

Building communities of engaged readers 建立积极参与的读者社区



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READING
FOR PLEASURE

The Chen Yet-Sen Family Foundation Conference
英国开放大学



In this seminar, drawing on research, I will highlight:

在本次研讨会中，基于研究，我将强调：

1. The benefits of Reading for Pleasure (RfP) and reading communities
推广快乐阅读 (Reading for Pleasure, 缩写RfP) 和建立阅读社区的益处
2. Teachers' knowledge of texts and readers
教师对文本和读者的了解
3. RfP pedagogy
快乐阅读 (RfP)教学方法



TeresaCremin

<https://ourfp.org/>



Reading for pleasure is... 为乐趣而阅读是.....



focused on **choice**,
the reader's **agency**
and desire to read,
in anticipation of
some kind of
satisfaction...

专注于**选择**、读者的
能动性和**阅读欲望**，
以期待能够获得某种满足.....

(Cremin et al., 2014:5)

Reading for pleasure can... 为乐趣而阅读可以.....

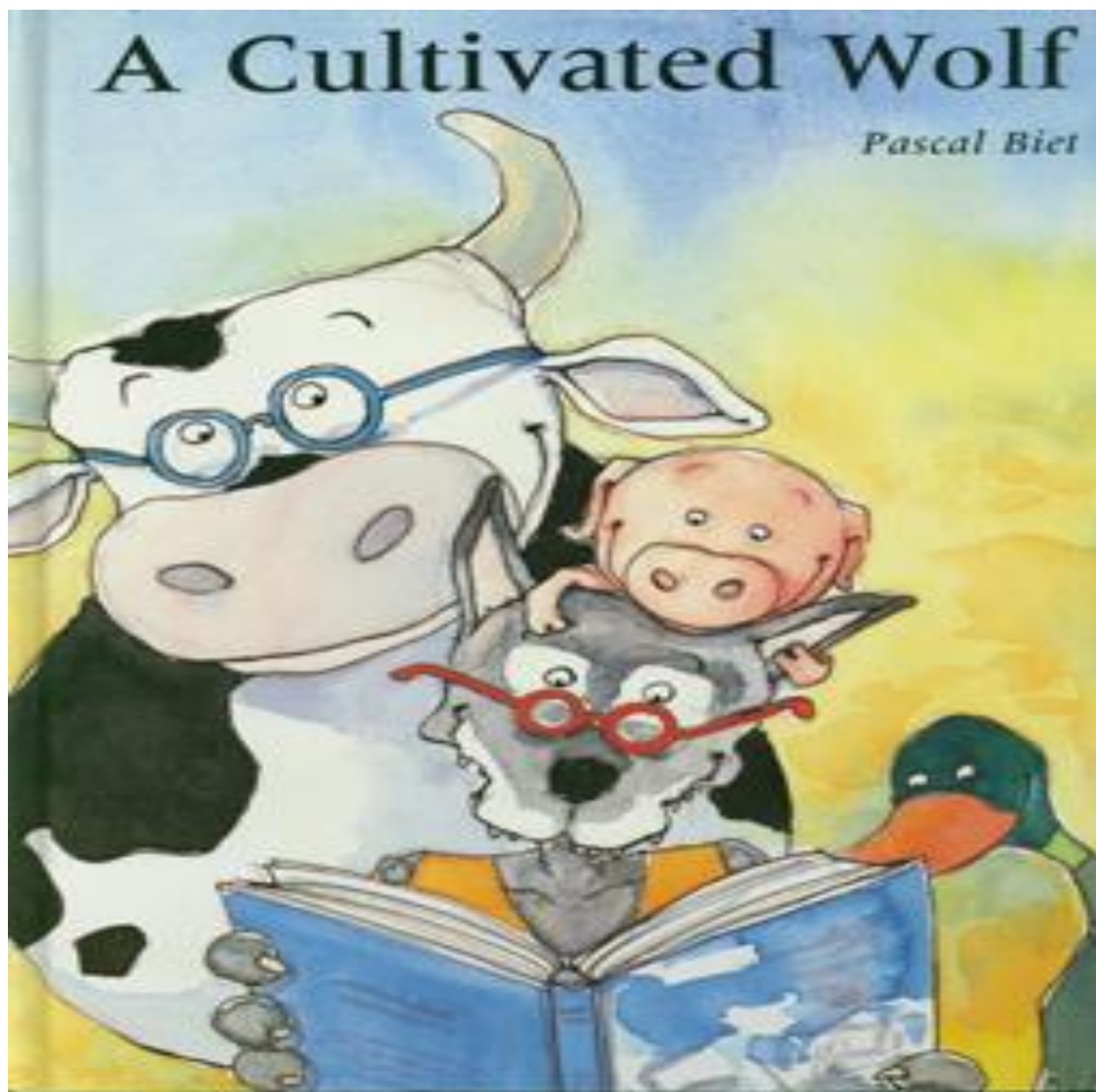
- involve **any kind of text**
涉及任何类型的文本
- take place **anywhere**
发生在任何地方
- be **solitary, social & interactive.**
是独处、社交和互动

