

UNDERSTANDING & TEACHING PRIMARY ENGLISH

THEORY INTO PRACTICE

JAMES CLEMENTS & MATHEW TOBIN



Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne



Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne

SAGE Publications Ltd
1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Editor: James Clark
Assistant editor: Diana Alves
Production editor: Katherine Haw
Copyeditor: Clare Weaver
Indexer: Adam Pozner
Cover design: Naomi Robinson
Typeset by: C&M Digitals (P) Ltd, Chennai, India
Printed in the UK

© James Clements and Mathew Tobin 2021

First published 2021

Apart from any fair dealing for the purposes of research, private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act, 1988, this publication may not be reproduced, stored or transmitted in any form, or by any means, without the prior permission in writing of the publisher, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside those terms should be sent to the publisher.

Library of Congress Control Number: 2020947521

British Library Cataloguing in Publication data

A catalogue record for this book is available from
the British Library

ISBN 978-1-5264-2658-1
ISBN 978-1-5264-2659-8 (pbk)

At SAGE we take sustainability seriously. Most of our products are printed in the UK using responsibly sourced papers and boards. When we print overseas we ensure sustainable papers are used as measured by the PREPS grading system. We undertake an annual audit to monitor our sustainability.

CONTENTS

<i>About the authors</i>	vii
<i>Introduction</i>	viii
PART 1: ENGLISH IN THE EARLY YEARS	1
1 Reading in the Early Years: Theory	3
2 Reading in the Early Years: Practice	17
3 Writing in the Early Years: Theory	32
4 Writing in the Early Years: Practice	46
PART 2: ORACY AND SPOKEN LANGUAGE	67
5 Talk, Oracy and Spoken Language: Theory	69
6 Talk, Oracy and Spoken Language: Practice	82
PART 3: READING	99
7 The Simple View of Reading: Theory	101
8 The Simple View of Reading: Practice	132
9 Becoming a Reader: Theory and Practice in Reading for Pleasure	153
10 Teachers as Readers – Understanding the Importance of Children’s Literature: Theory and Practice	170
PART 4: WRITING	191
11 The Teaching and Learning of Writing: Theory	193
12 The Teaching and Learning of Writing: Practice	208
13 Teaching Grammar and Punctuation in Context: Theory and Practice	225
PART 5: VOCABULARY AND WORD KNOWLEDGE	241
14 Building Vocabulary and Word Knowledge: Theory and Practice	243

PART 6: CURRICULUM, PLANNING AND ASSESSMENT	267
15 Curriculum and Planning in Primary English: Theory	269
16 Curriculum and Planning in Primary English: Practice	284
17 Assessment in English: Theory	298
18 Assessment in English: Practice	316
<i>Index</i>	336

ABOUT THE AUTHORS

James Clements is an experienced teacher, researcher, and education writer. He has worked with groups of schools, education organisations and governments in the UK and across the world. Prior to this, James was a primary teacher and school leader in central London. He is the author of *Teaching English by the Book*. James' principal areas of interest are children's development of language, the pedagogy surrounding language and reading comprehension, and how schools create rich reading cultures and authentic ways of supporting children's written communication.

Mathew Tobin was a primary teacher and school leader for many years before becoming a senior lecturer in Primary English and Children's Literature. He continues to work closely with school practitioners and pupils with a particular focus on raising standards in English. He is passionate about promoting the importance of Reading Teachers and the Reflecting Realities agenda and teaches these areas at both Undergraduate and Postgraduate level. Mathew is often invited to chair discussions and deliver keynotes around Children's Literature, and is involved in various judging panels. His own research interests include exploring the relationship between Children's Literature and landscapes and the pedagogical potential and benefits of a locality-based curriculum.

PART

3

READING

7	The Simple View of Reading: Theory	101
8	The Simple View of Reading: Practice	132
9	Becoming a Reader: Theory and Practice in Reading for Pleasure	153
10	Teachers as Readers – Understanding the Importance of Children’s Literature: Theory and Practice	170

BECOMING A READER: THEORY AND PRACTICE IN READING FOR PLEASURE

THIS CHAPTER WILL

- Introduce the theoretical underpinnings of reading for pleasure, including the importance of creating a genuine, authentic reading culture
- Consider practical approaches for promoting reading for pleasure in the primary school

Introduction

The Simple View of Reading, discussed in Chapters 7 and 8, provides a model for how we might go about teaching children *to* read. But being able to read is only one aspect of being a reader. If children can read, but never choose to read then they miss out on the benefits that being a reader can bring: academic, social, cultural and emotional. More than anything, they miss out on the pleasure that reading can bring – the enjoyment of being lost in a thrilling novel or the fascination of finding an unexpected fact from a website.

