

HOW CAN A HOLIDAY BOOK CLUB CONTRIBUTE TO
CHILDREN'S READING FOR PLEASURE?

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Abstract

The aim of this small scale study was to evaluate how a Holiday Book Club contributes to children's reading for pleasure. The research focussed on why reading for pleasure is a concern, why sharing books is important and how a Book Club contributes to reading for pleasure.

Research findings identified that reading for pleasure resulted in the raising of children's attainment levels within school and the development of self-awareness and self-confidence. In addition to this, findings suggest that the inclusive environment that Book Club is situated in resulted in the children finding an inner confidence, and having the ability to find their voice as well as sharing their stories with both peers and adults. Through Book Club experiences children are given a sense of belonging as they are involved in the policy making of Book Club rules which gives them not only a sense of empowerment but allows them to have a voice.

This echoes findings from previous research which highlights that reading for pleasure can increase attainment levels and is maybe even, more important than a family's social-economic background. Research also states that it is essential for children to have access to books; and that a child who reads with a parent within their home environment is more likely to read for pleasure. Studies show that promoting reading can have a major impact on children and adults and on their future, therefore Book Club aims to promote a positive attitude towards reading and sharing books thus having an influence on attitudes towards reading in later life.

Keywords: Reading for pleasure: Book Club: Shared reading: Experiences: Perspectives: Enjoyment.

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Introduction.

As a parent, the issue of children reading for pleasure is of great concern as we now live in a society where children's reading declines with age. "A number of studies have shown that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes" (Clark & Rumbold, 2006; Clark & Douglas, 2011 cited in Education Standards Research Team, 2012, p.2). This is a concern as a parent, because as a mother of two, positive reading attitudes are essential to find the pleasure in reading in later life. This is also a worry from a professional perspective as evidence suggests reading for pleasure leads to increased attainment. "Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers" (Education Standards Research Team, 2012, p.5).

Reading for pleasure is a major concern as positive reading attitudes are linked to achievement in reading. Well established, reputable authors of renowned children's books such as Aidan Chambers, Michael Rosen and Verna Wilkins are all advocates of reading for pleasure.

The participants of this study are my own children, Harry a boy of seven years and Melody a girl of nine years both children have different reading abilities and different attitudes towards reading. The children have been chosen as they are the inspiration behind the research. The original motivation for the research was observing how much my children enjoyed their sessions at Newman University Book Club and also seeing the impact the Book Club has had on the children's attitude to reading. As a

result of an inspiring talk by the renowned author, Aidan Chambers, Newman's informal Book Club was launched in 2012 and continues to be popular amongst Early Childhood Education and Care students and their children.

"Established in October last year, the Book Club meets once during each holiday for a very enjoyable two hours at Newman. Everyone brings along a favourite book to talk about with the rest of the group. We then take the opportunity to share the books and vote on which ones we like best and why. We have club membership cards and badges and several rules that have been negotiated with the children - the most important one being 'you have to bring sweets'. Everyone participates and loves learning about new books that they can then read at home"(Argent, Newman University, 2013).

The focus of this study is to identify how a holiday Book Club contributes to children's reading for pleasure. This study will explore the following research questions: Why is reading for pleasure for children a concern? How does Book Club contribute to children reading for pleasure? Why is sharing books important?

This is a small scale research project that will be carried out using semi structured interviews and observations, the research will be conducted within the home environment and also during Book Club. Included within the research is also a chapter explaining the process that took place before the formal research was conducted, it was necessary to include to set the scene for the research.

Literature Review.

This chapter will consider the literature associated with the importance of reading for pleasure, the importance of shared reading: the benefits of a children's Book Club and the influence it can have on a child's reading. Attention to these subjects is not a new concern and there is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development for children of all ages (Clark and Rumbold, 2006 Cited in Clark, 2012, p.7).

Reading for pleasure?

According to Nell (1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination where as Holden (2004) conceived reading as a creative activity that is far removed from the passive pursuit it is frequently perceived to be (Cited by Clark & Rumbold, 2006 P6). There is a growing body of evidence which illustrates the importance of reading for pleasure within educational purposes and personal development. The National Literacy Trust defines reading for pleasure as "reading that we do of our own free will, anticipating the satisfaction that we get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it". A number of studies show that promoting reading can have a major impact on children and adults and their future (Education Standards Research Team, 2012, p2-6). An example of this research undertaken by the Organisation for Economic Co-operation and Development (OECD, 2002) showed that reading for pleasure is more

important for children's educational success than their family's socio-economic status. Reading for pleasure could therefore be one important way to help combat social exclusion and raise educational standards (Clark & Rumbold, 2006, p.6).

Educational Attainment.

The issue of children reading for pleasure is of great concern as we now live in a society where children's reading declines with age (Clark & Rumbold, 2006; Clark & Douglas, 2011 cited in Education Standards Research Team, 2012, p.2). Parents and the home environment are essential to the early teaching of reading and the fostering of the love of reading, parental involvement in their child's literacy practices is a more powerful force than other family background variables such as social class, family size and level of paternal education (Flouri and Buchanan, 2004 cited in Clark and Rumbold, 2006, p.24).

Ofsted (2004) acknowledged that few schools give enough thought to promoting independent reading or build upon children's textual preferences. Few schools successfully engage the interests of children who do not choose to read for pleasure and do not offer additional support for children who struggle, and focus rather on raising attainment levels, and did little to improve children's attitudes towards reading and reading for pleasure took a step backwards (cited in Cremin, 2007, p.2). This concern has been framed in the international context whereby the Progress in the International Reading Literacy Study (PIRLS, 2003) (Twist et al cited in Maine and Waller, 2011, p.356) compared the reading attitudes of 10 year old children in

England against those of others internationally. The results found that children in England were less likely to read for pleasure and the promotion of reading as an enjoyable activity is overridden by the pressure of attainment and skills. This research demonstrated that children aged 10 years plus read on average three books a month, 13% not having read a book within a month, and that reading tends to decrease with age, with children aged 14 years plus reading on average 1.9 books per month, while the percentage of pupils who had not read a book in the preceding month had risen to 36% (Whitehead et al, 1977 cited in Clark and Rumbold, 2006, p.10). An earlier United Kingdom (UK) survey; Children's Attitudes to Reading (Sainsbury and Schagen, 2004 cited in Clark and Rumbold, 2006, p.13) indicates that children's reading enjoyment declined significantly between 1999 and 2004, although a substantial majority of children still like to read stories and are confident readers, the percentage of engaged readers declined between 1998 and 2003 from 77% to 71% amongst Year 4 pupils and from 77% to 65% amongst Year 6 pupils.

When reading with enthusiasm and for sheer fun, you lay the foundations that last for life. Almost like osmosis the reader internalises the essential skills of spelling, vocabulary and grammar (Gibbons, 2010, p.3). "Finding ways to engage pupils in reading may be one of the most effective ways to leverage social change (OECD cited in Bathija, 2010, p.5)". Evidence suggests reading for pleasure leads to increased attainment. "Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers" (Education Standards Research Team, 2012, p.5).

