Resources for Reading for Pleasure
Prepared by Janice Morris, Teaching Resources Librarian

Why does Reading for Pleasure matter?

“Reading...feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.”

_The National Curriculum (2013)_

“Schools that take the business of reading for pleasure seriously, where teachers read, talk with enthusiasm and recommend books, and where provision for reading is planned carefully, are more likely to succeed with their pupils’ reading.”

_Excellence in English, Ofsted (2011)_

“Reading is much more than the decoding of black marks upon a page: it is a quest for meaning and one which requires the reader to be an active participant.”

_The Cox Report: English for Ages 5-11 (1989)_

“Stories make you think and dream; books make you want to ask questions.”

_Michael Morpurgo, I Believe in Unicorns (2005)_

Because the National Curriculum says so...

The National Curriculum explicitly encourages reading for pleasure. It states that schools should do everything they can to promote wider reading, provide library facilities and set ambitious expectations for reading at home. The National Curriculum for English aims to ensure that all pupils develop the habit of reading, both for pleasure and information.

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.”

_The National Curriculum. DfE, (2013)_

Because research supports the importance of reading for pleasure...

The Department for Education in _Research Evidence on Reading for Pleasure_ (2012) records the growing evidence of the importance of reading for pleasure for both educational purposes as well as personal development. For instance, the Organisation for Economic Co-operation and Development (OECD) considers reading enjoyment as more important for children’s success than their family’s wealth or social status. Clark and Hawkins (2011) demonstrate a link between library use and reading for pleasure, and Clark and Poulton (2011) consider that choice and access to books of their own improves children’s attainment. The Ofsted reports _Excellence in English and Moving English On_ reiterate this, and in 2013 the Institute of Education found that, between the ages of 10 and 16, children who read for pleasure make more progress in mathematics, vocabulary and spelling than those who rarely read.

Why should I read children’s books?

“There’s no such thing as a reluctant reader, there are only readers for whom the right book has not yet been found.”

Paul Jennings

How can teachers recommend the right book to the right child at the right time without a detailed knowledge of and enthusiasm for children’s books? Aidan Chambers (1973, 1991, 1993) has repeatedly stressed the importance of a knowledgeable adult in encouraging children to read, and
Cremin et al. (2009) found that children’s self-confidence and pleasure in reading increased when their teachers’ enriched their own knowledge of children’s literature. Thus teachers play a key role, and their knowledge of children’s books and understanding of the value of reading for pleasure should not be underestimated. Indeed, it stands to reason that everyone working to encourage children to read (for pleasure or information) should themselves be an enthusiastic reader of literature. To this end, Cremin et al. (2009) stress that teachers need time and space to develop their reading repertoires. On a more practical level, being informed about the world of children’s literature could potentially place you ahead of the pack in a job interview.

How do I become better informed about children’s literature?

As well as all of the wonderful titles already in print, thousands of new children’s books are published each year, so educating yourself about children’s literature can seem a daunting task! Our advice is to begin to build your knowledge early on; focus on one aspect and grow your knowledge from there. Book prizes are a great place to start. Dozens are awarded each year around the world, but the UK alone has a huge range and variety: there are prizes for funny books, teenage fiction, baby books, translated books and picture books (to name but a few), all awarded by booksellers, subject associations, schools, publishers, public libraries or newspapers.

Which prizes do you recommend I follow?

At BGU we highlight, promote and purchase the winners of all major children’s book prizes, but we pay particular attention to the United Kingdom Literacy Association (UKLA) Children’s Book Award, the CILIP Carnegie Book Award and the CILIP Kate Greenaway Book Award (all of which are annual).

The UKLA Children’s Book Award is the only national book award judged by teachers. It was founded in 2008 to encourage teachers to increase their professional and personal knowledge of high quality children's books, to enhance literacy teaching, and to promote reading for pleasure in the classroom. There are three age categories: 3-6, 7-11 and 12-16+. The winners are normally announced each July at the annual UKLA conference.

Both the CILIP Carnegie Medal and the CILIP Kate Greenaway Medal are judged by librarians. Established in 1935, the Carnegie Medal is awarded annually for an outstanding book for children and young people, whilst the Kate Greenaway Medal, first awarded in 1955, recognises outstanding illustration in books for children and young people. The winners are announced each June.

For a number of years groups of BGU students shadowed the Carnegie and Greenaway Awards, though more recently we have begun to shadow the UKLA award.

The 2017 Carnegie and Kate Greenaway Children’s Book Awards

The sixteen finalists of the 2017 Carnegie & Kate Greenaway Book Awards are listed below (a much more manageable number than the thousands published each year!). They not only highlight the range and diversity of children’s literature available but also provide a solid foundation upon which to start to build your knowledge.

