

Listen, Talk, Draw by Leslie Ann Coomber

Context

I am a Key Stage 2 teacher at Lowerplace Primary School in Rochdale and my aim for this work was to encourage the children to be independent readers with a thirst and love for reading.



Lowerplace
Primary
School

OU Research inspiration and rationale

The Teachers as Readers (TaRs) research (Cremin et al., 2014) found that in order to foster children's love of reading effectively, teachers need to develop:

- *Considerable knowledge of children's literature and other texts*
- *Knowledge of children's reading practices*
- *A reading for pleasure pedagogy which includes:*
 - *Social reading environments*
 - *Reading aloud*
 - *Independent reading*
 - *Informal book talk, inside-text talk and recommendations*
- *As Reading Teachers: teachers who read and readers who teach*
- *Reading communities that are reciprocal and interactive.*

At Lowerplace Primary School, we are aiming to develop a Reading for Pleasure pedagogy across KS1. We feel that it is a crucial part of children learning to read and encouraging them to enjoy and find a love for reading.

Aims

We decided to focus on children's lack of stamina for reading and so we decided to try to make our reading times more fun and engaging. We decided to do the 'close your eyes, listen, talk, draw' strategy taken from Cremin et al's work.

Outline

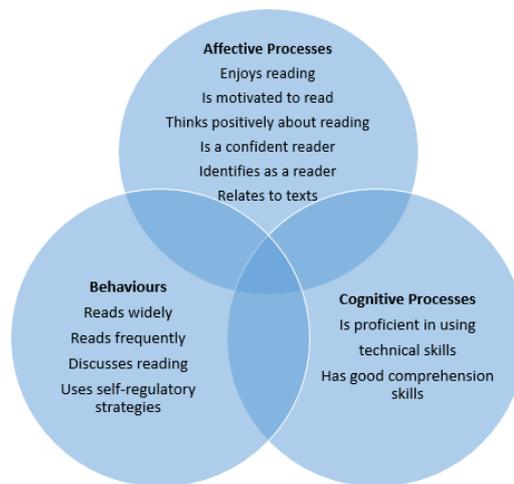
As teachers read a stories and poems to the class, the children closed their eyes whilst listening. This allowed the children to listen carefully to the story without distractions. After listening, the children drew images to represent what they had heard and their thoughts. This engaged the children and led to lots of deep questions from the young readers.

Impact

I noticed a shift in enthusiasm and behaviour from the reluctant boy readers in my class. They thoroughly engaged with this technique and gave 100% effort in their reading. Reading time became a joy for these children. They drew detailed drawings and diagrams following the read aloud sessions and thought deeply about what had been read to them. This impact ensured that all children were engaged and involved in reading times.

ROGO model evidence base National Literacy Trust 2017, page 2

Reading...





Children sharing their drawings and discussing their responses.

Reflections on impact the TaRs research had on practice

This has impacted on my teaching by making me think about pedagogic practices that will help support reluctant and low stamina readers. Engaging the children through art and supporting them to visualise reading experiences supported the children's understanding and enjoyment of these sessions. It's a strategy I will continue to use. This has shown me that it has really helped my practice. Like the TaRs research, I found that this has helped build a sense of community, encouraged talk and the interactive experience of story time. And all this has taken place in a risk-free environment.