According to research carried out by the institute of Education, "children who read for pleasure are likely to do better in Mathematics and English than those who do little

reading in their free time” (Hutton, 2013). Reading for pleasure has been identified by Ofsted as a major component in the commitment to improving literacy skills for all pupils, Inspectors now inspect the impact reading for pleasure has in schools. This has been prompted by the growing evidence showing links between self-initiated reading and attainment (Gamble, 2013, p.19).

A study by Worthy and McKool (1996) found that children who disliked reading, had little access to interesting reading material at home and none of them had visited any libraries. Having parents that read aloud with carefully chosen stories can encourage children to read more and enjoy it (Silva, 2010, p. 26). “Clark and Douglas (2011) found that text messages, magazines, websites and emails were the most common reading choices of young people and that fiction is read outside of the classroom by over two-fifths of young people (Education Standards Research Team, 2012, p.11).

Guthrie and Wigfield (2000) noted within their research “Engagement and Motivation in Reading” that as students become engaged readers, they provide themselves with self-generated learning opportunities that are equivalent to several years of education. The research also stated that children with a positive attitude to reading are more likely to practice the reading skills that they have learnt (Blower, 2010, p.5).

This is important because more recent research indicates that children who read at or above the expected level for their age hold more positive attitudes towards reading than children who read below the level for their age (Clark and DeZoya, 2011, cited in Education Standards Research Team, 2013, p.6). “Reading can change your life, it can inform, motivate, inspire and elevate; but it must be reading

you do for yourself, at your own pace, in your own way, and that has a bearing on your own background, interests, values, beliefs and aspirations. Furthermore, it is suggested by Woods (2001, cited in Cremin, 2007, p.1) reading that is forced on you in a mechanistic way and formally assessed may have the reverse effect, the major purpose becoming pleasing the teacher and passing tests, and a preoccupation with form rather than substance”.

How can Book Club contribute to children reading for pleasure?

Reading is made of the need to decode the written word itself, Dolores Durkin states “comprehension has come to be viewed as the essence of reading, the work of Pressley (2000), Keene and Zimmerman (1997) suggests that effective readers are viewed as those who are able to determine the importance of the events they encounter on the page, connecting what is already known with what is read, and making comprehension an active engagement with the text” (Maine and Waller, 2011, p.356). “Where we read affects how we read, with what pleasure and willingness and concentration” (Chambers, 2011, p.13). Pleasure is the most profound form of concentration, Frank Cottrell Boyce stated “when we experience something as pleasure we give it our whole attention, and it stays with us long after the moment. But you cannot teach pleasure you have to share it” (Weber, 2013, p.13). Dungworth et al (2004) asked pupils why they liked reading , the most popular reason was emotional and related to the way reading made them feel, other pupils stated they read for enjoyment to relax whereas others viewed reading as educational and informative (Clark and Rumbold, 2006, p.14). The American

Booksellers Association announced that the most common reason for choosing a book is hearing about it from our friends, this implies that time spent encouraging talk between children about the books they have read encourages them to read more (Chambers, 2011, p.69). “As Sanacore, quoted in a review of reading for pleasure (Clark and Rumbold, 2006) observes, when individuals read for pleasure frequently, they: ‘experience the value of reading for efferent and aesthetic processes. Thus, they are more likely to read with a sense of purpose, which further supports their developing reading habit” (Cited in Cremin, 2007, p.1-2).

One way to encourage reading for pleasure is through Book Clubs. Parent-child Book Clubs offer both parent and child a way to share books; it enables them both to experience and share feeling together. “Many parents and children report feeling closer to one another after sharing books together. In addition, Book Clubs may provide parents and children with a way to explore and discuss difficult topics in a safe way” (Public Broadcasting Service Parents, 2014). Book Clubs provide occasions for storytelling and reading aloud and should help enthusiastic readers enjoy books even more to form a basis from which a body of keen readers can influence the whole community (Chambers, 2011, p.73). Whilst encouraging the parent to talk with the child about important issues, Book Clubs also provide an enjoyable and easy way for the child to develop literacy skills. Simply by reading books in preparation for Book Club meetings, the child will develop fluency or the ability to read smoothly and with expression. In addition, they will learn new vocabulary and be exposed to new ideas and concepts. Book Clubs also enable children to develop language skills, whereas book discussions can help children practice turn-taking, encourage them to use analytical language, make predictions and solve problems, and provide them with opportunities to try out new vocabulary,

simply by reading and participating in discussions themselves (Public Broadcasting Service Parents, 2014).

Why is sharing books important?

It is a fact that we cannot read anything without experiencing some kind of response. Literary reading affects people in many ways, two responses are important in helping children become more thoughtful readers: having enjoyed the book and wanting to experience the same pleasure again and wanting to share the reading experience by sharing it with others (Chambers, 2011, p.19). The pleasure of shared experiences is inherent in all areas of human life, in order for a child to become a reader they need to decode the text, but they also need to enjoy the reading for what it is (Weber, 2013, p.13). Aidan Chambers 'Tell Me' approach is about encouraging children to talk about books, helping children speak about books will also help them become articulate about the rest of their lives. We learn to talk well by doing it with people who already know how. The Tell Me approach Came from studying the phenomenology of reading along with reader-response theory, the insights offered by feminist critics, and the writing of various thinkers (Chambers, 2011, p.97-99). Gordon Well states "what seems to be important is that, to be most helpful, the child's experience of conversation should be in a one-to-one situation in which the adult is talking about matters that are of interest and concern to the child, such as what he or she is doing, has done, or plans to do, or about activities in which the child and adult engage together. The reason for this is the fact that, when both child and adult are engaged in a shared activity, the chances are maximised that they will

be attending to the same objects and events and interpreting the situation in similar ways. This means they will each have the best chance of correctly interpreting what the other says and so of being able collaboratively to build up a shared structure of meaning about the topic that is the focus of their inter-subjective attention” (cited in Chambers, 2011, p.108). 64% of parents say that reading with their own parent(s) for pleasure is a treasured childhood memory (Boyle & Webb, 2011, p.1). The Bookstart programme (1992) conducted by Booktrust aims to encourage shared reading experiences between parents and pre-school children. Results concluded that Bookstart children were more likely to look at books compared to the non-Bookstart children, parents also gave a higher priority to purchasing books as presents and sharing books with their children (Moore & Wade, 2003 cited in Hunn, 2007, p5-7).

Methodology.

This chapter will first discuss the context for the research that arose from observing the level of enjoyment my children had at Newman Holiday Book Club and also seeing the positive impact the Book Club has had on their attitude towards reading. It then describes the process that took place during the research, the methods used and factors that were considered to ensure the research was ethical. It will also highlight the research question, the location of the research and also the participants used within the research.

I observed my children's enjoyment on their first experience of Book Club, and how Book Club started to become important to them both in different ways over a relatively short period of time. I started making notes about these responses as a narrative on which to base the dissertation research, gathering informal data before the actual research commenced because I recognised that the children's attitudes to reading was being influenced. The researcher and her children (the Participants) are currently active members of Newman Book Club. The children enjoy Book Club and look forward to attending. I have observed the children enjoying Book Club on numerous occasions.

