

READING IS DREAMING WITH OPEN EYES

DEVELOPING OURSELVES AS READING TEACHERS

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CONTEXT



WE ARE CURRENTLY THIRD YEAR BA PRIMARY EDUCATION (WITH QTS)
STUDENTS AT THE UNIVERSITY OF GREENWICH, ENGAGING IN A
CHILDREN'S LITERATURE ENHANCEMENT MODULE.



WE BOTH HAVE EXPERIENCE IN EYFS, KS1 AND KS2.



OUR RESEARCH INSPIRATION AND RATIONALE

THE OPEN UNIVERSITY TEACHERS AS READERS (CREMIN ET AL. 2014) RESEARCH STATES THAT FOR TEACHERS TO ESTABLISH CONDITIONS FOR A READING FOR PLEASURE (RFP) THEY MUST DEVELOP:

As a Reading Teacher - All teachers teach reading but to be a Reading Teacher means you're a teacher who reads and a reader who teaches.

A community of readers - where adults and children are engaged readers, who share and discuss what they like, dislike and where they enjoy reading.

Knowledge on children's literature - Children have individual reading preferences, and teachers should be able to match the text to the interests and the needs of the children.



Knowledge on children's reading practices - teachers should seek to build upon children's reading lives.

A RFP pedagogy:
Social Reading Environments
Reading Aloud
Independent reading
Informal book talk, inside-text talk and recommendations.



When we were in primary school, we did not enjoy reading the books that our teachers would allocate to us because we were unable to connect with these books. The lack of choice in books to read made us find reading unpleasurable and made us have negative perceptions of reading in primary school.

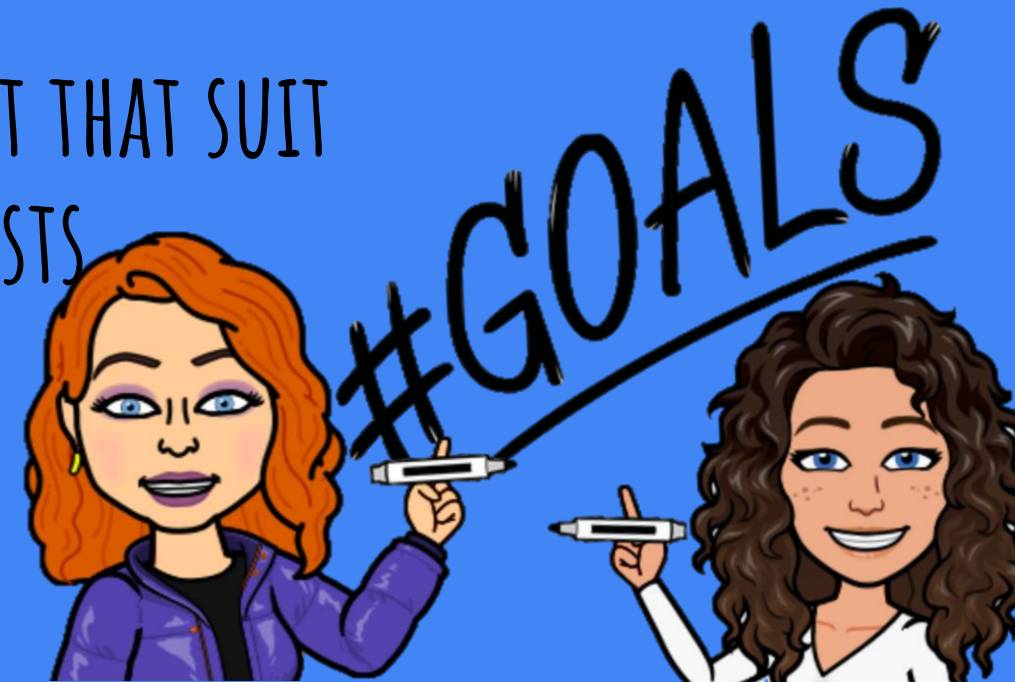


Whereas, as adults, we love reading, and we have connected with many great books. Looking back on our childhood we wish that someone would have recommended books that would have suited our interests as we feel that we have missed out on great books that we could have engaged in at certain points of our lives.. Therefore, to ensure that the children in our classes do not miss out engaging and connecting with a range of literature, we want to become Reading Teachers who build a community of readers in our classrooms and schools.



