

Love to Read



Hello

Hello everyone! As the end of the year approaches, we know you must all be looking forward to a restful break! In our last newsletter of the year, we will introduce you to the principle of Connection, as well as a progress update on the Love to Read project and our favourite reads of 2022. Have a wonderful festive period!

Love to Read in the Classroom

In November and December, we have been visiting classrooms to observe Love to Read in practice. After a year of developing the programme, it has been hugely rewarding to get to this stage. Thank you to all the teachers who accommodated our visits – we thoroughly enjoyed these and learnt so much about what Love to Read looks like in practice. Love to Read is currently being delivered and evaluated in nineteen classes across four schools. We'll share the findings from the evaluation in spring 2023.

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 Connection.

Connection

Children can access and choose books, and book reading activities, which are personally relevant, and relevant to their reading goals



Children are often more deeply engaged with books when they feel personally relevant and align with their interests, lives and experiences (e.g., [Kuzmičová and Cremin, 2021](#)). In addition, children are more engaged when reading if the books they read, and the reading activities they participate in, align with their reading goals (i.e., why they want to read/what type of reading experience they are seeking). Children read for different reasons (e.g., to relax, for escapism, for thrills, to spend time with favourite fictional friends, to learn more about their interests, etc.) (e.g., [McGeown et al., 2020](#)). Encouraging students to reflect on why they want to read, and then finding books aligned with that experience, has the potential to promote greater reading enjoyment and depth of engagement.

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

- Schools audit, organise and celebrate diversity within their book collection. Take stock of the books available in your school and classrooms and work with students to plan future purchases that reflect their interests, lives and experiences.
- Encourage children to explore personally meaningful content when they read, by introducing reflective literacy practices, encouraging children to make connections between what they read and their own interests, lives and experiences.
- Encourage children to find books which connect with the type of reading experience they are seeking by asking what they are looking for (e.g., a book to make them laugh, relax, go on an adventure, etc) and then choosing a book to align with this.

Over the final two newsletters, we'll focus on the last two principles: social and success, summarising research insights and implications for classroom practice.

Finally – our favourite reads of 2022!

After an incredibly busy year, we are sure everyone is looking forward to the upcoming holidays. But what have been your favourite reads of 2022? We've struggled to narrow this down to a few lines of text! Ours include *Lessons in Chemistry* by Bonnie Garmus, *The Vanishing Half* by Brit Bennett, *Humankind: A Hopeful History* by Rutger Bregman, *The Island of Missing Trees* by Elif Shafak, *Tomorrow, and Tomorrow, and Tomorrow* by Gabrielle Zevin and for young people, *War of the Wind* by Victoria Williamson. Please send us some of your own favourites – we're always delighted to receive book recommendations and ideas for what to read this holiday!



Wishing you all a happy and relaxing break.

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.

