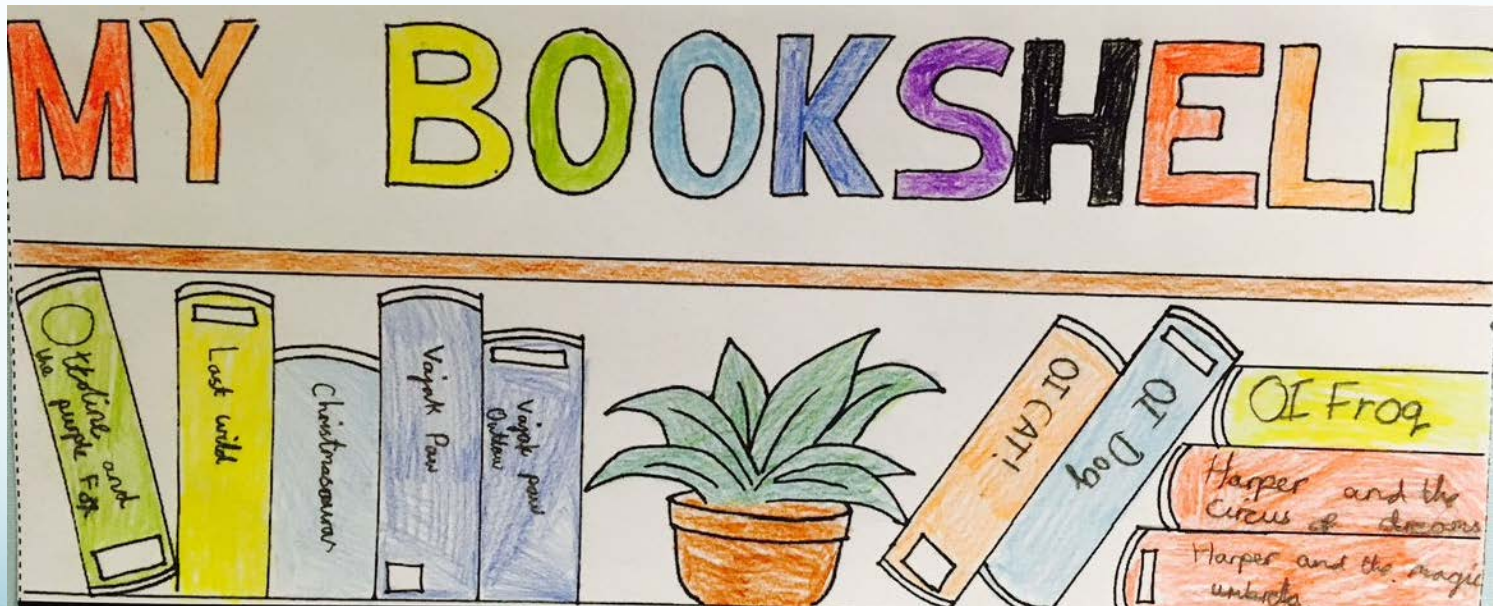


Shelfies

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Context



I am the Year 4 class teacher in a one-form entry primary school in Cambridgeshire.

One of the current development points of our school is improving children's reading fluency and comprehension, as well as increasing opportunities for reading for pleasure.

OU Research inspiration and rationale

The inspiration for this was the 'Reading Teachers' strand of the TaRs research, which highlights the importance of sharing our own reading identities in order to develop more interactive reading communities. Further inspiration came from a recent article by Teresa Cremin, where she expressed how vital it was to share our experiences of reading in order for children to see their teachers as readers. <https://www.teachwire.net/news/how-to-become-a-reading-role-model-in-primary-school>

By sharing personal reading practices and encouraging children to do the same, it showcases the range of reader identities, demonstrating diversity and uniqueness.

This inspired me to share more of my own reader identity with the class, sharing my favourite texts but also texts that I feel describe me as a reader, in the hopes that we could discuss and compare our reader identities.

Aims

- To share some of my favourite texts and texts that I feel describe me as a reader to open up more of my reader identity to the class.
- To encourage children and adults in the class to share their reading identities, leading to discussions about us as readers, recognizing our unique reader identities.

