

STUDENTS



- 1. Learn Student Interests** - If you take time to learn about student interests this can help guide targeted reading texts and suggestions.
- 2. Libraries and Librarians** - These are very powerful support networks to connect students and support them on a reading journey.
- 3. Age and Stage Appropriate** - Carefully thinking through texts that are both age and stage appropriate for students is half the battle in engaging readers. Let's make our choices wisely, depending on school/student context and circumstance.
- 4. Poster on Classroom/Staffroom Door** - Laminate an A4 piece of paper with the teacher's name, photo, and 'What I'm currently reading', then using a whiteboard maker, update as often as needed.
- 5. The Book That Made Me** - read excerpts of *The Book That Made Me* (edited by Judith Ridge, 2016) and have students write their own reflections on books that made them.
- 6. Reading Journal** - Keeping a reading journal/log/reflection about the impact that different texts have on an individual can become a rich source of wider reflective writing as well as conveying a sense of reading achievement.
- 7. Community Libraries** - Involve students in the setting up of a 'community library' somewhere on campus.
- 8. School Assemblies/House Meetings** - Have staff or students present on books that they are reading/have read and the impact that it has had on them. They may like to read excerpts or refer to them in speeches/presentations.
- 9. Bookmarks** - Websites like Canva enable the creation/design of high quality and aesthetically pleasing bookmarks (which could also list techniques or characters of a text). Who doesn't love a beautiful bookmark!
- 10. Posters/Displays** - Involve students in the creation of book displays, have them set up a display for wide reading suggestions based around a unit covered in class.
- 11. Literature Circles** - Be mindful that not everyone comes to reading with the same circumstances/ability/experience/accessibility so consider to what extent each learner might be different when you're considering a culture of reading with students.
- 12. The Power Audio** - YouTube, Libravox, iTunes are all examples where free audiobooks can be obtained, students may like to have the audio being read to them as they follow along in the book.
- 13. Encourage Discussion** - Seeking to implement teaching practises that encourage class and individual discussion means that as students explore different answers and perspectives, and are critically reflecting on wider assumptions in their own learning context.
- 14. Choice and Voice** - When designing a unit of work, why must all students study the same text? If doing a unit on 'Overcoming Adversity' for example, consider looking at autobiographies of individuals who have overcome adversity, and have six to ten texts on this topic that students can choose from, based on interest and ability.
- 15. The Benefits are endless!** - How often are we discussing with our students the benefits of reading widely? Do we intentionally take time to be aware of, and point out the difference that reading has on us, and seeking to share this with the young people in our care.

- 16. What Are You Reading** - If there is set time in a lesson/school day for wide reading, why not lead by example and show students that you too find this time to be very valuable.
- 17. Faculty Kindles** - Is there space in a budget to purchase a set of Kindles/iPads, why not use this to load up some texts of interest or allow students to use these platforms for their own exploration and reading selection?
- 18. Like the film?** - Why not take some time to make connections with great literature choices, "If you liked this film or series on Netflix, you would love this novel..."
- 19. Blind Date With a Book** - Why not have students choose a book for wide reading, based on the ideas, rather than the covers/aesthetics. Bring some excitement into reading choices by covering a book in blank paper and identifying some generic features of the text.
- 20. Graffiti Wall** - As students are reading, have a space in the classroom where they can 'graffiti' favourite quotes, ideas, moments in the text.
- 21. Positive Attitude** - If research increasingly highlight how negative attitudes towards reading constrain reading experiences of our young people, what are we doing to make every moment the best one? How are we upholding positive attitudes to reading?
- 22. Let them talk!** - Students who are reluctant readers need to have successful reading experiences. Using literature circles with mixed-ability grouping, can provide students with the support they need to focus on the 'big ideas' in the story, as well as on the words and structure of the texts.
- 23. Writer In Residence** - Allowing students to meet authors and have shared experiences regarding the positive nature of engaging with writers can be a significant factor in the student reading experience.
- 24. Booked Up** - Based on a UK program where Year 7 students are able to choose from 12 different titles and are given this book for free to read.
- 25. Do Something Different** - YouTube log fire, make hot chocolate and provide marshmallows, establish a log cabin atmosphere where a desire to read is presented.
- 26. Read Aloud** - Research would suggest few things that students love more than when a teacher reads to them. Take time to do this and make it meaningful! For some of our students, this may be the only exposure to someone reading to them.
- 27. Rooted in Reading** - A longitudinal reading program where students read texts and then record a short review in their reading 'passport' which they can reference later on.
- 28. Variety** - Providing variety in a wide reading selection would support a greater opportunity for students to go beyond their traditional reading choices.
- 29. Mentor Readers** - Just as we have mentor texts to model for writing, we should encourage students to find mentor readers to inspire them and encourage them in their reading journey.
- 30. Books Navigate Life** - John Steinbeck reflected that books are the best friends you can have, they inform you, entertain you, and don't talk back. Let's share with our young people that books are essential in navigating life!
- 31. Foster A Community** - Why not consider running a co-curricular activity like a book club/literature lovers group to foster a community of peers who love reading!
- 32. Read Wall** - As a way of celebrating the amount/variety of reading that students do each year, print off the cover of the books that students have read and stick them to the wall as a way of visually mapping the breadth and depth of texts being read.

