

## READING FOR PLEASURE

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Charlotte Raby

Author & Educational Consultant

# WHAT ARE WE TEACHING WHEN WE READ TO CHILDREN?

‘There’s so much more to a boc  
just reading.’

Maurice Sendak





# AIMS OF TODAY

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- Find out about the underlying research
- Explore our subject knowledge
- Join the mailing lists
  - OU Research Rich Pedagogies
  - Just Imagine
  - Summer Reading Challenge



# WHY DOES READING MATTER TO YOU?

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as a child  
now  
for others







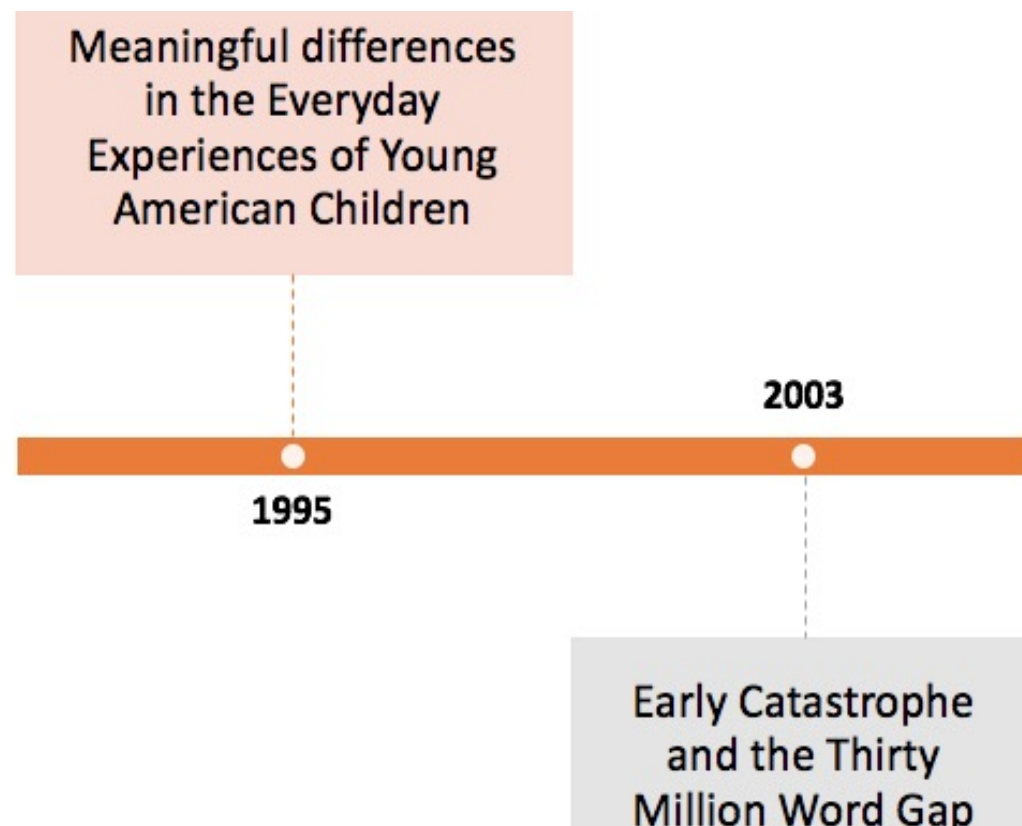
## EARLY LANGUAGE AND READING EXPERIENCES MATTER

- talk
- reading
- joint attention

# Vocabulary and language are vital

Hart and Risley

What is the impact of early experiences if some of our children hear 13 million words before age 4 and others hear 45 million words?





# The Island of our Spoken Word

No matter the amount of talk we hear it will never be equal in complexity and variety as the written word.

Hart and Risley (2003)

# READING VOLUME MATTERS

5 minutes: 400,000 words a year

21 minutes: 1,823,000 words a year

40 minutes: 3,646,000 words a year

Cunningham and Stanovich  
What Reading Does for the Mind (1998)







## CLOSE THE GAP

The most needy children need the most reading experiences.

READ: LEARN MORE.



Read. As much as possible. Mostly new stuff.

Reading expands one's **knowledge of language** and the world in ways that increase reading skill, making it easier and more enjoyable to read. **Increases in reading skill** make it easier to consume the texts that feed this learning machinery. This feedback loop is the mechanism that leads to expertise.

Mark Seidenberg: Language at the Speed of Sight (2018)





## CURSE OF KNOWLEDGE

*The curse of knowledge means teachers can sometimes lack awareness of how students process info.*



WEINSTEIN, Y. & SUMERACKI, M, 2018, UNDERSTANDING HOW WE LEARN: A VISUAL GUIDE

Let me read to you...

Maia and what matters By Tine Mortier and Kaatje  
Vermeire Illustrated by David Colmer





Maia was born under the cherry tree in a wicker chair.  
Her mother was reading. It was an exciting book. So exciting  
that at first she didn't realise the baby was coming. Like when  
you're busting to go and think, 'I'll just hang on for a sec.'

**Hang on for a sec? No way!**

Maia didn't have an ounce of patience.

**Let me out! Now!**

She pressed and pushed and kicked until she was there.





Maia grew very quickly.

By six months, she was running around the garden. From the cherry tree to the fence, once around the pond and back again.

**Did you see how fast I was? Huh? Did you see? Nobody's that fast!**

A few months later, she said her first word. Not 'mama' or 'dada' but 'cake'. Maia was always hungry.

