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| **Reading for Pleasure Award Submission****Category:** PLEASE REMOVE ALL BUT the one you are applying for * Early Career teacher (0- 3 years)
* Experienced teacher (3 years plus)
* Whole school Award
* School reading champion (e.g. Librarians/other educators)
* Community Reading Champion (immediate and/or wider community, from local area to local authority)

**Name:** **School:****Word count:** (NB excluding references, maximum word count is 1500 for entire submission. Any entries exceeding this will not be considered.)  |
| **Title**  |
| **Context**Offer a brief account of where you work, naming your school and the county it is in. Please include your school logo (having gained permission). You may wish to highlight an aspect of the school’s development plan if it connects to this work. |
| **Research inspiration and rationale**Describe what research you are drawing on that inspired you to further develop reading for pleasure in your class/school and why. This might include a particular strand of the OU/ UKLA Teachers as Readers (TaRs) findings (1-5), which found that to foster reading for pleasure effectively, teachers need to develop: *1. Considerable knowledge of children’s literature and other texts**2. Knowledge of children’s reading practices* *3. A reading for pleasure pedagogy which includes:** *Social reading environments*
* *Reading aloud*
* *Independent reading*
* *Informal book talk, inside-text talk and recommendations*

 *4. As Reading Teachers: teachers who read and readers who teach* *5. Reading communities that are reciprocal and interactive*This might also include the Farshore’s [‘Storytime in School’ research](https://www.farshore.co.uk/wp-content/uploads/sites/46/2023/09/Farshore_Storytime-in-Schools_Whitepaper_FINAL.pdf) which highlighted the positive impact of daily storytime on children’s enthusiasm for reading. The study found when children were read to daily, simply for enjoyment, there was an increase in their volitional reading. Their attainment in both reading and comprehension improved and there was also a positive impact on wellbeing. Feel free to connect to other research on reading for pleasure as well, as you wish.  |
| **Aims** Outline the specific aims you wished to address in your work and link it to the research/evidence base. Consider the children’s needs too, did you seek e.g. to respond to a lack of interest, low reading stamina, or support choice? Do use bullets.  |
| **Outline**Describe the work you undertook to achieve your aims. PHOTOS are vital to convey this work visually e.g. of the classroom, of relevant books, of children (check permissions/ethics). |
| **Impact**Detail the impact that this work had on the children and their RfP, and /or on you as their teacher/other staff/ other adults. Note evidence e.g. through surveys, observations of shifts in attitudes or behaviour, with quotes from children, staff and others. This might focus on particular children and include photos. |
| **Reflections on the impact that research had on your practice**Reflect on which specific aspects of the research influenced your practice and in what ways. Building on this, what are your plans and next steps to support children’s volitional engagement as readers?Do make it all as visually engaging as possible! |