



## Open Research Online

### Citation

Mukherjee, Sarah Jane; McGreevy, Clare and Williams, Claire (2023). Celebrating reading. In: Cremin, Teresa; Hendry, Helen; Rodriguez-Leon, Lucy and Kucirkova, Natalia eds. Reading Teachers: Nurturing Reading for Pleasure. London: Routledge, pp. 176–197.

### URL

<https://oro.open.ac.uk/85663/>

### License

(CC-BY-NC-ND 4.0) Creative Commons: Attribution-Noncommercial-No Derivative Works 4.0

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

### Policy

This document has been downloaded from Open Research Online, The Open University's repository of research publications. This version is being made available in accordance with Open Research Online policies available from [Open Research Online \(ORO\) Policies](#)

### Versions

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding

# Chapter 12 Celebrating Reading

Sarah Jane Mukherjee, Clare McGreevy and Claire Williams

## Abstract

This chapter explores reading celebrations and their potential within the context of fostering reading for pleasure (RfP) within primary schools and local communities. Attention is paid to different ways to celebrate reading and the pedagogic reasons for doing so. In particular it focuses on the possibility to enhance and reshape reader identities for both children and teachers and the social nature of a celebration that strengthens connections with reading and texts enhancing enjoyment. Two case studies, written by primary school teachers themselves ardent readers, showcase celebrations that demonstrate the extensive possibilities in celebrating reading. Distinct in nature, but identical in enthusiasm and passion, their ambitions reveal the impact of celebrating reading on reading engagement for children, teachers, schools, families and communities.

## **Introduction**

What is more exciting for a primary aged child in the school calendar than a celebration? A time to come together without the pressure of the usual classroom activities, school celebrations often include special food, a non-uniform day, no assessments or difficult work. In short, they are a time for classes and year groups to join in fun activities together bringing joy to the whole community, children and teachers alike. This chapter is about celebrating reading. While these events may be liberating

for children, for teachers it may be difficult to see how the organisational effort can contribute to fostering children's voluntary reading and positive dispositions towards reading. We argue that, for primary aged children, reading celebrations can assist in shifting the focus of reading from decoding to enjoyment, from skill to pleasure. They can also feed forward into wider school RfP provision.

The chapter begins by reiterating the connection between RfP and academic achievement before touching briefly on some of the organisations that support reading celebrations. It explores the idea of reading identity and argues that reading celebrations are a way of reshaping and repositioning reading identities in the classroom. It considers the relevance and importance of being a Reading Teacher to shape a reading celebration aligning to specific aims, and as supportive to a school's RfP pedagogy. To bring to life what reading celebrations can look like, the chapter includes the clear and passionate voices of two Reading Teachers are heard, their personal and professional commitment to RfP means that reading celebrations are a key part of the reading calendar in their schools.

### **They why and what of celebrating reading**

Primary classrooms have an understandable focus on developing children's decoding and comprehension skills necessary in order to progress with the technical elements of reading. However, this skill-based approach needs to be complemented and augmented with a focus on choice-led which aims to develop young children's engagement with texts. Children who develop the habit of reading do better academically (Sullivan and Brown, 2015; Torppa et al., 2020, OECD, 2021) and have better mental health (Clark and Teravanien-Goff, 2018). Thus, schools that develop rich reading cultures in which children read frequently in class and at home enrich their young readers socially and academically, and positively shape their life chances. With such important gains possible, it is not surprising that RfP is promoted explicitly in the English National Curriculum, which highlights the importance to academic progress of 'reading widely and frequently outside as well as in school, for pleasure and information' (DfE, 2014 p.41) . However, there is still much work to do to nurture volitional reading; RfP practices in the classroom have been marginalized (Kucirkova and Cremin

2020). Even research around reading aloud in the classroom, an activity purportedly designed for pleasure, has identified the time is dominated by literacy skills focussed talk and includes little collaborative book discussion (e.g. Moffat, Heydon and Iannacci 2019). Informal interaction and professional attention to RfP is needed to encourage voluntary reading within and beyond school.

