



Love to Read

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University of Edinburgh

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Context

Issue

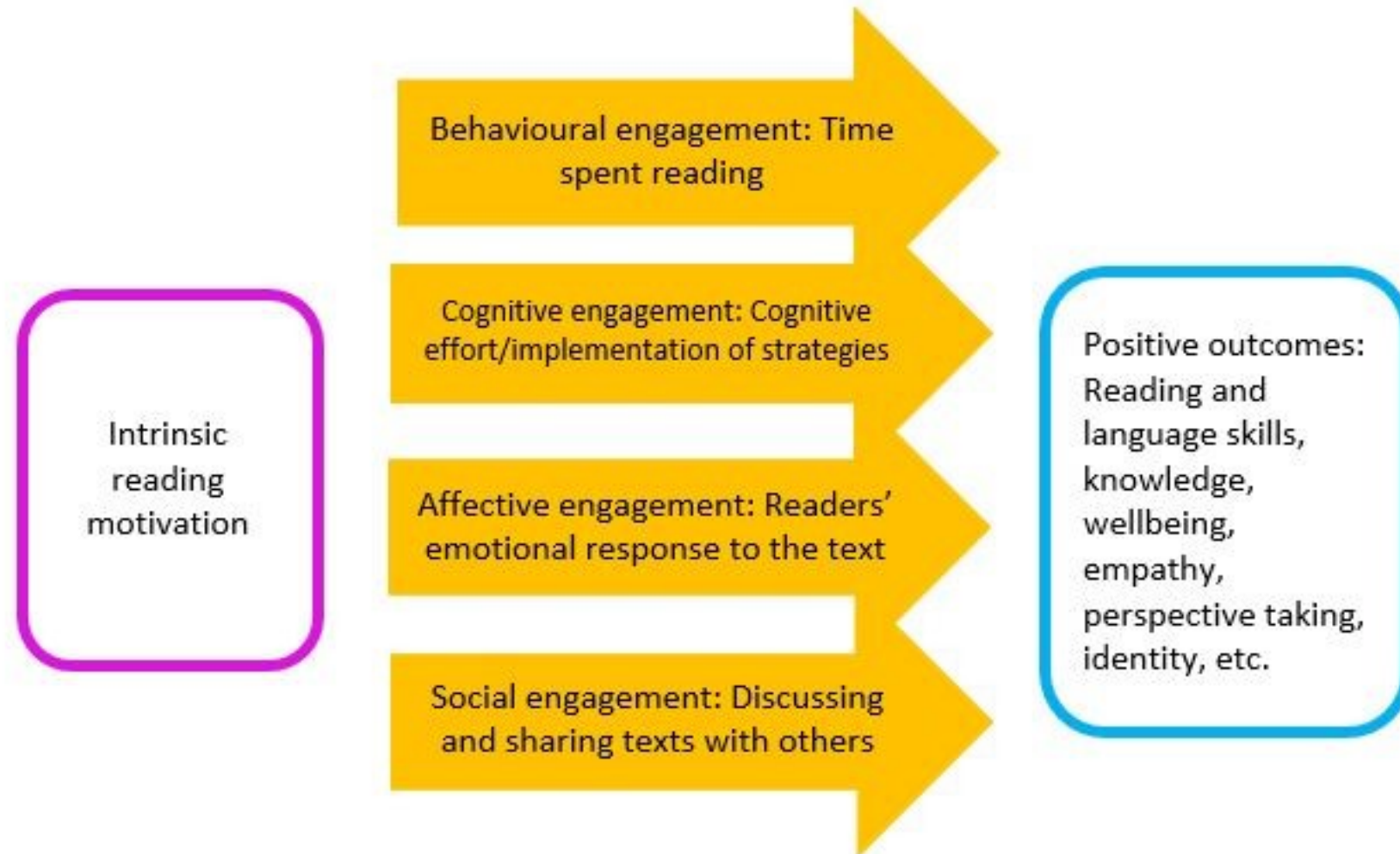
- Only 39% of UK children age 8-11 report reading daily outside of class (Cole et al., 2022), yet there is a lack of robustly evaluated research-informed pedagogy aiming to increase children's reading motivation and engagement.

