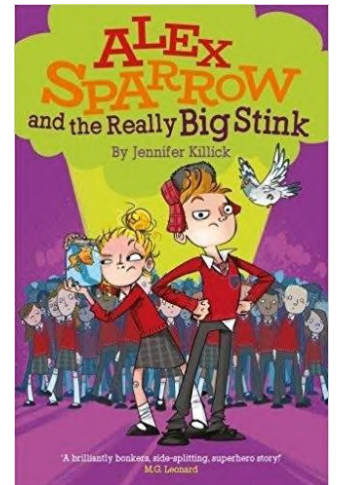
#### Reflection Questions:

- *How often do you informally talk about books that are not being studied in English or guided reading sessions with your class?*
- *How often do you provide opportunities for children to demonstrate/talk informally about their reading and their preferences as readers?*
- *Do you and the children recommend books to each other?*

*“Reading is the easiest way to meet new friends who will change the way you think and feel about the world and everyone in it.”*

**Jennifer Killick**

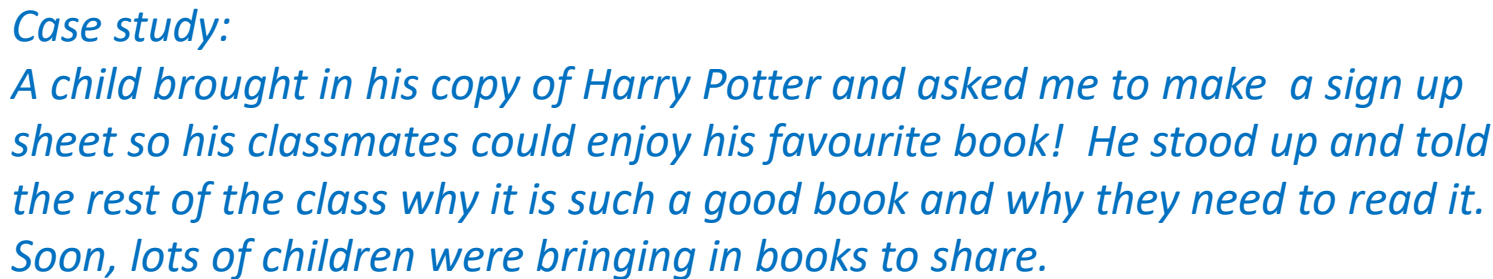
**Quiz, Quiz Trade Game!**



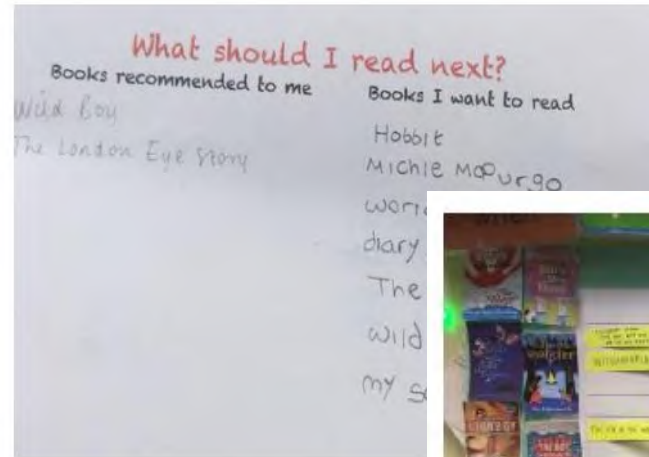


## Informal Book Talk

- Make time for spontaneous and **informal** reading chats
- Create a class book blanket
- Recommendations - sign up book box, book wall, text talk speech bubbles
- Battle of the Books
- Post-it note book reviews on front covers
- What should I read next?



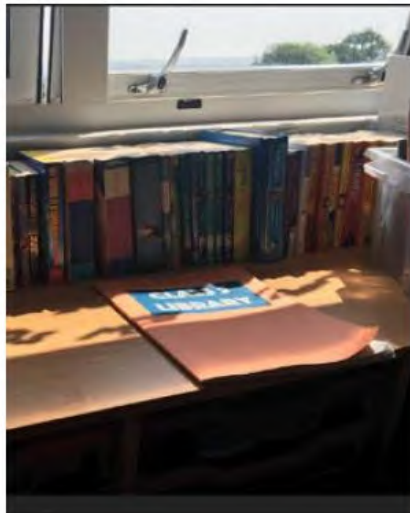
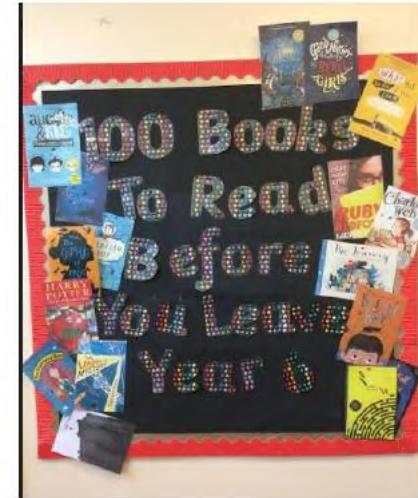
Over time, recommendations and examples of book talk filled the wall, providing examples of text talk and prompting further discussions.