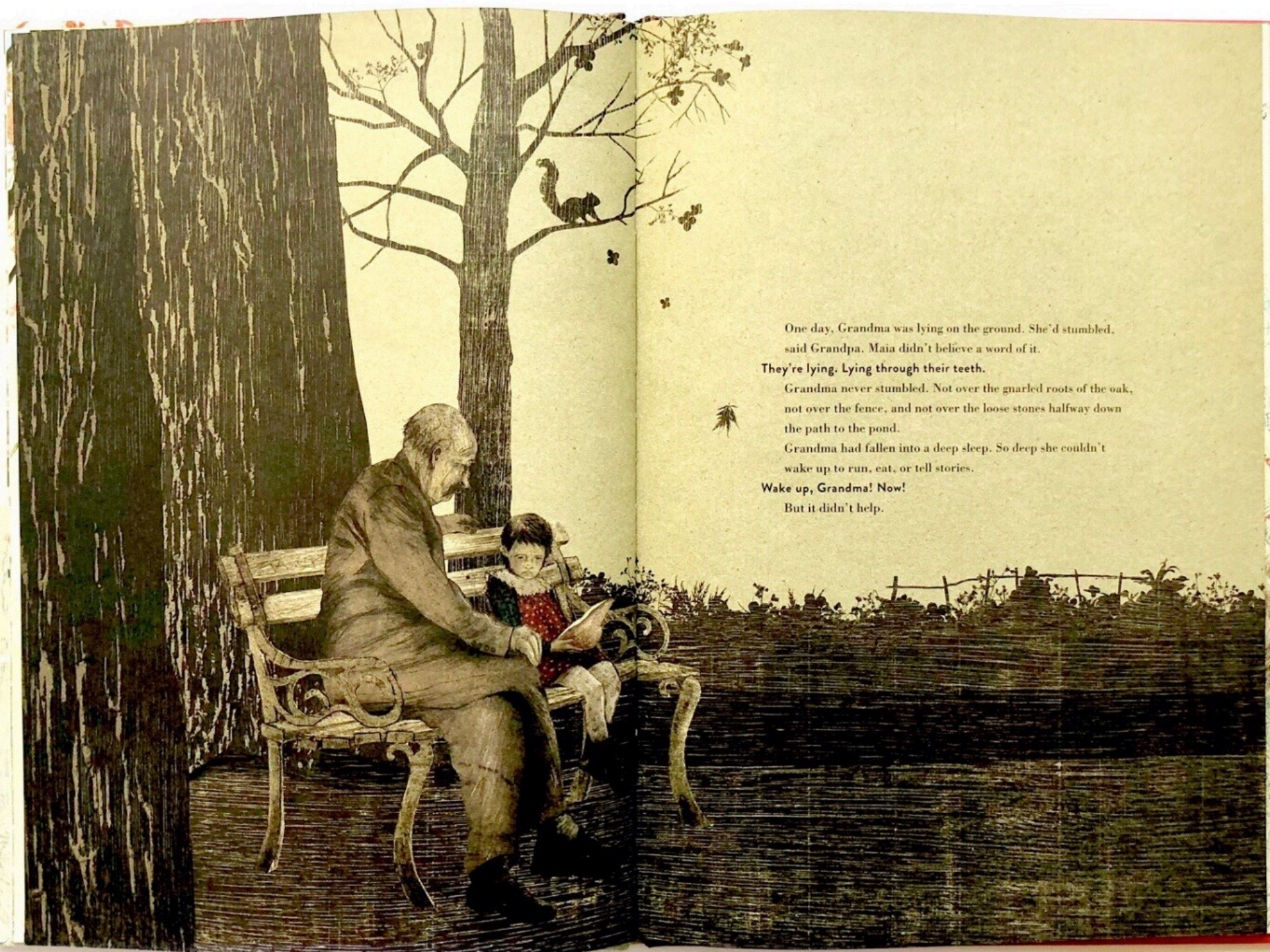
'Cake,' she said. **NOW!**

And she scoffed the lot.









One day, Grandma was lying on the ground. She'd stumbled,  
said Grandpa. Maia didn't believe a word of it.

**They're lying. Lying through their teeth.**

Grandma never stumbled. Not over the gnarled roots of the oak,  
not over the fence, and not over the loose stones halfway down  
the path to the pond.

Grandma had fallen into a deep sleep. So deep she couldn't  
wake up to run, eat, or tell stories.

**Wake up, Grandma! Now!**

But it didn't help.





One morning, Grandma woke up after all.  
Maia was already dancing next to the bed. She waited impatiently  
for Grandma to say something: 'I feel like I've been asleep forever'  
perhaps. Or 'I'm absolutely dying of hunger.'  
But that's not what happened.

In her sleep, Grandma had forgotten all kinds of things.  
How to eat cake and how to run and how to tell stories.

**What's going on? Why is everything so hard all of a sudden?**

Grandma was sitting up straight in a white bed on wheels with  
a kind of fence around it.

Maia thought she was sitting much too still.























When everything had died again, Grandma said she wanted to see Grandpa.  
To run her fingers through his hair one last time. That was all.  
The nurse shook her head. She said it wasn't possible.  
Mama got angry.

Out of the way, you silly girls. If you won't help, we'll do it ourselves!  
"Right," said Grandma.  
Right!  
And Grandma climbed over the fence.







It was cold where Grandpa was. So cold that white clouds came out of Mala's mouth and out of Grandma's too.

**How pretty. How incredibly beautiful.**

Mala pushed Grandma's chair up next to the coffin. There weren't any clouds coming out of Grandpa's mouth. His eyes were shut and he was still smiling.

'Bye,' said Grandma, stroking his wiry hair. Then she smiled at Mala. 'Cake,' she said.

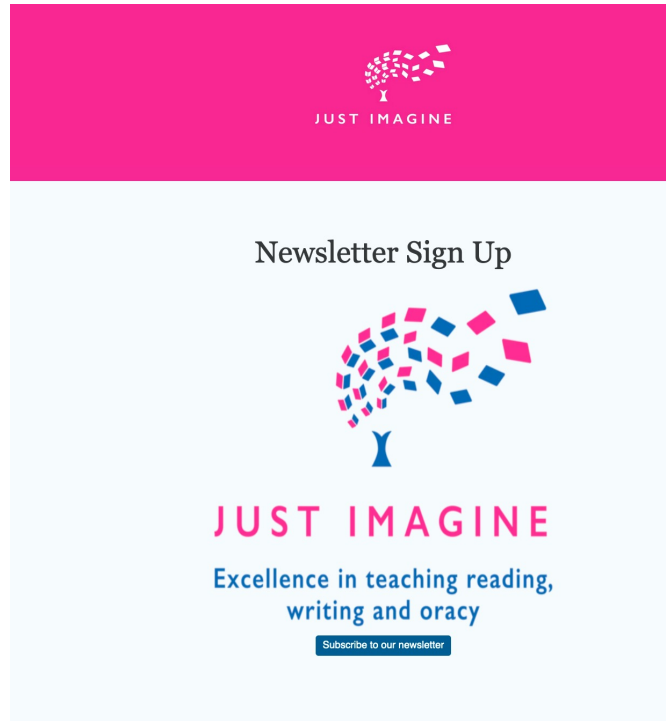




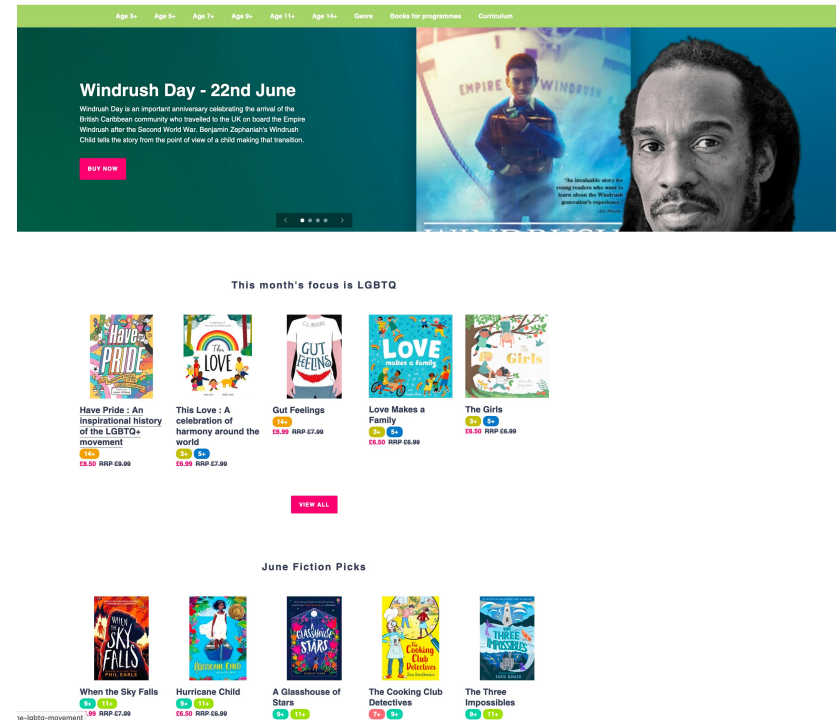
## Reflect

How do we choose the books that are worth sharing?