This small scale research project strives to understand what influence a holiday Book Club can have on children's reading for pleasure. The participants are a boy aged seven and a girl aged nine years with different reading abilities and habits. The research subsidiary questions consist of: Why is reading for pleasure for children a concern? How can a Book Club contribute to children's reading for pleasure? Why is sharing books important?

Why a Case Study?

This case study is an instance as it illustrates a point. The category is Local as it is individual to the particular setting; this research is individual to the educational institution. Newman Book Club is individual to Newman University. This research will produce qualitative data. Punch (2005) states that the qualitative perspective is more concerned with understanding an individual perception of the world. The researchers doubt whether social facts exist and question whether a scientific approach can be used when dealing with human beings, qualitative research not only uses non-numerical and unstructured data but also tends to start with more general research questions and methods which then become more focussed as the study progresses (Bell, 2010, p.5-6). One of the strengths of the case study approach is that it allows the researcher to use a variety of sources, a variety of types of data and a variety of research methods as part of the investigation (Denscombe, 2010, p.54). Case Studies are practical for finding out more about the detailed, subtle and complex social interactions and processes functioning within a narrowly defined context (Robert-Holmes, 2011), “if you are working a 100 hour project over a three month period, the case study approach can be particularly appropriate for individual research because it provides an opportunity for one aspect of a problem to be studied in some depth” (Bell, 2010, P8).

How the sample was selected.

The participants were chosen as they have a personal relationship with the researcher as they are my children and they also inspired the research topic. The children were already active members within Newman Book Club and had previously had a very positive response to attending Book Club; the research was inspired by the change in the children's attitudes towards reading, their progress academically since being at Book Club and the children's enjoyment from attending Book Club. The participants also wanted to be included within the research; the research has been given ethical approval and is fit for purpose. This kind of research presents some particular challenges – for example distancing myself from the research and ensuring the research is not contaminated by influencing their decisions was paramount to the overall ethos of the research. However previous studies which have been published by parent observers, for example White with *Books before Five*, published in 1954 and Crego's *Prelude to Literacy* (1983) are examples that researching with your own children can work successfully (Lowe, 2007, p3). "Piaget is acknowledged as the first person to find young children worthy of academic study, Vygotsky (1978) argued that children are capable of more when they have a scaffold, when behaviour is supported" (Lowe, 2007, p.6-7). The research was mainly conducted within the home environment or educational setting because it was a familiar environment.

The role of the researcher.

Written informed consent was gained from the children and each child was able to withdraw from the research project at any given time. Consent was obtained from each child individually via a consent form, the children were also asked verbally. Re-informed consent was also obtained for using photos in the text, this was necessary as the use of photos can pose an indirect risk to children and young people, even though the children's personal identity is confidential other details accompanying the picture (such as a club they belong to) can make them identifiable (NSPCC, 2014). The consent process was also ongoing throughout the research and should a participant present any indications of distress, the research would have been immediately halted. Duncombe and Jessop (2002, cited in Cohen et al, 2011, p.44) state that informed consent has to be continually renegotiated and care has to be taken by the interviewer not to be too intrusive. Informed consent is a cornerstone of ethical behaviour, as it respects the right of individuals to exert control over their lives and to take decisions. Confidentiality and anonymity presented a challenge during the research as conducting research with my own children meant anonymity couldn't be achieved. It was important that the children understood the purpose of the research of which they were participating. Working with children can present particular challenges during research, Children are widely viewed as more vulnerable to exploitation and abuse than adults. As the research consisted of working with my own children this could have lead to bias within the research. The advantages of working so closely with the participants is that their reading habits and attitudes to their reading could be observed at all times, also the children acted naturally as they were in a familiar environment and spoke openly about their

feelings. Cushla and her books (1975) are an example of an in-depth study on a child where the researcher is a family member. Dorothy Butler undertook a research project successfully, analysing the role books partook in her severely handicapped Grand-daughters early development.

Semi structured interviews were chosen as the research method because Cohen, Manion & Morrison (2007) identify that the interview technique is a flexible tool for collecting data, the interview order can be controlled, still leaving room for more in depth detail. An Informal approach was relevant to this research to take advantage of every valid opportunity to collect information, allowing the children to speak freely about Book Club and how they feel, and to be able to ask specific pre-determined questions. The semi-structured approach would enable the children to speak freely, and allow the researcher to ensure that certain issues are covered (Alzheimer Europe, 2013). Maynard (2007) used interviews to ask practitioners about their views of forest school, through this technique the views and perspectives were gained for the purpose of the research. A disadvantage of using semi structured interviews is the validity of data may not be 100 percent accurate as the interviewee may not recall the truth correctly or could deliberately lie (Walsh & Wiggins, 2003, p.97). A pilot study was not conducted before this research due to time restraints; therefore it was important to look at previous research.

The interviews were intended to be recorded using video equipment, as these can capture non-verbal as well as verbal communications and offer a more complete record of events during the interview (Denscombe, 2010, pg. 188). Most parent-observers who have studied children and books have used a tape recorder (or more recently a video recorder) to prove it actually happened to increase Validity (Lowe, 2007, p.2). This presented an issue as I know the children would have acted

differently in front of the Camera, therefore making the research invalid. Validity is an important key to effective research. It is impossible for research to be 100 per cent valid as the subjectivity of respondents, attitudes and perspectives may cause bias (Cohen et al, 2007, p.179-180). The research instead was captured using a narrative diary which built on what had occurred from the early experiences of involvement with the Book Club. Alaszewski (2006) defined the diary as “a document created by an individual who has maintained a regular, personal and contemporaneous record which is organised around a sequence of regular and dated entries over a period of time” (Bell, 2010, p.77).

Observation is essential during research as the researcher can gain experiences with the children, but also observe from a distance without adult interaction. This research will be conducted using participant and non-participant observations, as I am also a member of Newman Holiday Book Club I will also be a participant, but will also be observing the children naturally within the home environment. Gallagher (2009) identifies that participant observation is used in qualitative research and there are many advantages, some being they can be used to explore what children do as well as what they say, the use of this observation technique is less disruptive to the children. To support the idea of observations being an appropriate method to use previous research can be identified and provide evidence that observation works as a form of methodology. O'Brien (2009) identified that during research that was carried out, those who observed children over a period of time knew the children well. This could be seen as a limitation, however this could also be seen as an advantage and the observer may be able to notice subtle changes in the children. There are also disadvantages to using observations, one being that the subjects being observed may not behave as they might outside the presence of the observer

(Cited in Grady, 1998,) this was not a concern in this research as I am the mother of the child participants and not an outsider looking in, therefore the use of participant observations will be suitable, as the researcher has an intimate relationship with the participants the problem of an outside presence will not arise. “There is an observer’s paradox in recording language and behaviour. The material that you want to collect is ideally gathered when the subjects are unaware of being studied. This is never completely possible, but a parent-observer comes closest, because what a parent does, year-in year-out, will be considered unquestioningly as what the parent does” (Lowe, 2007, p.3).