Disconnect between University-led research and practice

- Teachers typically draw upon knowledge sources other than academic research to inform their practice (Lowden et al., 2019; NFER, 2017).



Reading motivation, engagement and outcomes



Intrinsic
reading
motivation

Behavioural engagement: Time
spent reading

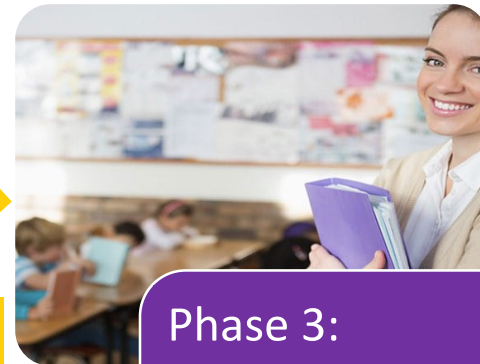
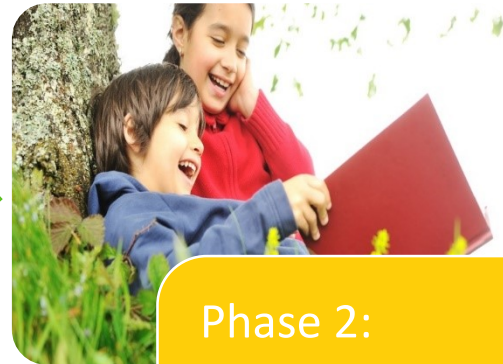
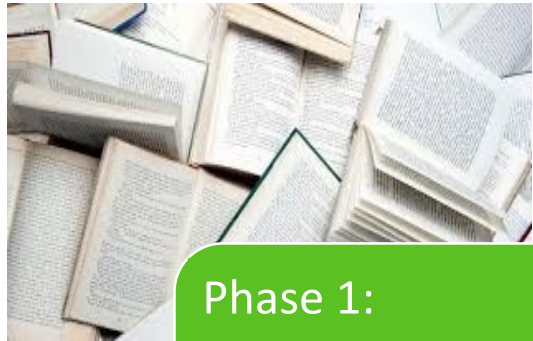
Cognitive engagement: Cognitive
effort/implementation of strategies

Affective engagement: Readers'
emotional response to the text

Social engagement: Discussing
and sharing texts with others

Positive outcomes:
Reading and
language skills,
knowledge,
wellbeing,
empathy,
perspective taking,
identity, etc.

Love to Read: Development and Evaluation



Phase 1:
Research input

Literature review:
- Relevant theory/research
- Links with curricula

SIX PRINCIPLES

Phase 2:
Child input

Individual and group interviews (n = 59, 4 UK schools) to seek children's perspectives and experiences.

Phase 3:
Teacher input

- Recruitment of 6 teachers
- Co-design online
- Practice partner input
- PROGRAMME DEVELOPED

Phase 4:
Evaluation

- 6 week feasibility study, 4 schools, 425 pupils
- Mixed methods
- Implementation and effectiveness