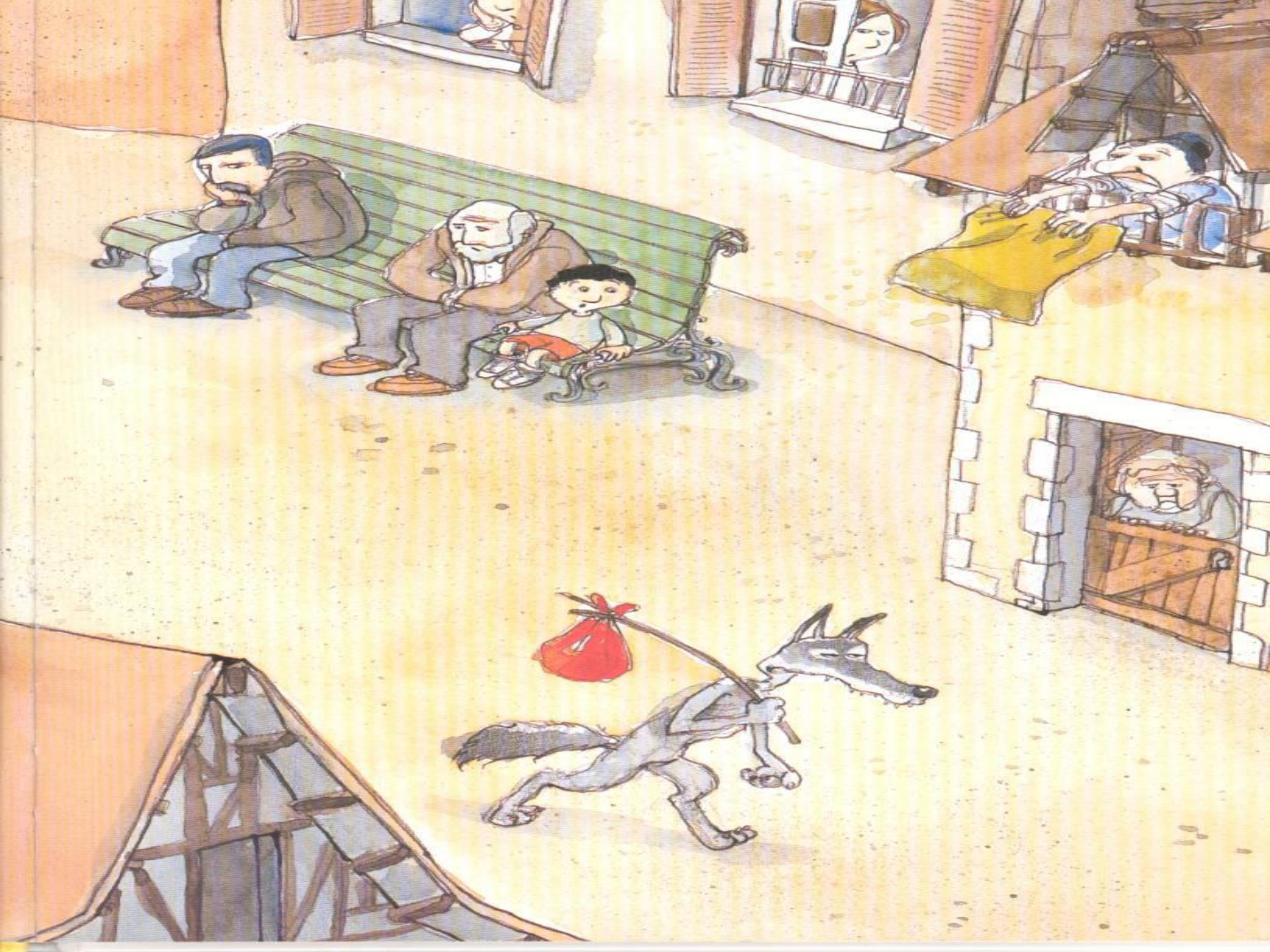


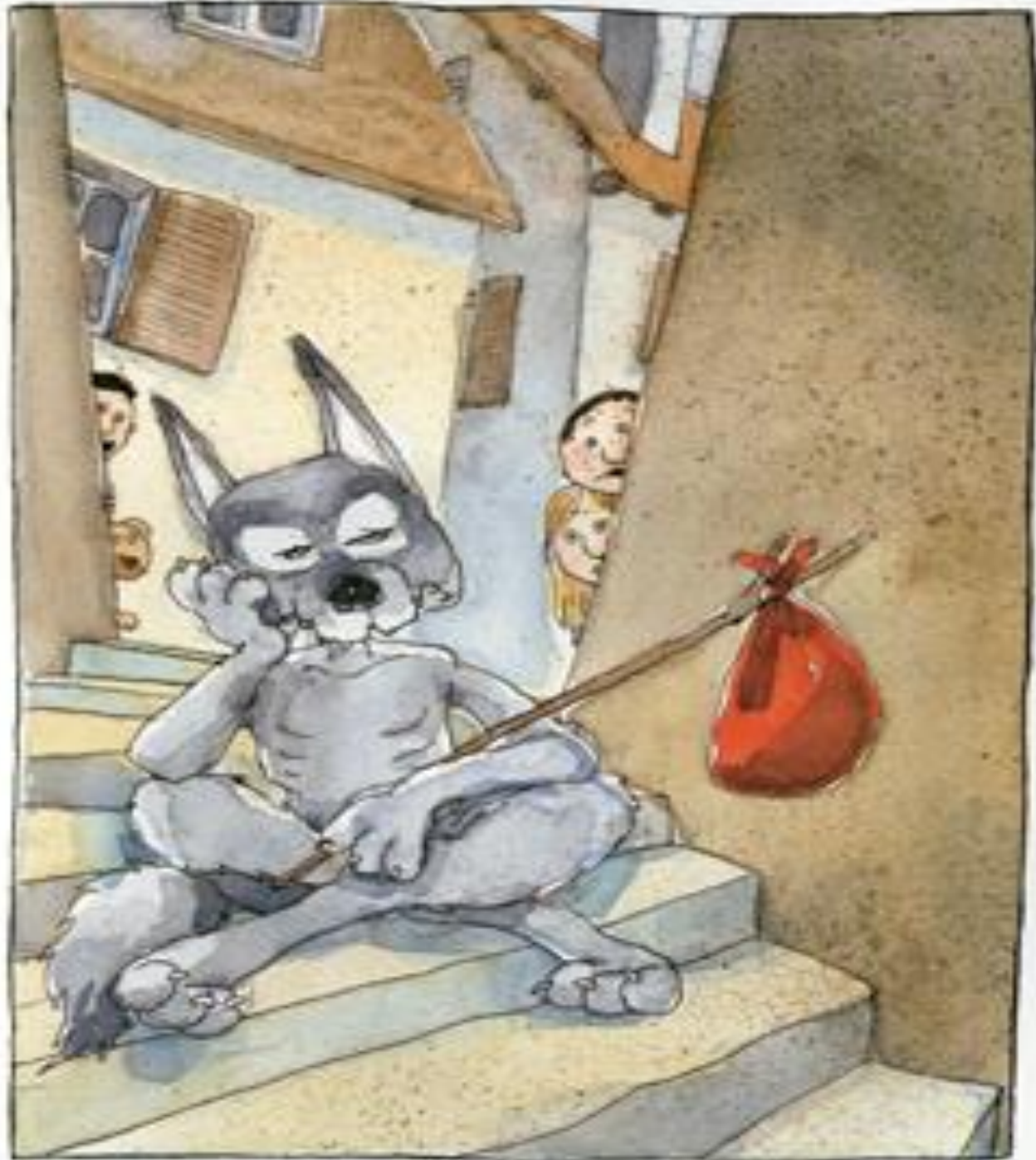
Reading for pleasure is ... 为乐趣而阅读.....