The first section of this chapter outlines the theory around reading for pleasure, introducing what research tells us about how schools can build an authentic reading culture. The second section looks at practical approaches for encouraging children to read widely for pleasure in the primary classroom.

Reading for pleasure – theory

The first section of the chapter will consider theory and research surrounding reading for pleasure and building a reading culture in the classroom.

Defining reading for pleasure

‘Reading for pleasure’ has become the recognised term for the reading that children choose to do of their own volition. Bearne and Reedy (2018) neatly define reading for pleasure as ‘personal motivation and engagement in reading which leads to sustained voluntary reading’. This reading may happen in class or at home, but the key word is *voluntary*. Whether the text is fiction or non-fiction, paper or on screen, reading for pleasure is:

Reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else’s request, we continue because we are interested in it.

(Clark and Rumbold, 2006)

The benefits of reading for pleasure

Research suggests a correlation between becoming a reader, someone who chooses to read in their own time, and a wide range of academic benefits, including:

- a correlation between reading engagement and reading attainment (Morgan and Fuchs, 2007; Petscher, 2010; Clark and de Zoysa, 2011; De Naeghel et al., 2012; McGeown et al., 2014; Torppa et al., 2019; Toste et al., 2020)
- better general knowledge (Cunningham and Stanovich, 1998)
- a possible effect on wider academic performance (OECD, 2002)
- increased performance in tests of spelling and mathematics (Sullivan and Brown, 2013)
- improved vocabulary and language development (Sullivan and Brown, 2013; Mar and Rain, 2015)
- a link between reading and self-confidence in reading (Guthrie and Alvermann, 1999)
- a link to both improved attainment and more positive attitudes to writing (Cremin and Myhill, 2012; Clark, 2014)

As Clark and de Zoysa (2011) note, the relationship between enjoyment in reading and reading attainment is not necessarily causal – it may be that stronger readers enjoy reading more, rather than that their enjoyment in reading is raising attainment: a hypothesis supported by Toste et al.’s meta-analysis (2020). Indeed, research by Van Bergen et al. (2018) disputes the relationship is even reciprocal, suggesting that children’s reading ability determines the amount that young children wish to read. However, other research indicates that exposure to print is a factor in children’s reading fluency (Stanovich and West, 1989; Mol and Bus, 2011).

Share’s *self-teaching hypothesis* (Jorm and Share, 1983; Share, 1995) suggests that for beginning readers, a combination of conscious phonological decoding and repeated exposure to words enables children to self-teach through their independent reading. As they encounter more words in print on the page or screen, children’s orthographic knowledge grows, lessening their reliance on phonological decoding and eventually supporting fluent reading. Later, as children progress from this early stage of decoding to become fluent readers, exposure to text might support vocabulary acquisition, background knowledge and provides them with the opportunity to practise applying the range of strategies for comprehension discussed in Chapter 8. It seems plausible that reading for pleasure would positively affect reading outcomes.

Perhaps due to these reported academic benefits, the 2014 English National Curriculum contains a number of references to reading for pleasure and pupils’ wider reading, stating that:

Pupils should be taught to read fluently, understand extended prose, both fiction and non-fiction, and be encouraged to read for pleasure. Schools should do everything to promote wider reading... [Pupils] should be reading widely and frequently, outside as well as in school, for pleasure and information.

(DfE, 2013)

This focus is welcome even if, as critics argue, this rhetoric is not always reflected in other policy decisions, including the emphasis given to the testing of a narrow range of specific aspects of reading comprehension at Key Stage 2 or the introduction of a phonics check at the end of Year 1 (Bearne and Reedy, 2018). For further discussion on the role of national assessments, see Chapter 17.

Of course, academic progress isn’t the only reason reading widely might be important. Research suggests that reading widely can support children to:

- develop empathy for others through their engagement with fictional characters (Nikolajeva, 2013)
- develop their awareness and understanding of their emotions and furnish them with a vocabulary to discuss these (Kumschick et al., 2014)
- promote a better understanding of the world (Howard, 2011)
- less predication to prejudice and stereotyping (Vezzali et al., 2012, 2015)
- develop their self and social identities (Moje et al., 2008)

Aside from these reported academic and social benefits, reading can also bring immense enjoyment. Pleasingly, reading for pleasure is an area where the research suggests a convergence between what is likely to be academically useful, what can support children's emotional development and awareness, and what might be a pleasant and enjoyable way to spend their time.