33. Classroom Collection - Is there a space and place in your classroom where students can collect/borrow texts to read?

COLLEAGUES



1. **Faculty Book Club** - One lunchtime a week meet together in your team to discuss a chapter of a professional learning text.
2. **Whole Staff Book Club** - Both fiction and non-fiction texts on offer for teaching and support staff to read over the summer break, meeting together on the first day back next year to discuss the text they read. Or perhaps the first ten minutes of staff meeting is dedicated to current texts being read?
3. **Faculty Team Meetings** - Nominate a staff member to share at each meeting on a book that they are reading at the moment.
4. **The Book That Made Me** - read excerpts of *The Book That Made Me* (edited by Judith Ridge, 2016) and have staff write their own reflection on 'The Book That Made Me'. Publish this to students, parents, and other staff.
5. **Suggested Reading List** - If your state curriculum authority has a list of suggested reading for students or a prescribed text list, why not read through the texts on the list (even the ones your school may not be choosing) and reflect on their significance.
6. **Staffroom Space** - By allocating a shelf in a staff space to 'Reading Texts' (can be professional literature or otherwise), this sends a message that texts are valued.
7. **Reviews** - Professional journals and professional teacher publications are always asking for book reviewers. Put your reading thoughts and reflections out there!
8. **Newsletters** - Independent Booksellers of Australia, Dymocks Book Lovers, Better Reading Australia, Penguin Teachers, AITSL, Children's Book Council of Australia (just to name a few) all produce high quality informative free e-newsletters with reading recommendations.
9. **Lead By Example** - In all things, if we want to lead in our schools a culture of wide reading, we must lead by example. This means we should have tangible ways to show the impact that literature has in enriching our eyes.
10. **Unit Design** - Reflect and discuss the role that 'reading for pleasure' has in our current curriculum framework. Shouldn't active encouragement of reading for pleasure be a core part of every child's curriculum entitlement?
11. **Reading Advocate** - Schools in the UK saw a significant increase in student reading and engagement when there was a staff member driving a culture/coordinating reading in schools or across school networks.
12. **Email Signature** - A teacher who signs off their email signature with 'What I'm currently reading' can serve as a great model and example to others may either use this example themselves or look into suggestions.
13. **Prioritise** - In a packed environment where schools are always time pressured, talk through ways that reading can remain a high priority on the agenda.
14. **Take Risks** - Seeking to bring more creativity and variety in our teaching practise is important, this means that we can then expose students to new and unique reading experiences.
15. **Whole School Approach** - Is there an intentional, whole school approach to wide reading that constitutes a specific strategy/consistent approach?

16. **Pedagogy and Practise** - It's not necessarily the text we use in class, but what we do with it that matters. How is our curriculum content and activities designed to reflect this way of thinking?
17. **Same Page** - Seek to explore teacher beliefs around wide reading and to what extent we are on the same page (pun intended).
18. **Social Media** - Promoting what your school is reading can be one way of sharing and promoting this culture. See the example of @TaptonIsReading
19. **Differentiation** - How do professionals intentionally cater for and differentiate reading practices for their students? For example graphic novel Shakespeare versus *No Fear Shakespeare* versus traditional text (or a combination of the above).

FAMILIES



1. **Parent Newsletter** - At the end of every term, why not include in the parent bulletin/newsletter some texts that the whole family might enjoy over the upcoming holiday break?
2. **Parent-Teacher-Student Evening** - Have on hand some texts that the parents may like to read with their children.
3. **Reading Lists** - If a strategy for improvement in English is to read widely, why not suggest some age/stage appropriate reading lists? Matrix Education has some great reading suggestions grouped together by stage/age, and include the text name, author, and a brief blurb about the book.
4. **The Outside Source** - Referring parents to the Centre for Youth Literature, or an organisation like Better Reading Australia seeks to empower parents/caregivers in their support of children and reading.
5. **Sharing reading texts early** - Some students may find it hard enough engaging with the set text list for classes. By giving plenty of lead in time and setting clear expectations, parents can support reluctant readers in this way.
6. **Personal Recommendations** - Never underestimate the power of suggesting a specific title to a student/family based on a particular interest/topic that you know will suit.
7. **Community Libraries** - Encourage families to donate any unwanted (suitable) texts to a community book box/library which could be located on different parts of campus.
8. **Multimodal Texts** - Seek to partner with families as we educate and inform that reading is no longer confined to a traditional sense of the idea, but using digital technologies/online/media texts to help students read is also valued. This shared understanding is important in developing strong partnerships.
9. **Differentiation** - If students in Year X are studying this particular text, is there a way that a non-reader can still engage, perhaps a short story version of the text or perhaps highlighting the key passages to read as a starting point.
10. **Reading Strategies** - Share with parents/caregivers ways and strategies that they can support their child in a reading journey.
11. **Enquiring Thoughtfully** - Sensitively enquire about reading habits at home. Is there a quiet space/place at home? A bookshelf? A reading nook? Discuss some ways that parents may like to support their child in reading.