

Book Crowns – Celebrating Reading Identities



Amy Greatrex

EYFS Teacher, Phonics, Early Reading and Reading for Pleasure Lead

Context



- Bucklesham Primary School is a small school in the heart of Suffolk, with links to the archaeologist Basil Brown (of Sutton Hoo fame). The school has just under 100 children on roll and is part of the FOSS (Federation of Small Schools). There are mixed age classes and an award-winning gardening club.
- The School Development Plan links to the promotion of Reading for Pleasure for all children.



OU Research Inspiration and Rationale

OU/ UKLA Teachers as Readers (TaRs) Research.


I had a keen focus on developing:

2. Knowledge of children's reading practices.
4. As Reading Teachers – teachers who read and readers who teach.
(Cremin et al., 2014)

To develop children's RfP effectively, the TaRs research showed that teachers need to develop:

1. Considerable knowledge of children's literature & other texts
2. Knowledge of children as readers
3. A RfP pedagogy:
 - ❖ social reading environments
 - ❖ reading aloud
 - ❖ informal book talk, inside-text talk and recommendations
 - ❖ independent reading time
4. As Reading Teachers - teachers who read and readers who teach
5. Reciprocal and interactive reading communities.

(Cremin et al., 2014)



The Open University

© The Open University

Overcoming Barriers to Reading for Pleasure

World Book Day, working together with The Open University's Reading for Pleasure team, have developed a series of webinars and vlogs to encourage reflective discussion around the barriers to reading for pleasure as readers and practitioners in school.



I am passionate about staff and students sharing their barriers to reading, inspired by the OU/World Book Day collaboration vlogs and webinars about barriers to reading.

[Overcoming Barriers to Reading for Pleasure - World Book Day](#)

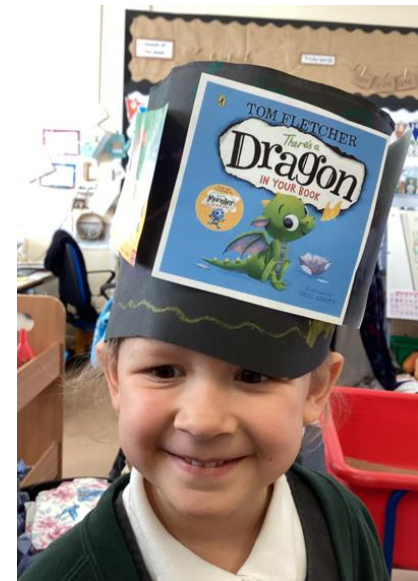
Aims

- ✓ For staff to be reading role models and to share their reading identities (preferences, habits and barriers) with their class.
- ✓ For children to reflect and celebrate their current reading lives.
- ✓ For staff and children to know 'we are all readers', with threads of commonality and unique strands.
- ✓ For staff and children to know that our reading identities are fluid and ever changing.



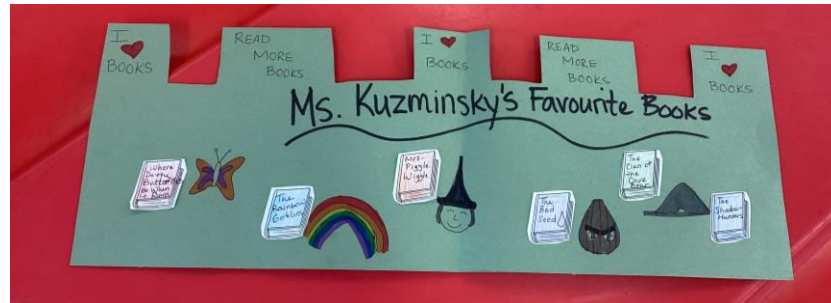
Outline

- ✓ I held a Reading for Pleasure staff meeting where I shared my reading river (identity) with staff, sharing my favourite books, barriers and habits. Staff began orally sharing their reading lives. I modelled how to recreate a reading river so staff knew what to do. I shared that this is a chance for us to learn what the children enjoy reading and to find out about their reading identities.
- ✓ On World Book Day staff shared their own reading rivers with their classes. Showing them books that had influenced their lives.
- ✓ On World Book Day children were invited to bring their favourite texts in – they were reminded that this could be fiction, non-fiction, picture fiction, poetry, magazines and comics etc...



Impact

- “I really enjoyed the process of talking about the books that had made a difference to my reading journey. It sparked my excitement which sparked the kid’s excitement. It was a great reminder.” Laura Kuzminsky - Class Teacher Mixed Y5/6.
- “The impact was on the harder to reach children who don’t read at home but had an opinion on their favourite books. All staff made one, it engaged all staff.” Rachael Rudge - Headteacher.
- “I think it was good because we could choose what books to put on it and I really like the football books and could add them.” KS2 Child.
- “I like my crown, it has *Chocolate Cake* on it, Michael Rosen is so funny!” EYFS Child.
- When there are national reading events and days, I want it to have a ripple effect for weeks and months – to impact Reading for Pleasure across school. Book Crowns provided a new and fun way for us all to talk and show our reading lives. As soon as this day was over, we had gained knowledge of the children’s reading lives and in turn, they knew about ours. It broke the barrier between staff, students and peers talking about their preferences, habits and barriers. We’ve been able to keep this going in our informal reading times, during RfP assemblies, in the corridor and at the various book clubs – staff book club, Little Big Book Club and Bucklesham Bookworms (weekly open library session for all).



Next Steps

- We have invested money into our library space – ordering new furniture and we are seeking a library grant to get more of the books the children want to read.
- We are planning next World Book Day already. We have booked *The Roving Bookshop* so we can get the World Book Day books to all of our children and create a book buzz across school.
- I have a new idea for World Book Day that can be tweaked for year groups and provide oracy opportunities, encourage sharing of reading identities and a chance for the children to tell their own stories. We have children who want to write and illustrate for pleasure so we will follow this passion. Watch this space!



Book Crowns - Celebrating Reading Identities

