



How Do Children Engage in Reading for Pleasure?

Zoe Underwood - Speech and Language Sciences - Professor James Law - School of Education Communication and Language Sciences



Introduction

- Reading for pleasure is described as reading for enjoyment.
- Reader engagement is just 33 % in UK compared to 40% internationally read for pleasure [1]
- Currently 4/10 children cannot read well at age 11 [2]
- 'Hooks into Books' are a collection of books with accompanying activities curated by Seven Stories The National Centre for Children's Books

Aims

- What are children's reading habits from 2 schools with differing amounts of pupil premium?
- How is reading for pleasure implemented within schools?
- How will schools use books provided solely with the intention of reading for pleasure?

Results

Attitudes Towards Reading

- Results from the Read On. Get On. Project show that at aged 10, 73% of girls liked reading, compared with just 59% of boys [2].
- The graphs below show 87% of children either love or like reading at age 6-7 Key Stage 1 in both schools.

Attitudes Towards Hooks into Books

 70% of children at School A suggested they loved the story-time using 'Hooks into Books'. This is comparison to 50% of children who loved the normal story time. Thus showing a 20% increase in enjoyment factor

Interviews/Observations

School A

Definition of reading for pleasure: Enjoying stories for the sake of it and being able to be comfortable laying down in a nice environment

- Read every day for pleasure and level
- Took a very creative approach including art/science/ puppet making activities

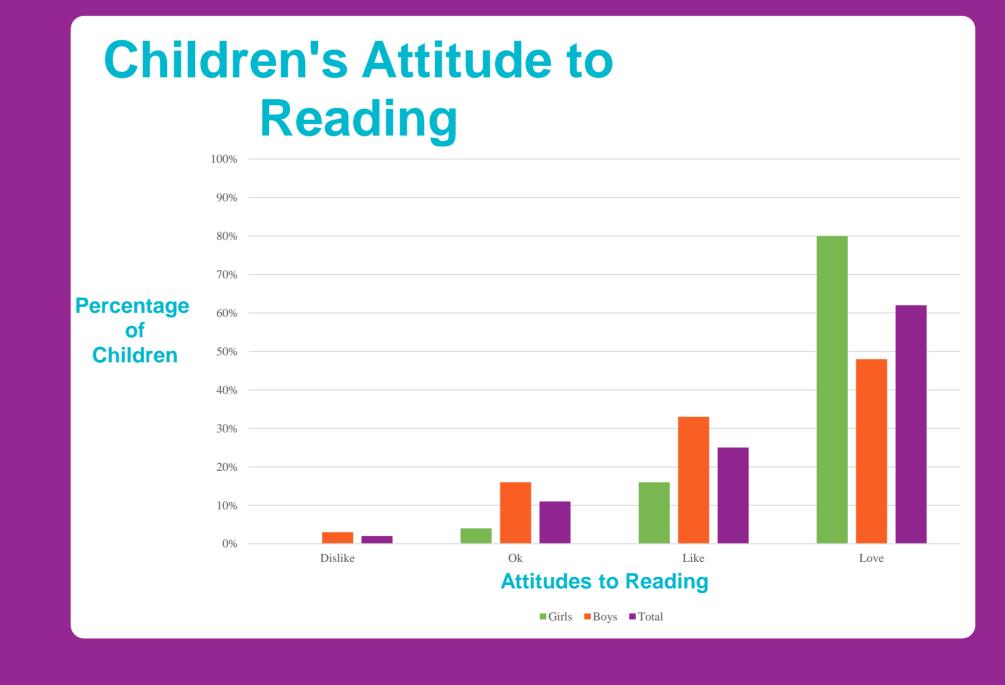
School B

Definition of reading for pleasure: Having enough knowledge and understanding to be able to read for fluency.

- Read between 2-5 times a week for level/pleasure
- Took a more curriculum based approach, writing tasks with accompanied drawing

Methods

- 2 Schools were recruited, School A: 31.9% pupil premium and School B: 69.1%.
- Provided with one Hooks into Books pack.
- Teacher Questionnaire: Questions about reading habits within the classroom and the amount of time they are able to dedicate to reading.
- Child Questionnaire: Questions about where, what and with whom they liked to read alongside questions about library visits and trips to Seven Stories
- Classroom Observation: One observation of a Key Stage 1 class using Hooks into Books in each school.
- **Post Observation Teacher Interview**



Conclusions and **Implications**

- 'In this instance, children's reading habits did not differ between the schools (regardless of pupil premium percentage).
- Teachers and Schools have different definitions therefore different approaches to reading for pleasure. However reading for pleasure, not purpose could be the key to future reader enjoyment.
- Schools took different approaches to reading the story (one read all one read half). To choosing the story (one asked colleagues, one looked at illustrations). To activities: one was purely creative and artistic where as the other followed more closely the curriculum with creative writing and pictures.
- Further longitudinal studies would shed further light onto the impact on reading for pleasure on future reading and academic attainment.

'Hooks into Books are good for hooking teachers in, inspiring the children and are modern and current literature. Nice to have something different' (School B Teacher)

References: [1] Twist, L., Schagan, I. and Hogson, C. (2007). Progress in International Reading Literacy Study (PIRLS): Reader and Reading National Report for England 2006. NFER and DCSF. [2] Read on. Get on. How reading can help children escape poverty. (2014). Save the Children. Retrieved 28 September 2016, from https://www.savethechildren.org.uk/sites/default/files/images/Read On Get On.pdf