Supporting children to become readers seems like a key priority for a teacher in the primary classroom. So, how might this best be approached?

Encouraging reading for pleasure – theory

There is an obvious problem if we try to coerce children into undertaking the 'reading that we do of our own free will' (Clark and Rumbold, 2006). When considering modern approaches to parenting, Gopnik (2016) compares the difference between how a carpenter and a gardener approach their respective work and the same analogy might be useful here. Rather than approaching reading for pleasure like carpenters, attempting to chisel children into readers through ordering them to read or through bribing them with initiatives and rewards, we might be better approaching the task as a gardener. If we can set up the right conditions to make reading enjoyable and motivating; there is every chance that they will grow and flourish into readers. If schools can create a culture where reading is valued and celebrated, time is made on the curriculum for free voluntary reading and children are introduced to inspiring books and other reading materials, then success is very possible.

Cremin et al. (2014) offer a 'coherent strategy' for developing children's reading for pleasure, making eight recommendations for schools and teachers:

1. Take responsibility for developing reading for pleasure, alongside and as complementary to, reading instruction, and plan systematically to achieve this.
2. Widen their conceptions of reading and being a reader in the twenty-first century.
3. Develop as reading teachers: teachers who read and readers who teach.
4. Make space and time to build reciprocal reading communities in their classrooms that blur the boundaries between children's home and school reading worlds.
5. Expand their knowledge of:
 - literature and other texts
 - everyday reading practices and experiences
 - individual children as readers
6. Develop a reading for pleasure pedagogy that fosters inside-text talk and builds positive reading identities for all children.
7. Foster children's autonomy as readers who can exercise discrimination and choice within and beyond school.
8. Construct new, more equivalent reading relationships with families and community members, exploring the potential synergy between teachers', children's and parents' reading lives and practices.

These eight areas form the basis of the practice section of this chapter and reflect research by McGeown et al. (2012) which suggests that an intrinsic motivation to read (a desire to read drawn from genuine interest), rather than an extrinsic motivation (the promise of recognition, rewards or praise) is a more powerful factor in children becoming accomplished, confident readers. The importance of the teacher as a reading for pleasure role model is explored in greater depth in Chapter 10.

Approaches to developing an authentic reading culture – practice

This section considers four practical approaches to developing reading provision, each of which reflects Cremin et al.'s (2014) principles:

- Developing teachers' knowledge of children's literature and other twenty-first century reading practices
- Teachers promoting reading for pleasure alongside effective reading instruction and creating a responsive reading for pleasure pedagogy
- Schools forging reading relationships with families and the community
- The school community celebrating reading, encouraging children to grow into autonomous, motivated readers

Developing teachers' knowledge of children's literature

Keeping abreast of children's literature and other up-to-date reading material can be difficult within teachers' busy professional lives. However, as explored thoroughly in Chapter 10, teachers with a comprehensive knowledge of children's literature are well placed to make considered recommendations for children's' future reading, select texts that are useful and engaging in the classroom and can talk enthusiastically about books, supporting the development of an authentic reading community (Cremin et al., 2009).

STOP AND REFLECT

- How well would you rate your knowledge of children's literature and other reading materials, such as websites, periodicals and apps?
- Do you know which books and texts are popular with children in your class?
- Do you know which books and texts are popular with children across the country?
- Do the texts you share with children, both in English lessons and reading sessions, and those books children can choose to read independently, reflect the diversity of your school community and society as a whole?

Access to high-quality and up-to-date booklists, such as the CLPE's Corebooks (www.clpe.co.uk/corebooks) or reading the work of specialists in the field such as Nikki Gamble (www.exploringchildrensliterature.uk) can be a useful starting point to broaden teachers' knowledge, as can interacting with publishers, authors, book bloggers and other experts online and through social media.

Reading organisations such as the Booktrust and the Reading Agency are also excellent sources of information about books. The Reading Agency (www.readingagency.org.uk) features booklists and resource packs for many recent publications. The Booktrust's 'What to read after...' series suggests books that might be recommended after children have finished a popular series or book (www.booktrust.org.uk). The Booktrust Bookfinder (search online) offers an interactive way of searching for new books, allowing the filtering of texts by age and theme. The long and shortlists for children's book awards, such as the Carnegie Award, the Greenaway Award or the UKLA Children's Book Award are all great places to find new books too (search online for each).