## Create time to recommend texts

- Read aloud a short opening that tempts children to want to borrow the book
- Make reciprocal recommendations (child/teacher)
- Invite each child to find a book they've read, and recommend it to a particular friend
- Create book displays with star ratings
- Role play in pairs: one child is a brilliantly knowledgeable librarian and the other - a child who is not sure what to read. Who is the most successful librarian in the class?
- Offer post-it notes to add brief reviews inside books



## Create a Book Blanket to trigger book chatter

Spread all the class books like a blanket over every available surface in the classroom.

You can use this resource by inviting children in pairs on different occasions to:

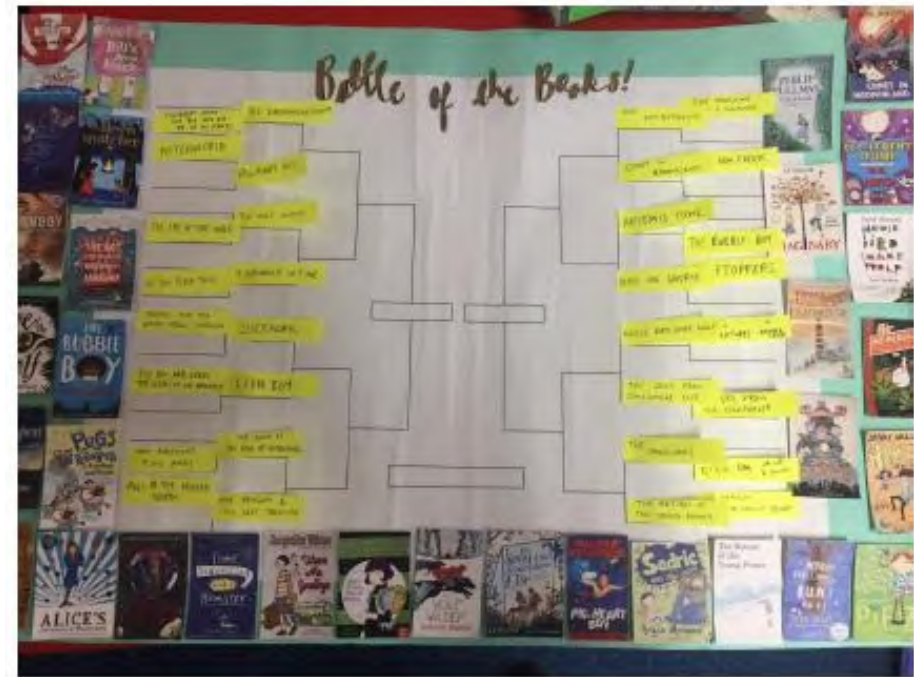
- find a book they remember enjoying and talk to their friend about it
- find a book or two by an author they both know and chat about this writer
- select a book each on the title/cover alone and discuss if the blurb is enticing enough to read the book



## Battle of the Books: case study

- First, we chose 32 books (32 children in the class)
- Next, we made simple tournament posters
- Before starting the Battle, each book was shown to the class and the blurb was read.
- Next, every child pulled a book out of a big, golden bag. Children were assigned a partner and given five minutes to discuss the books, before choosing only one book to go through to the next round.
- If pairs were unable to come to a decision, the rest of the class did a quick 'hands-up' vote to choose.
- We spaced our Battle of the Books over 3 days, but this could all be done in one session.
- For the next round, children were placed into groups of four and were given one of the pairs of books that had made it through, with 10 minutes to discuss. They could only put one book through.