Preregistration: <https://osf.io/5ztjk>

Preregistration: <https://osf.io/xsjhc>

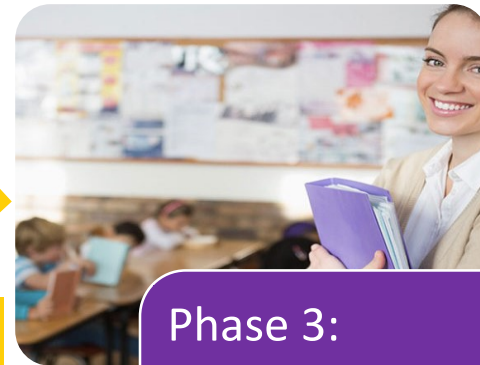
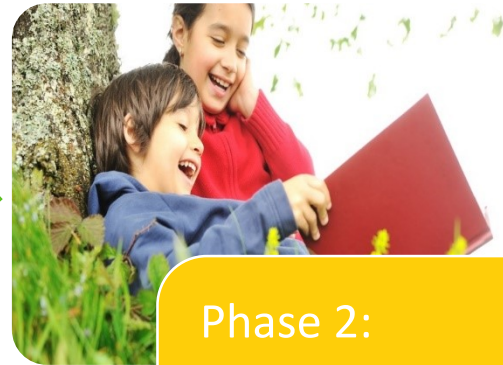
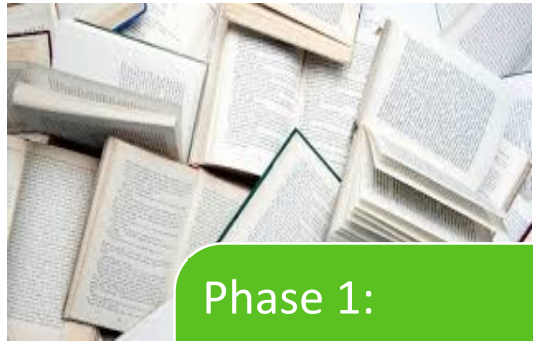
Preregistration: <https://osf.io/qvuka>

Love to Read Principles

- **Access:** Children have regular and easy access to books at school which reflect their reading interests, preferences, abilities, lives and experiences.
- **Choice:** Children have choice over their independent reading activities; schools have the structure, and children have the skills, to ensure 'good' (i.e., skill and interest aligned) reading choices
- **Time:** Children have regular quality time to read books they engage with in school and at home
- **Connection:** Children can access and choose books, and book reading activities, which are personally relevant, and relevant to their reading goals
- **Social:** Children have the time, skills and confidence to share and discuss books with others
- **Success:** Children have a range of rich and diverse positive reading experiences, can set meaningful goals, and recognise their growing success as readers



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Evaluation

- 1) To evaluate the acceptability and feasibility of the Love to Read programme in primary school classrooms
- 2) To evaluate changes in children's reading motivation, engagement, and attitudes/skills/behaviours associated with the six principles from pre to post-programme.
- 3) To understand teachers and children's perspectives and experiences of the Love to Read programme.



Evaluation

Implementation (acceptability and feasibility)

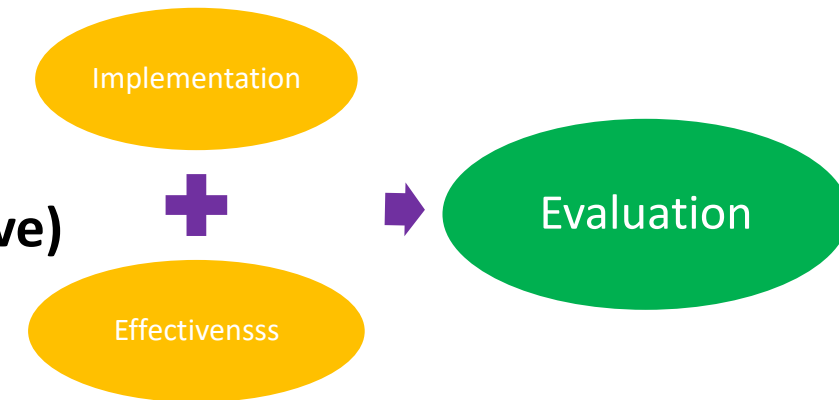
Data sources and volume of data:

- Completion of programme: 18/19 classes completed programme
- Teacher diaries: 11/18 classes
- Classroom observations: 4/18 classes
- Teacher post-programme interviews/surveys: 7/18 classes

Effectiveness – motivation/engagement (quantitative and qualitative)

