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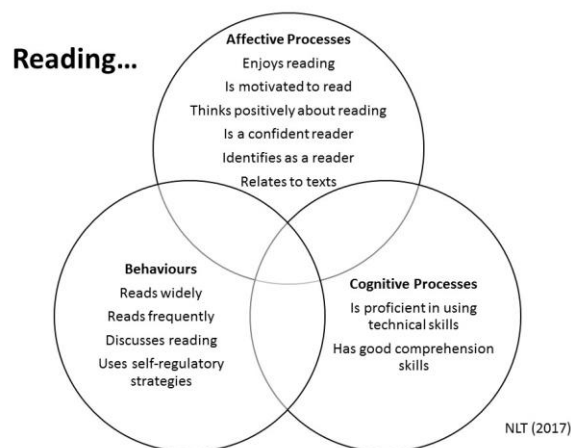
## Documenting children's Reading for Pleasure

## Documenting Reading for Pleasure

Whilst we cannot measure children's pleasure in reading, and want to avoid reductive frameworks to assess their engagement, we have a professional responsibility to understand and support their journeys as readers, not just their decoding and comprehension skills. Reading for pleasure, (RfP) is recognised as volitional, choice-led reading of any kind of text, and is linked to motivation, attitudes and children's shifting identities as readers. This connects to the wider understanding of reading which is accepted internationally:

*Changes in our concept of reading since 2000 have led to an expanded definition of reading literacy, which recognises motivational and behavioural characteristics of reading alongside cognitive characteristics. (OECD, 2016)*

In order to document the subtle shifts in children's attitudes and identities as readers, it is useful to consider the affective processes and reading behaviours noted by the National Literacy Trust (2017).



In seeking to understand the impact of any new research-informed practice, related to the *Teachers as Readers* (TaRs) research for instance, teachers will wish to employ a **mixture of tools** to get a rounded picture of a few children, ascertaining differences in their RfP over time (Cremin et al., 2014).

Gathering a sense of children's attitudes and behaviours at the **start and end of any development work** doesn't need to be onerous. Some 'tools' may be used with the whole class, others with just a few target children, perhaps those who 'can but don't' choose to read (Moss, 2000). Some evidence of impact will be gathered incidentally.

Linking this to the **area of research-informed practice** being developed is key and ensuring **children's voices and views** are heard, e.g. if independent reading time (IRT) is being re-developed, a quick oral discussion or written survey of children's views alongside observation and brief notes of children's engagement before /after any changes will be useful. Teaching staff, school leaders and parents' perspectives may be valuable too depending on the focus of development.

*Tools to help document children's reading for pleasure*

**Reader to reader conferences:** time to review reading 1:1 incl. attention to attitudes and behaviours and a sense of identity as a reader.

**Reader interviews:** small group focused conversations about some specific issues, e.g. reading preferences, practices and interests at home/school.

**Informal observation:** of children choosing texts, book talk, of IRT and engagement during RA, use of the reading environment, browsing, of incidental non-reading related time.

**Library/book borrowing/ book sign-up records:** useful to ascertain if an audit and replenishment has made a difference, either to specific readers or more widely.

**Reading rivers/24 hours reads:** can reveal a before/after picture of reading beyond school.

**Parent voice:** related to the focus, via conversations, surveys, notice boards, email, Twitter, VLEs and at events through offering a Visitors' Book for comments. Both sought and received views.

**Casual conversations:** seizing opportunities in corridors /on the playground can enable new insights.

**Reading surveys:** Exploring children's attitudes, behaviours, fav. authors etc. They can be summarised (e.g.75% prefer to read at home), and help identify concerns

<https://researchrichpedagogies.org/research/page/developing-reading-for-pleasure-in-your-school>

**A-Z of authors/ fav. authors:** seeking to understand if a wider range are included over time.

**Drawings:** of teachers as readers, or of 'a reader', incl. fav. spaces for reading. In TaRs, children moved from drawing single to multiple readers as conceptions of reading widened.

**Home-school reading record/personal bookshelves:** identifying issues to explore more fully.

**What makes a good reader? / What is reading for?** Inviting children to brainstorm responses before and after any development work will help discern differences in conceptions.

**Incidental notes:** of new reading behaviours, views offered, surprising engagement seen.

**Graffiti Wall:** reflecting upon and co-constructing ideas about reading preferences etc.

**Using a mixture of these tools, always including observation,** teachers can reflect on the shifts in the ways some children position themselves as readers, e.g. moving from disinterest to swapping books, developing preferences and initiating conversations. There may be **subtle but significant steps made on a reader's journey** and whilst the impact reported in the Example of Practice may be small, it will be focused and potentially indicative of shifts in the wider classroom community of readers.

#### References

Clark, C. and Teraveinen, A. (2017) *What it means to be a reader at age 11* London: National Literacy Trust.

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Moss, G. (2000) Raising boys' attainment in reading: Some principles for intervention, *Reading*, 34(3): 101-106.

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