# JUST IMAGINE

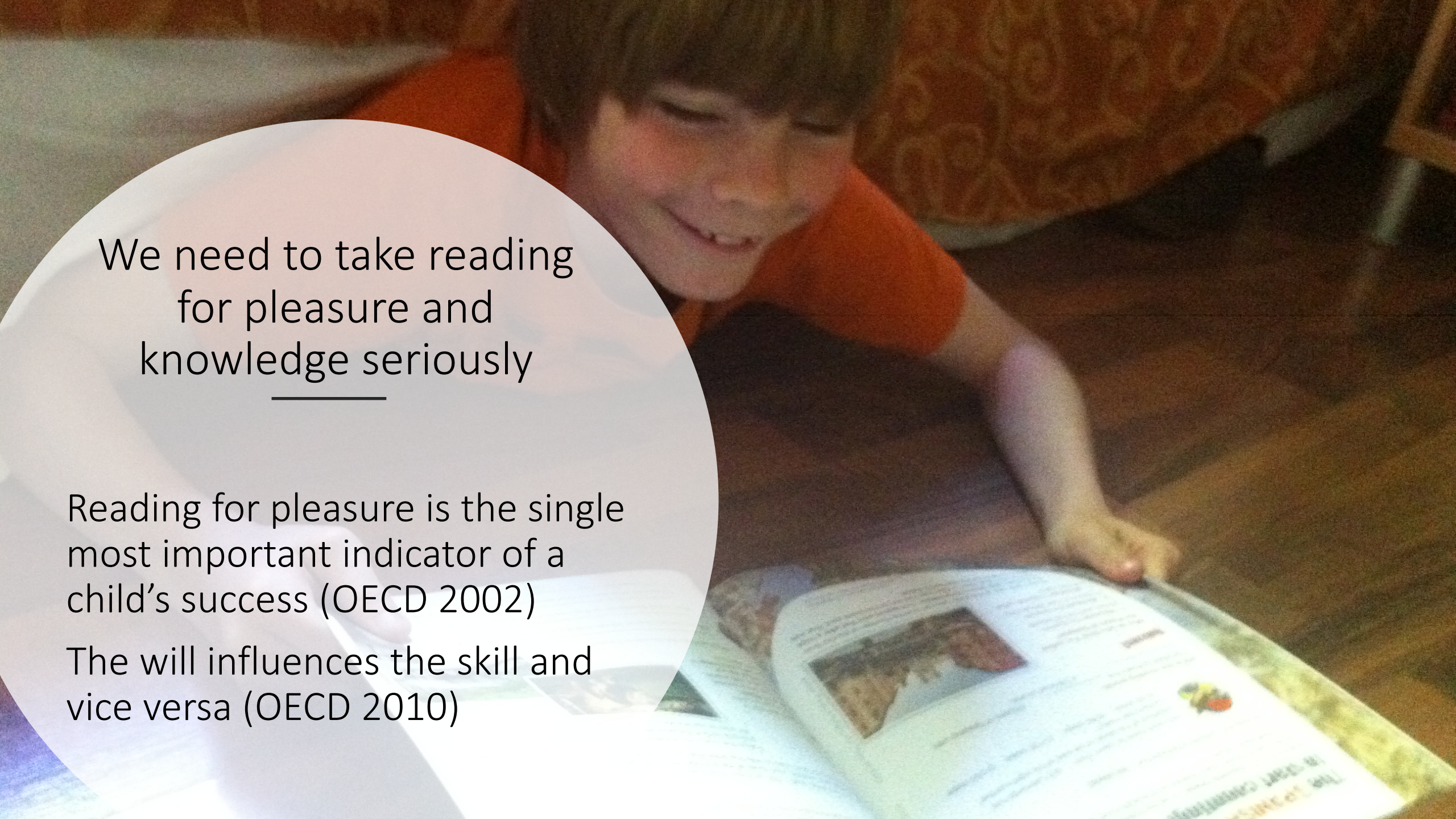


<https://justimaginstorycentre.co.uk/pages/newsletter-signup>



<https://www.bestbooksforschools.com/>





We need to take reading  
for pleasure and  
knowledge seriously

Reading for pleasure is the single  
most important indicator of a  
child's success (OECD 2002)

The will influences the skill and  
vice versa (OECD 2010)



# NATIONAL LITERACY TRUST 2020 FINDINGS

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Our research underpins our programmes, campaigns and policy work to improve literacy skills, attitudes and habits across the UK.



**1 in 11 disadvantaged children in the UK say that they don't have a book of their own**

Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%). [Read more.](#)



**The longer children keep an enjoyment of reading going, the greater the benefits are in the classroom**

10-year-olds who enjoy reading have a reading age 1.3 years higher than their peers who do not enjoy reading, rising to 2.1 years for 12-year-olds and 3.3 years for 14-year-olds. [Read more.](#)



**Children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England**

A boy born in Stockton Town Centre (an area with serious literacy challenges) has a life expectancy 26.1 years shorter than a boy born in North Oxford. [Read more.](#)



**Children who enjoy reading and writing are happier with their lives**

Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it. [Read more.](#)



**3 in 5 children in the UK enjoy reading**

But after six years of increasing reading enjoyment levels, children and young people's reading enjoyment actually decreased last year. [Read more.](#)



**Only half of children in the UK enjoy writing**


Younger children enjoy writing almost twice as much as their older peers (68.5% of 8 to 11-year-olds, 46.5% of 11 to 14-year-olds, 36% of 14 to 16-year-olds). [Read more.](#)

[See more of our research reports.](#)