always dependent on text and context.
总是依赖于文本和上下文。









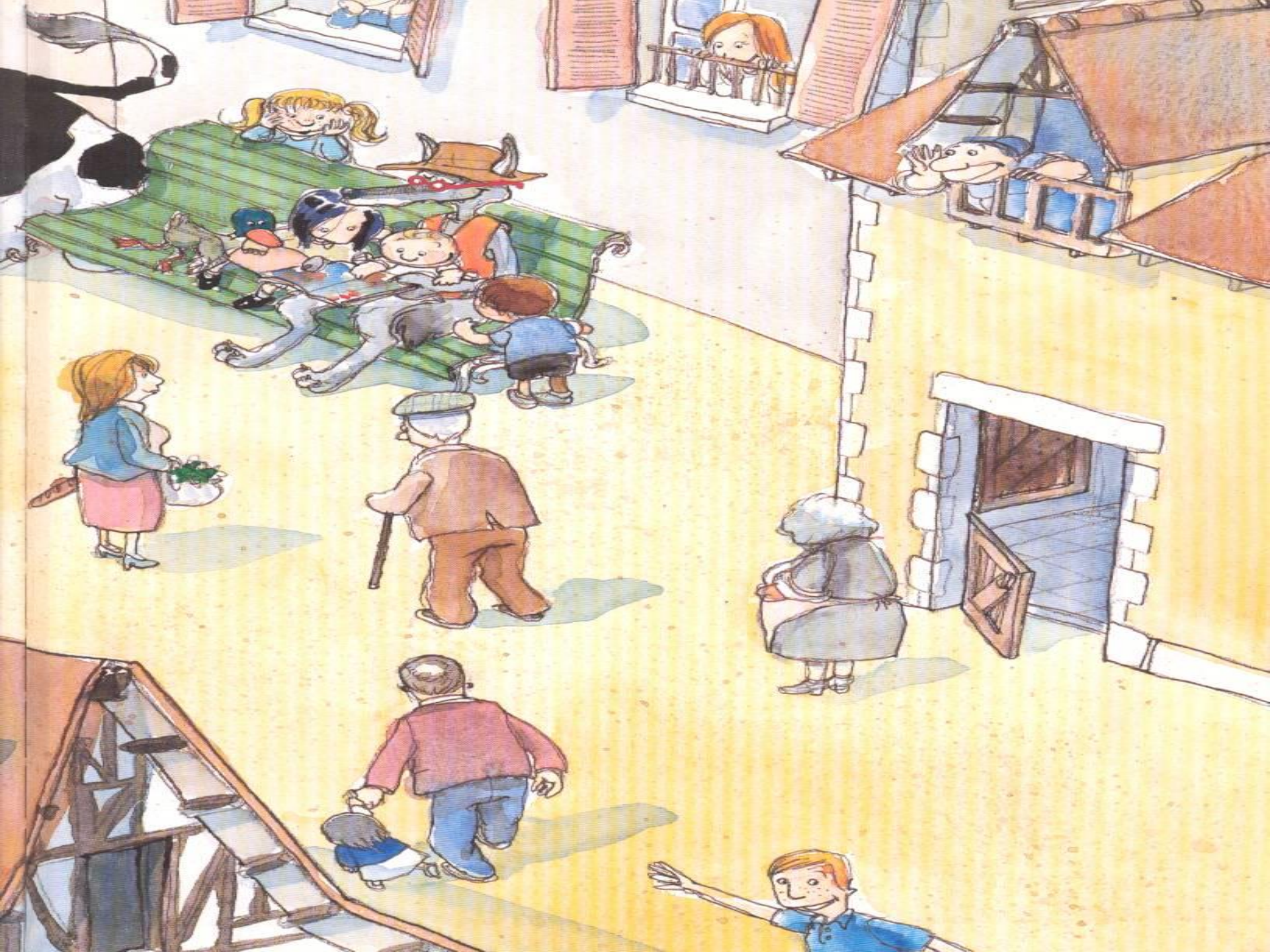


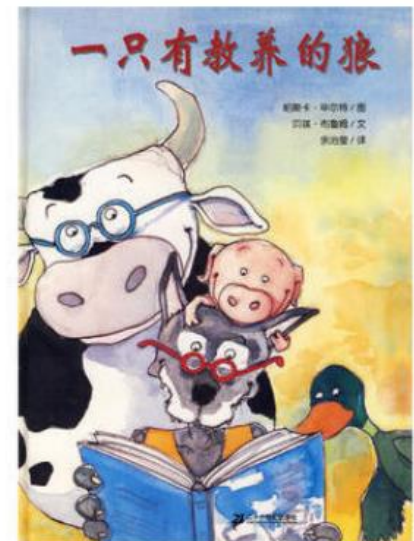
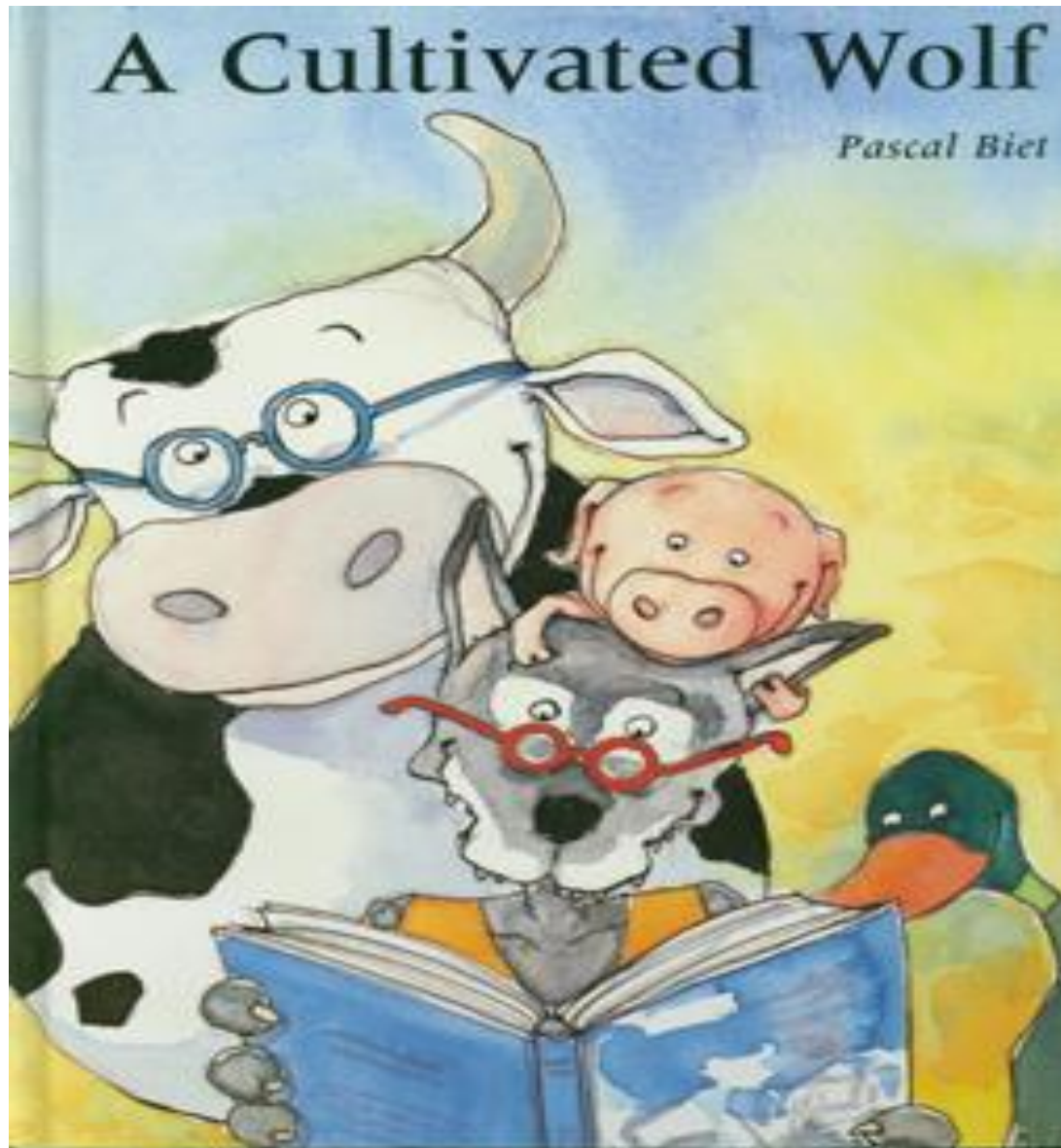












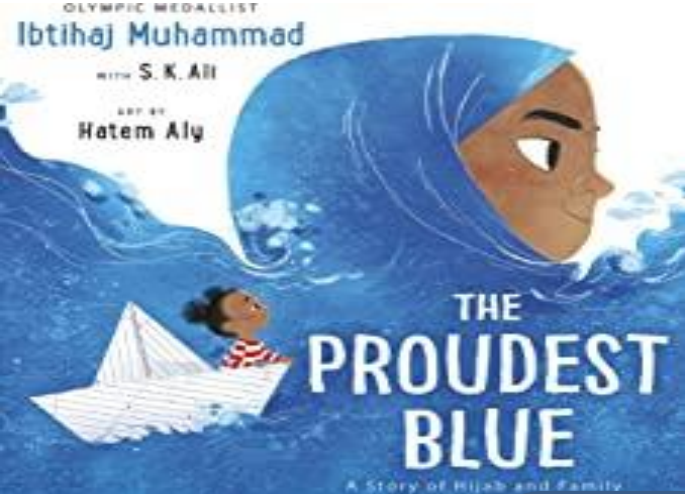
Reading communities 阅读社区

Take time to build. They are **relationship strong** and **highly interactive**, and shift reading from an individual private pursuit to a **more collaborative social activity**.

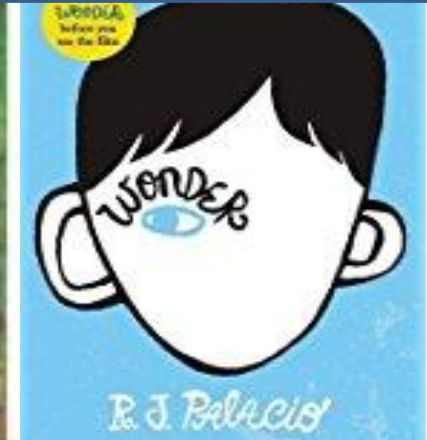
花时间营建。他们关系密切，互动性强，将阅读从个人的私人追求转变为更具协作性的社交活动。

(Cremin et al., 2014, 2019, 2020)





Reading for pleasure is the single most important indicator of a child's future success
为乐趣而阅读是孩子未来成功的最重要指标
OECD 2002



RfP: Cognitive benefits

RfP: 认知效益

- Childhood reading is linked to **substantial cognitive progress** between 10-16
儿童阅读与 儿童10-16 岁之间的 **实质性认知进步有关**
(Sullivan & Brown, 2015)
- RfP linked to enhanced **reading attainment, vocabulary, and general knowledge**
RfP 与提高阅读能力、词汇量和一般知识有关
(Miyamoto et al, 2018; Schugar & Dreher, 2017)



Social and emotional benefits

社会和情感效益

- Narrative triggers memories and **deeper engagement**
叙事触发记忆和**更深入的参与**
(Kuzmikova and Cremin, 2021)
- **Affective engagement in texts** fosters empathy & imagination
对文本的情感参与可以培养同理心和想象力
(Kucirkova, 2020)



Relational benefits 关系效益

When enjoyment of reading is at the centre of practice & teachers participate as fellow-readers, **new reader-reader relationships & reading communities** develop.