CILIP Carnegie Medal finalists 2017

Sputnik’s Guide to Life on Earth written by Frank Cottrell Boyce
The Bone Sparrow written by Zana Fraillon
The Smell of Other People’s Houses written by Bonnie-Sue Hitchcock
The Stars at Oktober Bend written by Glenda Millard
Beck written by Mal Peet with Meg Rosoff
Rail Head written by Philip Reeve
Salt to the Sea written by Ruta Sepetys
Wolf Hollow written by Lauren Wolk

The Winner was Salt to the Sea
CILIP Kate Greenaway Medal finalists 2017

Wild Animals of the North illustrated and written by Dieter Braun
Tidy illustrated and written by Emily Gravett
The Wolves of Currumpaw illustrated and written by William Grill
A Great Big Cuddle illustrated by Chris Riddell and written by Michael Rosen
Harry Potter and the Philosopher’s Stone illustrated by Jim Kay and written by J. K. Rowling
The Journey illustrated by and written by Francesca Sanna
The Marvels illustrated and written by Brian Selznick
There is a Tribe of Kids illustrated and written by Lane Smith

The Winner was There is a Tribe of Kids

The UKLA Book Award finalists 2017

UKLA Finalists: ages 3-6 (2017)

The Lion Inside illustrated by Jim Field and written by Rachel Bright
There’s a Bear on MY Chair illustrated and written by Ross Collins
A Hungry Lion illustrated and written by Lucy Ruth Cummins
Grandad’s Island illustrated and written by Benji Davies
Tidy illustrated and written by Emily Gravett
The Bear and the Piano illustrated and written by David Litchfield

The Winner was There’s a Bear on MY Chair

UKLA Finalists: ages 7-11 (2017)

Little Bits of Sky written by S. E. Durrant and illustrated by Katie Harnett
Gorilla Dawn written by Gill Lewis
Pugs of the Frozen North written by Philip Reeve and illustrated Sarah McIntyre
The Wolf Wilder written by Katherine Rundell and illustrated by Gelrev Ongbico
The Journey illustrated by and written by Francesca Sanna
Time Travelling with a Hamster written by Ross Welford

The Winner was The Journey

UKLA Finalists: ages 12-16 (2017)

The Smell of Other People’s Houses written by Bonnie-Sue Hitchcock
The Reluctant Journal of Henry K. Larsen written by Susin Nielsen
Orbiting Jupiter written by Gary D. Schmidt
Railhead written by Philip Reeve
The Marvels written and illustrated by Brian Selznick
Fire Colour One written by Jenny Valentine

The Winner was The Reluctant Journal of Henry K. Larsen

Where can I find out more about children’s literature?

Visit the Library’s Teaching Resources Collection (TRC). There you can borrow all the Carnegie and Greenaway finalists and much, much more! Our children's resources include picture books, fiction and non-fiction books, big books (fiction and non-fiction), dual language books, feature films, audiobooks, resource packs, artefact boxes, novelty books, puppets, Storysacks® and journals.

We have an extensive collection of classic and contemporary children's literature. Major authors and illustrators are represented, demonstrating the development of children's literature historically. As well as British literature there is a good selection of American fiction, world fiction and books translated into English. Poetry books and fairy tales also feature. Also check out our Children's Literature LibGuide for lots more information: http://libguides.bishopg.ac.uk/childrensliterature
What questions should I be asking myself?

It is worth considering the following:

- How would you motivate children to read?
- Do you have a favourite children’s author?
- What do you know about children’s literature?

What resources can help me to develop my knowledge?

**Magazines:**

- Books for Keeps: [www.booksforkeeps.co.uk](http://www.booksforkeeps.co.uk)
- Carousel: [www.carouselguide.co.uk](http://www.carouselguide.co.uk)
- Hullabaloo!: [www.bishopg.ac.uk/hullabaloo](http://www.bishopg.ac.uk/hullabaloo)

The above publications review contemporary fiction and contain interviews and information about authors and illustrators, themed booklists, and critical articles about children’s literature. *Books for Keeps* is free and online. *Carousel* is a printed magazine published 3 times per year. *Hullabaloo!* is published here at BGU Library to promote our children’s literature collection: all issues are online. *The School Librarian* is a printed magazine published quarterly. Print copies of all of these magazines are on display in the TRC.

**Who Next...? A guide to children’s authors** ([www.whonextguide.com](http://www.whonextguide.com)) is an interactive online tool to encourage children and young people to read more widely. The tool can be used to guide children who have already enjoyed stories by one writer to find others who write in a similar way. The online version is only available on campus but the printed book version is available from the TRC.

Which websites are best for reading for pleasure?

All of the sites below aim to inspire young people to read more. They are useful for establishing which authors and illustrators are currently in the limelight and identifying current concerns and reading initiatives.

