



# Reading for pleasure

## Review your practice



*This self-review document is designed to help you consider your practice with regard to reading for pleasure. It is organised around key themes which, research evidence indicates, 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 interested 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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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

### *Independent reading time*

8. What percentage of your class do you observe choosing to look at books in the reading areas on a daily basis?
- all
  - most
  - few
  - none
9. How much time per day on average do you set aside for adults to read with children one to one (excluding reading scheme texts)

More than 1 hour  30 minutes  10 minutes  Never

10. On a scale of 1-6 how often do children in your class 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

11. On a scale of 1-6 how often do you encourage children to talk about books they have looked at or have been read to them?

(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1      2      3      4      5      6

### *Reading aloud*

12. How much time per day do you allocate to reading aloud stories/other texts to the whole class?

30 minutes  20 minutes  10 minutes  5 minutes or less

13. Who chooses what you read aloud?

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

14. 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

**Social reading environments**

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

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

Regularly  Sometimes  Rarely  Never

17. Rate your knowledge about the children’s reading networks/reader relationships, outside the school environment. Where, what and who do they share books with? (Rate this on a scale of 1-6 with 6 being the highest – circle one number)

1      2      3      4      5      6

**Informal book talk**

18. 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

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

Regularly  Sometimes  Rarely  Never

20. How often do you provide opportunities for adults/parents to demonstrate/ talk informally about their reading and their preferences as readers?

Regularly  Sometimes  Rarely  Never

21. How often do you find specific tailored books and reading materials to share with children?

Regularly  Sometimes  Rarely  Never

22. How often do you find specific tailored books and reading materials for adults/parents to share with children?

Regularly  Sometimes  Rarely  Never

23. How/where do you find out about book recommendations for a.) yourself ? and b.) for your classroom?

- Friends
- Colleagues
- Magazines/journals/catalogues
- Reading websites
- Twitter/facebook/Instagram

24. How often do you let children and parents know about your favourite books?

- Frequently
- Occasionally
- Never

25. How often do you engage in RfP CPD?

- Once a year
- Twice a year
- Termly
- Monthly
- Weekly

26. 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

27. 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**

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

Regularly  Sometimes  Rarely  Never

29. 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

30. Rate the strength of the reading ethos 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

31. **Looking back across this survey**, which area do you feel is strongest and which do you want to develop to support children’s reading for pleasure?

Strongest

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Aspect to develop

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## Further resources

Further resources are available from the website: [www.researchrichpedagogies.org](http://www.researchrichpedagogies.org)

- 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 the underpinning research on reading for pleasure and its benefits, see: <https://researchrichpedagogies.org/research/page/developing-reading-for-pleasurein-your-school>