当享受阅读成为实践的中心并且教师作为读者参与时，**新的读者-读者关系和阅读社区**就会发展起来。



(Cremin et al, 2014; Cremin and Swann, 2018; Merga, 2019)

Good news from England 来自英国的好消息

RfP is mandated for 5-11
year olds

RfP 适用于 5-11 岁的儿童
(DfE, 2013)

‘It is crucial for children to
develop a life-long love of
reading’

“培养孩子对阅读的终生
热爱至关重要”

(Early Years Foundation
Stage 2020)



The challenging news 具有挑战性的信息

Reading
instruction
阅读指导



Reading for
pleasure
为乐趣而阅读

To foster RfP, our research indicates teachers need to develop:

为了促进 RfP，我们的研究表明教师需要发展：

1. **Knowledge of children's literature & other texts**

儿童文学和其他文本的知识

2. **Knowledge of children as readers**

儿童作为读者的相关知识

3. **A RfP pedagogy:** RfP 教学方法：

❖ social reading environments 社交阅读环境

❖ reading aloud 大声朗读

❖ informal book talk and recommendations 非正式书籍谈话和推荐

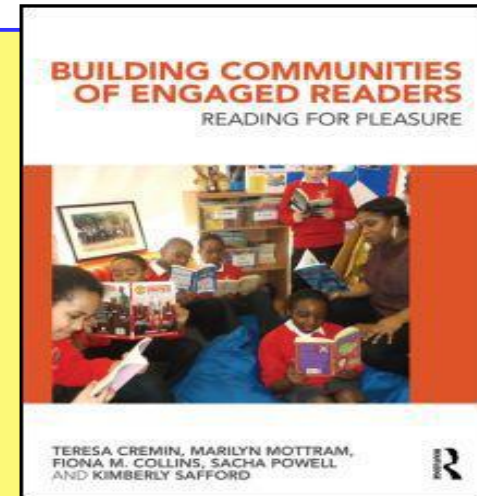
❖ independent reading time 独立阅读时间

4. **As Reading Teachers** - teachers who read and readers who teach

作为阅读老师——阅读的老和教书的读者

5. **Reciprocal and interactive reading communities.** 互惠和互动的阅读社区。

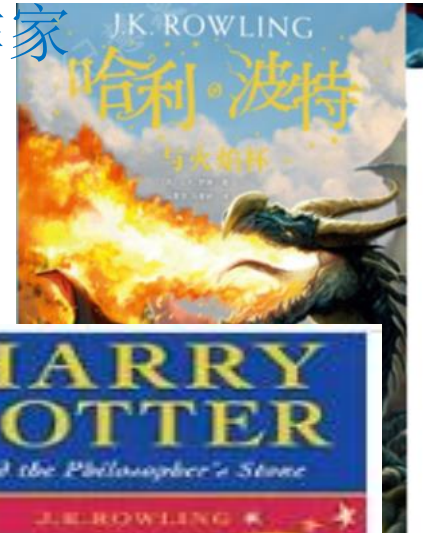
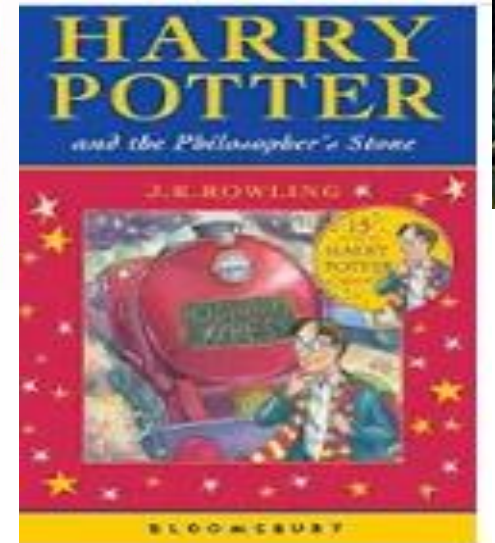
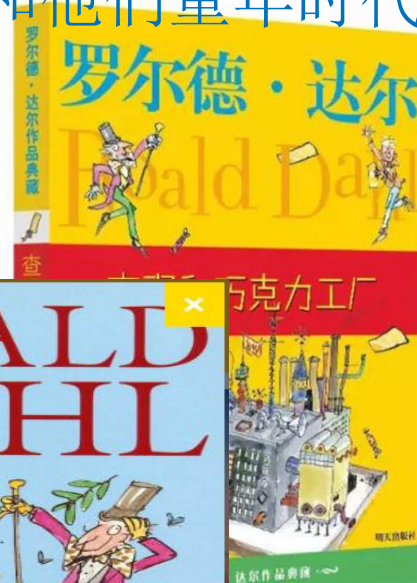
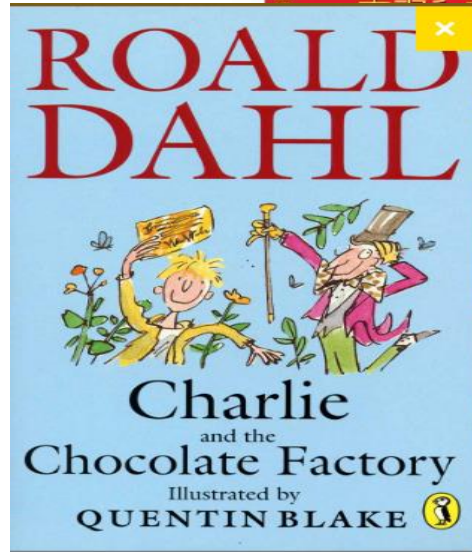
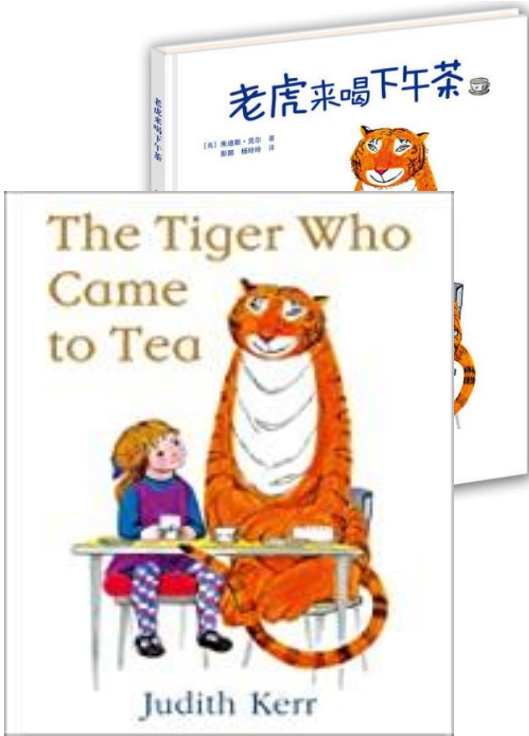
(Cremin et al., 2014)



1. Knowledge of children's literature 儿童文学知识

Research indicates teachers are reliant on celebrity authors and those from their childhoods

研究表明教师依赖名人作家和他们童年时代的作家



(Cremin et al., 2009, Clark and Terevainen, 2015, Cremin and Swann, 2017, Garces-Bascal et al., 2018, Weber, 2018, Ng, 2018, Merga, 2019, CLPE, 2021)

Essential subject knowledge 必备的学科知识



When teachers recognise the professional responsibility to expand their repertoires of children's literature and other texts, they get to know texts in depth, and can more effectively foster RfP.

当教师认识到扩展儿童文学和其他文本知识是专业发展的责任时，他们才会深入了解文本，并能更有效地培养“为乐趣而阅读”

(RfP)

Without secure subject knowledge and thoughtful appreciation of reading and being a reader, teachers' RfP pedagogy is ineffective.