Reading celebrations can contribute to RfP pedagogy by raising its profile and distinguishing it from the teaching of reading. A number of organisations and charities offer support ideas about celebrating the delights of reading. For instance, well known in the UK and Ireland, the charity World Book Day ([worldbookday.com](http://worldbookday.com)), encourages schools to get reading. All children receive a book token that allows them to purchase one book from a specially authored set for £1 or €1.50. The charity, working with the Open University, the National Literacy Trust (NLT) and the Centre for Literacy in Primary Education (CLPE), has underpinned their offer with research evidence. Their resources are framed around the RfP pedagogy principles identified by (Cremin, 2019), that foster voluntary reading, practice needs to be Learner led, Informal, Social and with Texts that tempt (LIST). The World Book Day website offers resources that schools can use on the day and throughout the year. Recent research found that 55% of children aged 8-11 reported that World Book Day encouraged them to read more, and 30% said they were encouraged to read more with their parents and carers (Picton, Goodwin and Clark, 2021). Additionally, The Patron of Reading ([patronofreading.co.uk](http://patronofreading.co.uk)), connects specific children's authors, illustrators and poets to schools for sustained periods of time, it aims to inspire young people to read and offers first-hand expert experience of writing children's books.

Another organisation, Empathy Lab ([empathylab.uk](http://empathylab.uk)) aims to nurture children's kindness, tolerance and understanding through engaging in quality literature that fosters empathy. Running since 2014, Empathy Lab is a celebration of Empathy Day supported by children's authors, illustrators and poets and their work. In addition, a panel of judges select an empathy book collection and creates book guides each year; the website offers strategies for using these. Such opportunities help children connect to stories, illustrations and poems in subtly different ways and foreground Bishop's (1990)

notion of books as windows on others' experiences of the world, real and fictional with the hope that this understanding might lead to social action. Making personal connections to literature is important, and as the Reflecting Realities report (CLPE, 2021) acknowledges there has been an increase in UK children's books featuring a minority ethnic character from 4% in 2017 to 16% in 2020. Black History month, Pride Month and other such celebrations of under-represented or marginalised groups can be brought into focus for children with quality literature to support children's RfP and importantly expand their understandings of the world.

Reading celebrations do not however have to involve national organisations or whole school communities. Equally important are class or year group events that are simple to organise but offer RfP a higher profile. These might include book-related assemblies for parents, weeks of reading around a theme or even a reading advent calendar with a door to a new book opened each day to read aloud or take home. Also, author visits to school, in person or virtually can be arranged and through careful preparation, wide reading of the author's texts and children's participation on the day, these can make a rich contribution, bringing reading to life and tempting children to read more of the author's work. Thinking creatively about celebrating reading and offering regular events alongside coherent and planned RfP pedagogy can support children's motivation and their perceptions of themselves as readers.

### **Reader identities**

Becoming a 'reader' requires not only skill development but the adoption of a sense of self as a reader, a reader identity (Hall, 2012). Reading celebrations have the potential to help to challenge and reposition children's identities as readers. Identity is a complex mesh of social, cultural, racial, geographical and class-based influences that are difficult if not impossible to tease apart (Scholes, 2019). Reader identity is not a static position and continues to develop through a lifetime. Early experiences of reading have a powerful influence on how we see ourselves as readers. Our early identities as readers are shaped by the role-models we encounter and formed in dialogue with home

and school reading practices. In homes, play groups and nurseries, board books and picture books are often available to be listened to and enjoyed. However, as children start school, the expected focus of learning to read becomes a reality. Quickly, children learn a different side to what it means to be a reader, and some may feel the emphasis of reading shifts to letters, to sounds, to notions of progress and their ability. A perception that learning to read is the main goal of engaging in reading practices influences children's reader identities, which in turn can become aligned to their own assessments of their reading 'competency'. However, reader identities are also shaped by their teachers' conceptualisations of what it means to be a reader, adult's own reader identities and institutional ideas of what it means to be a reader (Cremin, Mottram, Collins, Powell and Safford, 2014; Hall, 2012). Powerful in its influence, children are aware of the 'identity' they have been assigned by the teacher (Hall, 2012). Research in Australia found that enthusiastic boy readers from low socioeconomic communities, who as a group are often assumed to be reluctant readers, hide this 'identity' in their school environment (Scholes, 2019). For more discussion of boys' engagement in reading, see Chapter 3.