The research techniques used within this case study are semi-structured interviews and observations which will be documented using a narrative diary.

The case study context.

Before the research formally started I had already started keeping a diary and had started taking note of their attitudes and little rituals that they had started doing on the night prior to Book Club and also the effect it had on the children after Book Club, including role-playing and sharing their Book Club journey with teachers and friends. I also started recoding the progress of the children's reading journeys within school and kept a note of their academic success. I felt it was necessary to do this as I could see the impact Book Club was having on both children, I had been alerted to a potentially interesting research topic and wanted to document their process formally.

Prior to starting Book Club Melody already had a love for reading at school and within the home, and enjoyed sharing stories with others, whereas Harry detested books and saw reading as more of a chore rather than something associated with pleasure. Before Book Club started Harry was a Stage 3 reader at school which was below target for his age, the stage reflected his reading ability where he was still trying to sound out and blend words. He showed no motivation to read and the school was concerned with his reading and writing progression and were contemplating putting him on a special reading programme within school, academically he was rated within the bottom quarter of his class. Melody was also in the bottom half of her class but was academically more successful than Harry. Melody was a Stage 6 reader at school but had a positive attitude towards learning and reading. Book Club helped transform Harry into a reader and helped Melody progress, currently Harry is a Stage 10 reader at school, he can read fluently and retain the information from the book as well as predict what might happen and

Melody is a Stage 14 reader and has reached her expected end of year target seven months early, both children are now in the top quarter of their classes academically at school.

As a Mother, academically I could see an enormous improvement within both children's attitudes towards reading and their new found love of books. Before we attended the very first Book Club session; Harry had already decided he wasn't going to go to Book Club! He was six years old and didn't like books, didn't like reading and wanted to stay at home. Melody on the other hand was very interested and couldn't wait to see where Mommy went to university. Melody looked at lots of books at home before Book Club and chose three to take with her as she was unable to narrow it down to one. Seeing Melody's enthusiasm Harry also began showing an interest in the books Melody was looking at, and chose two of his own books to bring with him to Book Club. Harry was now showing a slight interest, whereas Melody was very excited and couldn't wait to meet new people, spend time with her brother and I, and show everyone the books she loved so much.

[Our First Book Club Experience.](#)



Picture 1

The first Book Club was part of a teaching session held at Newman University, the majority of attendees were Newman University students, of which eight were children whose ages ranged from 5 to 11. Everyone had previously agreed to bring along their favourite picture book to share with the group by talking about it, a brief summary of the story line was given, and why each individual liked that book in particular, we also shared a few of the illustrations from each book. Melody, Harry and I found the session to be a very enjoyable experience and although normally perceived as very shy children at school and not very confident speaking in front of large groups both Melody and Harry participated with enthusiasm. The class was split into smaller groups and we were then given the chance to move around to other tables to look at their book selections. Every book included a sheet that could be completed using a comment or a picture as a symbol, Melody was able to write a short comment with her opinion of the book and give a score out of ten whereas Harry was unable to write legibly and so therefore drew a smiley face and also gave each book a score out of ten. Both children really enjoyed their first Book Club experience as can be seen in Picture 1, this picture shows Melody confidently telling the group about her book choice and Harry craning his neck to see the images, his facial expression reflecting his interest within the book. Both children later revealed that they had enjoyed listening to stories about other people's book choices, and the shared experience of the individual enjoyment everyone had gotten from their book. They also enjoyed that everyone had listened to their opinion and they both stated that they felt they were important members of the Book Club. At the end of the session the scores were added up and the winning book was announced.

Harry stated **“I really enjoyed being able to choose a book... I loved going into Mommy's University classroom and seeing all of her friends. I was a**

little scared about speaking in front of everyone but the girls all wanted to listen to me and all wanted to be my friend. The girl with the 'Winnie the Pooh' book was so funny. She got upset when I gave her 0/10.... But no-one made me change my answer and everyone thought I was funny. I can't wait till we go again, Oh! And we were given sweets”.

Melody stated “I liked looking at all the books and was given ideas for new books to read. I also liked seeing Mommy at her school and meeting her teacher and friends. It didn't look like my school.... I can't wait till I'm older and I go to University, it's fun”.

Book Club sessions.

The next Book Club we attended was a much more intimate experience as it was attended by a few children with their parents (students and staff). We started by looking at the Book Club rules and rituals which were drafted at the previous session that the children had been unable to attend. These were discussed and agreed by the children attending. Harry was keen to have rules and Melody felt very important being able to be involved with the rule making. Harry wanted to have even more rules and seemed to link Book Clubs expectations to those of school, even raising his hand every time he wished to speak. Harry spoke within the Book Club setting very confidently and was very excited to be there, and even asked, “**Could we all have a Book Club uniform?**” After some discussion it appeared that Harry felt a uniform was needed to make him feel part of the Book Club.

Harry: **“We have a uniform form at school to show that we all belong to the same school. How will people know we all go to Book Club?”**

We all came to the agreeable conclusion that a membership badge would be a better idea! Again there was some excellent discussions about the books, Melody had been performing a Book Club soliloquy all week and had read a wide range of books to find the one she felt was perfect for the session. Harry had also been excited about Book Club and had chosen his book very carefully with the intention of having the best book. Both Melody and Harry read their books a few times before meeting and worked together at home discussing which particular illustrations they liked and why they liked them. Both children implied that they saw Book Club as fun but also took it seriously and engaged themselves within Book Club with the task of listening, sharing and rating the books. One of the rituals of Book Club is to choose a postcard from the Puffin collection to take home, Melody and Harry found this to be a very exciting task but both were unsure which one to take, whilst Melody enjoyed looking at the different pictures and relating them back to books she had read previously, Harry seemed to find the concept of being able to take the postcard home hard to accept but also found this very rewarding and referred to this as a prize, and especially liked the fact that he was allowed to make the choice and wasn't being told which one to take. Harry found being part of a club very exciting and my reluctant reader was now spending time at home reading, and trying to decide which book he was going to bring to the next session. His teacher also commented on his sudden change of attitude within the classroom and said he was showing an interest in books at school and his reading ability had suddenly improved, Harry was now reading at a Stage 4 level.



Picture 2

At the next Book Club the children were presented membership badges and bookmarks, both children were very happy to receive these gifts which seemed to give them both a firm sense of belonging within the group. Both children had once again previously made an effort the night before to choose the perfect book, this involved reading many different books and both children seemed to be devising their own pre-Book Club rituals, Harry even went to the lengths of asking his school friends what their favourite books were. Melody seemed to enjoy the first book as much as the next which made choosing the book even harder. Both were very much looking forward to the next Book Club so much so that it was marked on our calendar, and we began a Book Club count down. Harry still loved the experience of sharing the books and having an opinion that was listened to. Melody seemed to be more attracted to the social side of Book Club and spending time with her family. On

this particular occasion Harry was the Book Club winner with 'The Gruffalo's Child' by Julia Donaldson (as shown in Picture 2). Melody and Harry were very confident within the session, and spoke clearly and concisely giving excellent synopses of their books and seemed very relaxed.

