A child's room with a light green wall. On the wall are three framed pictures. To the right is a wooden door. In the foreground, there is a wooden bookshelf filled with books, a white book rack with more books, and a blue shaggy rug. A white speech bubble is overlaid on the left side of the image, containing the text '~ Let's Chat ~ The DfE Reading Framework'. At the bottom left, there is a white banner with the text 'Part 4 ~ Reading for Pleasure!'. At the bottom right, there is a white button with a left-pointing arrow, the word 'SWIPE', and a right-pointing arrow.

~ Let's Chat ~  
The DfE Reading  
Framework

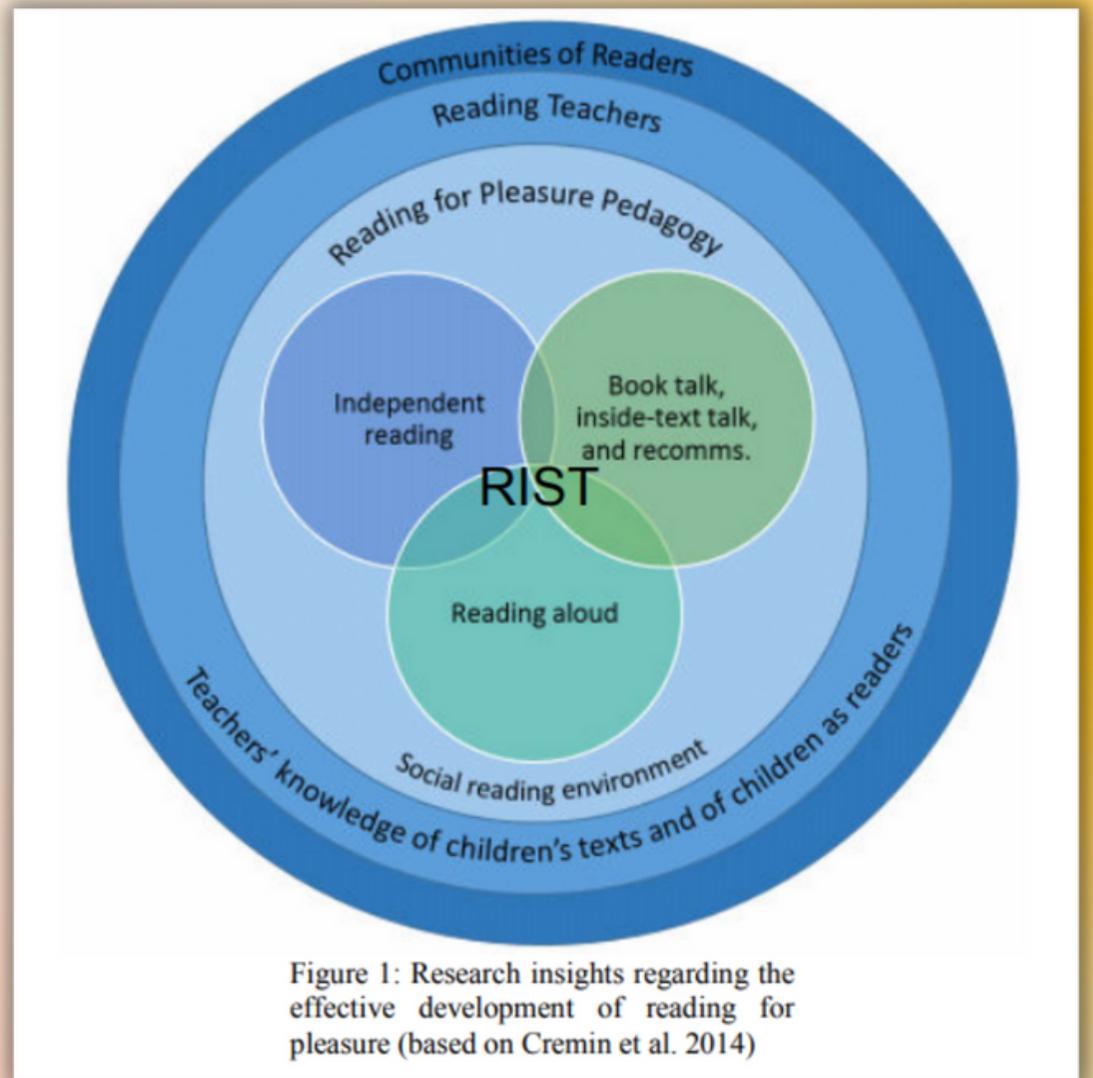
Part 4 ~ Reading for  
Pleasure!

