Balancing pedagogy for will and skill for boys

Review your practice

1. **What do you think makes a ‘good’ reader?**
   a. Which of the following statements do you agree with?
   - Someone who reads aloud fluently
   - Someone who understands the deeper meaning or messages ‘behind’ the text
   - Someone who has a wide reading vocabulary
   - Someone who has good phonics knowledge
   - Someone who enjoys reading
   - Someone who is a committed and engaged reader
   - Someone who chooses to read regularly
   - Someone who understands the meanings of ‘difficult’ words
   b. What do your responses suggest about how you define a ‘good’ reader?

2. **Time for will and skill reading activities**
   a. How much time (approximately) do you spend on the following activities in a typical week:
   - Reading primarily for pleasure (independent reading, reading aloud (without questions about comprehension), informal conversation and book talk) ........................................ minutes
   - Reading primarily for proficiency (explicitly teaching reading skills, comprehension decoding, etc.) ................................................................. minutes
   b. Do the ‘struggling’ or less experienced readers get the same amount of time as more experienced peers on reading for pleasure activities?
   - Yes
   - No
   c. Do the timings in part (a) reflect your values about enabling readers?
   - Yes
   - No
d. Do you think ‘struggling’ or less experienced readers would benefit from more time on reading for pleasure activities?

☐ Yes
☐ No

What, if any, are the barriers to allocating time to activities you value?

3. Positioning of ‘struggling’ readers
   a. Do the less proficient readers in your class regularly experience being positioned as successful or ‘good’ readers?
      ☐ Yes
      ☐ No

   b. If you answered yes in which activities do they experience success?
      ☐ Activities focussed mostly on reading skill
      ☐ Activities focussed mostly on reading for pleasure

   c. If you answered no, why do you think this might be?

4. Looking back at your responses, how would you rate the way you balance support to develop children’s reading skill and their will to read (reading for pleasure)?
   (Rate this on a scale of 1-10 with 10 with 10 being the highest – circle one number)

   1  2  3  4  5  6  7  8  9  10

5. What in your view are the core principles in how you teach reading?
   ☐ Developing all my children’s skill as readers
   ☐ Supporting all my children’s engagement with reading for pleasure
   ☐ Enabling all my children to feel they can be successful as readers
   ☐ The will to read influences the skill and vice versa – they operate in complex combination and are shaped by text and context