Young children are invited to reading celebrations on an equal basis, freed from any implicit or explicit classroom hierarchies based on levels of fluence, vocabulary, phonic knowledge and comprehension. As Hall points out: 'Creating space for students to rewrite their identities requires students and teachers to shed the typical labels we typically use to understand each other and ourselves as readers' (Hall 2012, p. 370). In other words, as reading celebrations do not have set goals in terms of, what is usually considered 'reading', participation is open to all and on different, more individual and, potentially equal basis. What counts as reading is reshaped, and any previously constructed reader identities are rendered less important. Different books and genres are acknowledged, and reading may happen in different places and be influenced by the social nature of the celebration.

This potential is brought to fruition by Reading Teachers. These are teachers who seek to draw on 'deep knowledge and understanding of the nature of reading developed in part through the

experience of being a reader' (Cremin, *et al.*, 2014 p. 67). That is to say, teachers who do far more than teach reading, and whose reader identity and awareness of the social and relational nature of reading influences their pedagogy in order to foster children's RfP (Cremin 2019).

In the case study that follows, Reading Teacher and English Lead Clare McGreevy, at the time from Lowerplace Primary School in Rochdale, outlines the inspiration behind, the six months of planning and the event that became Rochdale's first Children's Literature Festival. Clare, reflecting on her memories of reading as a child, planned the festival in order to offer new opportunities to children. She hoped it would provide a celebration to stimulate RfP in her school and beyond.

### **The Rochdale Children's Literature Festival**

As a Reading Teacher, the Festival had its roots in my belief that reading equals social mobility. Rochdale is an area of high deprivation and, as a result, many of our children are book poor. The level of poverty experienced by many of our families is similar to my own childhood. Two things, however, changed the trajectory of my life: being regularly read to at home by my parents and weekly access to the library. My book-rich background meant that I found a route out of poverty through academia: I wanted to play a part in helping children have the same opportunities that I had.

Inspired by ideas in *The Book Whisperer, Awakening the Inner Reader in Every Child* (Miller, 2009), I wondered if Rochdale as a community made reading something to be celebrated, then family reading and library visits might seep into the fabric of everyday life. My vision saw children, staff and parents collaborating on a celebration to inspire a love of reading and develop knowledge of children's literature in the classroom and at home. This vision was cemented by the generous support of Michael Rosen, Frank Cottrell-Boyce and Morag Hood, and by from the Rochdale community with Madeleine Lindley's Book Shop, and the Central Library actively supporting the event and hosting the

festival. This backing validated our aim: reading is important to Rochdale and is something worth celebrating.

### *Organisation and planning*

The preliminary work within school was key to ensuring the Festival was not just a one-off glitzy event. A focused campaign ensured children and families felt involved and invested to build a sense of anticipation. Festival Ambassador Teams, reluctant readers and pupil premium children, were empowered to take on significant leadership roles in the planning including running RfP assemblies, updating the school community on progress and coordinating festival-related activities. One teacher noted that 'Whilst the festival was being planned, there was a definite 'buzz' in the air from the children and even before the festival, children were already showing a greater interest in reading'.

In school, we launched a range of reading inspired activities including assemblies on the authors attending, we read the authors' books together in class, children created posters. To promote the event, the local media ran a feature on our Festival Ambassadors, a massive boost for the children, which lifted the profile of the Festival enormously. Twitter and FaceBook campaigns reached a wide audience and many authors tweeted endorsements of support.