- Guardian Children’s Book Site: [www.theguardian.com/childrens-books-site](http://www.theguardian.com/childrens-books-site)
- LoveReading4kids: [www.lovereading4kids.co.uk](http://www.lovereading4kids.co.uk)
- Mrs Mad’s Book-a-Rama: [www.mrsmad.com](http://www.mrsmad.com)
- NUT Reading4Pleasure: [www.teachers.org.uk/reading-for-pleasure](http://www.teachers.org.uk/reading-for-pleasure)
- The Reading Agency: [https://readingagency.org.uk/](https://readingagency.org.uk/)
- Reading for Pleasure: [www.readingforpleasure.org.uk/](http://www.readingforpleasure.org.uk/)

Are there other organisations I should be aware of?

- Booktrust: [www.booktrusted.com](http://www.booktrusted.com)
- The Centre for Literacy in Primary Education: [www.clpe.co.uk](http://www.clpe.co.uk)
- The Children’s Book Circle: [www.childrensbookcircle.org.uk](http://www.childrensbookcircle.org.uk)
- The Federation of Children’s Book Groups: [www.fcbg.org.uk](http://www.fcbg.org.uk)
- International Board on Books for Young People: [www.ibby.org](http://www.ibby.org)
- National Association for the Teaching of English: [www.nate.org.uk](http://www.nate.org.uk)
- National Centre for Research in Children’s Literature: [www.ncrcl.ac.uk](http://www.ncrcl.ac.uk)
- National Literacy Association: [www.nla.org.uk](http://www.nla.org.uk)
- National Literacy Trust: [www.literacytrust.org.uk](http://www.literacytrust.org.uk)
- Quick Reads: [www.quickreads.org.uk](http://www.quickreads.org.uk)
- School Library Association: [www.sla.org.uk](http://www.sla.org.uk)
- Scottish Book Trust: [www.scottishbooktrust.com](http://www.scottishbooktrust.com)
- United Kingdom Literacy Association: [www.ukla.org](http://www.ukla.org)
- Youth Libraries Group: [www.cilip.org.uk](http://www.cilip.org.uk)
What next, after the Carnegie, Greenaway and UKLA finalists?

Try looking at other prize lists: below you will find a list of the most popular children's book prizes. Each year we purchase several of the winning books for the Teaching Resources Collection (TRC), and since 2008 have published an annual list of prizewinning books, which is available from the TRC and online at http://libguides.bishopg.ac.uk/c.php?g=164363&p=3009084.

- The Blue Peter Children’s Book Awards
- Branford Boase Award
- Caldecott Medal
- Cambridgeshire Children’s Picture Book Award
- CILIP Carnegie Medal
- CILIP Kate Greenaway Medal
- CLPE Poetry Award
- Costa Book Award
- Doncaster Book Award
- Dundee Picture Book Award
- English 4-11 Book Awards
- Francis Lincoln Diverse Voices Children’s Book Award
- Guardian Children’s Fiction Award
- Hampshire Picture Book Award
- Independent Booksellers Book Prize
- Lincolnshire Young People’s Book Award
- Marsh Award for Children’s Literature in Translation
- National Book Tokens Children’s Book of the Year
- Newbery Medal
- North East Teenage Book Awards
- Peters’ Book of the Year
- FCBG Children’s Book Award
- Salford Children’s Book Award
- Scottish Children’s Book Awards
- Southern Schools Book Awards
- Waterstones Children’s Book Prize

How can I keep track of what I read?

Start a reading diary and note down the details of the books you read. Don’t be too ambitious - keep your notes brief to prevent it becoming a chore and spoiling your enjoyment. Check out the excellent Teacher’s Reading Passport, designed specifically to help every teacher, and those connected with teaching, to build up a store of information about the books they have read. Helen Hendry, Senior Lecturer at Bishop Grosseteste University, worked with CfBT to create this simple pocket-sized book. It includes spaces for brief notes, prompt questions and useful links and it encourages teachers to reflect on their reading and how it might impact on their professional practice.

Teacher’s Reading Passports can be purchased from The National Association for the Teaching of English at http://bit.ly/1WrP4ZV.

How can I make sure reading is fun?

Look no further than Daniel Pennac's book The Rights of the Reader. First published in France in 1992, Pennac was responding to the reluctance of French children to read for pleasure, and argued that the constricting nature of the French education system was to blame. Pennac’s brilliant solution, designed to reawaken the love of reading in all children, was presented in the style of a Bill of Rights.

Rights of the Reader

1. The right not to read.
2. The right to skip.
3. The right not to finish a book.
4. The right to read it again.
5. The right to read anything
6. The right to mistake a book for real life.
7. The right to read anywhere.
8. The right to dip in.
9. The right to read out loud.
10. The right to be quiet.
**Bibliography and further reading**