Melody and Harry both decided that the most appropriate place to put their badges was on their school ties, they then told their school teachers why they had Book Club badges and Harry's teacher invited Harry to speak to the class about Book Club and tell them all what it involved. This resulted in the teacher taking an interest and prompted her to approach me at the end of the school day to ask more questions about both the badges and the Book Club and to once again speak of the positive changes in both children.

The next chapter will present a detailed snapshot of the night before, one particular Book Club session and the following day.

Findings and Analysis.

This case study highlights that there are many factors that can influence reading for pleasure, and looks at how a holiday Book Club can influence children's reading for pleasure and why shared reading is important. For the purposes of this study this is a snapshot of one Book Club building upon what happened prior to this research.

Key themes found within the research were the children having a sense of belonging, the social aspect of Book Club and the feeling valued within Book Club.

Since starting Book Club the teachers have commented on several occasions how Harry has changed at school, at a school parents meeting his teacher mentioned how he had improved over the past fourteen months, and how he was now in the top set in both Maths and English. His teacher asked many more questions about Book Club and we spoke about the Aidan Chambers 'Tell Me Approach'. At the same meeting Melody's teacher was compelled to approach me and also mentioned the progress that she had made. Melody's reading and handwriting skills had shown massive improvement and she had moved up six stages in her Maths challenges.

According to research carried out by the institute of Education, "children who read for pleasure are likely to do better in Mathematics and English than those who do little reading in their free time" (Hutton, 2013). "There is a growing body of evidence which shows that reading for pleasure instigates a wide range of benefits; for example, reading attainment and writing ability, breadth of vocabulary, positive reading attitudes, general knowledge, greater self-confidence as a reader, and a better understanding of other cultures" (DfE, 2012 cited in Weaving & Cook, 2013, p.1).

The OECD stated that reading for pleasure is even more important than social class

in determining academic success. When reading with enthusiasm, for sheer fun, you lay the foundations that last for life. Almost like osmosis the reader internalises the essential skills of spelling, vocabulary and grammar (Gibbons, 2010, p.3). Harry's teacher also stated that he frequently mentioned Book Club at school and wore his badge proudly.

“Research proves that children who enjoy reading do better at school in all subjects and lifelong readers have richer, more empathetic lives. Reading together increases literacy skills and does so much more - it helps to build a strong and loving relationship with your child” (Book Trust, 2014).

[The night before Book Club.](#)

The findings show that the night before Book Club may in fact be more important than the actual day of Book Club. The build up to Book Club is an important process to the children; they each have very different but equally important ways of preparing themselves. Through the use of observations it was apparent that both Melody and Harry were excited about going to Book Club. Melody had a selection of books and was taking notes and rehearsing what she was going to say if she decided to take that book. Within her notes she was rating the books out of ten and making notes of pictures that she might refer to during the session. Guthrie and Wigfield (2000) noted within their research “Engagement and Motivation in Reading” that as students become engaged readers, they provide themselves with self-generated learning opportunities that are equivalent to several years of education. The research also stated that children with a positive attitude to reading are more likely to practice the

reading skills that they have learned themselves (Blower, 2010, p.5). Evidence suggests that reading for pleasure is not always cited as the key reason for children reading. There are very few studies that have explored the issue of why children read, which have revealed comparable results. Reading motivation has been described as ‘the individual’s personal goals, values and beliefs with regard to the topics, processes, and outcomes of reading’ (Guthrie and Wigfield, 2000 – cited in Clark and Rumbold, 2006 cited in ESARD, 2012, p.12-13). The motivation behind Melody and Harry’s reading was attending Book Club, the reason Melody wanted to attend Book Club related primarily to the social aspect, whereas Harry enjoyed being informed about different books, for both children this resulted in them reading for pleasure. Harry was staging his very own Book Club with his teddy bears, including a stuffed Gruffalo as his active participants. Each teddy had its own book and Harry acted as each teddy bears spokesperson,

“According to Nell (1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination whereas Holden (2004) conceived reading as a creative activity that is far removed from the passive pursuit it is frequently perceived to be (Clark & Rumbold, 2006 P6)”.

Harry was very reassuring to the teddy bears; he informed them of the rules of Book Club and told them about the ritualistic passing of the sweets around after each book. Harry explained to his Book Club group how nice everyone at Book Club was and strongly highlighted the fact that there are no wrong answers at Book Club. These actions represented a feeling of belonging and acceptance within Book Club, and the confidence he felt within the group. Both Melody and Harry enjoy their own process of preparing for Book Club and see the book choice as a very important

factor of Book Club, they discuss books that have been previously brought to Book Club and discuss books that have won in the past. Harry was delighted by the fact that the book choice was completely up to the individual Book Club member stating;

“You can bring a baby book, a story book or a book with actual facts in it. Izzy brought a book about football! It was fantastic... he didn’t win, but I liked it. I like to bring books with pictures in because I like to look at the pictures as well as read the words. Sometimes the pictures are different to the words. Melody once took a book where you could move the pictures and a big ‘BANG!’ popped out”.

Melody spent a lot of time in her room reading lots of books trying to decide which one to take, she read each book and then wrote a comment and gave each book a score duplicating the scoring process within Book Club, and practicing her speech.

Melody **“Mommy, we have a lot of variety here don’t we? I like reading different books because I can be a different character every time”.**

Children aged 10 years plus read on average three books a month, 13% not having read a book within a month, and that reading tends to decrease with age, with children aged 14 years plus reading on average 1.9 books per month, while the percentage of pupils who had not read a book in the preceding month had risen to 36% (Whitehead et al, 1977 cited in Clark and Rumbold, 2006, p.10). Melody will be 10 years old in a few months and due to the influence of Book Club she reads a minimum of 7 books on the eve of Book Club. Simply by reading books in preparation for the Book Club meetings, the children will develop fluency and the ability to read smoothly and with expression. In addition, they will learn new vocabulary and be exposed to new ideas and concepts. Book Club also helps enable

children to develop important language skills, whilst book discussions can help children practice turn-taking, and encourage them to use analytical language, make predictions and solve problems, and provide them with opportunities to try out new vocabulary, simply by reading and participating in discussions themselves (Public Broadcasting Service Parents, 2014).

Harry was also keen to choose a book but took a different approach, Harry set up his own Book Club (his own little ritual) with his stuffed animals, each teddy had a different book which Harry read aloud to the group and decided himself who the winner was;

Harry **“Melody, sit on the floor next to the Gruffalo, I need you in my Book Club, the grapes are sweets and we have a surprise visitor... Batman”**.