# Reading for Pleasure pedagogy



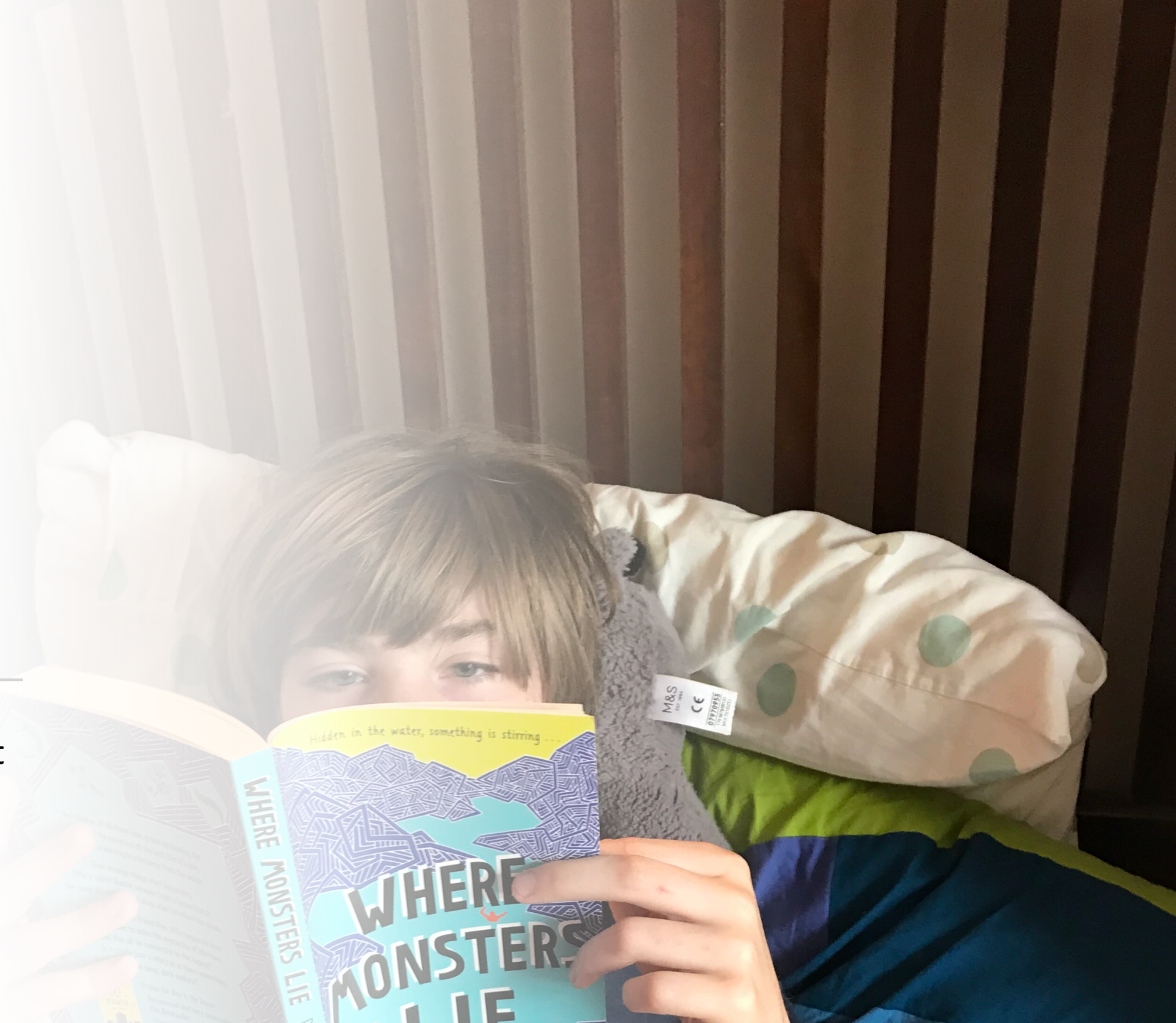
**READING  
FOR PLEASURE**




Children and young people who read daily are four times more likely to read above the level expected for their age compared with their peers who don't read daily.

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Findings from National Literacy Trust Annual Survey 2019





A photograph of children sitting around a table, engaged in a craft activity. They are using green leaves to create collages on yellow paper. Various supplies like markers, tape, and small red baskets are on the table. Two books are visible: 'TREES' and 'COLLECTOR'S BRITAIN'. The text is overlaid on the left side of the image.

Children and young people who enjoy reading are five times more likely to read above the level expected for their age compared with their peers who don't enjoy reading.

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Findings from National Literacy Trust  
Annual Survey 2019

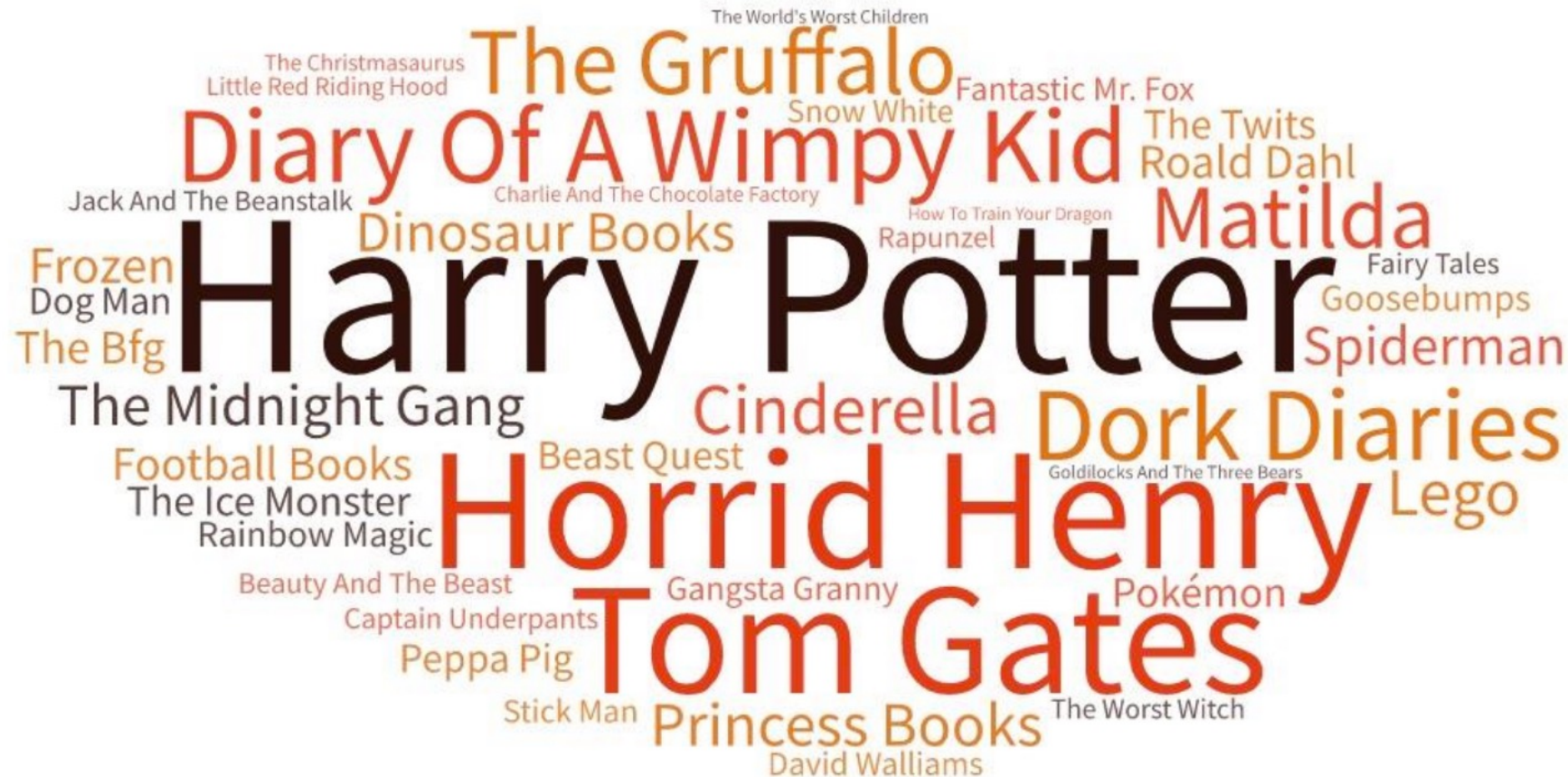
# Teachers' knowledge of children's literature in 2015



Wordle based on 2,362 teachers' (from 122 sec. and primary schools) response in the National Literacy Trust survey (7.1% primary).