***Top Tip – laminate the front covers, blurbs and the first page of each book on your recommended reading list***





## Reading Teachers: teachers who read and readers who teach

*How can I show the children that I am a reader?*



"Reading is the magic doorway to the greatest adventures of your mind.  
It's also the original Minecraft."  
**AP Winter**





## Reading Teachers: teachers who read and readers who teach

*How can I show the children that I am a reader?*

### Reflection Questions

- *How often do you let children and parents know about your favourite books?*
- *How do you think the children in your class view you as a reader?*

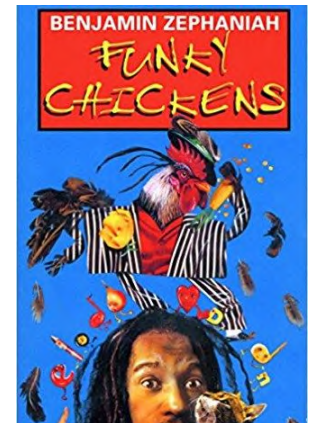


*“Reading Teachers are not just enthusiasts! As teachers who read and readers who teach they consider their experiences of reading, share their reading lives and explore the pedagogical consequences in order to support younger readers.”*

*“Sometimes I travel by bike,  
sometimes by car, train or  
plane, but my favourite way to  
travel is by book.*

*It's cool, and  
there are no limits.”*

**Benjamin Zephaniah**



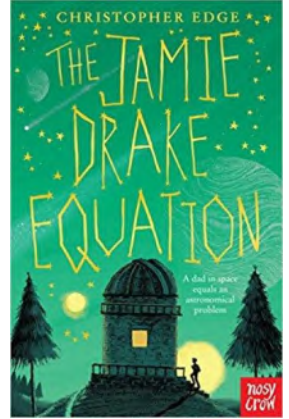
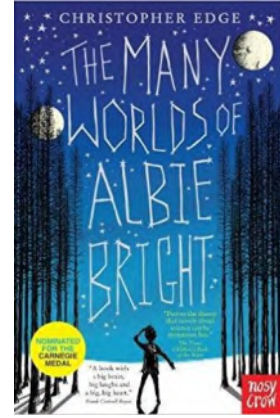


## Reading Communities

*Where everyday is book day*

*"Reading books can help you to  
make sense of the world,  
provide a refuge from it and  
maybe, one day, inspire you to  
build a better one."*

**Christopher Edge**



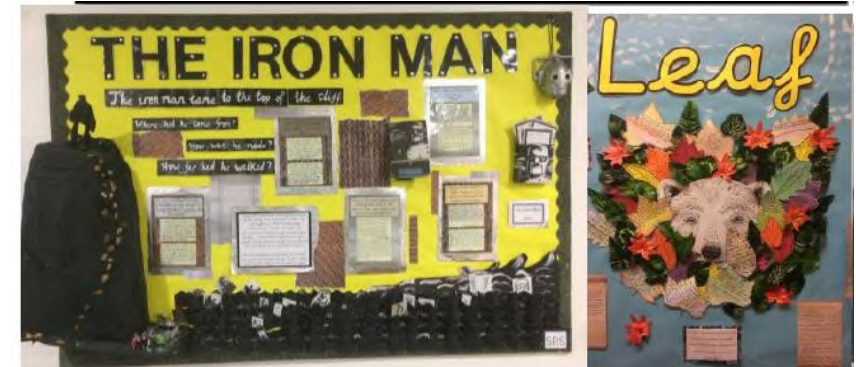


## Reading Communities

*Where everyday is book day*

### Reflection Questions:

- *How frequently are parents and members of the community invited into school to read with/to children and share their reading lives/ journeys?*
- *Rate the strength of the home-school reading community in your class*
- *Rate the strength of the reading ethos in your class*





## Reading Communities

*Where everyday is book day*

Some Ideas:

- Regular, immersive book days – could be linked to your key driving texts
- Class visit to book shops
- Reading buddies for PP children
- Recruit Class Reading Champions
- Bedtime read aloud – parents and children invited into school in their PJs to listen to a bedtime story, hot chocolate and cookie!
- Breakfast with a book - Book n butty!
- Book corner competitions
- Book waiting lists
- Book Swap events



Immersive book theme days take place regularly. Children enjoy carousels of cross curricular book activities emphasising reading for fun.



**Reading champions:** Each class from Y3-6 has a Reading Champion. Many children across the school wrote letters of application for the post. In their role, they read new books for the library which they review and make suggestions for books they think others would enjoy. Their reviews are published, displayed in school and on the NSTBA website and often with the authors/ illustrators themselves. These children to children reviews have been very effective in creating conversations and excitement about books. All forms of reading are valued and the Phoenix Comic Books, for example, are highly sought after!







## Creating a Reading for Pleasure Classroom



### Top Tip No.1

Do a bit of 'Book PR'. Show a book that you know and tell the class how much you love it and why. Perhaps they'll want to borrow it from you!



## Creating a Reading for Pleasure Classroom



### Top Tip No.2

Create a 'teacher's book shelf' where you keep books that you have read and that you can share with pupils.





*Reading for  
Pleasure  
Goal*

