

Love to Read



Hello

This is the final Love to Read newsletter, as the project is coming to an end. It has been an absolute pleasure to share the project with you all and we hope you are as excited as we are to see the final results of the programme evaluation.

This month we've been incredibly busy with the analysis from the Love to Read evaluation. You can learn more about the planned evaluation here: <https://osf.io/qvuka>

This was a complex evaluation of an education programme which assessed Love to Read in terms of implementation (i.e., was the Love to Read programme acceptable and feasible from teachers' perspectives) and effectiveness (i.e., did the Love to Read programme change children's attitudes, behaviours or skills in relation to book selection, discussion and/or enjoyment).

We have collected data from teacher diaries, classroom observations, surveys and interviews to answer these questions. This month we met with our full team and expert advisory group to share the results, our reflections on them, and to discuss next steps. We look forward to sharing these results more widely in the upcoming months as we produce reports and other outputs based on the project.

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 final principle we'll share is Success.

Success

Children have a broad range of positive and successful reading experiences, can set meaningful goals, and recognise their growing success as readers



Children's perceptions of themselves as readers and expectations of reading success are very influential in terms of their reading motivation and engagement (Conradi et al., 2014; Guthrie et al., 2007; Toste et al., 2020). It is important, therefore, that children experience success when reading. Gambrell (2011) notes that books need to be of the appropriate level (i.e., not too easy, nor too challenging) for children to experience success. Supporting children to develop a positive sense of themselves as readers, by selecting books at the appropriate level, is therefore essential.

However, success should also be conceptualised more broadly. For example, success also includes a child enjoying reading more, choosing to read books at home when they didn't previously, discovering a new author or genre they enjoy, improving their skills in book selection, feeling more confident contributing to discussions about books or recommending books to others, etc (McGeown & Wilkinson, 2021). This broader conceptualisation of success will ensure children form a more comprehensive view of themselves as readers.

In discussion with teachers, practices to embed this principle include:

- Ensure all children have access to high-quality books which align with their reading abilities, as well as their reading interests.
- Success is a broad concept and is different for all children. Ensure this idea is embedded into your class reading culture.
- Encourage and support children to set meaningful and achievable reading goals for themselves, recognising the different ways in which they can develop as readers.
- Personalise praise, encouragement and recognition of success rather than being generic.

In this final newsletter, we'd like to extend a HUGE thank you to everyone who has been involved in the Love to Read project, and to all others who have shown support. It has been a wonderful project to be a part of, with an incredible team of knowledgeable, experienced and enthusiastic contributors. Thank you all!! 😊

We will share the results of the programme evaluation, and the programme in its entirety later in the year – so watch this space!

Very best wishes,

The Love to Read team

Twitter: @Love_to_read.

Project website: <https://blogs.ed.ac.uk/lovetoread/>

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.