Harry read four books during his role-play. Harry who used to be a very resistant reader showed motivation and was very engaged during this activity. The benefits of this are reiterated by Guthrie and Wigfield (2000) noted within their research “Engagement and Motivation in Reading” that as students become engaged readers, they provide themselves with self-generated learning opportunities that are equivalent to several years of education. The research also stated that children with a positive attitude to reading are more likely to practice the reading skills that they have learnt (Blower, 2010, p.5). There is a growing body of evidence which illustrates the importance of reading for pleasure within educational purposes and personal development. The National Literacy Trust defines reading for pleasure as “reading that we do of our own free will, anticipating the satisfaction that we get from the act of reading. It also refers to reading that having begun at someone else’s request we continue because we are interested in it” (Education Standards Research

Team, 2012, p2-6). Book Club instils the desire for Melody and Harry to start reading but then their interest in the book takes over and they continue to read their books and therefore are reading for pleasure.

Melody and Harry were asked to explain Book Club to their father as he had never been before and didn't have any prior knowledge to what happened in detail at Book Club.

Harry: **“Well I make a list so I remember everything; on my list there is my book and the sweets. I read lots of books and choose which one I'm going to take. It's hard to choose and sometimes I take too many but all my books are really good. Last time my book was that good someone borrowed it and I have won and rang the bell”.**

Both children were very positive about all aspects of Book Club and were particularly proud of the fact that they see themselves as 'original' members of Book Club and they are both very proud that they are members and feel like their opinion and involvement are highly valued. (See appendix 8.2) Melody particularly shows a sense of pride when talking about Book Club; normally Melody is quite happy to spend time on her own and is happy to play alone. Therefore the fact that she associates Book Club as a social event is surprising.

Melody showed excitement about the social aspect of Book Club and was very keen to describe who the regular members of Book Club were and who she could sit by. She spoke a lot about an older girl at Book Club whom she seemed to see as a role model. Harry was also very reflective on the fact that there are no wrong answers and during an observation even reassured his teddies during role play,

Harry **“There is no need to be scared there are no right or wrong answers, it is all your own thoughts and why you like the book and the pictures. So Snowflake, why is this book your favourite?”**

Melody and Harry also referred to the ringing of the bell, a rule designed to dictate the beginning and end of Book Club, the Book Club member with the winning book gets to ring the bell to announce that Book Club has officially ended. Melody and Harry were very proud of each and every person that had rang the bell and sat reminiscing about who had rang the bell signalling the climax of Book Club and what book they had brought with them. A ritual that seems very inconsequential yet is a focal point for both children and a reoccurring topic of conversation throughout the night which also featured in Harry’s role playing.

Book Club.



Picture 3

At the last minute Harry and Melody decide to change their books, on the way to Book Club both are re-reading their books and telling each other the storyline and showing each other the pictures.

Melody **“Harry, listen to me talk about my book and then I will listen to you... Mommy can score us out of ten. James will love this book”**.

The reading required for Book Club promotes comprehension, vocabulary and literacy. Reading regularly is the most efficient way a child can learn, the reader can develop skills that enable them to find the deeper meaning in an author's words and story, leading them to a deeper appreciation and understanding of the world. “The discussions resulting from each Book Club take reading to a higher level, in which readers begin to practice the art of “reading between the lines” (i.e. understanding subtext, making inferences, and locating the themes within each story). Harry decided to take a book he was very familiar with; one that we purchased because of

how much he loved the book at school. Picture 3 shows Harry with the book he chose and shows him presenting his book to the members. The picture shows how relaxed Book Club is and shows Harry presenting his book with confidence.

As there was a new member, Libby, at this session the group went over the Book Club rules, Melody showed a huge sense of pride whilst telling Libby the rules and took the job very seriously, Harry also showed a sense of pride whilst reiterating the rules, Melody later reflected on how sharing the rules with new starters makes her feel happy as they are her rules as well as they were all part of making them.

Melody “ **At school we are told the rules and we don’t get to say which rules we like and which rules we don’t like, at Book Club we all made the rules together which was good, and we all got to say what we thought, not just the children with bigger voices”.**

Children’s Express is a programme of learning through journalism for children aged between 8 and 18, it aim’s to give young people the power and confidence to express themselves, to raise self-esteem and ensure children have the skills to express their opinions and influence policy-making (Williams, cited in Franklin, 2002, p.254). Every child has the right to a voice on matters that affect them and to have their views taken seriously, the debate concerning young people’s civic participation stressed not only their responsibilities but also their rights, highlighting the role of formal education being a main provider. The Education Reform Act (1988) aimed to prepare them for opportunities, responsibilities and experiences therefore indirectly giving the child the chance to express their views and be heard (Scott, cited in

Franklin, 2002, p.300). Which is something that may not occur within the education system, however it is central to the ethos of Book Club.

A new ritual was introduced during this Book Club session. Every child was given a booklet, which they get to stamp every time they come to a Book Club session. Once the children have collected five stamps they will get a free book. This really excited and motivated the children, Melody and Harry were both discussing with other children ideas of which stamps they could use and in what order. Harry and Melody were very excited by the prospect of getting a new book and Harry was so excited he asked

“Can we have another Book Club next week? Melody adding, “That makes me want to go to Book Club more. I wish we could go every week, I like meeting new people”.

The whole Book Club experience promotes joy and excitement for both children, even the ringing of the bell to alert the members that the session has started brings a smile to Melody’s and Harry’s face. Working with children should involve many techniques and strategies to discover what children think, however the most important point is that these methods or techniques should be fun and promote self expression whilst also being interactive (Hyder cited in Franklin, 2002, p.322).



Picture 4

The enjoyment the children experience during Book Club and also how relaxed and at home they feel during the session is reflected within Picture 4, this picture shows pure enjoyment in Harry's facial expression, reading as a social activity and reading in a comfortable place where they don't feel threatened. "Where we read affects how we read, with what pleasure and willingness and concentration" (Chambers, 2011, p.13). Pleasure is the most profound form of concentration, Frank Cottrell Boyce stated "when we experience something as pleasure we give it our whole attention, and it stays with us long after the moment. But you cannot teach pleasure, you have to share it" (Weber, 2013, p.13) Feeling relaxed and comfortable is an essential aspect of Book Club as Melody and Harry link the enjoyment they get from Book Club to their overall attitude to reading. If both children didn't enjoy Book Club then they would not want to attend the sessions and would not be role playing Book Club

in their home environment and sharing their experiences with others. Not only has Book Club led the children to take an active role within society it has also allowed them to become more expressive within the home, therefore bringing the family together. In addition to this bringing the family together is a key aspect of Book Club, as it is an activity that encourages parent participation and something we can all enjoy together.

Melody “I love hearing everyone talk about their books, reading new books and looking at the pictures. It is exciting when the bell rings and I like seeing Ellie and her friend, I like Book Club because Mommy comes but I like sitting by Elaine”.

Using the Aidan Chambers `Tell Me' approach is about encouraging children to talk about books, helping children speak about books will also help them become articulate about the rest of their lives (Chambers, 2011, p.97-99).

Melody “Mommy I am going to my room to play Book Club, I am going to practice what I’m going to say because I have got four books I want to take...Do you want to play?”

Harry “Can I play, I found a really good book that everyone will love, my teacher says it’s her favourite”.



