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Book Buzz

BOOK BUZZ



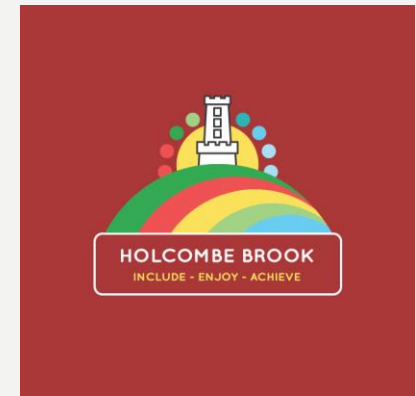
CASEY LINCHEY

@KCLINCHEY

CONTEXT

- Casey Lynchey is a year 4/5 teacher and middle leader at Holcombe Brook Primary in Bury, Lancashire. She is also English, Computing and Art co-ordinator at the school.
- Lately, Casey had the pleasure of working with Wayne Tennant as part of the Manchester Reading Comprehension Project and with Nikki Gamble as part of the Reading Gladiators scheme. She is currently leading the school implementation of 'The Power of Reading' - a text-based English curriculum.
- Casey has worked with Rob Smith of The Literacy Shed to co-curate a TeachMeet event for over 100 educators at Holcombe Brook, on two occasions. They are hoping to work together again soon to establish a teachers reading group at the school.

<http://holcombebroomprimary.org.uk>



RESEARCH INSPIRATION AND RATIONALE

The strand of the TaRs findings which inspired me to further develop reading for pleasure in my classroom was *TaRs 3 - A reading for pleasure pedagogy which includes: Informal book talk, inside-text talk and recommendations. The research identified:*

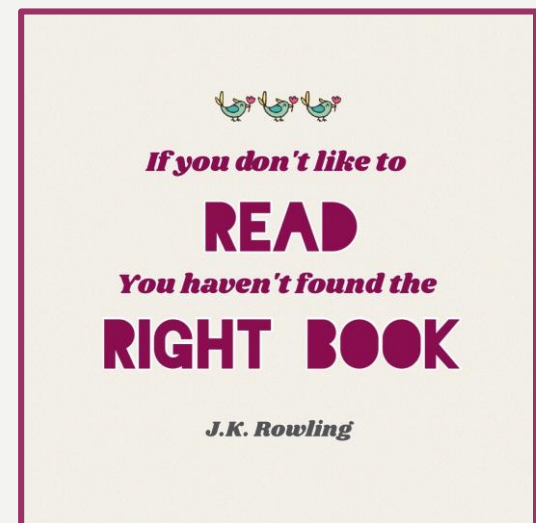
- Talking about texts and talking about reading was at the heart of the RfP pedagogy identified in the TaRs research. This booktalk was informal and highly reciprocal; it was often spontaneous and involved two way teacher-child, child-teacher and child-child recommendations and was found in many other un-assessed reading focused activities.
- This talk was dependent on the teachers' knowledge of the children as readers, and their knowledge of children's literature and other texts. It was also influenced by the complementary strands of RfP pedagogy: reading aloud and independent reading time, and a physically and socially engaging reading environment.
- In TaRs, book talk involved close conversations, reader to reader (both teachers/ children and children/children) about specific texts, characters and scenarios, named authors or poets and about themselves as readers, their preferences and practices.

RESEARCH INSPIRATION AND RATIONALE

- Children's 'books in common' - books that several friends or peers had read, and books that teachers read to the class, often several times - frequently formed the basis of children's inside-text talk conversations.
- The informal book talk and inside-text talk conversations that were documented were rooted in a shared pleasure in reading, an interest in others views and 'books in common'. Teachers initially viewed these as interesting conversational encounters but, as with reading aloud, over time they began to observe the pedagogic purposes of such social interaction in children's development as readers.

How did these findings inspire me?

At Holcombe Brook, we do try hard to promote reading for pleasure with different initiatives and projects, frequent author visits, whole school events, etc. Whilst many children in my class were already avid readers, I wanted to find a way for them to share their passion with the rest of the class and promote informal book talk. In essence, I wanted to encourage as many children as possible to benefit from the joy of reading and to find it a pleasurable experience.