缺乏足够的学科知识，以及对阅读和作为读者的深思熟虑的认可，教师的RfP教学方法是无效的。

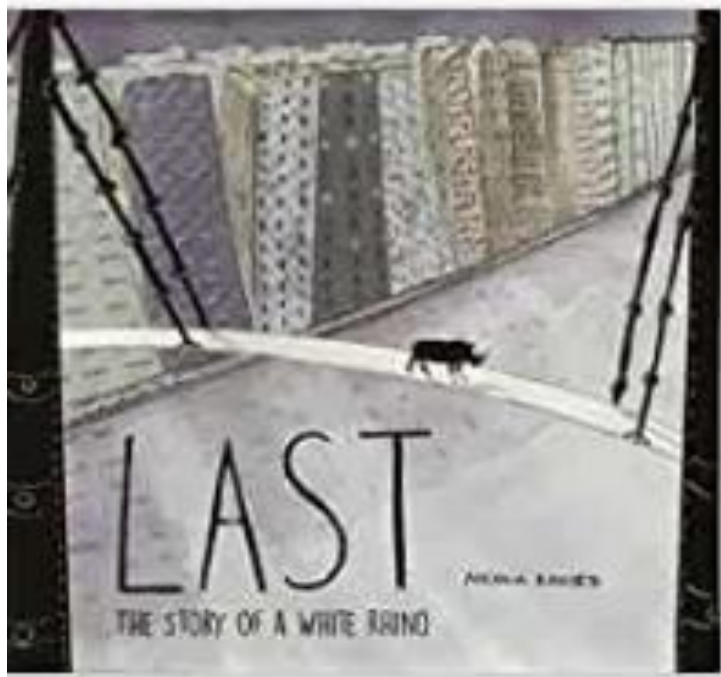
Developing your knowledge 发展你的知识

- Display your reading
展示你的阅读
- Read Award Winners
阅读获奖作品
- Create your own mini-library
创建自己的迷你图书馆
- Carry and Chat
随身携带和聊天



Read Award Winners

阅读获奖作品



豐子愷兒童圖畫書獎

FENG ZIKAI CHINESE CHILDREN'S
PICTURE BOOK AWARD

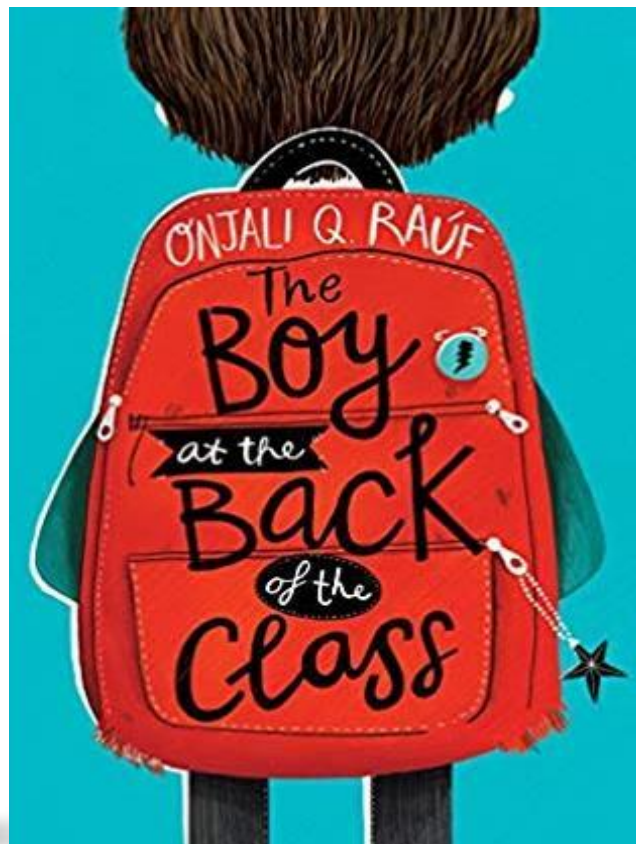
Miss Denby's Library



Base 10

Carry and Chat about the fiction you are reading

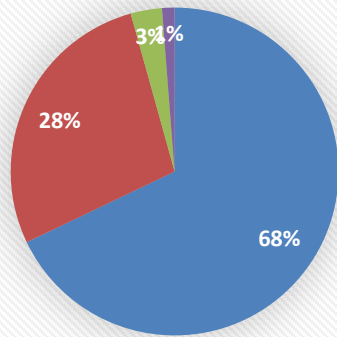
随身携带并谈论你正在阅读的小说



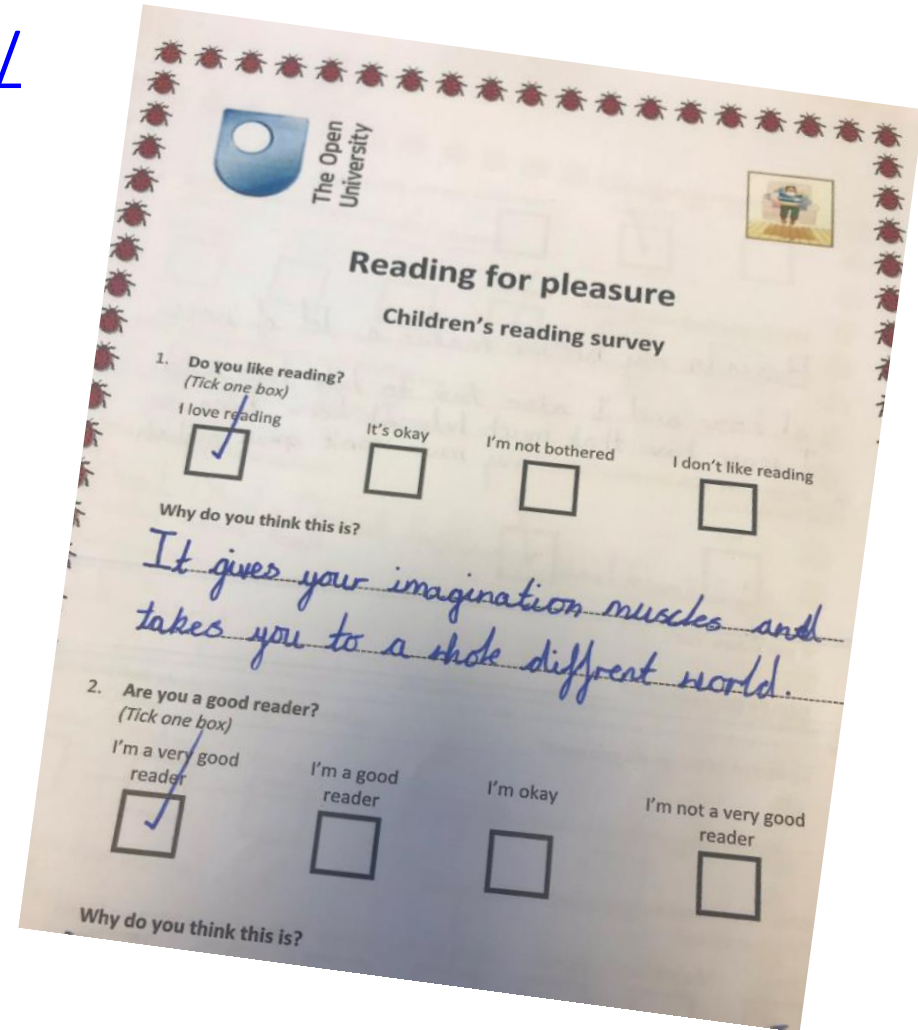
2. Knowledge of children's reading practices 了解孩子的阅读习惯

- Surveys 调查 <https://ourfp.org/>
- 24 hour Reads 24 小时阅读
- Reading Rivers 阅读河流

Do you like reading?



■ I love it ■ It's okay ■ I'm not bothered ■ I don't like it



The photograph shows a survey form titled 'Reading for pleasure Children's reading survey' from The Open University. The form has a decorative border of small red spider-like icons. It contains two questions with checkboxes and a space for handwritten answers.

1. Do you like reading? (Tick one box)
I love reading It's okay I'm not bothered I don't like reading
Why do you think this is?
It gives your imagination muscles and takes you to a whole different world.

2. Are you a good reader? (Tick one box)
I'm a very good reader I'm a good reader I'm okay I'm not a very good reader
Why do you think this is?

