



Teachers' knowledge of children's literature and other texts

Review your practice



This self-review document, adapted from the TaRs Phase I survey is designed to help you consider your knowledge of children's literature. The TaRs research found that teachers need a rich and constantly updated knowledge of children's literature and other texts in order to support the development of independent young readers. It is pivotal to foster RfP and a core professional responsibility.

1. **What was your favourite book as a child?**

(Add the author's name if you know it)

2. **What two children's books have you read recently for your own pleasure?**

(Name the books and the authors)

3. **Please indicate when this was:**

- Within the last month
- Within the last 3 months
- Within the last 6 months
- Over 6 months ago

4. **How do you usually get hold of children's books for your own reading?**

(Tick as many as appropriate)

- Library
- Bookshop
- On-line bookshop
- From friend/s
- Other (please specify)

5. List 6 'good'¹ children's book authors

6. List 6 good children's picture book authors/illustrators

7. List 6 good children's poets

8. How do you decide which children's books to use in your classroom?

(Tick as many as appropriate)

- Personal interest/knowledge
- Children's recommendations
- Library service
- Literacy coordinator's recommendations
- Other (please specify)

¹ By 'good', we mean those you have found valuable and successful to use with primary-aged children

9. List 6 other types of children’s texts of which you are aware and name one example of each

<i>Type of text</i>	<i>Example</i>
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10. How do you rate your repertoire of children’s books and other texts?
(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

Further resources

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

- For ideas on how to increase your knowledge of children’s literature and other texts, see:
[Teachers’ knowledge of children’s literature and other texts: Practical classroom strategies](#)
- For the underpinning research on teachers’ knowledge of children’s literature, see:
[Teachers’ knowledge of children’s literature and other texts: More research details](#)