Appointing a reading champion at school, responsible for promoting reading and sharing new books, can also be an effective way of raising awareness of reading, although for an initiative like this to be successful, they will need a medium to share their expertise that will not add too much to teachers' workloads.

CASE STUDY 9.1

One headteacher was keen to give teachers time to develop their familiarity with children's literature and other reading materials. One twilight staff meeting was set aside each half-term for teachers to browse a collection of recently published children's books and discuss those that could be shared in class.

Following this, a group of teachers set up a teachers' book group that met monthly to discuss a book or set of picture books. The school also put aside a space in the staff-room for teachers to display books they thought might be popular with other teachers. Teachers began leaving books with annotated sticky notes on them, suggesting who might enjoy them and what purposes they might be put to in the classroom.

A carefully planned text-based curriculum can also support teachers to embrace new or unfamiliar books. When planning an English curriculum (a topic discussed in depth in Chapters 15 and 16), care needs to be taken to balance teachers' freedom to choose books they wish to share while also outlining a core entitlement for all children across the school. A popular model is a long-term plan where each year is divided into a series of text-based units. Each unit has a selection of recommended texts that a teacher could use. If a teacher has a better idea for the text to use, they can make a conscious decision to ignore the recommendations and use their chosen one instead. An approach to curriculum planning such as this can

support those for whom English isn't their specialism or particular area of interest or those who are new to text-based teaching, without inhibiting the text selection of experienced or confident teachers.

CASE STUDY 9.2

One school chose to encourage teachers to go beyond their old favourites by introducing a 'Brand New Book Fortnight' across the school. Each class teacher would choose a book published in the last year that hadn't been taught by the teacher before. A staff meeting was run by a librarian from the local Schools Library Service who brought in a range of children's books and encouraged teachers to read and discuss them. A fortnight of work would then be taught around their newly chosen book. This had the effect of encouraging teachers to take a chance on an unfamiliar book, broadening their repertoire and knowledge of children's literature.

After three years of the initiative, a curriculum audit found that many books that had begun as *Brand New Books* were now established in the curriculum.

Teachers promoting reading for pleasure alongside effective reading instruction

Cremin et al. (2014) suggest creating a responsive reading for pleasure pedagogy comprising several elements:

- Rich reading environments
- Regular reading aloud
- Time for booktalk and recommendations
- Time for independent choice-led reading

Rather than work in opposition to reading instruction, these elements should form a symbiotic relationship with learning to read: in order to read widely for pleasure, it is important to become a fluent reader. Conversely, as we have seen, wide independent reading is one of the most significant factors in supporting children's growing proficiency in reading. Reading for pleasure and learning to read are two sides of the same coin.

Rich reading environments

While this phrase is often used to describe the physical spaces where children read and where books are kept and displayed, the reading environment is far more than this. Chambers (1993) refers to 'the social context of reading': the choice of books available, the time allocated

to reading in the classroom, the purpose(s) for reading, and even opportunities for experiences to reflect the mood of the reader. An attractive book corner or reading display may help the books look more appealing but the range of texts available is likely to be a more significant factor on children's reading for pleasure in the long run. This range should include texts that reflect children's interests as well as a breadth of genre and formats. Time to browse, discuss, choose and explore these texts are all significant factors when making the most of that reading space.

CASE STUDY 9.3

One teacher decided to make use of digital photoframes to display recommended reads from children in her book corners and bookshelves.

Once they had finished a book they had particularly enjoyed, children could be photographed holding up the book and a short one-line review written on a mini-whiteboard. These photographs were displayed on the photoframes for their classmates to see, encouraging others to seek out the books their friends had enjoyed.

Regular reading

Reading aloud turns enjoying a book into a communal activity that can be shared by everyone in the class. It allows everybody to share in the ideas and language of the same book, enabling conversation. Research suggests that listening to books being read aloud right through children's schooling is likely to be one of the most educationally useful things we can do as teachers, supporting language comprehension and vocabulary development (Westbrook et al., 2018).