(Evans, 2013; Cremin et al., 2014; Ng, 2018)

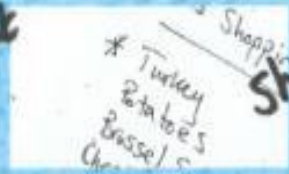
8.00am 9.00am 10.00am 11.00am 12.00noon 1.00pm 2.00pm 3.00pm



Text messages and emails



post on the doormat



Shopping list



Magazine



Christmas cards

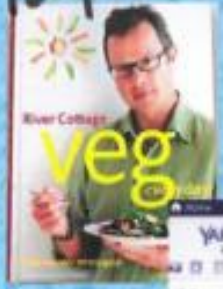


Newspaper

I read this every week

24 Hours of Reading by Miss Williams

special offers in Tesco



recipes



Website to check swimming pool opening times



email



I read poems to my niece



work email



Crossword



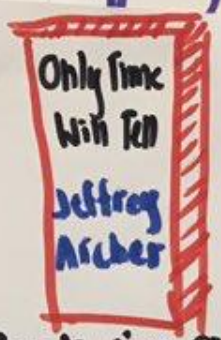
biography



4.00pm 5.00pm 6.00pm 7.00pm 8.00pm 9.00pm 10.00pm 11.00pm



Emails



Book i'm reading for pleasure



Bridal Magazine



class Read



Weather forecast

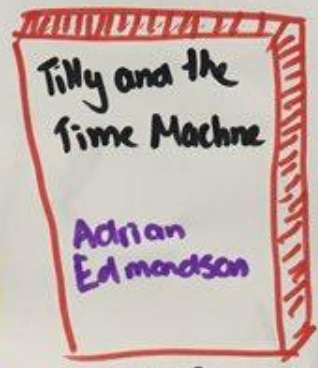
24 Hours of reading by Miss Moore



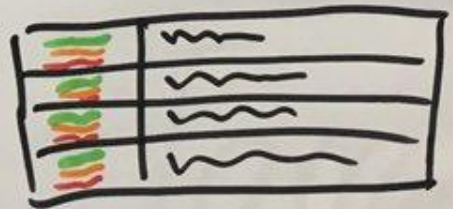
Recipe to make dinner

6:30	7:00	8:00	8:30
~	~	~	~
~	~	~	~
~	~	~	~

Tv-guide



Guided Reading Book



Lesson plans



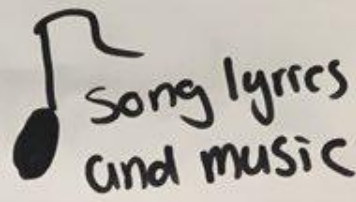
Bus time table



Youtube Captions



Messages from friends and family



Song lyrics and music



Street Sign

24 hour Reads 24 小时阅读



Year 2's 24 hour read



What 10 year olds read in 24 hours... 10 岁的孩子在 24 小时内阅读的内容.....

Exaggerate
Excellent
Guarantee
Harass
Immediately
Interrupt
Marvellous
Necessary
Occupy
Opportunity
Profession
Programme
Recommend
Sufficient
Suggest

Waitrose
Read papppor
Read papppor

Modifiers and Determiners
Modifiers and determiners can be placed before or after the noun.
Modifiers and determiners that can be placed before the noun might include:
• articles (a, the)
• possessive nouns (e.g. cat's, Ford's)
• possessive pronouns (e.g. his, your)
• adjectives
• participles - a verb used as an adjective

Wedding cake with naked ambitions

To Eliza Happy 10th Birthday! We are looking forward to celebrating 1 April 2012

24 hour read
(What I read in 24 hours)

8:16

The Lockhart We Were Liars

SATS Question Book

12 English SATS Questions and Answers

100% LOCAL CANNON

PRIMA DESSEN

Breakfast should provide around 20% - 25% of your daily nutritional requirements (reference intakes) - that's 400 to 500 calories (kcal) for a typical adult. Check the nutrition information & choose your cereal, milk and fruits to kick start your day.

REDUCED NOW

Clarks

THINGS I HAVE READ IN 24 HOURS

Jaffa easy peelers

PEACHES RIPEN IN THE FRUIT BOWL

1kg RIPEN IN THE FRUIT BOWL PLUMS

HAWKIN'S BAZAAR

Maths

SATS Question Book

The Laws of Magic

Websites



www.peover
superior

Classes

We have 72 pupils currently on role, organised into three small classes. With an average class size of only 24 PUP, our children a personalised approach to learning, nurturing them to achieve the best that they can.
The children are taught in three mixed aged classes, with a planned admission number of 11 new children each year.

Class 1 - Reception and Year 1 (Mrs Baines)



CHRISTMAS SHOP PARTY SHOP WOMENS CHILDREN WEDDING HOME MAGAZINE

FOR WOMEN **web browsing**

Update your wardrobe and be inspired with our latest collections from M&S. From day dresses to occasion outfits, and elegant separates to chic coats, the newest arrivals will keep you looking stylish right through the season.

UP TO 30% OFF ALL KNITWEAR
SHOP NOW

Guidance Reports

09:15



14:20

Improving Literacy in Key Stage 2
Published: 28th April, 2017
Primary

Improving Mathematics in Key Stages 2 and 3
Published: 3rd November, 2017
Primary

19:45

WAGON WHEELS

Duration		Inflation		Rate	
Year	Rate	Year	Rate	Year	Rate
2017	1.75%	2017	1.75%	2017	1.75%
2018	1.75%	2018	1.75%	2018	1.75%
2019	1.75%	2019	1.75%	2019	1.75%
2020	1.75%	2020	1.75%	2020	1.75%
2021	1.75%	2021	1.75%	2021	1.75%
2022	1.75%	2022	1.75%	2022	1.75%
2023	1.75%	2023	1.75%	2023	1.75%
2024	1.75%	2024	1.75%	2024	1.75%
2025	1.75%	2025	1.75%	2025	1.75%

MRS H'S READING RIVER

06:30

Email

To: Admin Newsletter
Subject: Lisa Hesmondhaigh

Principal
Peover Superior Endowed Primary School

Stocks Lane
Over Peover
Knutsford
Cheshire
WA16 8TU

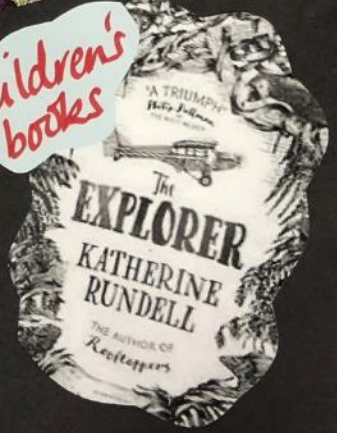
www.peoversuperior.cheshire.sch.uk
01625 861384

Social Media



Table of contents

Children's books



TESCO

Internet Shopping

Browse Tesco Sign in Store locator Contact us Help

Groceries Search



Miss

Carruthers's

JANUARY
2019

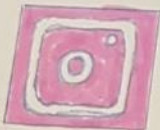


WEDDING
INVITATIONS
RSVP



COOK
BOOK

ADDRESS BOOK



SHOPPING
LIST

THE
SNOW CHILD

MACCLESFIELD
2 MILES

NETFLIX

HAPPY
BIRTHDAY

30

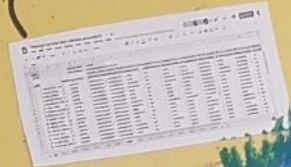
Reading River...

Mrs Patton's Reading River

Google Slides



spreadsheet



planning



road signs

Christmas Cards (before they went away!)



who's calling?



Email check

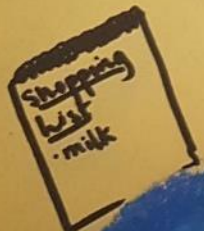


Thanks Mrs Hunt!

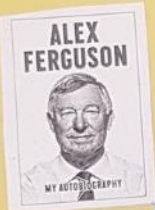
Instagram



WhatsApp



Netflix TV/film Synopses



product reviews



how many?



Got up and...

