



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

2. Name three picture fiction creators whose work you value

3. Name three poets whose work you value

B: Children's reading practices

4. List three different readers in your class

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?

C: 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 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

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 aloud

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

Daily Weekly Occasionally (ad hoc) Never

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

Social reading environments

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

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

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 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 for example share:

	Often	Sometimes	Rarely	Never
<input type="radio"/> Your interest in and attitude to reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Aspects of your life history as a reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> The range of material you currently read for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Your practices and habits as an adult reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 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 you're your school to 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 area do you feel is strongest and which do you want to develop to support children’s reading for pleasure?

Strongest

Aspect to develop

Further resources

Further resources are available from the website: 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-pleasure-in-your-school>