

Love to Read



Hello and welcome!

Welcome to the first monthly newsletter for the Love to Read project. Our project, funded by Nuffield Foundation, aims to co-design and evaluate an intervention to motivate and engage child readers (age 9-11). Across three project phases, we will work with children, teachers, professionals and other experts to achieve this.

New member of the team



Dr Emily Oxley, postdoctoral researcher on the Love to Read project, started in September 2021. Emily joins us from the University of Leeds, where she worked on a project researching dynamic assessment to diagnose early language disorders. She completed her PhD in 2019, focusing on vocabulary acquisition in children with English as an Additional Language.

Phase 1: Children's insights and experiences to inform our intervention

Phase 1 of the project involves seeking children's views on practices to inspire and sustain a love of reading. We have submitted a preregistration for Phase 1 of the Love to Read project with the Open Science Framework (OSF). For those unfamiliar with preregistration, this is one of a number of open science practices, specifically to ensure full transparency in the research process. Phase 1 involves interviewing children about their reading experiences and suggestions of practices to promote reading motivation and engagement. In our preregistration we have detailed our methods of recruitment, data collection (including full list of interview questions), and data analysis plan. If you are interested in what we are planning to do, you can access the preregistration here: <https://osf.io/5ztjk>

Contents

Welcome

New team member

Phase 1

Intervention principles

Tes article

Twitter

Get in Touch

emily.oxley@ed.ac.uk

Intervention Principles

We have drawn upon research literature to inform the six principles which will underpin our intervention. These will be shared with children (Phase 1) and teachers (Phase 2) in the project.

Access: Ensure students have (regular and easy) access to books at school that align with their reading habits and interests.

Choice: Ensure students have choice over their independent reading activities and that schools have the structure, and students have the skills, to ensure 'good' (i.e., skill and interest aligned) reading choices.

Relevance: Ensure children can access books and book reading activities, which are personally relevant, and relevant to their reading goals.

Time: Structure quality regular time for children to read books (they engage with) in school and at home.

Social: Provide time, activities and the skills for children to be able to share and discuss books with peers and others.

Success: Ensure children have a broad range of positive and successful reading experiences, and recognise their growing success as readers.

Tes Article

Over the next 18 months we'll be submitting short articles to Tes to share details of the project. Our first article focuses on collaborative research practices, and the benefits of researchers, teachers, children and professionals working in collaboration on research. You can access the article here: <https://www.tes.com/news/research-why-academics-must-work-schools>.

Twitter

We're now on Twitter [@ Love to read](#) and will be tweeting about all things reading, research and collaborative research practices!

Finally a huge thank you to everyone who has been involved in the Love to Read project so far, or who has shown an interest in our project. The discussions we have had have informed our thinking and plans for the project.

All the best,
The Love to Read team

Sarah McGeown (PI), Emily Oxley (Postdoctoral Researcher), Jessie Ricketts (Co-I), Laura Shapiro (Co-I), Christina Clark (National Literacy Trust), Megan Dixon, Helen Fairlie (Education Scotland), Katrina Lucas and Katherine Wilkinson (Scottish Book Trust).