Aside from the educational benefits, sharing a book as a class can be a joyful time of day where children have the opportunity to experience the pleasures in books and reading. Reading aloud can be a useful pedagogical tool, but if we are to use it as a catalyst for children becoming lifelong readers, making the time to listen to a story for pure enjoyment with no planned follow-up questions, analysis of language or written task is vital. While the ring-fencing of reading aloud for pleasure in an education system where reading is measured through performance in tests might seem like a luxury, it is in fact a form of 'advertising for literacy' (Leland et al., 2018). Embedding these pleasurable shared reading experiences could be the inspirational spark which starts a child on their own journey to becoming a reader themselves.

Reading aloud in class also offers opportunities to introduce children to authors and text types that they might not choose in their independent reading, as acknowledged in the 2014 National Curriculum for Years 5 and 6:

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

(DfE, 2013)

Time for booktalk and recommendations

As discussed in Chapter 8, authentic booktalk is an integral part of good English teaching. In the context of reading for pleasure, booktalk allows children space to explore multiple interpretations of the same text and affords a way of sharing their opinions and listening to those of others, exploring meaning and preferences collaboratively. Drawing on the work of Chambers (1993), Maine (2015), Rosen (2018) and Roche (2015), McGonigle (2018) suggests some examples of questions and prompts to generate the type of booktalk that might encourage a thoughtful response to a text:

Reflecting

- Does anyone have something they want to say about the story?
- Tell me... was there anything you really liked or disliked about this book? Which character interested you the most?
- I really liked the part when...
- I thought... was an interesting character especially when...

Clarifying/speculating

- Does anyone have a question about the story? Tell me, did anything puzzle you or take you by surprise?
- Why do you suppose...?
- It confused me when...
- I'm not sure why... happened?

Connecting

- Tell me... have you read any other books like this, or has anything like this happened to you?
- It reminds me of...

Empathising

- What did we find out about how the characters were feeling?
- I understand how... felt, I would too because...

Evaluating

- What would you tell your friends about this book?

Analysing

- What is this story about?
- Why do you think the author wrote this book?

(McGonigle, 2018)

Independent choice-led reading

Time spent reading and browsing independently is a crucial component of a well-planned reading curriculum. Educationally, sustained independent reading is vital for building fluency and reading stamina. When considering children's reading for pleasure, this is the space where children can follow their interests and reading enthusiasms. Children's choice of text is crucial to becoming a reader (Clark and Rumbold, 2006; Gambrell, 2011) and while it would be desirable for every child to have this free-choice reading at home, research suggests that this is often not the case (Clark, 2014). For some children, independent free-choice reading will only happen regularly at school. If children do not have specific time to read independently at school, they simply will not benefit from this vital experience.

CASE STUDY 9.4

A Year 6 teacher noticed that some children in her class were reluctant to take a chance on unfamiliar books, instead always choosing the same type of book or a book from the same narrow band of series or authors.

She created a book loyalty card for each child. Over the course of a month, each child was set the challenge of reading five different types of book, collecting a stamp for each. The categories were:

- a novel by an author you've never read before
- a picture book
- a book of poetry
- a non-fiction book about a topic you don't know much about
- a book recommended to you by someone else in the class

If the children collected all five stamps, they would win an *Adventurous Reader* certificate, presented in assembly.

The initiative worked well because it ran over a short period of time and it still allowed plenty of choice within the categories. Children could also choose not to take part (although they all did). At the end of the month, the children were free to return to the books they had read before if they wished. In fact, the teacher reported that many children became far more willing to take a chance on an unfamiliar book or try different genres of book.

Schools forging reading relationships with families and the community

International reading studies suggest that children who are supported in their reading at home are much more likely to enjoy reading and tend to achieve more highly at school generally, with parental engagement being a greater influence than level of parental education, family

size and socio-economic background (Flouri and Buchanan, 2004). It has been suggested that the positive effect of parents being involved with children's reading at primary school can still be seen at the age of 15 (OECD, 2012).

The ideal relationship between professionals at school and parents at home should be reciprocal, with communication and learning passing from one to another. Schools can harness the enthusiasm of families by providing guidance, advice and resources to make reading at home as enjoyable and successful as it can be. And parents can provide teachers with insight into their home literacy practices, information around their children's interests and reading habits and any potential barriers and opportunities they encounter at home.

CASE STUDY 9.5

After some reflection as a staff team, one school felt that communication with parents and carers about reading was restricted to key times in a child's school career. There was plenty of communication in Reception, when children started at the school and the strategies for teaching reading were explained, along with how home-school reading worked. Then there was a flurry of communication at the start of each year, which gradually petered out.

