



Reading for pleasure pedagogy: Reading aloud Review your practice



This self-review document is designed to help you consider your practice with regard to reading aloud. In the TaRs research, reading aloud was identified as one of the 4 core strands of an effective reading for pleasure pedagogy, although it is not simply a case of employing these strands. Teachers need a rich repertoire of children's literature and other texts, knowledge of the children as readers and an understanding of reading and being a reader.

1. **What was the last story book you read aloud completely to your class for pleasure, not with specific learning objectives or related work in mind? Who is the author?**

2. **When did you read this?**

- In the last week
- In the last fortnight
- In the last month
- In the last term

3. **How often do you read aloud stories to your class?**

- Daily
- Weekly
- Monthly
- Infrequently

4. **How long is your read aloud session usually?**

- Less than 10 minutes
- 10 -15 minutes *box*
- 15 -30 minutes *box*
- Over 30 minutes *box*

5. **What kinds of texts do you read aloud?**

(Tick all you read and the frequency)

- | | | | | |
|---|--------------------------------|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> Novels | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Short stories | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Picture books | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Poetry | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Non-fiction | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Newspapers | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Magazine articles | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |

6. **Who chooses what you read aloud?**

- You always
- You mostly and occasionally the children
- You share choices and decide with the children

If children have opportunities to choose what is read aloud, what was the last book they chose?

7. **Which other adults and/or children read aloud to other children too in school?**

(Tick all that apply)

- | | | | | |
|---|--------------------------------|------------------------------------|---------------------------------|--------------------------------|
| <input type="radio"/> TAs | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Parents/carers/
family members | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Other staff | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |
| <input type="radio"/> Children | Often <input type="checkbox"/> | Sometimes <input type="checkbox"/> | Rarely <input type="checkbox"/> | Never <input type="checkbox"/> |

8. **How frequent are brief relaxed discussion opportunities to prompt children's engagement?**

- Often
- Sometimes
- Rarely
- Never

9. **How do you rate your practice of reading aloud?**

(Rate this aspect of your RfP pedagogical practice on a scale of 1-10 with 10 being the highest – circle one number)

1 2 3 4 5 6 7 8 9 10

10. **What in your view are the core reasons for reading aloud to children?**

(Rank order these 1-5 with 1 being the most important and 5 the least)

- Widening children's vocabulary
- Providing a reading role model *of expressive reading*
- Enjoyment of texts beyond their ability
- Support for comprehension
- Building texts in common in the reading community

Further resources

Further resources are available from the website: www.researchrichpedagogies.org

- For ideas on how to increase your knowledge of reading aloud strategies, see:
[Reading for pleasure pedagogy – Reading aloud: Practical classroom strategies](#)
- For the underpinning research on Reading aloud, see:
[Reading for pleasure pedagogy – Reading aloud: More research details](#)