### *The Event*

I remember feeling so nervous on Festival day. Would everything come together as planned, would people have a good time, would people even show up? I needn't have worried! It was a magical day from start to finish. The children's RfP stalls were brimming over - lists of favourite books, Festival bookmarks, posters of Daniel Pennac's Rights of the Reader, tips on how to get everyone reading at home, posters about The Open University Reading for Pleasure ([www.ourfp.org](http://www.ourfp.org)) website and so much more! The Festival Ambassadors (previously reluctant readers) explained their love of RfP to visitors and read stories to the youngest guests! There was a buzz in every nook and cranny of the building: the Mayor and Mayoress read on comfy chairs to rapt audiences of children; the author, Richard



O'Neill, showcased a range of books on a stall as part of his Diverse Books campaign; massive queues snaked through the Library to get their books signed by the authors before their performances; an impish granny puppet mingled with the crowds telling jokes and sharing her wisdom; story-stone story-rapping and bookmaking workshops were heaving; families gathered around our wonderful storytellers in the Children's Library, and upstairs on the first floor, high profile authors wowed packed audiences.

Meanwhile, the book-themed funfair-style stalls maximised family fun. We had Willy Wonka's Sweet Shop run by parents, Hook-a-Book, Book Tombola and the like, and one of the schools had a Twitter board for visitors to tweet pictures of themselves at the Festival. All the staff gave up their Saturday and turned up as their favourite book characters, which provided even more magic to the proceedings.

### *Impact*

From 9am until 4pm the whole community as well as visitors from outside the town mingled in tangible vibes of bookish love and celebration. Yet it was not simply an enjoyable event, we know that attitudes towards the library had started to shift, and the library had to call in an extra staff because there were so many children and families signing up to join:

'Holding the Festival in the local library gave the children the opportunity to explore a wide range of genres and excite their imaginations. During the day, lots of children joined the library with many of them eager to revisit to borrow more books'. (Nicola Jenkins, Reception Teacher)

The Festival Ambassadors, previously reluctant readers, were tracked through pupil and parental questionnaires and we were delighted that they continued to visit the library, and their connection with reading had changed and the impact of the library memberships was felt in the classrooms:

'I think the Festival was amazing and will inspire more children to read! I think being a Festival Ambassador has helped me and a lot of the children in school and out of school to read books.'

This shows that having a literary festival every year will help someone in life with reading.'

(Soha, Year 6)

'Because the children had expanded their book knowledge, our book talk increased in the classroom. Each week, we spend 10 minutes sharing the books we have recently read - many of which are borrowed from the local library!' (Jemma Haynes, Year 4)

The Rochdale Festival was a greater success than I could ever have imagined, it was a catalyst to developing RfP in the school. Observing a step change in the attitudes to reading in the children and the staff has meant that everyone is now involved in promoting and sustaining RfP. The Festival really brought parents on-board and has strengthened our relationships as a reading community that is reciprocal and interactive. This is a celebration that has been cemented into the Rochdale community calendar for years to come!

The celebratory nature of the festival from the case study is evident, but what is important is her insight and foresight as a Reading Teacher not only to inspire the event but to plan one with specific aims, in this case to create real changes in the children's reading behaviours. The festival drew in the community to the extent the Central Library experienced a 34% increase in children's books compared to the previous Saturday. Thus, the Festival was able to instigate the shift in the children's reader identities to readers who are library members, who listen to published authors, who have fun in book-themed games and whose families are readers.

*'After helping with the festival, my family bought more books for me to enjoy. Now, we have a huge bookshelf that has books squeezed in to fit! Even my parents every time we get a new book take a flick through a few pages. My younger brother and sister have grown up reading loads, which has also brought us closer' (Suraiya, Year 4).*

*'our children started to see reading as an activity that happens in various contexts – at home, at school, on the playground and in the library' (Ateqa Ali, Year 4).*

Social connections through reading resonates strongly in school communities that thrive on interaction within classes, between classes, in peer groups, in the staff room and between children and practitioners. Such schools offer rich social spaces for celebrations through book conversations, making recommendations and sharing the experience of reading together. 'Inside-text talk...child-initiated and undertaken in informal contexts' (Cremin *et al.*, 2014, p. 96) can be motivated by a shift in the books available in the classroom through a celebration or as activities that are designed to encourage talk around texts.