The school was determined to ensure regular contact with parents around reading, reinforcing the message that listening to children read at home and reading aloud to children, no matter how old or confident they were at reading, were hugely valuable things to do. School leaders were also aware that it was not always possible to get messages about reading to every family, with some being hard to reach due to their relationship with the school, time commitments with work, study or caring for younger children, and challenges posed by some parents' literacy and language proficiency. The school implemented a number of initiatives, monitoring each for success and impact on children's reading:

- Regular communication – the school sent letters, text messages and held monthly storytime coffee mornings for parents. Regular reminders to read widely (and that included comics, magazines and websites) were affixed to children's weekly homework. In addition, there was a fortnightly 'reading surgery', where a staff member would be available for parents to drop in to talk about any issues regarding reading. The deputy head, who often ran this, would walk around the site at the start of the day inviting specific parents to attend too.
- Each term, class assemblies began with an 'advertisement' for reading with children. A small group of children would talk about why reading at home was so important and how much they loved reading with their families. These assemblies would normally see the majority of parents and carers attend, providing a good audience to share this message with.
- Parents were invited to regular drop-in mornings to watch storytime in their child's class. This was useful for parents of older children to see how much Key Stage 2 pupils enjoyed being read to. Afterwards, a display of motivating books would be on show in the hall for parents to browse.

(Continued)

- The school library was open after school on three days each week for families to come and choose books together. Parents commented that seeing their children choose a book with excitement made them more likely to sit and share it with them.
- These initiatives focused on parental engagement with reading both with their children and as a way for them to share their thoughts and concerns about reading at home. The school's priority was to try and engage parents with their children's reading lives and to explore a range of ways in which they could support their child in becoming a lifelong reader.

The school community celebrating reading

If children are to become readers, it is likely that learning to read fluently, ring-fenced time to read, reading role models at home and at school, and a curriculum that introduces children to books that they are interested in with time for genuine booktalk, will be the driving factors in making this happen. However, there is a danger that the discourse around reading for pleasure focuses on more superficial elements: reading competitions, book corners and displays, or special reading events. Looking beyond these to authentic reading experiences is necessary, otherwise reading for pleasure becomes 'little more than an act of institutional window dressing in our highly performative culture' (Cremin, 2016).

While special events and competitions can help to create a buzz about reading (and can be lots of fun, which is no bad thing in primary school), it is likely that the ongoing factors of a curriculum that gives children the chance to encounter great books and a staff team who inspire children to read will have a greater impact on children's attitudes to reading in the long term. Special care should be taken when offering extrinsic rewards for reading such as stickers or collecting points. While these can be initially motivating, they are only valuable if they lead to children choosing to read when the reward is not on offer. Research suggests that rewarding behaviours with an extrinsic prize can lead to a lack of motivation when the reward is not on offer (Deci et al., 1999); something that also appears to be true of reading (McGeown et al., 2012).

Clements (2017) suggests four key questions to consider when judging whether a reading for pleasure initiative is likely to be worthwhile:

1. Is the initiative actually about reading? Will it help children to become better readers or help them to see the enjoyment in reading?
2. Is it equitable? Can all children access the initiative to the same degree? Events that involve dressing up or contributing money can be difficult for some families.
3. Does it help children to see the intrinsic value and enjoyment in reading? Collecting stickers, rewards and points can be motivating, but are only valuable if they inspire children to read when they are eventually not on offer.
4. Is there likely to be any lasting effect on reading in the school beyond the actual initiative? Is the amount of effort expended on the event worth it in terms of the impact on children's reading?

(Clements, 2017)

Conclusion

If children are to become confident, fluent readers then time spent reading independently for pleasure is likely to be a significant factor in their development. For some children, this will happen naturally because of their inclination to read. For others, the reading habit will come from home. But for some children, it is a rich reading culture at school that will be their only way into the world of books and reading. This is crucial because, as the teacher and author Donalyn Millar explains:

Reading changes your life. Reading unlocks worlds unknown or forgotten, taking travellers around the world and through time. Reading helps you escape the confines of school and pursue your own education. Through characters – the saints and the sinners, real or imagined – reading shows you how to be a better human being.