AIMS

- 😊 TO DEVELOP OUR SUBJECT KNOWLEDGE OF AUTHORS AND QUALITY CHILDREN'S TEXT.
- 😊 TO DEVELOP AND UNDERSTANDING ON THE NATURE OF READING THROUGH REFLECTING UPON OUR OWN READING PRACTICES.
- 😊 TO DEVELOP HOW TO SELECT AND PROVIDE TEXT THAT SUIT INDIVIDUAL CHILDREN'S NEEDS AND INTERESTS



POETRY VIRTUAL SESSION WITH CHARLOTTE FROM CLPE



OUTLINE

The poetry sessions broaden our knowledge on children's poets as well as our understanding of how to provide the conditions in the classroom to promote children's engagement and connection with poetry.

Something that really stood out to us was understanding the different strategies that poets used to write their poems. We think that this would be really interesting to share with the children so that they can discover their best strategy to start writing their own poems.

We also thought that performing the poems was really interesting and it is something that we would both encourage children in our class to do.



HOW WE FELT ABOUT POETRY...

BEFORE THE SESSION: 😞

AFTER THE SESSION: 😊

HUMAN RIGHTS & CHILDREN'S LITERATURE WITH ROWENA SEABROOK FROM AMNESTY



OUTLINE

We have developed our knowledge on a range of authors who promote diversity through picture books.

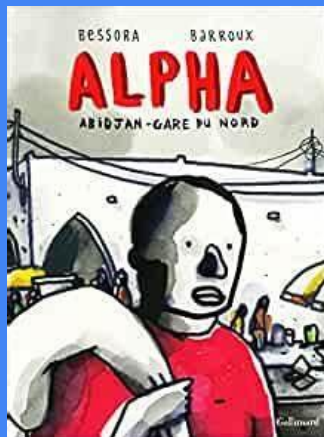
In the session we explored human rights and how in the classroom picture books can be a powerful tool in providing the conditions where all children feel welcomed.

It is also important to consider the children within our class to ensure that we are sensitive to their needs and experiences.



HOW WE FELT ABOUT PICTURE BOOKS...

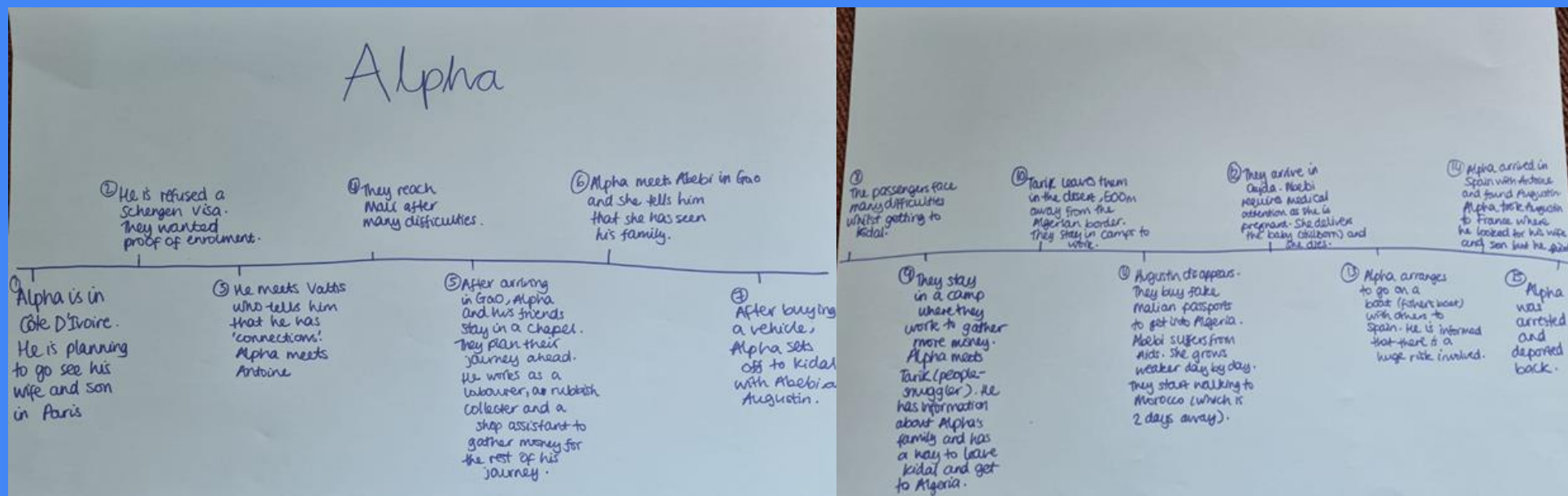
BEFORE THE SESSION: 😊 AFTER THE SESSION: 😍