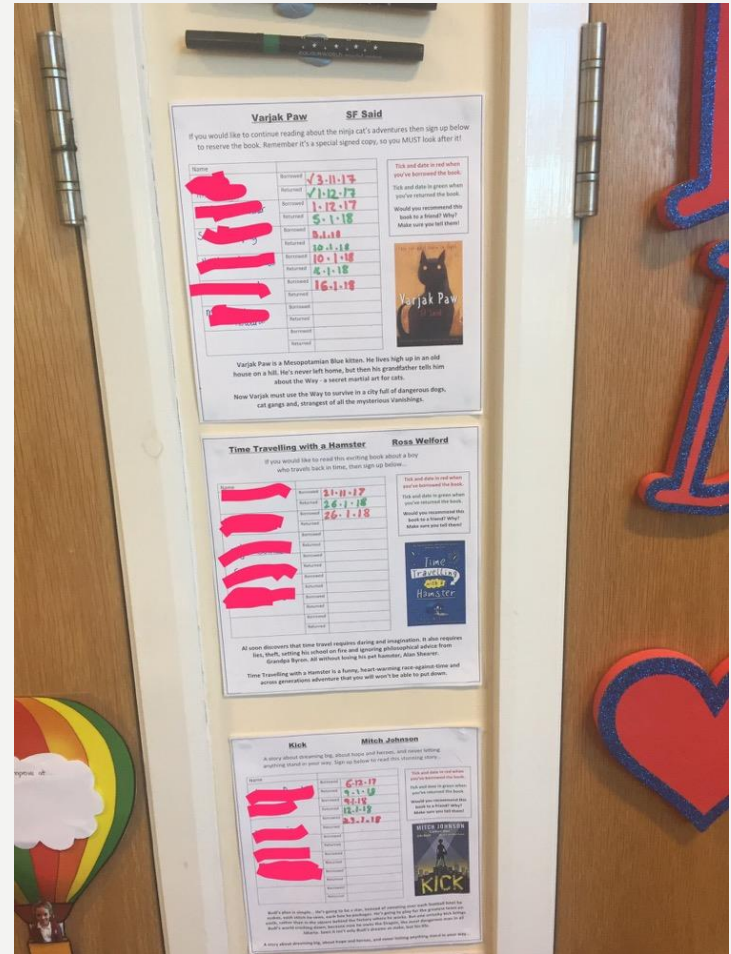
AIMS

- **To create a reading for pleasure culture in the classroom.**
- **To promote a 'book buzz' with children sharing and recommending stories and books to each other.**
- **To encourage children to read a wider range of books.**



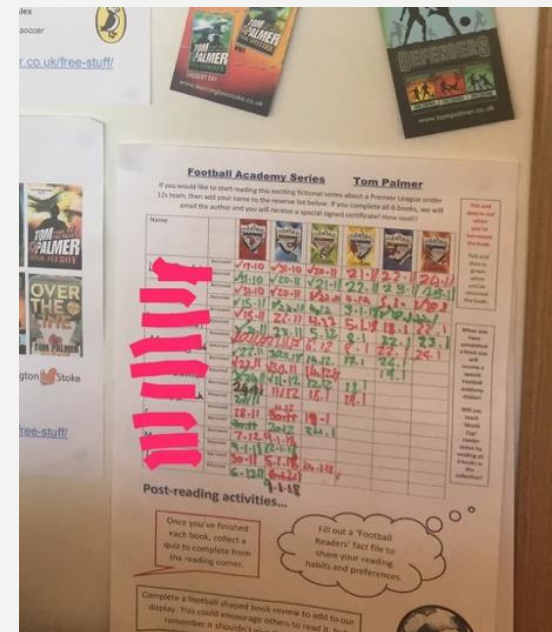
OUTLINE

- Selection of high quality texts suitable for 8 - 10 year olds.
- Create book borrowing 'sign up' sheets.
- Introduce the books.
- Create the buzz!



OUTLINE

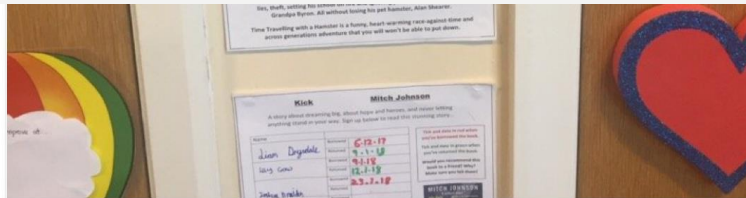
- I started with a newly purchased set of football themed books by Tom Palmer and some carefully chosen novels. I read the opening 2 chapters of Varjak Paw, by S.F. Said, and then introduced a sign up sheet for it. I read the blurb of Time Travelling with a Hamster, by Ross Welford, and also the picture book 'The Real Cinderella'.
- Children were encouraged to discuss what books they'd like to borrow and the signing up happened naturally.
- Within days, children were asking me to recommend more books and put them up to be borrowed. There was a demand for more books and children were talking about their reading choices!! I introduced poetry, short stories, non-fiction and picture books to ensure that I was encouraging children of all reading levels.