In the second case study, the Reading Teacher Claire Williams, at the time a Year 6 teacher and Reading Lead at St. Andrew's C of E Primary School in Essex, writes about reading celebrations in her school. The aims of these were to engage readers' networks and build a community of engaged and connected readers by opening opportunities to talk about books and developing children's and teachers' knowledge and enjoyment of non-fiction texts. Framed by World Book Day, the Patron of Reading and Non-fiction November, Claire reflects on how selecting texts to be shared by the whole school would ensure that every member of the school community could be part of the conversations celebrations around reading.

### **Creating social reading communities**

As a school, the development of our reading curriculum and pedagogy is underpinned by our commitment to nurturing our children's growth as lifelong readers and to growing as a reciprocal community of engaged readers. Reflecting on my own experiences, habits and practices as a reader, I have moved beyond simply reading and sharing my reading practices in school to exploring the possible classroom consequences of these practices to support children's engagement with reading. Having an appreciation of the social, affective nature of reading and the strong influence of reader-to-

reader relationships has been particularly pertinent to the development of our reading for pleasure pedagogy. It has also shaped the ways we plan national celebrations of books and reading to develop engagement in reading.

### *World Book Day and the Patron of Reading*

Mirroring my own experiences as a reader, there is evidence that reading conversations of an informal nature are crucial to developing engaged reader relationships. There was a lack of these types of conversations, and with this in mind creating new opportunities for social interaction of this kind around texts became one of the aims of our World Book Day celebrations, during which we launched our collaboration with writer and illustrator Sarah McIntyre through our involvement with the Patron of Reading initiative . In my school these celebrations take place over a fortnight and are planned to promote sustained impact on our culture of reading for pleasure rather than being a series of one-off ‘feel good’ activities. In this case, they were planned as a starting point to support more spontaneous book talk to flourish over time. Each class across the school chose a book to read aloud and engage with written and/or illustrated by Sarah (and her co-author Philip Reeve), which ranged from Grumpycorn in Early Years to Oliver and the Seawigs in Year 6.

Reading aloud was an important part of the celebration and it was key that it wasn’t used solely as a conduit for comprehension and related writing activities; rather, a relaxed and interactive experience, planned to prompt affective engagement. As a consequence, careful consideration was given to the kind of environments that would distinguish reading aloud of this nature, which included use of the ‘Blanket Basket’ in the classroom and a ‘Story Tunnel’ at Forest School, and teachers used more informal, open-ended discussion about what was being read. At the end of each day, a small group of children from each class visited another class to read aloud from their selected book. By the end of the celebratory fortnight, children and adults across the whole school had multiple books in common. Informal exchanges about these books became widespread; children from different classes were talking spontaneously about them in the corridors, around their mixed-class tables at lunchtime and

out on the playground. This included two children from different classes discovering that they were both reading *Pugs of the Frozen North* (Reeve and McIntyre, 2016) and finding each other first thing every morning to discuss what they had read. Even on the first day of the spring term (ten months later), children were walking through the school gates talking about which of Sarah's books Father Christmas had delivered to them! One child reflected, "I like lots more books. My teacher read my *Pugs of the Frozen North* by Philip Reeve and Sarah McIntyre and I loved it so I asked my Mum if she could buy it for me and she said yes and I read it all day!".

The impact of the new opportunities for social interaction around texts that we had planned as part of our World Book Day celebrations far outlived the celebrations themselves.

### *National Non-Fiction November*

A second celebration to address our whole-school development need was 'National Non-Fiction November' (NN-FN). As a teaching staff, we felt less assured in making non-fiction recommendations, and engaged with these less frequently in class. Children's surveys highlighted significantly lower levels of engagement with non-fiction across the school, so our participation, aimed to ignite curiosity, excitement and pleasure in reading this genre. Each class was gifted a copy of *Shackleton's Journey* by William Grill. Creative ways to share the book encouraged informal conversations, affective as well as intellectual involvement with the text. Relaxed experiences of reading aloud, by candlelight in classrooms that had been transformed into *The Endurance*, with children engaged in role as the crew members enabled them to immerse themselves in the story. At the end of the month, we held a whole-school exhibition showcasing our journey for our school community, including parents and governors. At the centre of the exhibition, we created a comfortable, relaxed area with beanbags, cushions and 'book blankets' of non-fiction texts, designed to tempt children and their parents to find pleasure in these and prompt further informal booktalk beyond the school gates. Comments in the exhibition visitors' book indicated that parents were looking forward to sharing some of these texts with their children at home and, as teachers, we were able to use this knowledge to strengthen