OUTLINE

WORKSHOP - SESSION 4: UNDERSTANDING COMPREHENSION

During this session, we looked at our 'book in common', Alpha by Bessora and Barroux. The task we were given was to get into groups and respond to Alpha. My group decided to make a timeline of the significant events of Alpha's journey. This was interesting because through this we could discuss and share each others thoughts and feelings during each point of the book. According to Moline (1995) timelines can be used for children to gain an in-depth understanding of chronological events in a book.



OUTLINE

INITIAL SURVEYS

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

At the beginning of Enhancement module we rated my repertoire of children's books and other texts at 2/10. This is because we did not feel that we had sufficient knowledge of children's texts however after completing the module we feel very confident of our knowledge of a wide range of children's texts. We think that we are now 9/10 because there is a lot of literature for us to explore and we will continue developing our subject knowledge of authors and quality children's texts.

ALYSSIA'S READING RIVER

My Reading River shows that through Primary school and the beginning of secondary school I was very interested in reading. However when reading became more controlled, I lost my love for reading because there was no space for free-choice in books.



After the break in reading for years, I found my love for reading again because of an author that I discovered.

In order for children to get a real and rich idea of reading for pleasure they need to explore both fiction and non-fiction texts to see what interests them.

According to Cremin *et al* (2014, p.141), Teachers should support children's choice such as through reading aloud, book recommendations and book-based activities.

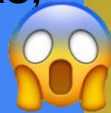
SARAH'S READING RIVER

MY READING RIVER SHOWS THE BOOKS THAT I REMEMBER READING FROM PRIMARY SCHOOL TO UNIVERSITY.

When I was little (**nursery/reception**), I used to enjoy reading with my dad on the sofa.



When I was in **secondary school**, I started reading the Harry Potter books, from this point on, I found that I loved read.



Since starting **university**, I love to read! I read in my bed with a cup of tea before I sleep.



In **key 1 and 2**, I found that I did not enjoy reading as much because we would have to read the books from the schemes.



Through **college**, I found it hard to read because there was no time, but I found that there is more time in the summer.



‘RFP is not always foregrounded in schools in ways that nature young readers and enable reciprocal reading communities to be built’ (Kucirkova and Cremin, 2020).

School Experience

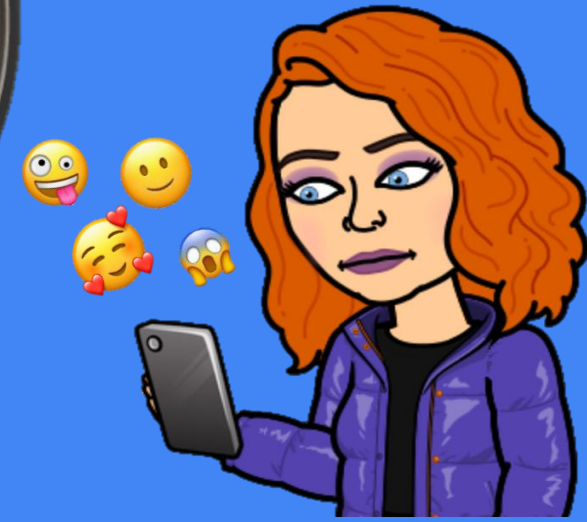
The entrance of the school had different quotes from a variety of books.

