Independent Reading Time

A key element of a reading for pleasure pedagogy

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Aims

1. Consider our own experiences of reading
2. Review our practice
3. Share and develop ideas for independent reading time
4. Plan ways forward to enrich this time.
Key findings from *Teachers as Readers*

In order to effectively develop children’s RfP, teachers need to develop:

1. Knowledge of children’s literature and other texts
2. Knowledge of children’s reading practices
3. An RfP pedagogy, encompassing:
   - social reading environments
   - reading aloud
   - independent reading time
   - informal book talk, inside-text talk and recommendations
4. As Reading Teachers - teachers who read and readers who teach
5. Reciprocal and interactive reading communities.

(Cremin et al., 2014)
Your experience of reading for pleasure (volitional reading)

When do you RfP?

Where might you be?

What kinds of texts do you read?

Do you talk to others about what you read?
Can you name these acronyms?

ERIC  SQUIRT

USSR  OTTER  DEAR

Do they suit your Independent Reading time?

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**ERIC time: planned and timetabled**

<table>
<thead>
<tr>
<th>ERIC Time</th>
<th>Frequency</th>
<th>Time allowed</th>
<th>Time slot</th>
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<tbody>
<tr>
<td>Reception</td>
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Planning can help ensure entitlement for all.

Less experienced readers may not read much independently at home.

Readers need time to develop their interests and preferences, learning to persevere with different kinds of texts.

For further ideas to review current practice, see:  
[https://researchrichpedagogies.org/research/theme/independent-reading](https://researchrichpedagogies.org/research/theme/independent-reading)
Research suggests....

Independent reading time practices that support RfP are characterized by:

- Informality, offering a relaxed, sustained time
- Child ownership
- Conversation about texts
- Child choice of texts.

(Cremin et al., 2014; Gambrell, 2011; Skeeters, 2016)
Informal, relaxed and sustained

Can they sit/lie where they like? With whom they wish?

Do you ever read outside?

Is your reading area used?

Do they sometimes
• read silently?
• read in pairs?
• read aloud?
•...?
Child ownership of this time

Watch this classroom clip on supporting independent RT

- What do you see as the key messages?
- What might be challenges?
- What might be benefits?

https://researchrichpedagogies.org/research/theme/independent-reading
Talk as a critical part of independent reading

Discuss the time and space in school that children have to talk about what they read in assigned reading time and at home.

Possibilities

**Two minutes at the start of ERIC** e.g.
Why did you choose it?
What do you think is going to happen?
Who is your favourite character?

**Five minutes at the end of ERIC** e.g.
What happened today in the story?
What fact interested you?
What picture was your favourite?
Would you recommend the text?

**During ERIC** e.g.
Sitting alongside children talking and joining in their conversation

**NB**
Avoid interrupting anyone reading
You could have a set space for those who wish to be silent that day.
Child choice of texts

Can they choose from anywhere?

Is the range tempting and broad enough?

What kinds of texts do individuals tend to choose? Do you document this?
Helping children to make their choices

Watch this classroom clip – does the curved ball work for you too?

https://researchrichpedagogies.org/research/theme/independent-reading

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Classroom implications

I thought they’d mess about if I gave them more choice about what they can do, but it hasn’t turned out like that- providing that they have books that motivate them- that seems to be key.
(TaRS teacher Birmingham)

Now there is ERIC own reading time… this has gone to 10 to 15 minutes every day at least. This has prompted more book talk and informal recommendations.
(TaRs teacher, Medway)

We vary it now, some days I allow talk, other times I insist on quiet. It surprises me that the talk is about books!!
(TaRs teacher Barking and Dagenham)
Planning ahead: Developing independent reading time

Which aspects do you want to develop?

- Informality with sustained time to read
- Child ownership
- Talk as a crucial part
- Child choice of texts
Do consider sharing your development work on the RfP site

[Image of classroom with children reading]

[URL]https://researchrichpedagogies.org
References


• Gambrell, L. (2011) Seven Rules of Engagement: What’s most important to know about motivation to read *Reading Teacher*, 65(3):172-178.

• Skeeters,K. et al., (2016) The Top Five Reasons we love giving students choice in reading English *Leadership Quarterly* 38(3) 6-7.