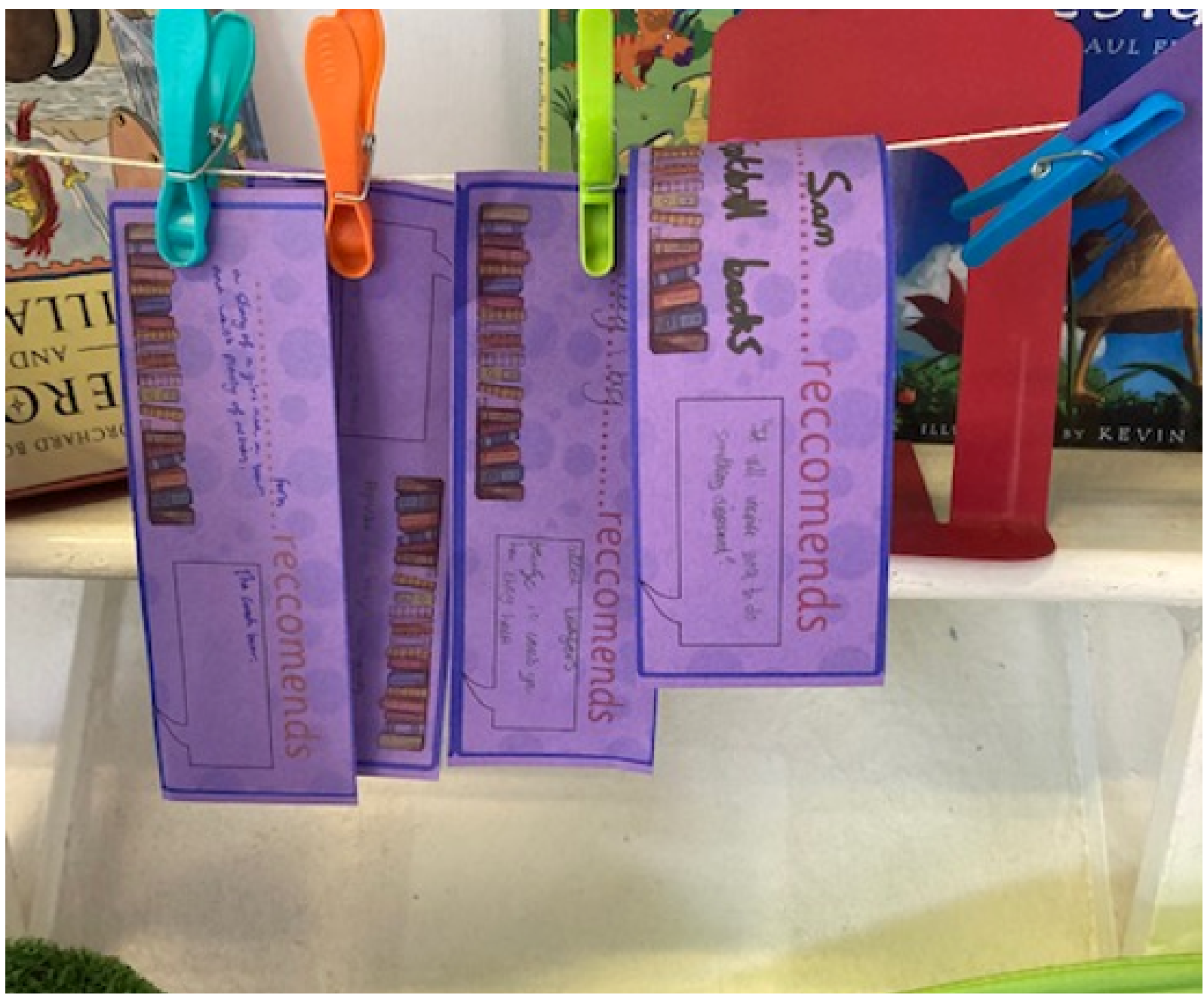


Social Reading Environments

ourfp.org

 @OpenUniRfP



What are they?

Physically engaging reading areas and relaxed book-focused environments that tempt children to read, borrow books and magazines, discover new authors and talk about texts. These textual playgrounds support browsing and choice-led reading.

**To find out more, follow the QR Code
or visit ourfp.org**



Why create them?

- To entice children to read for pleasure
- To mimic readers' comfort preferences
- To profile the importance of reading in school
- To encourage informal book talk and recommendations
- To promote books in common and grow reader communities



How and when?

Book-rich, engaging school reading environments inspire and sustain reading communities. Classrooms, corridors, nooks and crannies, indoors and out, are all used to promote and profile RfP and to encourage children to exercise choice and explore texts that tempt them. The spaces and places should be supported with time to browse and encouragement to interact informally about reading.

Social reading environments provide rich contexts for RfP pedagogy and are supported by **teachers' knowledge of texts and readers** (Cremin et al., 2014).

Why not redesign a *Book Nook* or create a *Reading Shed*.

What's involved?

- Texts that tempt
- Comfortable, inviting spaces
- Social interaction around books
- Protected time and children choosing
- Recommendations and alluring displays