The school promoted reading for pleasure because of the several reading corners and bookshelves where children could freely sit and read. This is lovely to see because it gives children ideas of different kinds of books that they can read.



OUR ONE HOUR READING CLOCK

We chose one hour in the day to note down our reading habits. We were surprised at how much reading we had done in just one hour. We think this would be an interesting activity to do with the children to understand the children's reading habits and also the clock shows the children that we don't just read from books we read everything around us. It is also interesting to note that when we originally thought about how we read for pleasure we thought about the books we liked, but referring to the clock we can see that we read lots of things for pleasure.

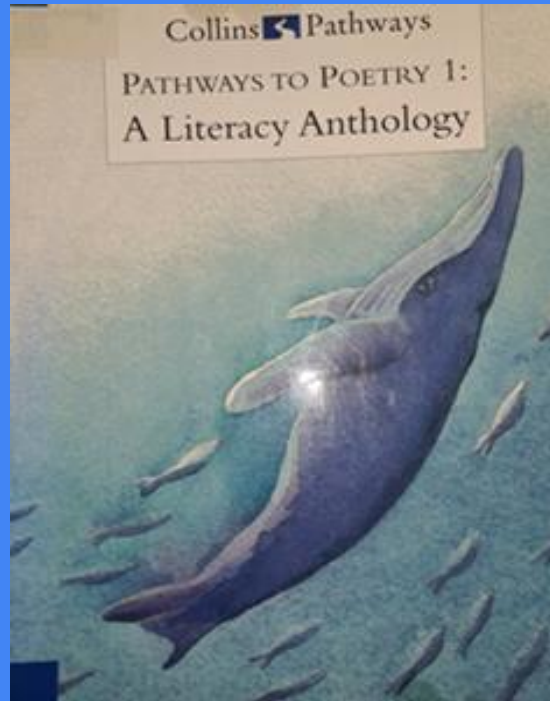




IMPACT



Before starting this module, we did not know a wide range of children's authors. This was because we would not step out of our comfort zone and read books from other authors. We realised that when we were both in Primary school we were reading the same authors and our teachers did not recommend other authors. This was evident in our surveys that we did during session 1 and it demonstrated our lack of knowledge in children's literature. On completion of this course, we both feel confident to recommend a wide range of different books and we realise the importance of this being based on the individual interests of the child.



We particularly enjoyed the poetry session with Charlotte from CLPE because we felt that before this session our knowledge of children's poetry was particularly weaker than any other types of literature. We now feel confident and excited to talk to and recommend poems to children and other teachers. We have purchased a KS2 anthology and will continue to expand our knowledge.

Our attitudes towards reading children's literature for pleasure have now been greatly enhanced and we are excited for when we go into schools and share our enthusiasm with our class and other teachers.