the internet

Thank-you letters
'too embarrassing'
for youngsters

My Reading River

SNOW MUCH
FUN

New Year
TV guide



The Telegraph Magazine

Christmas
CARDS

THE
GUIDE

too much
practice on
Autismbox

2019

no wishes
his birthday
was coming

a magazine
I read

HORRIBLE HISTORIES

AWFUL
EGYPTIANS

Schools urged to join plastic
push as bag charge doubles

Making sense of the world

THE WEEK
JUST £1.99
Junior 2019

HEAD
KID

Birthday Boy
David Baddiel

By David Baddiel

PERSON
CONTROLLER
by David Baddiel

Savoury cream
cheese waffles
with spinach

Chocolate and
banana pots with
orange biscuits

Egyptian rice and
lentils, tomato
sauce and onion

Blue cheese and
onion gougères

Recipes I will cook



the
head teacher
sings bakes
with a pupil
causing
chaos

Party focaccia
with lemon, roast
onions and grapes

Firm V



Teachers' knowledge of children as readers

教师对孩子作为读者的认识

Finding out 发现

- Surveys 调查
- Reading rivers 阅读河流
- 24 hour reads 24小时阅读

Enriched by 丰富的

- Observations 观察
- Reading conferences 阅读会议

Leading to 导致：

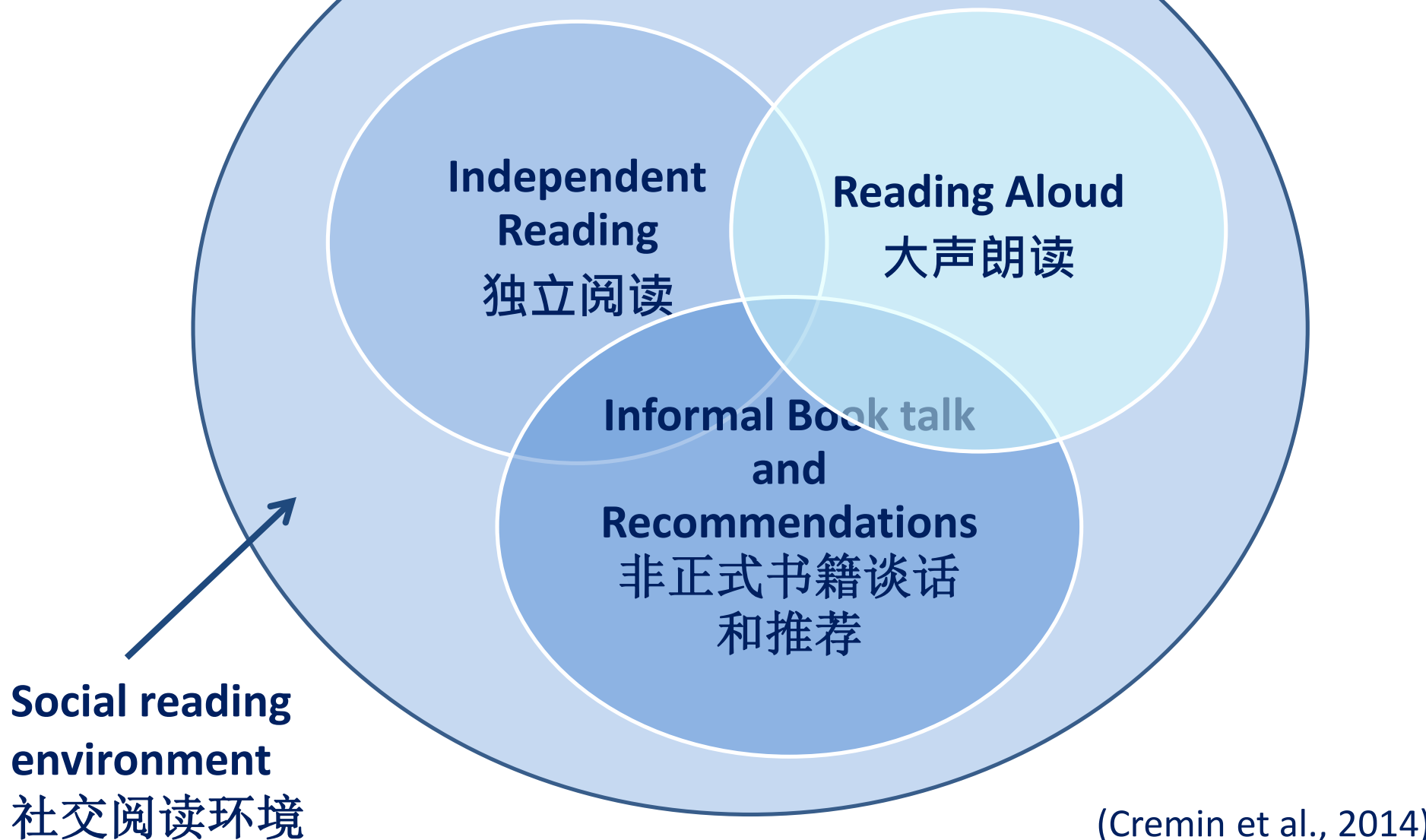
- Understanding personal motivations for reading
了解个人阅读动机



Using this knowledge
利用这些知识

3. RfP Pedagogy RfP 教学方法

Evidence informed practice 循证实践



RfP Pedagogy RfP 教学法

Needs to be explicitly planned,
rigorous and ...

需要明确规划、严谨且.....

- **L**earner-led 学习者主导
- **I**nformal 日常友好
- **S**ocial 交往互动

and supported by 通过

- **T**exts that Tempt
富有吸引力的文本支持

A RfP Pedagogy check **LIST**

(Cremin et al., 2019)



RfP Pedagogy: Social reading environments

RfP 教学法：社交阅读环境



(DfE, RfP Audit, 2020)

RfP Pedagogy- Social reading environments

RfP 教学法- 社交阅读环境



Whose spaces are these?
这些是谁的空间?
How informal and social are they?
它们有多非正式和社交?
Do the texts tempt?
文字有诱惑力吗?