connections between children's home and school reading worlds. One read, "What an amazing display of the children's work. Well done to the children for all of their hard work and also to the teachers. A fabulous book choice – will be buying a copy!". There was a real 'book buzz' and presence of child-initiated, spontaneous booktalk throughout November, both within and between individual classes; children saw their experiences of reading Shackleton's Journey as intrinsically worthy of discussion. In the weeks that followed, the children's views and voices, reflecting their growing pleasure in this genre, shaped the development of new non-fiction collections across the school. In turn, having these new collections enticed further engagement with these more factual texts, supporting children's growth as readers and developing greater diversity in their reading.

This example reiterates the shaping role of the Reading Teacher in planning this celebration. Claire, as she says herself, *'moved beyond simply reading and sharing my reading practices in school to exploring the possible classroom consequences of these practices'*. Her understanding of her own classroom practices and RfP reveals how it is possible to pinpoint particular gaps in children's reading experiences and practices that can be developed through a reading celebration. In this case, Claire's focus was aligned with the national initiatives available to schools across the country and personalised locally. By connecting to her understanding of the fourfold RfP pedagogy, (Cremin *et al.*, 2014), Claire was able to complement and strengthen the social nature of reading with a deliberate strategy to grow a set of books and authors in common across the school community. This approach created the conditions to foster RfP through informal conversations about books building supporting elements of the reading celebration: reading aloud, creating new supportive and social reading environments, enabling talk about books and giving new opportunities to read. Importantly the school's whole RfP approach chimes with being learner led, informal, social and supported by texts that tempt (LIST), as conceived by Cremin (2019).

Drawing together the main threads from two case studies in this chapter, it is clear that Reading Teachers, with their passion and understanding of RfP pedagogy can maximise reading celebrations to enhance children's reading identities, their experience of different genres, their understanding of the social aspect of reading, in a range of contexts. In summary, reading celebrations, afford young people opportunities to reflect on what it means to be a reader, to read and what counts as reading through the guidance of Reading Teachers. Reading celebrations are, in this way, nested within and support RfP pedagogy as illustrated in Figure 12.1.

Figure 12.1 illustrates the centrality of Reading Teachers in maximising the potential of reading celebrations beyond a one-off event. It foregrounds the potential of a celebration to reposition and enhance young readers understandings of reading contexts, (as in the library in Rochdale), reading genres (as in the excitement of non-fiction texts), the social aspect of reading (illustrated strongly in both case studies in schools, in homes and the wider community) and their own reader identity. The case studies demonstrate how celebrations can be designed to focus on one or more than one of these elements. Yet with the boundaries between them blurred, the positive impact spills over to others. Crucially, it highlights how these ideas about reading celebrations do not compete with RfP pedagogy, but instead can support the key elements around read aloud, social reading environments, independent reading and book talk and recommendations (Cremin *et al.*, 2014).

Reading events come in different shapes and sizes and are best motivated by individual school contexts to make reading special. The Open University Reading for Pleasure site ([ourfp.org](http://ourfp.org)), outlines a number of Examples of Practice which showcase different RfP initiatives that could form the basis of a reading celebration, including pop up reading picnics, mini-Hay festivals, booknics and reading around the campfire. In addition, practitioners might like to explore other national events, such as the National Poetry Day celebrations in October, Read Aloud Day or focus more locally and connect to events in their area. A number of children's book awards, such as the Blue Peter Book Award or the Carnegie and Kate Greenaway Medal feature quality children's literature that is worth building a

celebration around. Finally, awareness events, such as Black History month and World Environment Day are opportunities to explore children’s books with different themes and aims.

