

Love to Read



Hello

The start of the school year is now well underway and it's a particularly exciting time for Love to Read. We've been busy visiting schools across Scotland and England, having surveyed over 200 children about their reading experiences. Schools are just about to start the Love to Read evaluation and we can't wait to hear what they think!

ResearchED Scotland

Next month we'll be talking about Love to Read at ResearchED Scotland. ResearchED events create communities of teachers, researchers, and other professionals, interested in bridging the gap between research and practice in education. For details of this event, please visit: <https://researched.org.uk/event/researched-aberdeen/>

Article in the Psychology of Education Review (PER)

Sarah McGeown and colleagues were invited to submit an article to the Psychology of Education Review on researcher-teacher collaboration and the co-design of educational interventions. Drawing upon two co-designed literacy interventions: Love to Read and Paws and Learn, the researchers share their reflections, experiences and advice for other researchers interested in working this way. If you would like to receive a copy of this article, please contact Sarah (s.mcgeown@ed.ac.uk). You can access a 1-page poster summarising this paper here: <https://blogs.ed.ac.uk/literacylab/publications/>

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. In our September newsletter we focused on the principle of access, this month we are focusing on choice.



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.

Giving children choice over what they read is essential to support both motivation and engagement (Brandt et al., 2021; McGeown & Wilkinson, 2021). However, children vary in their ability to make good reading choices (i.e., aligned to their personal interests and reading ability) (Merga & Roni, 2017) and need to learn effective strategies to choose books they will enjoy.



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

- Providing guidance and modelling effective strategies to select books aligned with interests and abilities. Share and discuss different strategies for choosing books.
- Scaffolding reading choices, particularly for less experienced readers, by providing a few book options aligned with their interests and abilities. Model strategy choice using this limited selection of books.
- Ensuring books are organised optimally in the school library and/or classrooms to facilitate students' choice. Visible book reviews can support with this.
- Providing book recommendations to students, being clear about why you chose that book for them, to model the process of selecting a book.

If you are a librarian (or teacher) interested in learning more about 'choice', that is, the different strategies children use to select books, and how to support their reading choices, this open access article by Margaret Merga and Saiyidi Mat Roni (2017) is fascinating: https://www.researchgate.net/publication/318030330_Choosing_Strategies_of_Children_and_the_Impact_of_Age_and_Gender_on_Library_Use_Insights_for_Librarians

Over the next four newsletters we'll focus on the remaining principles: time, connection, social and success, summarising research insights and classroom practices.

The Love to Read team

Twitter: @_Love_to_read.

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