IMPACT

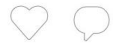
- **Children actively choosing to read at home/feedback from parents.**

Talking to parents revealed that children were reading more often and that they had found it pleasing to see their child choosing to read at home and ask to buy or borrow new books. One parent commented on class dojo that she had noticed it was really widening the type of books her daughter was choosing to read.

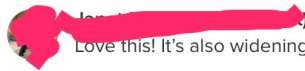


I've been trying hard to promote reading for pleasure and trying to build a real reading culture in the class. One of my ideas was to start 'book borrowing' sheets and it is working well, with children recommending books for each other etc.

12 likes 3 comments 27 views



⋮



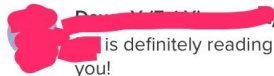
Love this! It's also widening the sort of books [redacted] is interested in

88d



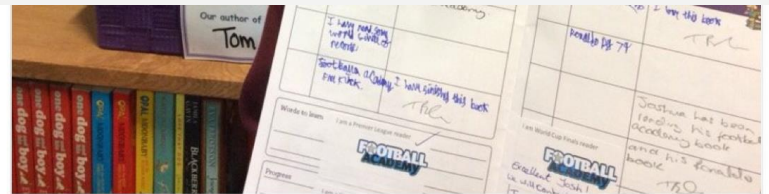
Mrs. Casey Lynchey
👍 I'm adding a new book each week!

88d



[redacted] is definitely reading more at home, so I think it's working... thank you!

88d



Well done [redacted] another pupil to have read the full Football Academy series. We'll email Tom Palmer for your special certificate tomorrow. 🙌

7 likes 1 comment 25 views



⋮



He loved them.... He's now saving for his other series about the football crime detective? X

94d

Parental feedback on Class Dojo

IMPACT

- Children actively choosing to read at home/feedback from parents.

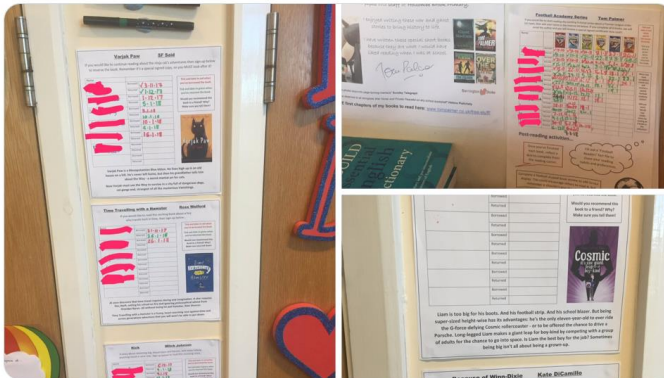
Tweet



C Lynchey @KCLynchey · 26/01/2018

This has probably been one of the simplest but effective ways to encourage #readingforpleasure in my class. It has created a real buzz about borrowing books!

[@HolcombeBrook](#) [@redgierob](#) [@justdawned](#)
[@ReadingExplorer](#) [@clpe1](#) [@OpenUni_RfP](#) [@nikkigamble](#)



Tom Palmer and SF Said

20

95

305



Parental feedback on Twitter

Tweet

Replying to [@KCLynchey](#) [@HolcombeBrook](#) and 12 others

As a mum of a boy in [@KCLynchey](#) class, I can absolutely confirm that she's done an INCREDIBLE job of getting these kids into #readingforpleasure my 8YO previously needed much encouragement to read for pleasure....last week he read an entire [@tompalmerauthor](#) book in one day!!!!

26/01/2018, 20:41

3 Retweets 18 Likes



C Lynchey @KCLynchey · 26/01/2018

Replying to [@tropic_lozz](#) [@HolcombeBrook](#) and 12 others
What a lovely thing to say! Thank you!!

1



4



[\[Redacted\]](#) · 26/01/2018

He picked reading above XBOX!!!! I kided you not. Was thrilled to bits...after I picked myself up off the floor 😄

1



11



Tom Palmer [@tompalmerauthor](#) · 26/01/2018

Replying to [@tropic_lozz](#) [@KCLynchey](#) and 12 others
That's amazing. Tell him well done from me. And have a nice weekend.