← SWIPE →

# READING COMMUNITIES

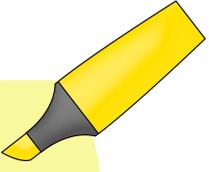
*"Reading for pleasure is more closely associated with intrinsic motivation; it is reading that children do for themselves at their own pace, with whom they choose and in their own way." Cremin (2014)*

When thinking about building a reading community in your classroom or school, I recommend reading Teresa Cremin's 2014 research. There is a fantastic summary article written for NATE that can be found [here](#).



# READING COMMUNITIES

Core strategies to encourage sustained, voluntary reading include:

- adults reading aloud regularly, including in class or form time
- informal book talk, including recommendations from peers and adults
- encouraging library use, including the local public library
- providing time to read 
- sociable reading environments, reading together and sharing books.

(Cremin et al. 2014)

# LIFE LONG READERS

Reading miles + emotional engagement are key to becoming a reader.

## Key takeaways:

- Keeping pupils reading is everyone's responsibility.
- Know the children's interests and reading preferences
- Nurture reading habits
- Aim is to build intrinsic motivation to read widely and often
- Strategic approach to developing readers is needed - not just once a year on WVBD



\*The focus in the Framework is Y2 + but we can develop a reading culture in EYFS and KS1 too through our storytelling and love of books alongside teaching children to read. A whole school ethos is key.

# BOOK CLUB

The Framework refers to Book Club as a designated, planned time each week for at least 20 minutes for children to explore books and read together.

*'Pupils should see it as sacrosanct, the best time of the week and one to look forward to, an occasion for browsing, exploring and discussing books.'*

'Book club is a time to recommend books to pupils for class reading and reading at home. Making tempting books available is important for all pupils, but especially for those who have limited or no access to books at home.'

# BOOK CLUB

'Pupils must be offered a feast of books: easy reads, books about how things work, graphic novels, joke books, irreverent books, books about animals - anything that might hook them into reading - as well as the more challenging books they will listen to in story times and study in English lessons.'

For some pupils, the hook into reading may be non fiction, for example, a book on climate change recommended by a science teacher.

Importantly, they need to be offered books they might choose to read over and over again' (pg 96)

# SOME CORE STRATEGIES FOR CREATING A READING CULTURE - READING RECOMMENDATIONS

YOU are so important - a personal recommendation from you has a huge influence.

- Recommend books - place a post it note on top with a little message and leave it on a child's desk to find
- Share teasers for up and coming books or look through publishers websites to create wish lists

(You don't have to share actual books, just giving pupils titles of books you think they might like can have a huge impact.)

- Have a special shelf of your 'favourites.'
- You/other pupils curate a shelf/box of recommended reads
- Be excited about reading - it is infectious!

*Teachers' knowledge of texts and of readers was key and the cornerstone on which interactive communities of readers were built.*

*Cremin et al (2014)*

# SOME CORE STRATEGIES FOR CREATING A READING CULTURE - IDEAS FOR 'BOOK CLUB' TIME

- Read an extract of a book you recommend (sometimes reading from the middle as opposed to the first chapter can be a bigger 'hook'.)
- Explore a 'book talk question' e.g. which character would you most like to meet in real life? Tell me about the last book that made you laugh out loud.
- Allow children to choose books to take home
- Time to read with friends
- Make recommendations to each other
- Have a weekly focus e.g. non-fiction, graphic novels, picture books, adventure stories to introduce children to different books that they might not choose themselves.

# THINGS TO AVOID

- Avoid using reading as a sanction or the book area/library as a space for time out/reflection time
- Be wary of reading rewards and reading quizzes ~ make reading itself the reward

# I BELIEVE THAT YOU ARE SO IMPORTANT

- You set the tone in your space.
- Your love of literature will shine through and spread
- Your book recommendations will be valued by students
- Your knowledge of children's books will help your students find new books that interest them.
- Your enthusiasm can ignite a spark that develops into a life-long love of reading

A child's reading nook is shown, featuring a white shelf with books like 'ANTHONY BROWNE', 'ANITA', 'OMAR', 'DAVE', 'SPIDERMAN', and 'YOU CHOOSE YOUR ADVENTURE'. A wicker basket holds stuffed animals. A blue beanbag chair and a wooden table with a 'Listening Station' sign are also visible.

I'd love to know your thoughts and ideas on this research.

DROP A COMMENT BELOW