Picture 5

Stories give the opportunity for exploring a child's viewpoint. Children's stories can be used to initiate discussion about different issues (Hyder, Franklin, 2002, p.322). A crucial moment during this Book Club session was Harry's reaction to James' book, James introduces his book which caused Harry to ask a profound question, James told the class that his book was about a terrible event, Harry's facial expression changed and he asked "...**but how do you know?**" to which James replied "**...because I read the back of the book**". This was a great example of why sharing books is important. Harry, as a seven year old child had never before had access to a book that was about a 'terrible event' The books that Harry has access to are primarily books aimed at younger children, this also shows the interest Harry had in what James was saying and processing the information. Picture 5 shows Melody sharing her book during the session and the child's face in the background shows the interest he has in what Melody is saying, whereas Melody's face shows how proud and relaxed she is and the little smile on her face during her presentation shows that she is comfortable and happy to contribute to the session. The American Booksellers Association announced that the most common reason for choosing a

book is hearing about it from our friends, this implies that time spent encouraging discussion between children about the books they have read encourages them to read more (Chambers, 2011, p.69).

After every member had finished talking about their book we then brought out the scorecards, the title of the book had already been written on the top, every member writes a comment about the book and gives the book a score out of ten, where previously Harry would draw an emotive face to show how he felt about the book and then give his score out of ten next to it, it was noted that during this Book Club Harry wrote a legible comment on every sheet of paper and also gave a score out of ten without using any pictures. Young children usually enjoy drawing, some will often (like Harry) draw a picture instead of talking or writing when asked their opinion (Hyder, Franklin, 2002, p.323) Evidence suggests reading for pleasure leads to increased attainment. “Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers” (Education Standards Research Team, 2012, p.5).

Melody **“Harry has learned something new, when we started he drew pictures and now yesterday he wrote on every piece of paper, even Amy notice how clever he is now and his writing is nearly as good as mine”.**

After Book Club.

Following Book Club Melody and Harry began to reflect, Harry was desperate to go to the local book store to purchase a new book he heard about at yesterday's Book Club.

Harry **“Mommy can we go straight to the book shop now.... I want to buy the book about the Iron Man and I also want the one about pirates”**.

Harry tells his father about the book and is delighted when his dad already knows about the story, adding to Harry's enthusiasm. Two responses are important in helping children become more thoughtful readers: having enjoyed the book and wanting to experience the same pleasure again and wanting to share the reading experience by sharing it with others (Chambers, 2011, p.19). If a book is recommended at Book Club then both children are likely to want to read it, Book Club gives a glimpse of the book and plants the seed of interest and encourages them to read the rest of the story, opening their eyes to the different range of books that are available.

Melody and Harry both decide retrospectively on the books they enjoyed hearing about during Book Club and about the books that they read prior to Book Club.

Harry **“The book about the pirates was fantastic, if I had that book I could take it to school... my teacher would love that as she loves interesting pictures”**.

Melody **“We have so many fantastic books, I read about 50 the night before we went to Book Club...maybe we should have a new rule that we all take 2 books from now on”**.

Melody shows Harry a book that she read and then reads it to Harry again using different expressive techniques, such as different voices for characters, body language, pace and pitch, and they discuss the pictures and compare what they each see within the illustrations and Harry predicts what may happen as the story unfolds. Krashen (1993) states, “children who choose what they read and have an informal environment in which to read tend to be more motivated, read more and show greater language and literacy development” (cited in Clarke & Rumbold, 2006,p.18).

Harry **“I liked being the teacher, at school the teachers tell you stuff. At Book Club we are all the teachers, and whatever I say everyone is happy, no one is ever wrong. I like the rules and liked telling the new girl about the rules because I am an expert”**.

Harry reflects on the positive experiences he has during Book Club and often talks about the fact that his opinion is valued and is never wrong. This is shown in his relaxed composure in Picture 4 and his face reflects pure enjoyment within the session. To foster delight and pleasure in reading, increased attention needs to be paid to motivating readers to the construction of creatively engaging environments which nurture children’s personal encounters with literature. There is also a need to develop their intrinsic motivation ‘in the form of a positive self concept; a desire and tendency to read; and a reported enjoyment of an interest in reading’ (Sainsbury and Shagen cited in Cremin, 2007, p.3).

Throughout this research I assumed the findings would be focussed around reading for pleasure and would be more about the books, but instead it seems they are more centred on what children do in their domestic setting and individual leisure time, looking at different books in different ways, wanting to attend Book Club and the importance of the social aspect, enjoying and sharing the experience of reading, books and Book Club.

Melody **“I can’t wait for Book Club do you think Libby will come again”**.

Harry **“How many days till the next Book Club, I need another stamp... I am going to mark it on the calendar”**.

After Book Club Melody reflects a lot on the social aspect and speaks a lot about the people who might attend the next session. Melody also reflected on the older girls within the group, she speaks very highly of them.

Even though many of these aren’t related to reading for pleasure or the actual day of Book Club, they are all a result of attending Book Club and relate directly to Melody’s and Harry’s attitudes to reading and result in both children reading because they enjoy the experience of reading. This has had an impact on other aspects of their lives i.e. at school, their hobbies and how they play. (See appendices 8.3).

Conclusion.

The aim of the research was to bring to light how a holiday Book Club could impact children's reading for pleasure. The result ended up being more complex than first predicted.

When the research first began I believed the results would be focussed on the types of books, the amount of time the children spent reading for pleasure and how their attitudes towards reading overall would change as a direct result of attending a Book Club. The research highlighted what reading for pleasure could achieve, how shared reading can impact the social and emotional experiences within a child's life. This is reflected within Harry's increased attainment levels at school. Additionally Melody thrived from the experience of Book Club and is now more confident within social situations.

In conclusion the Book Club did have a positive impact on Melody and Harry's reading for pleasure but it also influenced other facets of their everyday lives personally, socially and educationally. For Melody in particular there was a significant social factor to Book Club, for Harry discovering information about the books and listening to other people's interpretation of the stories. The research conducted briefly answered the intended questions. A holiday Book Club did impact on both Melody and Harry's reading for pleasure but due to the limitations of the research i.e. word count and time scale; I feel it did not go into the depth the research deserved. Another limitation was also the historic aspect of the research, due to obtaining ethical approval this research only showed one instance from one session of Book Club whereas Book Club was much bigger than that. Over a longer

timescale it would have been better to have carried out a longitudinal study; therefore the research would have had more depth and validity and thus could have been used to monitor the progression of Book Club and the impact it has.

The benefit of focussing on one Book Club session was that it allowed me to gain more in-depth information, I got to know the group, it allowed for flexibility and time restraints. It also allowed greater insight to the events that took place before and after Book Club.

One of the main challenges during the research was trying to write the study in an impersonal, third-person style, as it was a very personal study inspired by, and involving my children. This required a change in writing style which was agreed in negotiation with the dissertation supervisor. Once I had found my own style of writing the research then felt like my own.

Even though the research was enjoyable it was also challenging, the relationship with the children made the research more complex, my position as a researcher and the emotional closeness resulted occasionally in the line between parent and researcher becoming blurred. Ensuring I did not contaminate the research by influencing their decisions was paramount to the overall ethos of the research, all research that has been conducted has been because the children were talking about Book Club or role playing Book Club with no initiation from myself, therefore this has been one of the benefits of my children attending Book Club and can be witnessed on a weekly if not daily basis both within school and at home.

