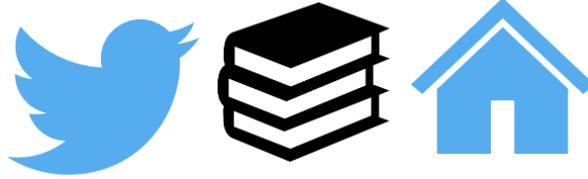


#ELReadAtHome



Matthew Courtney @mattheweduk

Context



Walthamstow Primary Academy

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Part of United Learning



Goresbrook School

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Salisbury Manor Primary School

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Winston Way Academy

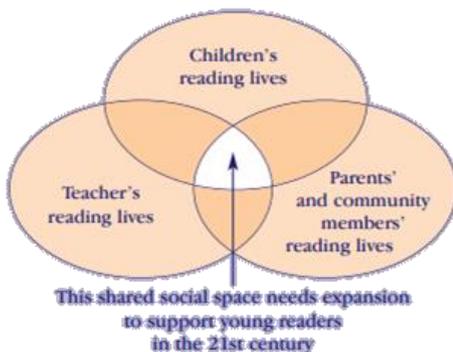
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Goresbrook School, Winston Way Academy, Salisbury Manor Primary School and Walthamstow Academy are part of the United Learning, East London Cluster.

I am currently the KS1 Phase Leader and Reading Lead at Goresbrook School. During the COVID-19 school closures, our cluster of schools are looking to collaborate and work even closer together to support our communities and families at this time.

We are passionate about our children becoming life-long readers and wanted to ensure that children's passion for reading was maintained during this difficult period.

OU Research inspiration and rationale



Reading for Pleasure (RfP) is high on our agenda due to the social justice implications and wider benefits. OECD research has demonstrated that RfP was the biggest indicator of a child's future success (OECD, 2002).

The implications of the OU and UKLA Teachers as Readers (TaRs) research highlight the importance of **reciprocal and interactive reading communities**, when encouraging children to read for pleasure (Cremin et al., 2014).

The TaRs also emphasised the value of 'synergy between teachers', children's and parents' reading lives and practices' (Cremin et al., 2014) when building reading communities (see diagram).

Aims

At Goresbrook, we have been working with our staff and families to build a reading community and we wanted to continue this throughout the period of school closures and as our learning moved online.

As we are strengthening the collaboration between staff within our cluster schools, this also seemed like an opportune time to widen our reading community. In response to the OU UKLA research we hope to build a reciprocal and interactive reading community across our 4 schools. We also wanted to provide further opportunities for staff and adults to be viewed as readers.

Outline

At Goresbrook, we have previously had success with a #GoresbrookExtremeReads competition where children tweeted pictures of them reading in strange and unusual places. This competition served to raise the profile of reading across our school and led to an increase in informal 'book blether' throughout the school – including child to child discussions, adult to adult and child to adult.

We wanted to build upon this during school closures and involve the other schools in our East London Cluster. We have invited children to share pictures of themselves reading via Twitter using the hashtag #ELReadAtHome.

Staff have also been sharing videos of them reading aloud, sharing book recommendations, links to online author and illustrator content and competitions and even an emoji book quiz.



Impact

The hashtag has encouraged teachers and adults to share pictures of themselves reading. This has provided opportunities for **children to see adults as reading role models** as they model reading for pleasure, for information and more.



It has also been a useful tool to **raise the profile of reading** and to **encourage children to read at home**.



We are seeing the beginning of a **reciprocal community**. With adults speaking to adults about books as well as adults to children and images of children to children (siblings).





3-TD @GBS_MissDairo

I'm currently reading 'Children of virtue and vengeance'. It's a great read so far. 📖 Madiha made this lovely bookmark for me! 😊
#ELReadAtHome @GBSMrCourtney @GoresbrookSc



David Ellison #TVTTagTeam @d... · 6d
Replying to @GBS_MissDairo @GBSMrCourtney and @GoresbrookSc

I still have a copy of children of blood and bone I haven't read yet!!! You've just reminded me! It looks amazing and think we might add it to year 6 curriculum!

1 comment 2 likes



3-TD @GBS_MissDairo · 6d
You'll definitely enjoy it, I couldn't put that book down! It would be great if it was part of our curriculum. Let me know what you think once you've read it.

1 comment 1 like



David Ellison #TVTTagTeam @d... · 6d
I'm gonna start it today. I'll let you know after I've read it! Looooove the concept though, I bought it when it first came out so had it about a couple of years now!

1 comment



David Ellison #TVTTagTeam @d... · 6d
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1 comment 2 likes



3-TD @GBS_MissDairo · 6d
I'm looking forward to hearing your thoughts on it! I think you'll enjoy it. The sequel is good but not as gripping as Children of blood and bone.

1 comment 2 likes



David Ellison #TVTTagTeam @d... · 2d
I'm halfway through. It's brilliant. We're doing it in Year 6 I reckon!

1 comment 1 like



3-TD @GBS_MissDairo · 2d
I'm glad you're enjoying it! I think Year 6 children will love it, plus it would be really interesting to teach!

1 comment 1 like

Enjoying a good book with Daddy "Charlie and the Cheesemonster" she absolutely loved it!



@MissWard_GBS helping with her reading in their cozy reading den 😊

MrsAhmad @MrsAhmadWW1 · Apr 17

... #ELReadAtHome @UIYear1 @winston_way Excellent .. I can just imagine you reading this book with beautiful intonation! Who was your favourite character from the story and why?

Reflections on impact the TaRs research had on practice

We have begun to build an online reading community in response to the TaRs research. Our community is very much in its infancy. As we do not know when schools will reopen, we hope to strengthen and widen our online reading community.

Reflecting on the research and our next steps, we hope to increase the reciprocal and interactive nature of our community – ensuring this is two-way with children making recommendations and initiating 'book bletcher' with adults.

In comparison to the pupil population of the four schools, there has been a relatively small number of families engaging with the online community, so going forwards we hope to raise the profile of our online reading community, involving more families, and therefore raising the profile of reading and Reading for Pleasure.

References

Cremin, T., Mottram, M., Collins, F.M., Powell, S. & Safford, K. (2014) *Building Communities of Engaged Readers*. Oxon: Routledge.

Organisation for Economic Co-operation and Development (OECD). (2002) *Reading for Change: Results from PISA 2000*. OECD.