

# Love to Read

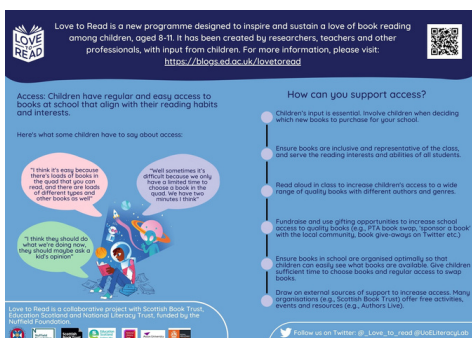


## Hello

Hello everyone! Welcome to the November edition of the Love to Read newsletter. In this issue we'll update you on some recent research talks, our celebration of Book Week Scotland, and the principle of Time.

## Recent Talks

This month we're talking about Love to Read at different invited talks, including The Open University's Children's Research Centre and the Royal Society of Edinburgh Specific Learning Difficulties Network. We've really enjoyed the opportunity to share details of the project and programme, including details of our co-design approach. We've had some great conversations with teachers and other researchers about the importance of working collaboratively to bridge the gap between research and practice. Slides from talks are available here: <https://blogs.ed.ac.uk/literacylab/talks/>



## Book Week Scotland

This month we celebrated Book Week Scotland by sharing insights and tips from our Love to Read project to support teachers develop a love of reading among their students. If you'd like to access any of the posters we created for this, please visit: <https://blogs.ed.ac.uk/lovetoread/resources-for-teachers/>

## 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 principle we'll be sharing this month is Time.



# Time

**Children have regular quality time to read books they engage with in school and at home.**



Quality time reading provides an opportunity for children to develop their reading and language skills, relax, laugh, pursue their interests, immerse themselves in fictional worlds and spend time with fictional friends. Research shows that time spent reading improves children's reading skills, but that nurturing out of school leisure time reading is particularly beneficial (Torppa et al., 2019). In addition, time spent reading books (especially fiction), rather than other texts types, is needed to improve comprehension (Torppa et al., 2019). In Love to Read, reading time can take different forms (e.g., independent reading, book-talk) – the most important thing is that children are genuinely engaged with, and enjoying, what they are reading, for the benefits of reading to occur.

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

- Ensure quality time is set aside for reading in school, and that children have a book they enjoy reading during this time.
- Nurture reading outside of school by encouraging children to take books they enjoy home.
- Speak to parents about the importance of reading for pleasure and encourage family reading time at home.
- Create extra opportunities to read in school, for example in breakfast or after school clubs, reading clubs, etc.
- Ensure children have opportunities to swap a book if they are not enjoying it – 'engaged' reading time is essential for the benefits of reading to be realised.

Recent research from the National Literacy Trust illustrates that only 39% of children aged 8-11 report reading daily in their own time, with a higher percentage of girls than boys reporting daily reading (Cole et al., 2022). Love to Read aims to increase children's volitional reading and the quality of their reading experiences, drawing upon insights from theory, research, teachers and children to achieve this.

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

The Love to Read team  
Twitter: @Love\_to\_read.

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). Co-design team: Katie Jukes, Carol Ann Neil, Claire Sleath, Chereen Rain, Emily Weston, Chris Youles.