(Clark and Teravainen, 2015)





National Literacy Trust survey 2019

**The Teachers as Readers** project found that when teachers widen their knowledge and pleasure in reading children's literature and other texts, and become more aware of their own and the children's reading practices, they reconceptualise reading from the inside out, and more effectively build a reading for pleasure pedagogy and strong communities of readers within and beyond school.

(Cremin et al., 2014)



# Audit your knowledge



## Teachers' knowledge of children's literature and other texts

Review your practice

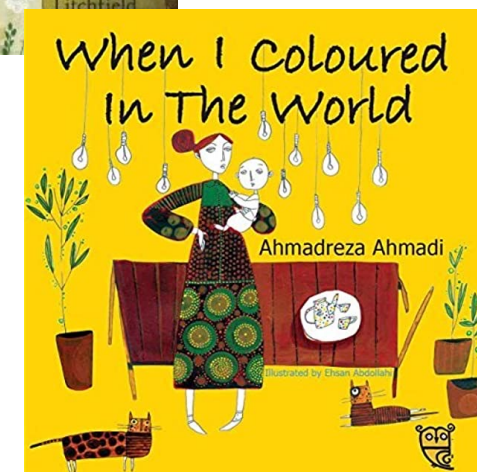
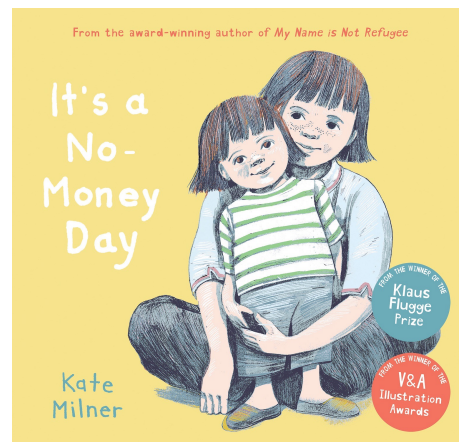
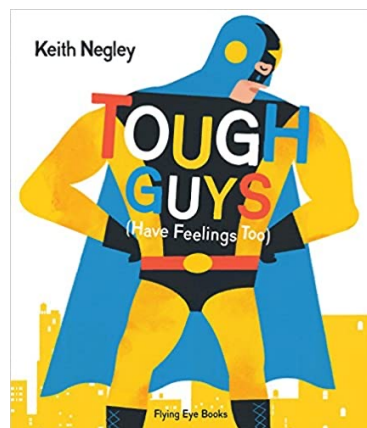
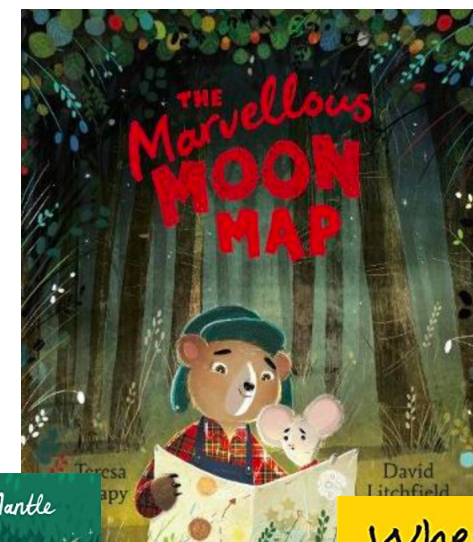
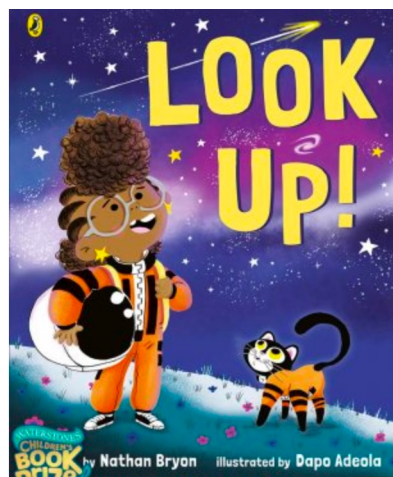
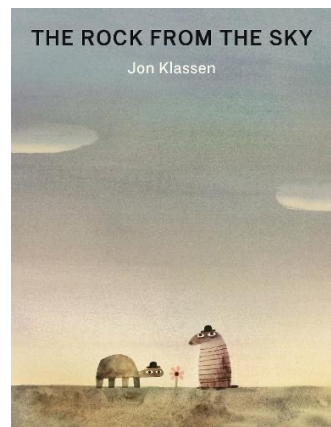


*This self-review document, adapted from the TaRs Phase I survey is designed to help you consider your knowledge of children's literature. The TaRs research found that teachers need a rich and constantly updated knowledge of children's literature and other texts in order to support the development of independent young readers. It is pivotal to foster RfP and a core professional responsibility.*

A screenshot of the Reading for Pleasure website's registration page. The page has a dark blue header with the site's logo and navigation links. Below the header is an orange banner with the text "New resources for Supporting Reading at Home". The main content area is white and titled "Register an account". It contains several input fields for registration: E-mail, Password, Confirm Password, First Name, Last Name, Twitter Handle, and Profile photo. There is also a "Strength indicator" for the password. Below these fields are dropdown menus for "Age phase" (with options 0-4, 4-5, 5-7, 7-9, 9-11, 11-14, 14-16, 16-18, Adults) and "Are you a member of a teacher's reading group?" (with a "select" dropdown). A "Country you work in" dropdown is set to "United Kingdom". At the bottom of the form are "Register" and "Log In / Lost Password" buttons.

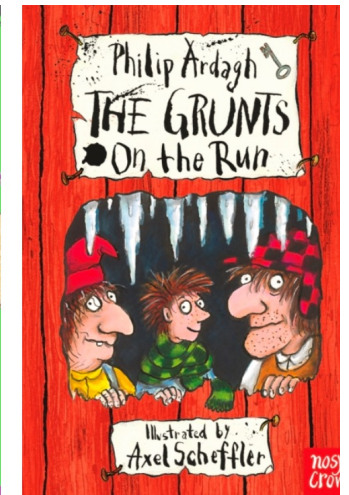
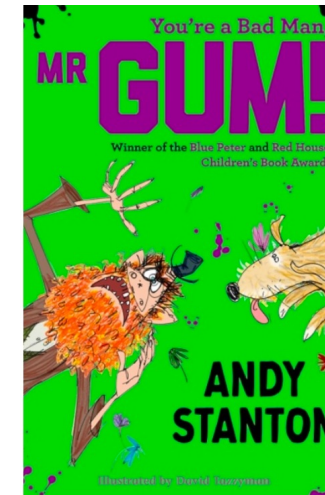
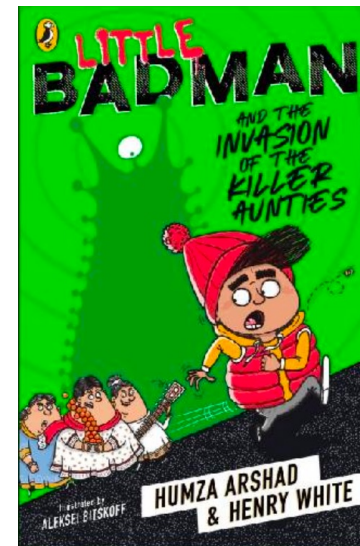
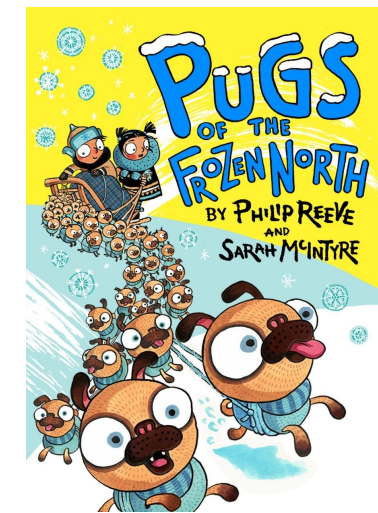
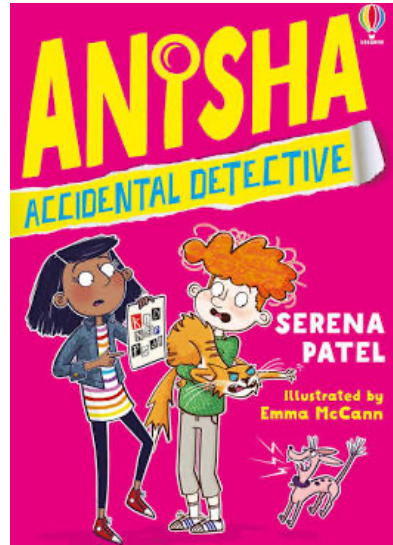
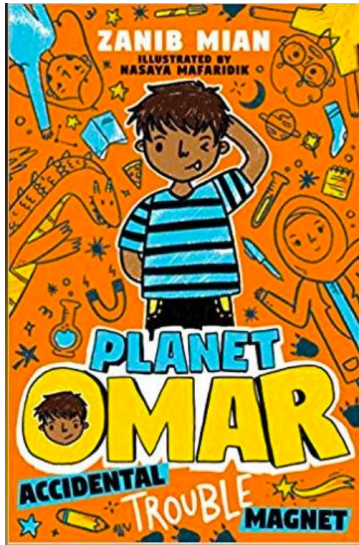
<https://ourfp.org/register>



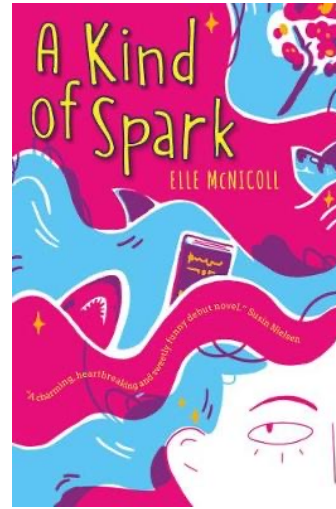
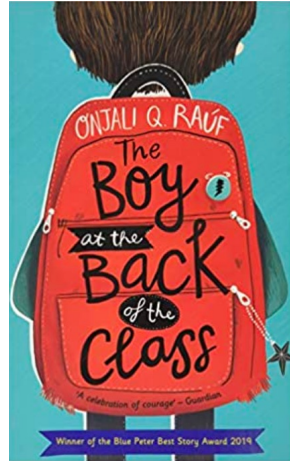
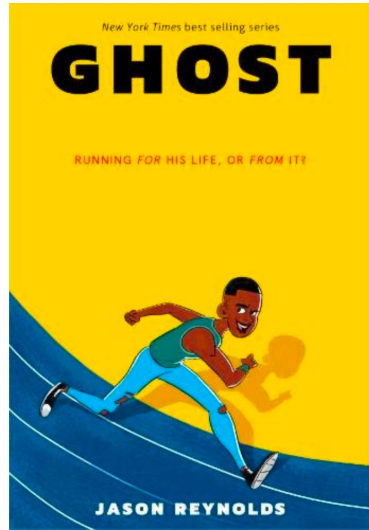


A-Z of picture book authors  
illustrators



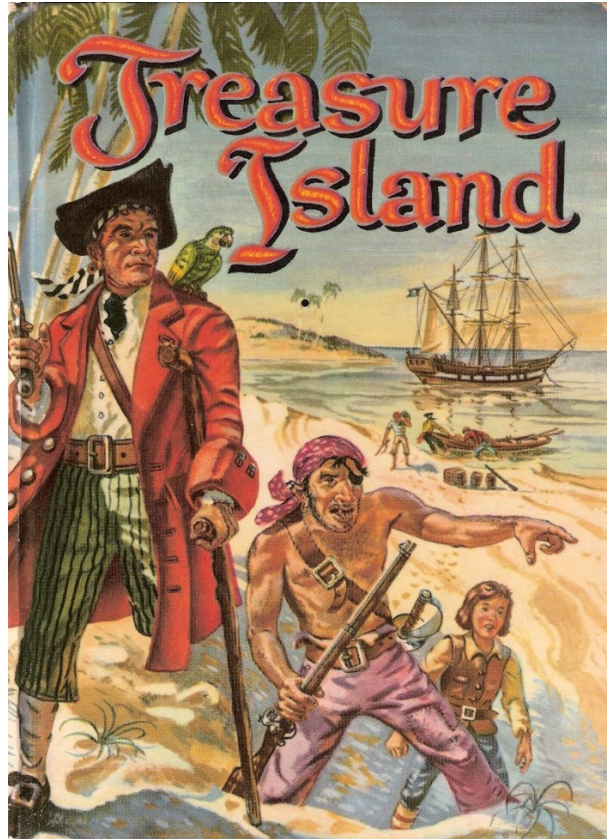


A-Z of early chapter books



A-Z of middle grade authors





vs



Let's be authentic when talking about reading...  
Sometimes, you don't want to read what you are told  
to...

# SUMMER READING CHALLENGE



The 2021 Teachers' Reading Challenge will start in July. Follow us at @ReadingAgency for updates

## JOIN THE CHALLENGE

Get rewards, resources and start conversations with other teachers as you discover brilliant children's books this summer.

[JOIN NOW](#)

## ALREADY A MEMBER?

Already a member? Fantastic! Click 'login' to jump back into your challenge. Remember by logging in you can add and review books, chat to the teacher community and access useful resources.

[LOGIN](#)

<https://teachersreadingchallenge.org.uk/>





### Your reading journey

- Holiday reading: three books?
- Summer Reading Challenge

### Your class's reading journey

- September Attitudes to reading survey
- What are they like as readers?

# GROWING A TEAM EXPERT, ENGAGED TEACHERS

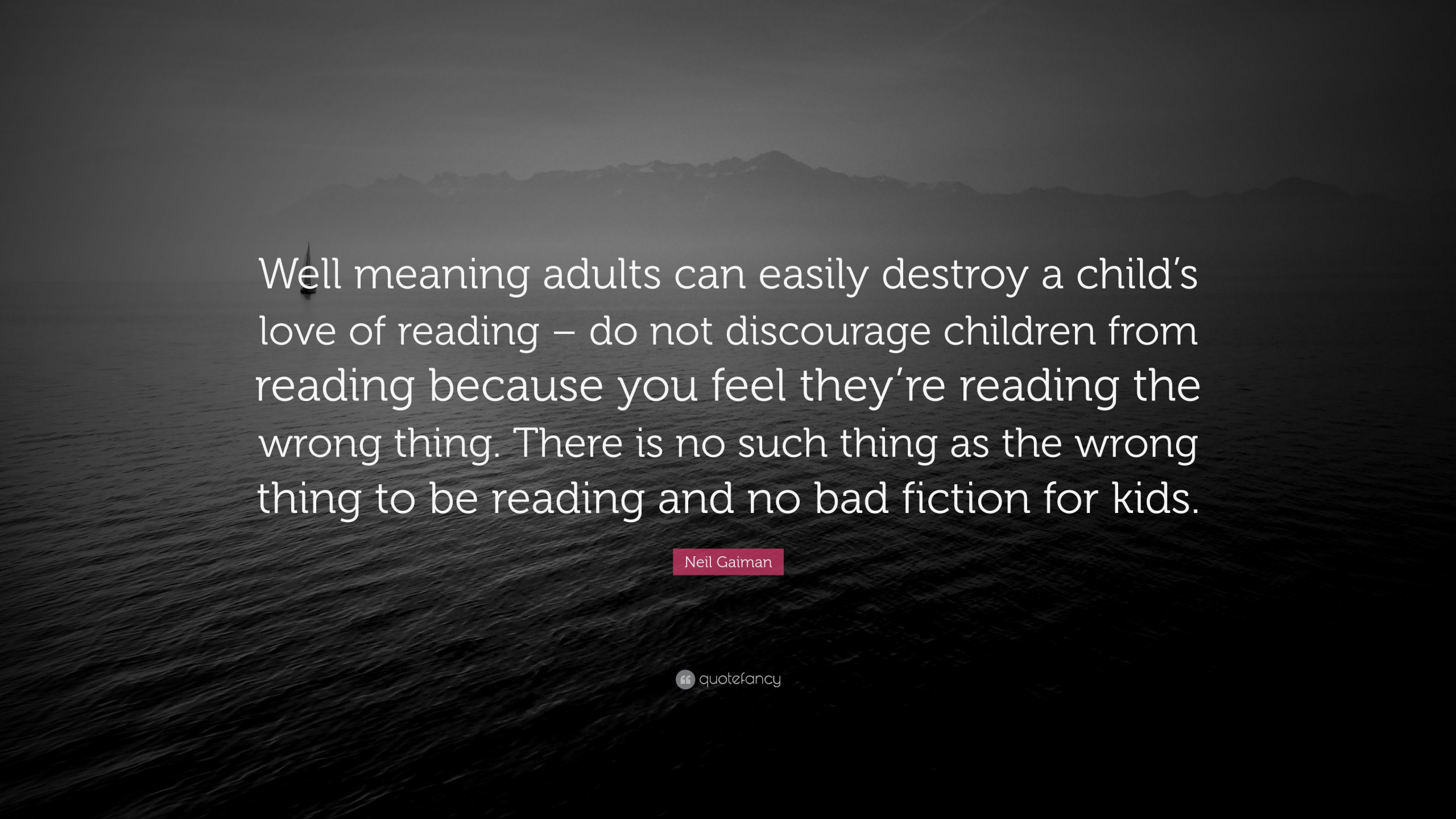


Workshops will cover:

- The Reading for Pleasure research and pedagogy
- Teacher knowledge of children's literature, poetry and non-fiction
- Teachers as readers
- Teacher knowledge of children's reading lives.
- How to grow an authentic reading for pleasure practice
- Reading communities and reaching parents
- Diversity in books – does our book stock reflect our children's lives?
- How to read aloud with prosody
- The impact of prosody on comprehension

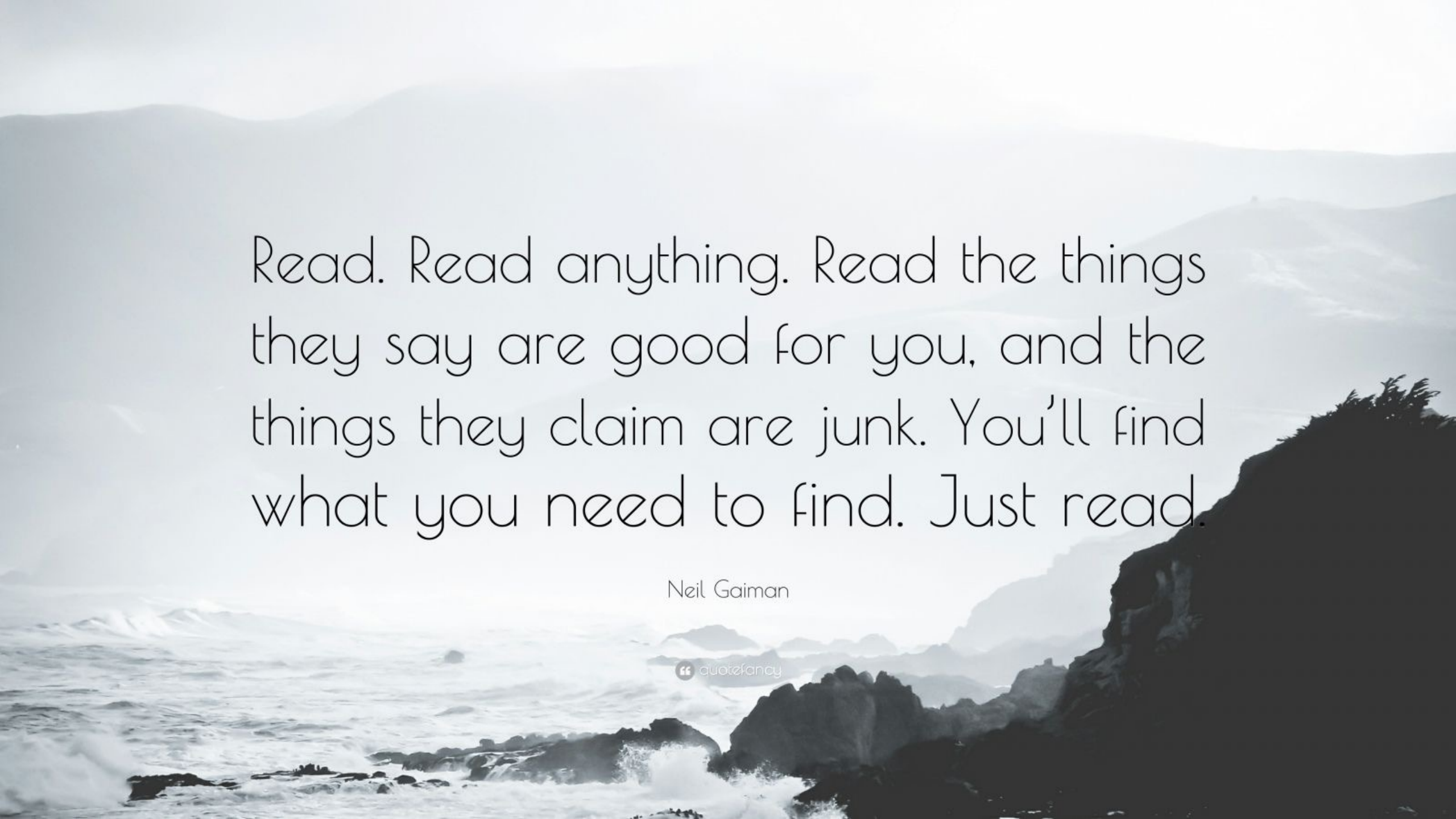






Well meaning adults can easily destroy a child's love of reading – do not discourage children from reading because you feel they're reading the wrong thing. There is no such thing as the wrong thing to be reading and no bad fiction for kids.

Neil Gaiman

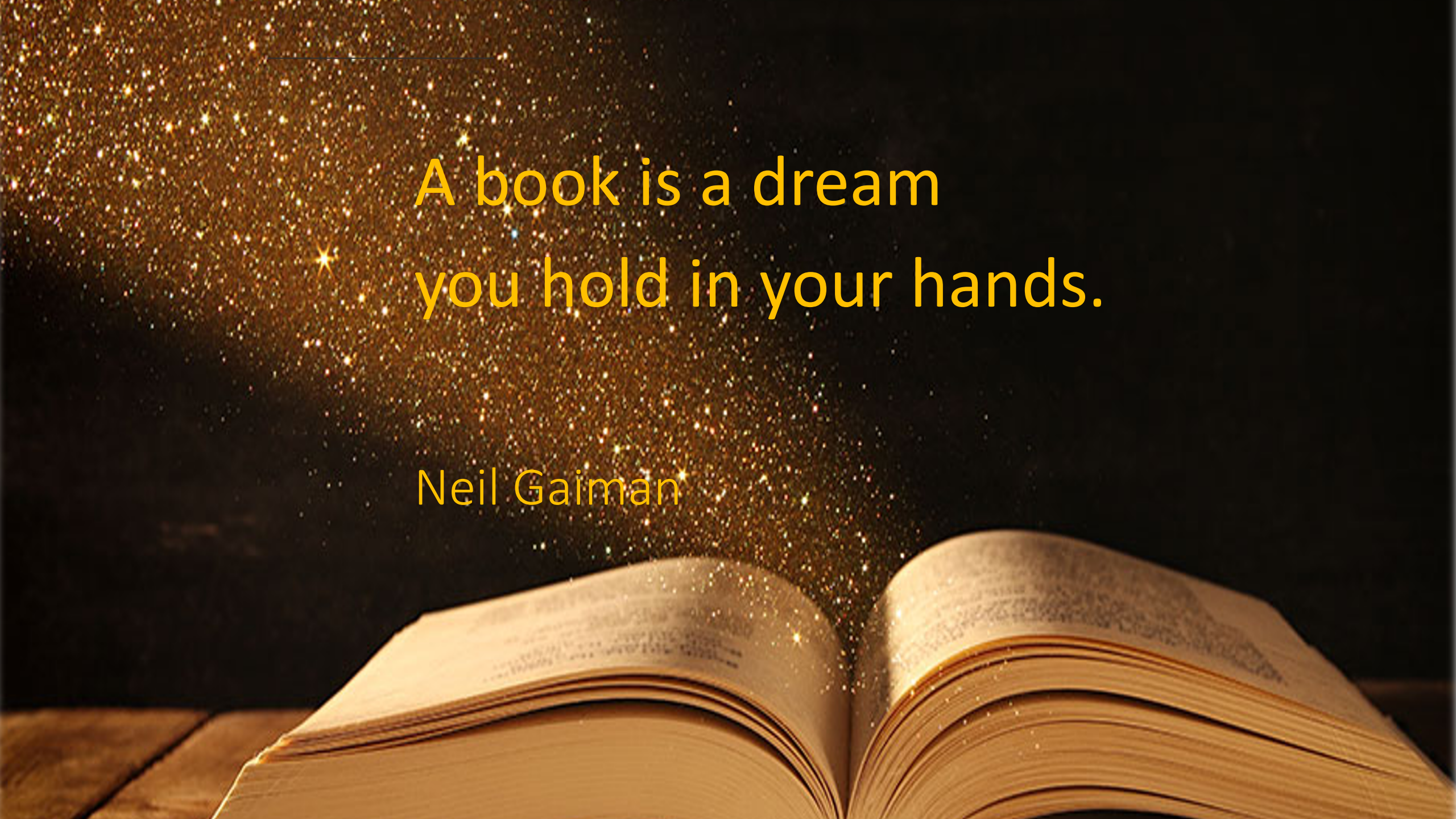


Read. Read anything. Read the things  
they say are good for you, and the  
things they claim are junk. You'll find  
what you need to find. Just read.

Neil Gaiman

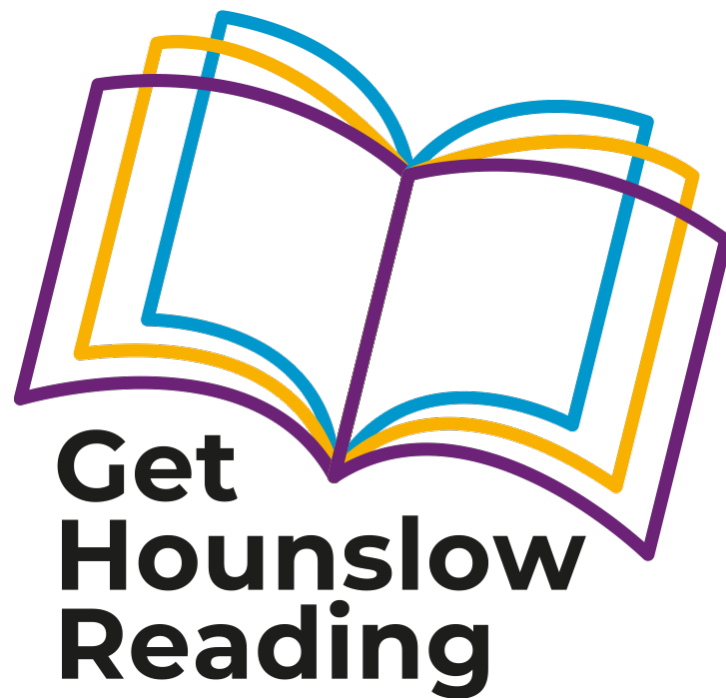
“ quote fancy



An open book is shown from a low angle, with its pages fanned out. From the center of the book, a dense cloud of golden, sparkling particles rises into the air, creating a magical, dreamlike atmosphere. The background is dark, making the golden sparks stand out prominently. The text is overlaid on the upper half of the image.

A book is a dream  
you hold in your hands.

Neil Gaiman



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