

Love to Read



Hello

We hope the start of the school and academic year is going well for everyone! This is our first newsletter after the summer break and an opportunity for us to share where we are with Love to Read at present.

Love to Read is in schools

Over the summer months we finalised the programme and this autumn we'll be trialling Love to Read across 6 primary schools in England and Scotland, reaching children aged 8-11. In our evaluation of the programme we'll be asking questions about acceptability, feasibility and also understanding teachers' and children's perspectives and experiences of the programme. If you are interested in learning about our planned evaluation, including the measures we are using, you can access the preregistration here: <https://osf.io/qvuka>.

A huge THANK YOU to all the schools, teachers and children taking part in this evaluation.



British Psychological Society–Education Section

Earlier this month, Sarah McGeown shared details of the Love to Read co-design process, specifically how we created the Love to Read programme and resources in collaboration with our teacher team. To access these slides visit [our website](https://blogs.ed.ac.uk/literacylab/talks) <https://blogs.ed.ac.uk/literacylab/talks>

Love to Read: The Principles

Love to Read is underpinned by six research-informed principles, with classroom activities (created with teachers) to embed these principles into practice. The first principle is access.



Access

Children have regular and easy access to books at school that align with their reading habits and interests.

Children are more motivated to read when they have access to a wide range of reading materials (Gambrell, 2011), but specifically books and other text types which reflect their interests and abilities (McGeown & Wilkinson, 2021). In addition, reading aloud allows children to access more diverse books than they would naturally encounter (Cremin et al., 2014).



To embed the principle of access into practice, we'd suggest:

- Carrying out a school library audit, removing those books that haven't been touched in years, and presenting books in a way that optimises choice.
- Involving children in new book purchases to ensure books reflect children's interests, lives, experiences and abilities.
- Looking at access from the perspectives of all children, and paying particular attention to those children who do not have good access to books which align with their interests, lives and/or abilities.
- Fundraising and initiating gifting opportunities to increase school access to quality books and other texts.
- Strengthening the relationship with your local community library to improve book provision.

Currently, a quarter of UK disadvantaged primary schools in England do not have a library and 40% of primary schools reported having no dedicated school library budget (Tyler Todd, 2021). Furthermore, inequalities in access to books are reflected in children's homes (Clark et al., 2021). A fundamental principle of Love to Read is access. As such, finding new and creative ways to increase children's access to quality books they enjoy is essential. Over the next five newsletters we'll focus on the other principles: choice, time, connection, social and success, summarising research insights and classroom practices.

The Love to Read team

Twitter: @_Love_to_read.

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