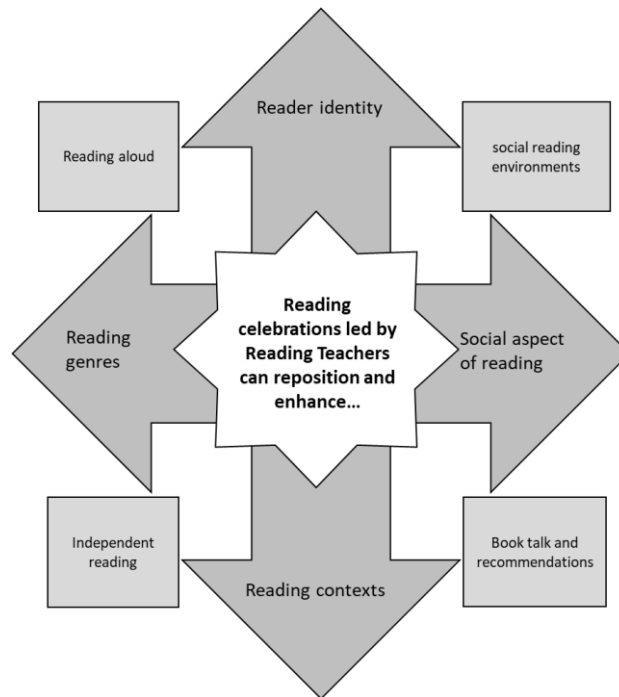


Figure 12.1. Repositioning and enhancing understandings of reading through reading celebrations positioned within RfP pedagogy.

## Conclusion

In the eyes of the children and teachers for whom reading centres around learning to read, a celebration can help to reshape their understanding of what it means to be a reader and to read. It can strengthen reader identities by distancing reading from the usual activities of learning to read and comprehension. Reading identities during inclusive celebratory events are not linked to levelled and graded readers and reading hierarchies. For children who already choose to read in their free time, a celebration provides further validation for their RfP choices, the excitement of different genres and new titles, the thrill of more of what they love, reading aloud, time to read, to engage in book blether



and more. The Reading Teachers' case studies have highlighted how new contexts can be introduced by a reading celebration, whether that be a library membership, talking about books in the playground or bringing reading for pleasure into a home where it did not exist before. Celebrations have therefore the potential to touch both school-reluctant readers and already avid readers as well as many others.

It is clear that fostering RfP needs more attention than a cosy book corner and fairy lights; it is something more complex and nuanced. Teachers' understanding of the nature of RfP and being a reader must be sufficiently developed in order to make the most of the potential for connecting to national initiatives and creating bespoke events. As this chapter has shown, is a reading celebration more than just an end of term or end of year treat. The potential for a reading celebration to be sewn into the school RfP pedagogy so that both teachers and children benefit, is real and Reading Teachers make reading enticing and ensure that the potential of any celebrations and events are maximised.

### **Recommended Reading**

Gamble, N. (2019) *Exploring Children's Literature: Reading for Knowledge, Understanding and Pleasure*. London: Sage Publications.

Miller, D. (2009) *The Book Whisperer, Awakening the Inner Reader in Every Child*. San Francisco: Jossey-Bass.

Pieper, K. (2016) *Reading for Pleasure: A passport to everywhere*. Carmarthen: Independent Thinking Press.

### **Children's books**

Grill, W. (2014) *Shackleton's Journey* London: Flying Eye Books.

McIntyre, S. (2019) *Grumpycorn* London: Scholastic.

Reeve, P. and McIntyre, S. (2016) *Pugs of the Frozen North* Oxford University Press: Oxford.

Reeve, P. and McIntyre, S. (2014) *Oliver and the Seawigs* Oxford University Press: Oxford.

## References

Best, E., Clark, C. and Picton, I. (2020) *Seeing yourself in what you read. Diversity and children and young people's reading in 2020*. National Literacy Trust research report. Available at:

<http://www.literacytrust.org.uk/> (Accessed September 2021)

Centre for Literacy in Primary Education (2020) *CLPE Reflecting Realities – survey of Ethnic Representation within UK children's Literature*. Available at: <https://clpe.org.uk/research/clpe-reflecting-realities-survey-ethnic-representation-within-uk-childrens-literature> (Accessed Sept 2021)

Clark, C. and Tervainen, A. (2018) *Mental wellbeing, reading and writing. How children and young people's mental wellbeing is related to their reading and writing experiences*. National Literacy Trust research report.