1



3



[\[Redacted\]](#) · 27/01/2018

He's over the moon with your message. Thank you 😊👍

1

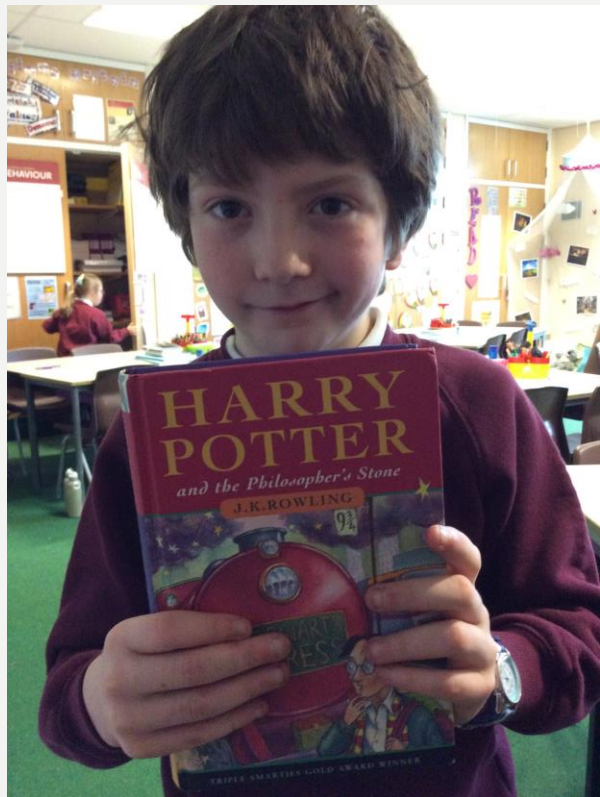


1



IMPACT

- **Children bringing in their own books from home to go in the 'recommended read' sign up book box.**



A child brought in his copy of Harry Potter and asked me to make a sign up sheet, so his classmates could enjoy his favourite book! He stood up and told the rest of the class why it is such a good book and why they need to read it.

Soon, lots of children were bringing in books to share. Again this promoted further book talk.

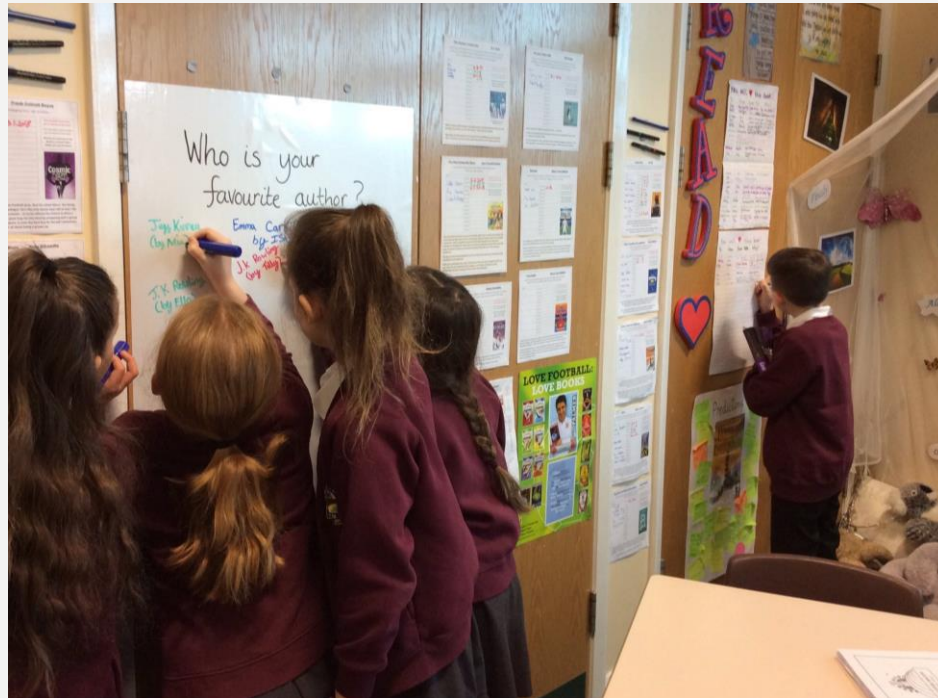
IMPACT

- Recommending books to each other and increased book talk in the classroom.



IMPACT

- **Creating a Reading for Pleasure culture and ‘Book Buzz’ in the classroom.**



Pupils choosing to respond to reading questions and recommending books for each other during their playtime.

REFLECTIONS

On reflection, the findings from the TaRs research inspired me to create a reading for pleasure culture in the classroom with increased book talk. The ‘book buzz’ has been evident with children sharing and recommending stories and books to each other. In addition, pupils are reading a wider range of text types and are actively choosing to read more often at home.