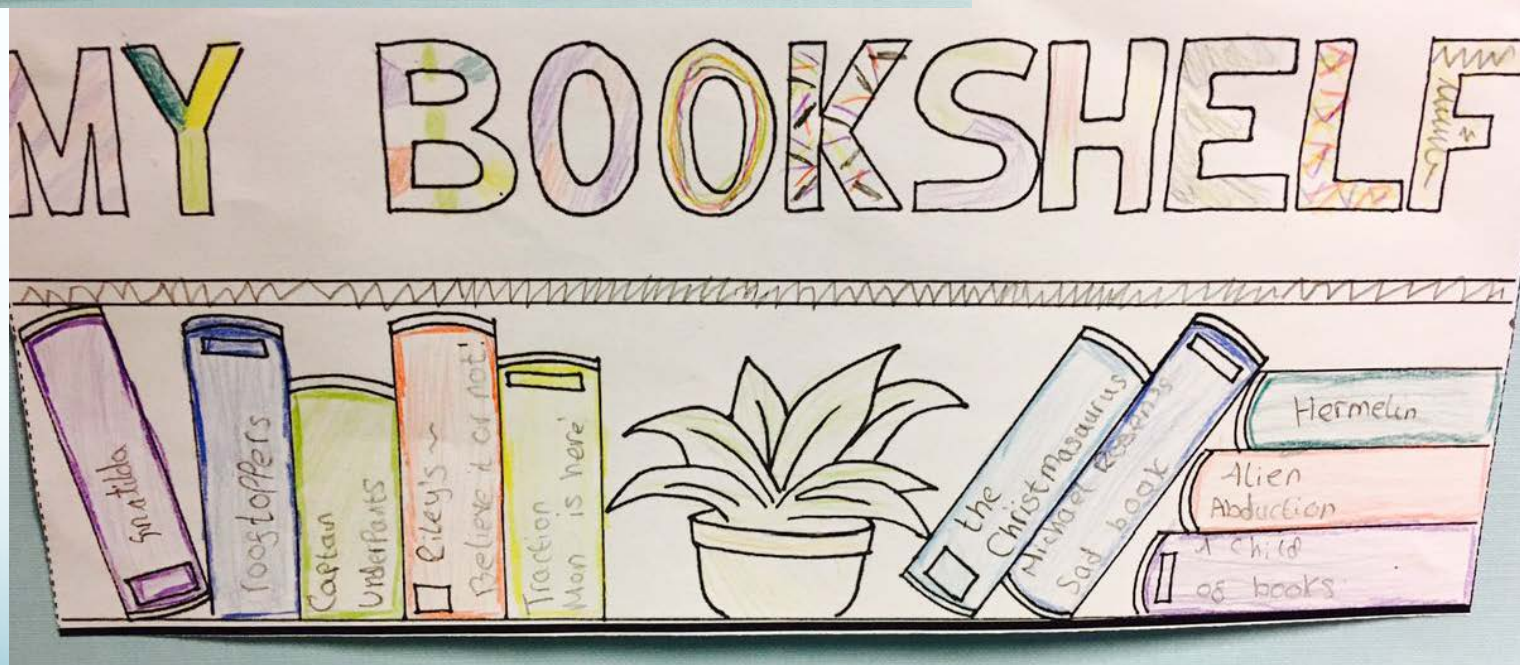
Outline

All adults and children in the class created a 'shelfie' – a bookshelf to share some of our favourite books or books that we felt describe us a person.

The shelfies were displayed and we all had to guess who had created each bookshelf.



Examples of 'shelfies'



A blank template of 'My Bookshelf' can be downloaded from Jon Biddle's blog:
<http://childrenreadingforpleasure.blogspot.co.uk/2017/06/my-bookshelf.html>

Impact

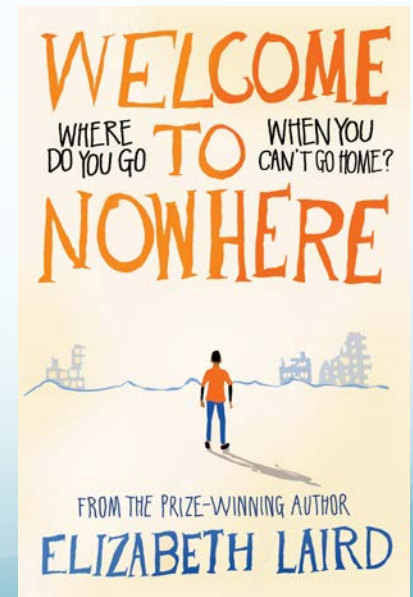
The 'Shelfies' generated conversations about reader identities. We also shared our likes and dislikes, which encouraged children to draw comparisons but also highlighted the diversity of us as readers.

“Some of my friends also chose *Cogheart*, but I chose it because I think I'm like Lily, but my friend chose it because he liked the airships and Malkin.”

“It was easy to work out Miss Denby's shelfie as she included some of her favourite books and we already knew them. But I didn't know that she liked

Welcome to Nowhere - maybe I'll read that one next!_

Quotes from two children



Reflections on impact the TaRs research had on practice

- The TaRs research highlighted the importance of sharing our reading identities as teachers to develop more interactive reading communities that celebrate reading diversity.
- Exploring my own and the children's reader identities, highlighted the diversity in our class and has led to me purchasing more comic books to appeal to the children who identified them as a part of their reader identity.
- I intend to continue sharing my reader identity and will encourage children across year groups to do the same, to further open discussions and highlight reading diversity across the school.