This lead to the research being more complex, as I was in the role of a researcher all of the time, but this also suited this research. To conclude the ramifications of a child attending a holiday Book Club are bigger than just one session and are about more

than just reading and books, it is about what Book Club inspires and encourages, and how it is a fantastic vehicle on which to form the basis for reading for pleasure.

From the research conducted the recommendation could be made that Book Club is something that could be rolled out within schools throughout the country during the holidays or as an after school activity due to the limitations of staffing. Reading for pleasure is also something that should be introduced within every classroom as from this research it is very clear that reading for pleasure could, and probably would increase attainment levels as well as improve social and emotional development and inclusion. Furthermore, it could be suggested that it should be every child's right to be given the opportunity to not only access literature, but learn to read for fun and enjoyment.

For the purpose of this study the research methodology was appropriate for achieving the aims but given the opportunity and a larger timescale I would expand the research project. I would examine if attending the holiday Book Club sessions impacted other members of Book Club, and researched more aspects of the overall effect Book Club has. I found the research interesting and insightful and also a very good topic of conversation with other parents and practitioners and would consider continuing the research so I could not only monitor Melody and Harry's progress but it may also be interesting for them to look back on in the future.

I found conducting the research very enjoyable and I believe my passion for the research topic contributed to the motivation for the research. From a personal perspective I learnt new things about my children in addition to the research topic. I feel that by conducting research on my own children I obtained a wider range of

findings and feel that the children participated more than external research participants would have which resulted in a more in-depth analysis.

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Appendices.

8.1 Ethical certificate.



**CERTIFICATE OF
RESEARCH ETHICS APPROVAL**

**How can a holiday book club contribute
to children's reading for pleasure?**

Student Number: 1102066

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Research Ethics Committee of Newman University

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8.2 Dictated Observations- The Night before Book Club.

When asked to tell daddy all about Book Club:-

Harry: **“Well I make a list so I remember everything; on my list there is my book and the sweets. I read lots of books and choose which one I’m going to take. It’s hard to choose and sometimes I take too many but all my books are really good. Last time my book was that good someone borrowed it and I have won and rang the bell”.**

Melody: **“Harry pen’s. Don’t forget we need to remember pens, last time I used a crayon. I have got four pens to take tomorrow. You’ve left all the books over the bedroom floor”**.

Melody: **“First we start Book Club by ringing the bell. I have rung the bell at the start before, and then we tell the new people the Book Club rules”**.

Harry: **“We are good at the rules because we were there nearly from the start, and we helped make the rules. I wanted a uniform but we all got badges to show who’s in our club. Then we share the books with everyone. You can bring a baby book, a story book or a book with actual facts in it. Izzy brought a book about football! It was fantastic... he didn’t win, but I liked it. I like to bring books with pictures in because I like to look at the pictures as well as read the words. Sometimes the pictures are different to the words. Melody once took a book where you could move the pictures and a big ‘BANG!’ popped out. There are no right or wrong answers, all you do is tell your friends about your story and then show them your favourite pictures”**.

Melody: **“...and you can sit by whoever you like, if you get there early enough then you can sit by Elaine. Ellie, her mom and her brother always come. James brings really interesting stories and is very funny. James always has books from school and books for being clever, he is a very good reader. Izzy and his Mom always come, Izzy likes to sit by his Mom but Harry likes to sit by Izzy. We always sit with him after for a little bit and the Mom’s chat. There used to be a girl a little taller than me with blonde hair, I haven’t seen her for ages and last time we went there were loads of new people who said had been before but I hadn’t seen them. There is a boy who is older than me who comes as well**

and he brings books with lots of words. He seems shy but he loves his books and always makes them sound really interesting. He sits by his mom, I sit by Elaine, my Mom and once I sat by Ellie. When I sit by Harry I can't listen properly because he wriggles. Ellie is in charge of the writing because she is older than the other children. She writes down the names of the books on the pieces of paper and then gives them out to us after. Ellie always brings really good books with her".

Melody: "Harry sweets. We haven't said about the sweets".

Harry: "Oh yeah! We have sweets, the rule is after each book we pass around the sweet tin, but I think it just goes round in circles all the time because I'm sure I have more sweets".

Melody (laughing): "we do eat lots of sweets, but we share nicely and you bring your own sweets and everyone shares each other's out of 's special tin, it is always the same tin and sometimes we all bring too many. We also have special presents given us sometimes, I have a book mark and we had letters to take into school and we had books that we gave to Grandma's Sainsbury's".

Harry: "Then at the end the winner rings the bell. Like this 'Ding! Ding!' ".

Melody: "No Harry we add up the scores of the books don't we!"

Harry: "Yes, yes we do, we all help each other, Me and Melody use the phone"(laughing).

Melody: "Then we all get a special card with a picture on, I have all mine in a special box do you want to see?"

8.3 After Book Club.

Melody **“I am Elaine and Elsa can be Ellie, Rainbow Dash can be Amy.... Harry who do you want to be?”**

Harry **“Can I be me?”**

They then start discussing books and pass an empty tub around pretending it has sweets in it.

Melody **“I am Elaine so I have the best book!”**

Harry **“OK, we don’t have a bell. Book Club hasn’t started without the bell ringing.”**

Melody **“Ding! Ding! Ding!’... Book Club has now started”.**

Harry **“I like the pictures in this book because they remind me of the pictures you see on the telly. Bolt looks like he does on the DVD. I like this book because even though it’s hard to read it makes me think hard and the story is really exciting”.**

Melody **“OK, let’s give out the score.”**

Do you both like Book Club?

Melody **“I like Book Club because we told everyone how we like our book”.**

Harry **“I like Book Club because you can tell people about your books and see why they like them and they can buy them”.**

Melody **“Can we have Iron Man and Billionaire Boy?”**

Harry **“I like the Simpsons book Izzy Brought, can I buy it out of my Christmas money because I do really like it!”**

Harry **“This week the stamping was new, we get to put the date and a stamp, when we have so many stamps we get a new book for free and we don’t even have to pay for it”.**

Melody **“That makes me want to go to Book Club more. I wish we could go every week, I like meeting new people”.**

Harry **“Its good meeting new people and it makes you want to read books more at home. I like making a Book Club with my family”.**

Melody **“I like talking to the teachers about it because they are interested and listen, I tell my teachers about it every time we go”.**

Harry **“I want a Book Club at school, then they might get more books for us at school, this week there was only one new person”.**

Melody **“Libby, it was Ellie’s friend. I’m not sure which book was my favourite I just like meeting new people and listening about new books”.**

Harry **“I like telling people about my book and listening to people because I can tell them about my book and they can tell me about their book, I learn something new every time we go to Book Club”.**

Melody **“Harry has learned something new, when we started he drew pictures and now yesterday he wrote on every piece of paper, even Amy notice how clever he is now and his writing is nearly as good as mine”.**

