



Reading for Pleasure

Review your practice: **Primary**



This over-arching self-review document is designed to help you consider your knowledge and practice with regard to developing reading for pleasure. It is organised around key themes which, OU research evidence indicates (Cremin et al., 2014), influence teachers' capacity to *effectively develop children's engagement as readers*—readers who like reading, who chose to read and who want to talk about what they are reading with others.

A. Teachers' knowledge of children's literature

1. Name three authors whose work you value

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2. Name three picture fiction creators whose work you value

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3. Name three poets whose work you value

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B. Children's reading practices

4. List three different readers in your class

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..... and

5. Rate your knowledge of their reading habits and preferences in school
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

6. Rate your knowledge of their reading habits and preferences out-of- school
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

7. How do you find out about children's attitudes to reading, in your class and school?

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C. Reading for pleasure pedagogy

Reading for pleasure pedagogy: *Independent reading time*

8. How frequently do you set aside time for children to read independently?

Daily Weekly Occasionally (ad hoc) Never

9. On a scale of 1-6 how often do children choose what they are reading?
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

10. On a scale of 1-6 how often do you encourage children to talk about texts during independent reading?
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

Reading for pleasure pedagogy: Reading aloud

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

Daily Weekly Monthly Infrequently

12. Who chooses what you read aloud?

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

13. What in your view are the core reasons for reading aloud to children?
(Rank order 1-5, 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

Reading for pleasure pedagogy: Social reading environments

14. Think of your classroom, what three key messages does your environment convey about reading?

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15. How often do the children use and interact with your classroom reading environment?

Regularly Sometimes Rarely Never

16. Rate your knowledge about the children’s reading networks/reader relationships, who they like to read/talk with about reading?
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

Reading for pleasure pedagogy: *Informal book talk*

17. How often do you informally talk about books- that are not being studied in literacy or guided reading sessions- with your class?

Regularly Sometimes Rarely Never

18. How often do you provide opportunities for children to talk informally about their reading and their preferences as readers?

Regularly Sometimes Rarely Never

19. How often do you make specific tailored recommendations to particular children?

Regularly Sometimes Rarely Never

D. Reading Teachers: Teachers who read and readers who teach

20. To what extent do you share your reading life with children in school? Do you share:

	Often	Sometimes	Rarely	Never
• Your interest in and attitude to reading?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Aspects of your life history as a reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The range of material you currently read for pleasure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your practices and habits as an adult reader?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Your views and emotional responses to the texts you read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How do you think the children in your class view you as a reader? (*Tick one*)

- As an avid, enthusiastic reader who loves reading
- As a keen reader who reads when time allows
- As someone who may be a reader
- I don't think they will have considered this
- Someone who is required to read because they are the teacher

22. How often do you discuss what are you reading (children or adult texts) with other teachers /adults in the school?

Regularly Sometimes Rarely Never

E. Reading communities

23. How frequently are parents/carers members of the community invited into your school to participate as readers/ read with/to children and share their reading lives/ journeys?

Regularly Sometimes Rarely Never

24. Rate the strength of the home-school reading community in your school
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

25. Rate the strength of the reading community in your class
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1 2 3 4 5 6

26. **Looking back across this survey**, which areas of knowledge and practice do you feel are strongest and which do you want to develop further to support children’s reading for pleasure?

Strongest.....

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Aspects to develop

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Further resources

- For ideas on how to develop your reading for pleasure practice, individually and as a whole school, see the Practical Classroom Strategies documents under each of the key research findings:
<https://researchrichpedagogies.org/research/reading-for-pleasure>
- For a PowerPoint on the underpinning research on reading for pleasure and its benefits, see:
<https://researchrichpedagogies.org/research/page/developing-reading-for-pleasure-in-your-school>