REFLECTIONS ON IMPACT TEACHERS AS READERS (TARS) RESEARCH HAD ON PRACTICE

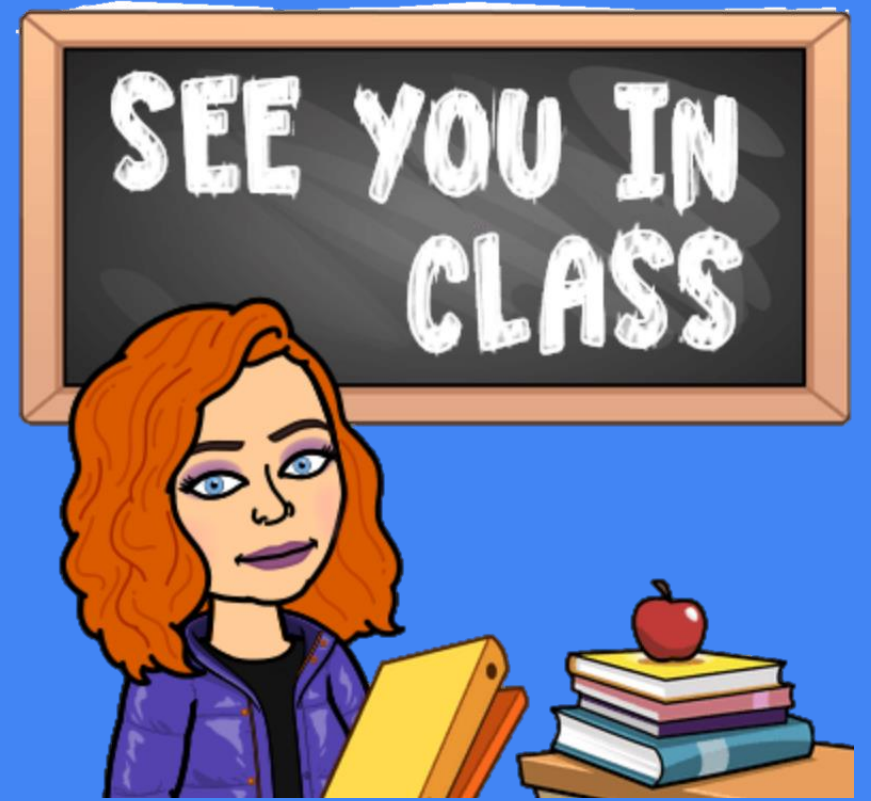
All of the Teachers as Readers (TaRs) research outcomes will influence our future practice, however we feel the most important aspect is recognising the significance of reader identity and social nature of reading. This can be achieved in many ways such as, discussing a specific book, reading aloud together and alone and having a book in common. Also creating a safe and enabling environment in the classroom for children to feel open about sharing their thoughts and feelings about a book. As Teresa Cremin emphasised that Reading Teachers teach from a reader's point a view, not a teacher's point of view. This means that, it is our responsibility as teachers to inspire children as readers so that they can discover their own love for reading.

Next Steps:

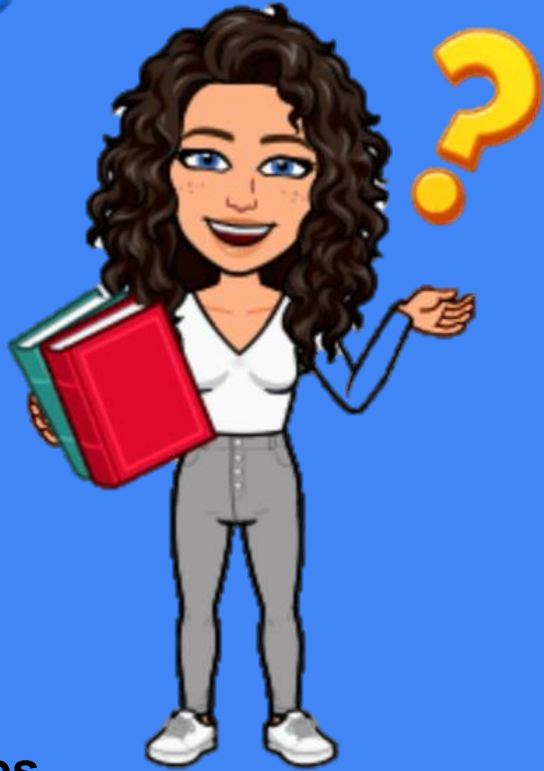
- ★ Creating a positive attitude to reading in the classroom
- ★ Creating a reading environment - their preferences of where they like to read
- ★ Finding out children's interests and using our knowledge of books to link and recommend
- ★ Sharing what we (as teachers) like to read and ask children to do the same - creating their own reading river.



**“A reader lives a
thousand lives
before he dies . . .
The man who never
reads lives only
one.”
– George R.R. Martin**



Any Questions?



Books fall open, you fall in

References

- Cremin, T., Mottram, M., Collins, F. Powell, S. and Safford, K. (2014) *Building Communities Of Engaged Readers*. Hoboken: Taylor and Francis. P.141.
- Moline, S. (1995). *I see what you mean: Children at work with visual information*. Portland, Maine: Stenhouse Publishers.
- Kucirkova, N. and Cremin, T (2020) *Children Reading for Pleasure in the Digital Age: Mapping Reader*. London: