

Informal Book Talk:

How can teachers encourage reading for pleasure?

Alice Bidder
Hartland International School

Introduction



Background

The motivation for undertaking the piece of research surrounding reading for pleasure came from timetable restraints and children asking for more time to read. This led me to explore different strategies that could be implemented informally to boost 'book blether' and intrinsic motivation. The driving piece of literature came from the OECD (2002) 'Reading for pleasure is the single most important indicator of a child's future success.'

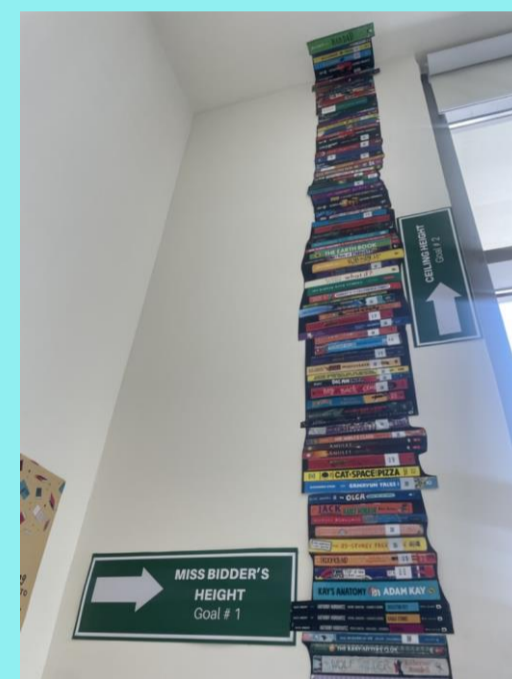
Research Questions

- What do children think about their current reading curriculum?
- How can I improve on the current offer and have impact?
- What impact does reading for pleasure have on NGRT data?

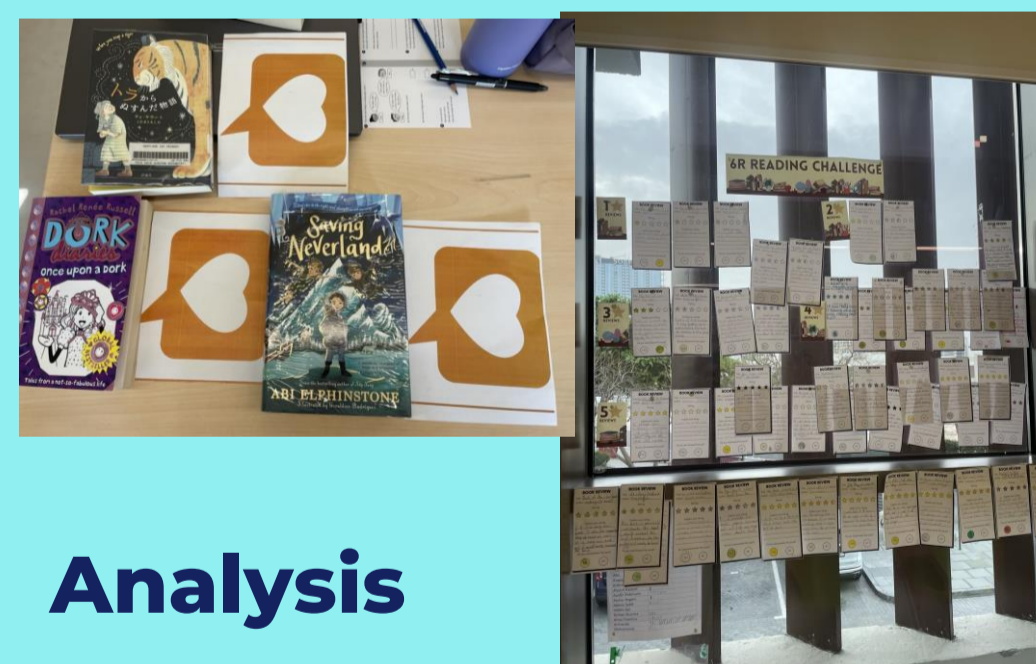
Research

Research Action

Strategies implemented:



- Read to the ceiling in books
- Book BINGO
- Increased RfP time in class
- Book Buddy conferencing
- Voting for class reader and using texts that represent the children in the class
- Linking texts through our HPL sessions to show how similar our choices can be.



Analysis

Children were able to talk confidently about the book they were reading and were better prepared for library sessions.

Children reported a higher enjoyment of guided reading lessons.

The informal nature of the strategies were the key driving force of the project.

Methodology

Sample

- 23 Year 6 children.
- Focus group of 2 male students.

Data collection

- Surveys carried out through Microsoft Forms
- The New Group Reading Test (NGRT) is a standardised assessment to measure reading skills of students aged 5-16 years against the national average. NGRT Form A and B data analysed.

Results

The impact on NGRT was improvement in reading scores for all. However, the focus group of 2 male students showed exceptional progress.

NGRT Form A (27.10.23) Form B (05.02.24)

Forename	SAS	Overall Stanine	NPR	Reading Age	Previous Test SAS	Previous Test Stanine	Progress Category
Student A	101	5	53	11:07	8	Much lower	101
Student B	110	6	74	12:11	8	Much lower	110

Forename	SAS	Overall Stanine	NPR	Reading Age	Previous Test SAS	Previous Test Stanine	Progress Category
Student A	116	7	86	15:02	101	5	Much higher
Student B	124	8	94	16:09	110	6	Much higher

Form C results incoming...

Conclusion

Informal book talk is...	Informal book talk isn't...
Social, and therefore involving pairs or groups of children	Always led by adults
Enjoyable, relaxed and spontaneous	Quiet or solitary
A chance to just chat about what's been read	Followed by comprehension questions
An activity any pupil can engage in	Formally assessed
Draws on books we have read or shared	Limited to certain types of texts or reading
Tempts children to read more and share more	

Reflections

This research project has highlighted that making impactful change does not need to mean extensive, additional teacher input. Fostering a reading for pleasure culture in the classroom is all that is necessary to make meaningful changes to children's ability and motivation to read.

- Make small changes and be consistent with them.
- Measure the impact to ensure you are making a difference.
- Engage with academic literature and research to guide carefully crafted changes in the classroom.

References

- Cremin, T. (2014) *Building communities of engaged readers: Reading for pleasure*. London: Routledge.
- OECD (2002) *Reading For Change Performance And Engagement Across Countries - Results From PISA 2000*