Data sources and volume of data:

- Child self-report survey data (quantitative) at pre and post: 425 children, 4 schools
- Child post programme interviews (qualitative): 93 children, 4 schools
- Teacher pre and post survey (quantitative): 8 teachers, 3 schools
- Teacher post programme interviews (qualitative): 7 teachers, 3 schools





Implementation

Positive:

Ease of implementation: 'Very easy to follow' ; 'Not a lot of prep time' ; 'Really nice programme to deliver'

Programme structure and quality of information: 'I liked the structure of the six themes' ; 'I like reading the research behind the aspects'

Visuals: 'bookmarks were a huge hit!' ; 'TA's have fed back how beautiful it was'.

Concerns:

Proposed duration: 'to do it in six weeks was not nearly long enough' ; 'difficult to do the programme justice within 6 weeks'

Fitting within curriculum time: 'it took curriculum time. I wasn't necessarily teaching them reading skills. But you know, it's a different focus' ; 'I just don't have enough time in a day to [do my reading session + Love to Read]. Would advocate in first 4 weeks of a new year'

Lack of existing resources to support the programme: 'I struggled...because diversity range of our books is quite minimal'

Effectiveness: Qualitative (children)

Attitudes, beliefs and confidence:

- 'I used to like not like reading because I thought that it was just taking up my time but now ... I've realised that it's actually fun and it's relaxing'

Skills:

- 'I used to just like pick up a book and look at the front cover... But now when I pick up book I look at the front cover. From the front cover... I think about what story could be about...'

Behaviours:

- 'I go to the library every Friday now after swimming and get lots of books out'
- 'it's because I used to not read books, and I've started to like books more and more ... because I've found books that I like!'

"I've realised that it's actually fun and it's relaxing"

"I think the Love to Read has kind of boosted my confidence with books"

"..now I feel that you can like think a lot more about the book and like relate yourself to the characters and the storyline and stuff"

"I used to like never read, I would just like play with like toys before I went to bed and now that I've like, started reading I read books every night when I go to bed"

Effectiveness: Qualitative (teachers)

Children's attitudes, beliefs, confidence:

- 'if I say its love to read time within 10 seconds they got their cushions, the blankets, their dens and are starting to read which is, and I hadn't really thought that was going to be thing'

Children's skills:

- 'the weaker children in particular began to make better choice of reading material'
- 'they'd be like, oh this book would be liked by X in our class'

Children's behaviours:

- 'I was surprised at ...so keen to read more generally'

Pedagogy/practice:

- 'Emptying the class library was one of the best things we ever did... now half the size but reflects much more what they want to read. I'm definitely doing this every term moving forward'
- 'Loved connecting with our local library'
- 'in the evaluation yesterday, when I was filling it all in I was like actually reflecting back on how far we've come in 6 weeks is amazing'

"down time was not just for reading but also to de-stress and slow down"

"for our SEN child to really be like I love reading now, I will sit and read, is amazing"

"Organising the class library by genre was incredible. Suddenly my reluctant readers were reading blurbs to try and categorise them!"

"[the programme] highlighted that many children did not have strategies on how to select a book"



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Pre-registered:

No statistically significant increases in reading motivation, engagement or six principles for entire sample.



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Exploratory:

For those with **low levels of reading engagement** at T1 (bottom 15%, n = 59), large increased found for engagement (d = 0.8).

Conclusions and implications

- Love to Read was considered acceptable and feasible for use in practice.
- Qualitative insights about the programme were generally very positive; constructive feedback has informed programme revisions and guidance.
- Quantitative results found no statistically significant increases for the entire sample; however significant increase for those with low engagement prior to programme.

Educational implications

- New pedagogy to support children's reading motivation and engagement.
- However implementation duration and teacher professional development are essential to consider.





Thank you for listening

Twitter: @Love_to_read

Website:

<https://blogs.ed.ac.uk/lovetoread/>



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