Available at:

[https://cdn.literacytrust.org.uk/media/documents/Mental\\_wellbeing\\_reading\\_and\\_writing\\_2017-18\\_-\\_FINAL2\\_qTxyxvg.pdf](https://cdn.literacytrust.org.uk/media/documents/Mental_wellbeing_reading_and_writing_2017-18_-_FINAL2_qTxyxvg.pdf). (Accessed September 2021)

Clark, C. and Picton, I. (2020) *"It makes me feel like I'm in a different place, not stuck inside."* *Children and young people's reading in 2020 before and during the COVID-19 lockdown*. National Literacy Trust research report. Available at: [https://cdn.literacytrust.org.uk/media/documents/National\\_Literacy\\_Trust\\_-\\_Reading\\_practices\\_under\\_lockdown\\_report\\_-\\_FINAL.pdf](https://cdn.literacytrust.org.uk/media/documents/National_Literacy_Trust_-_Reading_practices_under_lockdown_report_-_FINAL.pdf) (Accessed September 2021)

Commeyras, M., Bisplinghoff, B. S. and Olson, J. (2003) *Teachers as Readers: Perspectives on the Importance of Reading in Teachers' Classrooms and Lives*. Newark, NJ: International Reading Association.

Cremin, T. (2019) *Reading Communities: why, what and how?* NATE, Sheffield.

Cremin, T. *et al.* (2014) *Building Communities of Engaged Readers Reading for Pleasure*. London: Routledge.

Cox, K. E. and Guthrie, J. T. (2001) Motivational and cognitive contributions to students amount of reading. *Contemporary Educational Psychology*, 26(1), pp.116–131.

Department for Education (2014) *National Curriculum: primary curriculum*. Available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf) (Accessed Sept 2021)

- Miller, D. (2009) *The Book Whisperer, Awakening the Inner Reader in Every Child*. San Francisco: Jossey-Bass.
- Kucirkova, N. and Cremin, T. (2020), *Children's Reading for Pleasure in the Digital Age: Mapping Readers' Engagement*. London: Sage.
- Hall, L A. (2012) Rewriting identities: Creating spaces for students and teachers to challenge the norms of what it means to be a reader in school. *Journal of Adolescent and Adult Literacy*, 55, pp. 368–373.
- Moffatt, L., Heydon, R. and Iannacci, L. (2019) 'Helping out, signing up and sitting down: The cultural production of "read-alouds" in three kindergarten classrooms', *Journal of Early Childhood Literacy*, 19(2), pp. 147–174.
- Picton, I., Goodwin, H. and Clark, C. (2021) *Exploring the impact of World Book Day on the reading lives of children in the UK 2019 – 2021*. A National Literacy Trust research report. Available at: [https://cdn.literacytrust.org.uk/media/documents/Exploring\\_the\\_impact\\_of\\_World\\_Book\\_Day\\_on\\_childrens\\_reading\\_2019-21\\_final.pdf](https://cdn.literacytrust.org.uk/media/documents/Exploring_the_impact_of_World_Book_Day_on_childrens_reading_2019-21_final.pdf) (Accessed September 2021)
- Scholes, L. (2019) Working-class boys' relationships with reading: contextual systems that support working-class boys' engagement with, and enjoyment of, reading, *Gender and Education*, 31(3), pp. 344–361. doi: 10.1080/09540253.2018.1533921
- Sullivan, A. and Brown, M. (2015) Reading for pleasure and progress in vocabulary and mathematics. *British Educational Research Journal*, 41(6), pp. 971–991.
- Torppa, M. *et al.* (2020) Leisure Reading (But Not Any Kind) and Reading Comprehension Support Each Other—A Longitudinal Study Across Grades 1 and 9. *Child Development*, 91(3), pp. 876–900.
- Twist, L., Schagen, I. and Hodgson, C. (2007) *Progress in International Reading Literacy Study (PIRLS), Reader and Reading National Report for England 2006*. London: NFER and DCSF.