(Miller, 2009)

IN SUMMARY

- There is a strong correlation between children choosing to read, time spent reading widely and a range of positive outcomes, both educational and social. It is also helpful to show children that reading can be an enjoyable activity in its own right. This is especially important for children who might not have the opportunity or support to read widely outside of school.
- Choosing to read for pleasure and learning to be a confident, fluent reader are two sides of the same coin – each supports and strengthens the other.
- Schools and teachers can support children to become readers through building an authentic reading culture, where promoting wider reading is given the same focus as learning to read. This can happen through teachers becoming knowledgeable about children's literature and being willing to act as reading role models; curriculum time dedicated to reading aloud, independent free-choice reading and booktalk; meaningful reciprocal relationships being made between school and home; and celebrations of reading being used to raise the profile of books and reading.

FURTHER READING

- For accessible overviews of reading for pleasure, see *Reading for Pleasure: What we know works – Research from the Power of Reading project* from the Centre for Literacy in Primary Education and *Building an Outstanding Reading School* by James Clements, both freely available through an online search.

- For an in-depth introduction to the theory underpinning reading for pleasure pedagogy, read *Building Communities of Engaged Readers* by Teresa Cremin, Marilyn Mottram, Fiona M. Collins, Sacha Powell and Kimberly Safford.
- To find practical examples of how schools and teachers have created rich reading cultures, visit The Open University's *Research Rich Pedagogies* site (www.researchrichpedagogies.org/research/reading-for-pleasure).

REFERENCES

Bearne, E. and Reedy, D. (2018) *Teaching Primary English: Subject knowledge and classroom practice*. Abingdon: Routledge.

Centre for Literacy in Primary Education (CLPE) (2014) *Reading for Pleasure: What we know works – Research from the Power of Reading project*. London: CLPE.

Chambers, A. (1993) *Tell Me: Children, Reading and Talk*. Stroud: The Thimble Press.

Clark, C. (2014) *The Literacy Lives of 8–11-year-olds: 2005–2013*. London: National Literacy Trust.

Clark, C. and de Zoysa, S. (2011) *Mapping the Interrelationships of Reading Enjoyment, Attitudes, Behaviour and Attainment: An exploratory investigation*. London: National Literacy Trust.

Clark, C. and Rumbold, K. (2006) *Reading for Pleasure: A Research Overview*. London: National Literacy Trust.

Clements, J. (2013) *Building an Outstanding Reading School*. Oxford: Oxford University Press.

Clements, J. (2017) *Teaching English by the Book*. Abingdon: Routledge.

Cremin, T. (2016) Reading for Pleasure: Just window dressing? *Cambridge Primary Review Trust* blog. Available at: <https://cprtrust.org.uk/cprt-blog/reading-for-pleasure-just-window-dressing/>

Cremin, T. and Myhill, D. (2012) *Writing Voices: Creating Communities of Writers*. Abingdon: Routledge.

Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2009) Teachers as readers: Building communities of readers. *Literacy*, 43 (1): 11–19.

Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2014) *Building Communities of Readers: Reading for pleasure*. Abingdon: Routledge.

Cunningham, A. and Stanovich, K. (1998) What reading does for the mind. *American Educator*, 22 (1 and 2): 8–15.

De Naeghel, J., Van Keer, H., Vansteenkiste, M. and Rosseel, Y. (2012) The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and

- comprehension: A self-determination theory perspective. *Journal of Educational Psychology*, 104: 1006–21.
- Deci, E.L., Koestner, R. and Ryan, R.M. (1999) A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125: 627–68.
- Department for Education (DfE) (2013) *National Curriculum in England: Primary Curriculum*. London: DfE.
- Flouri, E., and Buchanan, A. (2004) Early father's and mother's involvement and child's later educational outcomes. *British Journal of Educational Psychology*, 74 (2): 141-53.
- Gambrell, L. (2011) Seven rules of engagement: What's most important to know about motivation to read. *The Reading Teacher*, 65 (3): 172–8.
- Gopnik, A. (2016) *The Gardener and the Carpenter: What the new science of child development tells us about the relationship between parents and children*. London: The Bodley Head.
- Guthrie, J.T. and Alvermann, D.E. (1999) *Engaged Reading: Processes, Practices, and Policy Implications*. New York: Teachers College Press.
- Howard, V. (2011) The importance of pleasure reading in the lives of young teens: Self-identification, self-construction and self-awareness. *Journal of Librarianship and Information Science*, 43 (1): 46–55.
- Jorm, A.F. and Share, D. L. (1983) An invited article: Phonological recoding and reading acquisition. *Applied Psycholinguistics*, 4: 103–47.
- Kumschick, I.R., Beck, L., Eid, M., Witte, G., Klann-Delius, G. and Heuser, I. (2014) Reading and feeling: The effects of a literature-based intervention designed to increase emotional competence in second and third graders. *Frontiers in Psychology*, 5: 1448.
- Leland, C.H., Lewison, M., and Harste, J.C. (2018) *Teaching Children's Literature – it's critical*. New York: Routledge.
- Maine, F. (2015) *Dialogic Readers: Children talking and thinking together about visual texts*. Abingdon: Routledge.
- Mar, R.A. and Rain, M. (2015) Narrative fiction and expository nonfiction differentially predict verbal ability. *Scientific Studies of Reading*, 19: 419–33.
- McGeown, S.P., Norgate, R. and Warhurst, A. (2012) Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational Research*, 3/54: 309-32.
- McGeown, S.P., Putwain, D., Geijer Simpson, E., Boffey, E., Markham, J. and Vince, A. (2014) Predictors of adolescents' academic motivation: Personality, self-efficacy and adolescents' characteristics. *Learning and Individual Differences*, 32: 278–86.
- McGonigle, S. (2018) *Creative Planning with Whole Texts*. Leicester: UKLA.

