

Boys' reader identities

Review your practice

1. Who are the 'struggling' readers in your class?

- a. Identify 5 children who you see as having difficulties with reading and your 5 best readers. Write down their gender, ethnicity and family background (and any other important aspects of their identities)

Readers with difficulties

- 1.
- 2.
- 3.
- 4.
- 5.

'Top' readers

- 1.
- 2.
- 3.
- 4.
- 5.

- b. Do you notice any patterns in these two lists?

2. Boys and reading preferences

- a. What kind of texts do you think boys like to read?

- Fiction
- Non-fiction
- Picture books
- Newspapers
- Graphic novels
- On-line texts (e.g. websites, mobile phone texts, texts in games)
- E-books
- Magazines
- Poetry
- Comics

- b. Why do you think they like to read the text types that you selected?

c. Do you actively offer support to all the boys in your class to engage with examples of all (or many) of the text types above?

Yes, all of them

Yes, some of them

Yes, but very few of them

Yes I did in the past but not any more

No, none of them

3. Boys' reading practices:

a. What do you know about your boys' reading practices outside of school?

Very little

A little bit

A lot

Quite a lot

b. What do you know about your boys' families' reading practices?

Very little

A little bit

A lot

Quite a lot

c. If you ticked 'A little bit', 'A lot' or 'Quite a lot', how do you know their home reading practices?

Talking to the boys at school

Talking to parents at school

Visiting boys' families at home

Doing an activity at school about children's reading lives (outside of school)

4. Boys in texts

a. Think about the texts that are readily available to your class. In these texts, are there main male* characters from a range of different ethnicities?

Many

Some

A few

None

b. What about male characters from different social class backgrounds?

Many

Some

- A few
- None

c. How many of the boys in your class have regular access to a range of texts with central characters that reflect their own backgrounds?

- None of them
- A few of them
- Most of them
- All of them

*The focus of this review is on boys and reading, but these questions could apply equally to how girls feature in texts.

5. Ideas about boys as readers

- Which of the following statements do you agree/disagree with?
 - Girls are often better readers than boys
 Agree Disagree
 - Girls are generally more committed and engaged readers than boys
 Agree Disagree
 - Some parents don't really value education or reading at home
 Agree Disagree
 - Some boys struggle with reading because their parents don't value reading at home
 Agree Disagree

• If you agreed with any of these statements, what evidence did you draw upon?

5. To what extent do you think your views of your boys' gender, social class or ethnic identities influences your practice? In what ways do they influence practice?

6. Looking back at your responses, how would you rate the way you support all your boy readers' engagement with reading for pleasure?

(Rate this on a scale of 1-10 with 10 being the highest – circle one number)

- 1 2 3 4 5 6 7 8 9 10

7. What in your view are the core principles in supporting boy readers?

Tick all that apply

- Supporting all my boys to engage with a wide range of texts
- Understanding all of my boys' individual reading preferences
- Providing access to texts with main characters that represent my boys' social identities
- Ensuring all boys have more equal access to a rich reading for pleasure pedagogy
- Recognising the possibility of unconscious stereotypes influencing my practice and positioning of boys as readers