RfP Pedagogy: Reading Aloud

RfP 教学法：大声朗读



How **informal** and **social** is this time?
这次有多**非正式**和**社交**？

Learner-led Reading aloud

以学习者为主导的大声朗读



Reading aloud: Building books in common
that tempt the children
大声朗读：创建吸引孩子的共同书籍



RfP Pedagogy: Independent Reading Time

RfP 教学法：独立阅读时间



Independent Reading Time 独立阅读时间

Choosing to read or talk
about what I'm reading
选择阅读或谈论我正在
阅读的内容

Choosing texts that
tempt me
选择吸引我的文字



Choosing to be relax and be Comfortable
选择放松和舒适



Reading dens 阅读点



Library lunchtimes 图书馆午餐时间



Reading snuggles 阅读依偎

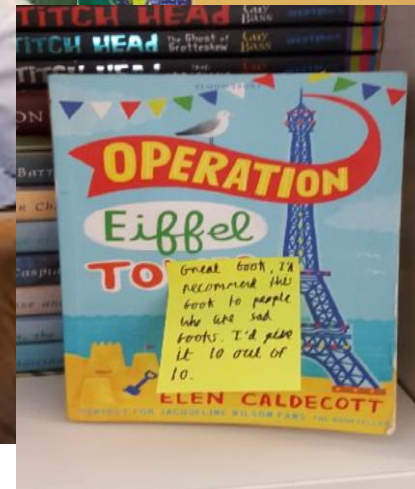


Stories and hot chocolate 故事和热巧克力

RfP Pedagogy: Informal book talk and recommendations

RfP 教学法：非正式书评和建议





Marcus & Henry's Reading Recommendations
 xt up: Kaiesha & Alesha

The Book With No Pictures
 B.J. Novak

a book with pictures but gun
 10/10

MISHMASH
 KORNEY CHUKOVSKY illustrations by FRANCESCA YARBUSOVA

A book translated from Russian and funny.
 8/10

SLEUTH & SOLVE
 VICTOR ESCANELL

A good mystery book.
 10/10

a girl who likes to skate
 10/10

DAY the CRAYONS come HOME
 OLIVER JEFFERS

very good and funny.
 9/10

NEW KID
 JERRY CRAFT

really cool to see him try and get in to school.
 9/10

Guts
 SCHOLASTIC

an interesting book for kids!
 4/10

ZHITA SPACEGIRL
 BEN HATKE

So funny and fantastic graphic novels.
 10/10

PLANET OMAR
 ZANIB MIAN
 INCREDIBLE RESCUE MISSION

a fantastic story with a cool message
 9/10

IT'S NOT FINE TO SIT ON A PORCUPINE
 OF ROBINS
 ZETTER
 RORY WALKER

funny poem
 10/10

SAM WU IS NOT AFRAID OF SHARKS
 KATIE & KEVIN TSANG

really funny book
 10/10

MUD, SWEAT AND TEARS
 BEAR GRYLLS

same great adventures.
 9/10

THE WOLF WILDER
 KATHERINE RUNDLELL

an interesting book
 9.5/10

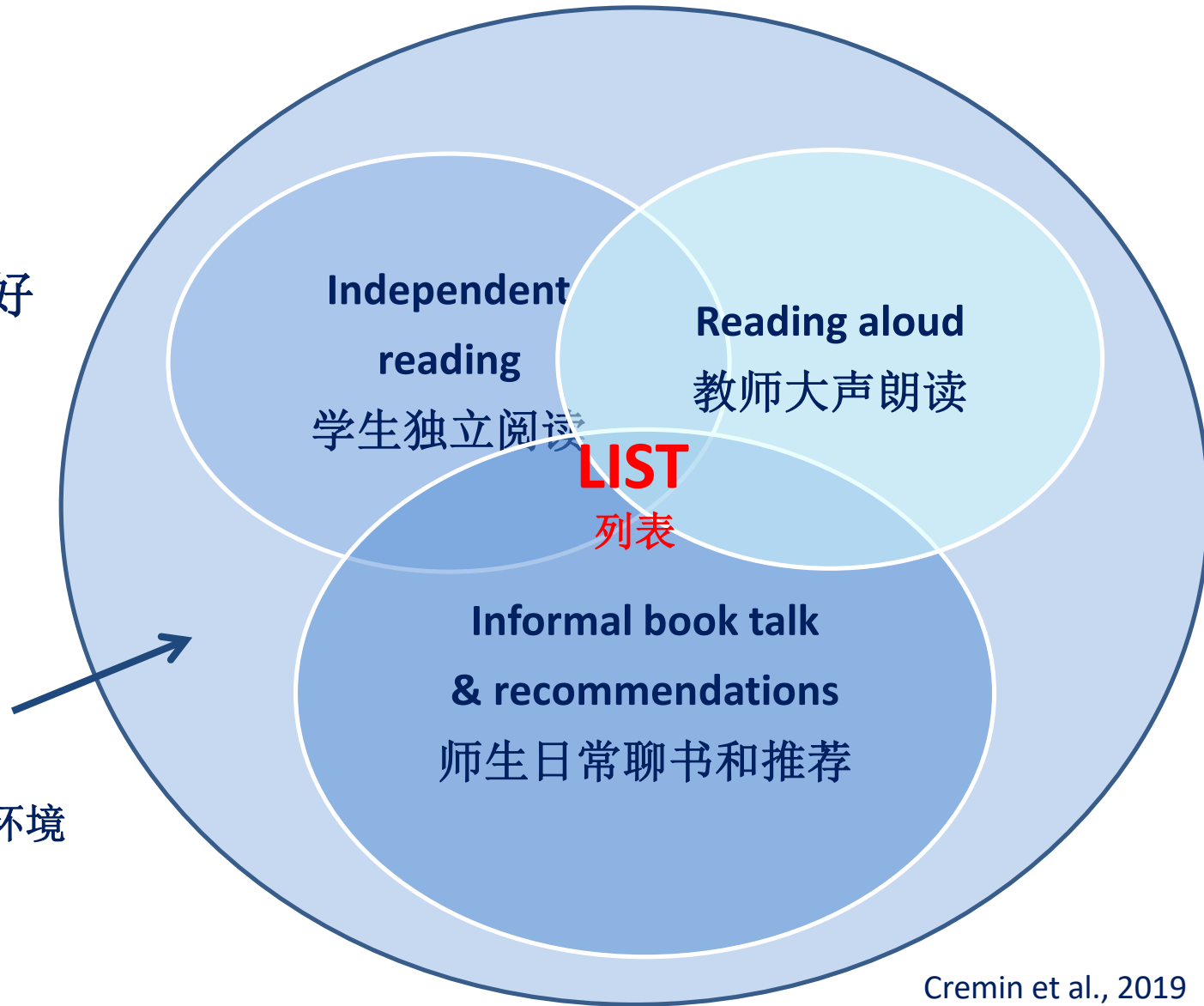
Arcie & Ms
 BAT BLI
 MARK LOWERY
 EATING CHILI
 small st
 TRAIN
 SAMIRAL
 SUPERGEEK!
 POOL
 THE PERFECT SUBURB
 STEVEN MORRIS
 I EATING
 PATIENCE AGABRI
 SELOASH
 ELECTRICGIRL
 DEAD BALL
 BUTTERFLIES FOR GRA

3. RfP Pedagogy RfP 教学法

Evidence informed practice
基于实证的行为

- **Learner –led**
学习者主导
- **Informal** 日常友好
- **Social** 交往互动
- **Texts that Tempt**
富有吸引力文本

Social reading environment
交往互动的阅读环境



To foster RfP, our research indicates teachers need to develop:

为了促进 RfP，我们的研究表明教师需要发展：

1. Knowledge of children's literature & other texts

儿童文学和其他文本的知识

2. Knowledge of children as readers

儿童作为读者的相关知识

3. A RfP pedagogy: RfP 教学法：

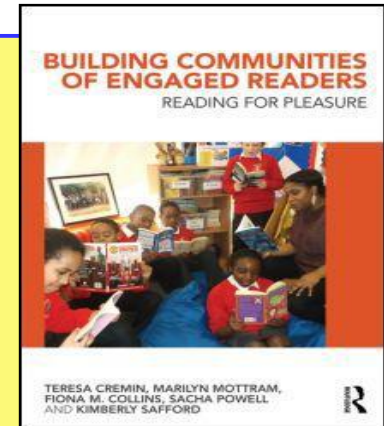
- ❖ social reading environments 社交阅读环境
- ❖ reading aloud 大声朗读
- ❖ informal book talk and recommendations 非正式书籍谈话和推荐
- ❖ independent reading time 独立阅读时间

4. As Reading Teachers - teachers who read and readers who teach

作为阅读老师——阅读的老和教书的读者

5. Reciprocal and interactive reading communities. 互惠和互动的阅读社区。

(Cremin et al., 2014)



4. Reading Teachers 阅读老师

- are engaged reading role models
是正在阅读的榜样
- read, reflect and respond
authentically as readers
作为读者真实地阅读、反思和回应
- make an impact on children's RfP
对儿童的 RfP 产生影响



My argument... 我的论点.....

When teachers widen their **knowledge and pleasure** in reading children's texts, and become more aware of their own and the children's reading practices, they *begin to see reading differently...*

当老师们在阅读孩子们的文章中拓宽了他们的**知识面和乐趣**，并且更加了解自己和孩子们的阅读实践时，他们开始以不同的方式看待阅读.....

They can then more effectively motivate readers, build an effective **RfP pedagogy**, and **strong communities of readers** within and beyond school.

然后，他们可以更有效地激励读者，建立有效的**RfP 教学法**，以及校内外强大的读者社区。

(Cremin et al., 2014)

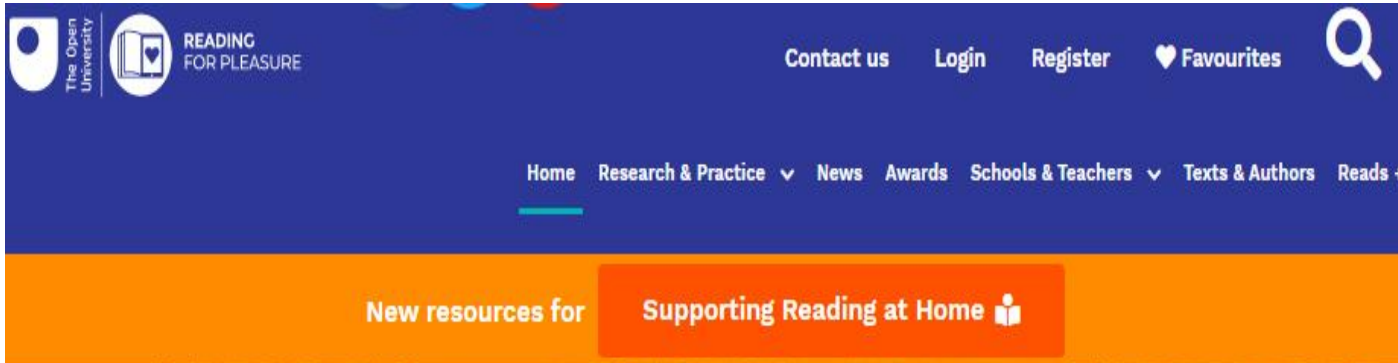


5. Communities of Engaged Readers

5.积极参与的读者社区



For more support do see our community website
如需更多支持，请参阅我们的网站



Sign up to
our FREE
monthly
newsletter
for more
ideas

注册登记
免费收到
每月通讯
以获取更
多想法

<https://ourfp.org/>

Building Communities of Readers 建立读者社区

RfP Conferences RfP 会议



RfP Awards RfP 奖



Teachers' Reading Groups -100 教师阅读小组-100



- School Improvement projects -72
学校改善项目-72
- University RfP partners -34
大学 RfP 合作伙伴 -34
- New research 新研究



Building communities of engaged readers 建立积极参与的读者社区



Thank you for listening

谢谢你的聆听



TeresaCremin

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