Miller, D. (2009) *The Book Whisperer: Awakening the inner reader in every child*. San Francisco, CA: Jossey-Bass.

Moje, E., Overby, M., Tysvaer, N. and Morris, K. (2008) The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 78(1): 107–54.

Mol, S.E. and Bus, A.G. (2011) To read or not to read: A metaanalysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137: 267–96.

Morgan, P. and Fuchs, D. (2007) Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73 (2): 165–83.

Nikolajeva, M. (2013) Picturebooks and emotional literacy. *The Reading Teacher*, 67 (4): 249–54.

OECD (2002) *Reading for Change: Performance and Engagement Across Countries: Results from PISA 2002*. New York: Organisation for Economic Co-operation and Development.

OECD (2012) *PISA – Let's Read Them a Story! The Parent Factor in Education*. New York: Organisation for Economic Co-operation and Development.

Petscher, Y. (2010) A meta-analysis of the relationship between student attitudes towards reading and achievement in reading. *Journal of Research in Reading*, 33 (4): 335–55.

Roche, M. (2015) *Developing Children's Critical Thinking through Picturebooks*. Abingdon: Routledge.

Rosen, M. (2018) *Poetry and Stories for Primary and Lower Secondary Schools*. London: Michael Rosen.

Share, D.L. (1995) Phonological recoding and self-teaching: Sine qua non of reading acquisition. *Cognition*, 55: 151–218.

Stanovich, K.E. and West, R.F. (1989) Exposure to print and orthographic processing. *Reading Research Quarterly*, 24: 402–33.

Sullivan, A. and Brown, M. (2013) *Social Inequalities in Cognitive Scores at Age 16: The role of reading*. CLS Working Paper 2013/10. London: Centre for Longitudinal Studies.

Torppa, M., Niemi, P., Vasalampi, K., Lerkkanen, M., Tolvanen, A. and Poikkeus, A. (2019) Leisure reading (but not any kind) and reading comprehension: A longitudinal study across grades 1 and 9. *Child Development*.

Toste, J., Didion, L., Peng, P., Filderman, M. and McClelland, A. (2020) A meta-analytic review of the relations between motivation and reading achievement for K–12 students. *Review of Educational Research*, 90.

Van Bergen, E., Snowling, M.J., de Zeeuw, E.L., van Beijsterveldt, C.E.M., Dolan, C.V. and Boomsma, D.I. (2018) Why do children read more? The influence of reading ability on voluntary reading practices. *Journal of Child Psychology and Psychiatry*, 59 (11).

Vezzali, L., Stathi, S. and Giovannini, D. (2012) Indirect contact through book reading: Improving adolescents' attitudes and behavioral intentions toward immigrants. *Psychology in the Schools*, 49: 148–62.

Vezzali, L., Stathi, S., Giovannini, D., Capozza, D. and Trifiletti, E. (2015) The greatest magic of Harry Potter: Reducing prejudice. *Journal of Applied Social Psychology*, 45: 105–21.

Westbrook, J., Sutherland, J., Oakhill, J. and Sullivan, S. (2018) 'Just reading': increasing pace and volume of reading whole narratives on the comprehension of poorer adolescent readers in English classrooms. *Literacy*, 53 (2): 60-8.