

Exploring your reading culture

Early Years Setting Reflection Guide



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National
Year of
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2026

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Change your story

Exploring reading culture in your setting

Reading for pleasure is one of the most powerful drivers of literacy development, academic success and lifelong learning. When children and young people choose to read in ways that feel meaningful to them, the benefits extend far beyond literacy. They gain confidence, empathy and a sense of identity as readers. Yet research shows that many learners do not experience reading as a voluntary, enjoyable activity.

These reflection guides have been designed to help settings across all phases, from early years through to secondary, consider how their current provision supports reading for pleasure and fosters volitional reading. They offer a framework for thinking about the conditions that enable children and young people to develop both the will and the skill to read.

The guides recognise that reading today is multimodal and diverse. It includes books, magazines, comics, graphic novels, audiobooks, digital texts, gaming narratives, music and song lyrics. Meeting readers where they are means valuing these forms and understanding how they connect to interests, identities and sociocultural experiences. By embracing this breadth, we create inclusive environments where every learner can see reading as relevant and rewarding.

How to use these guides

These guides are supportive tools, not checklists. They are intended to:

- **Encourage personal and professional reflection** on your current practice and provision.
- **Stimulate professional conversations** within teams about what is working well and where there is room for growth.
- **Provide a shared language** for discussing reading for pleasure across different phases and roles.
- **Help identify priorities** for strategic planning, time and energy as part of the National Year of Reading and beyond.

Each guide is organised around key themes, such as leadership, choice, environment, time, social reading, role models and inclusive provision. Within each theme, you will find:

- **Overview statements** describing effective practice.
- **Reflect prompts** to help you consider your current position.
- **Refresh space** to inspire next steps and future planning.

You can use these guides flexibly:

- As part of staff meetings or CPD sessions to spark discussion.
- For individual reflection to deepen understanding of your own practice.
- To inform whole-school or setting audits and action planning.

The aim is not to judge but to support continuous improvement. By using these guides collaboratively, you can build a coherent, inclusive reading culture that values all forms of reading and meets learners where they are, helping every child and young person to experience reading as a source of joy, curiosity and connection.

Aspects of a Reading for Pleasure culture



Leadership

There is a commitment to lead a shared and valued reading for pleasure culture.



Social

Children are given time and space to engage in social reading practices and connect with others in ways that are personally enjoyable and motivating.



Choice

Children are supported to choose personally meaningful reading material and develop their own reader identities.



Reading aloud

Children experience joy and language growth through shared reading materials, stories, songs and rhymes, as adults bring texts to life with expression and imagination, making storytelling a valued and social part of daily routines.



Environment

Children are supported to enjoy reading experiences within and beyond school and given access to a vibrant, engaging reading culture.



Role models and parental engagement

Children see reading as an enjoyable part of life when adults and peers model positive reading habits and families share their own reading practices beyond the classroom.



Space and time

Children have regular opportunities and welcoming spaces to read, with daily routines and support making reading a natural, enjoyable part of life.



Inclusive provision

Children are supported to engage with and enjoy a wide range of diverse reading experiences that reflect their own lives but also provide perspectives on others' lives.



Something special happens when you read poems aloud.

Joseph Coelho



Wherever you can find a library, wherever you can find a book... you can find a friend! You are NOT alone.

Mychal Threets, Librarian.



If you were to take the performance side of poetry and story away... the magic would be lost.

Oliver Sykes



If you want the children around you to read, make sure that you are visibly reading yourself.

Tom Percival



Through hearing somebody read, you are developing an ear for reading, so that when you look at the words on the page, you hear them, you don't just see them.

Nicki Gamble



Exploring Our Reading Culture: EYFS

School leaders in settings with early years provision should refer to both this Early Years Guide and the Primary Guide. Doing so ensures a coherent, whole-school approach to fostering a culture of reading for pleasure that supports continuity from the earliest stages through to the end of Primary School (Year 6/P7).

The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
 There is a commitment to lead a shared and valued reading for pleasure culture	<p>Leaders in early years and primary schools focus on encouraging children to choose and enjoy reading. They guide and support staff to make reading a shared priority across the whole school or setting</p> <p>Leaders engage with robust evidence and research to inform the strategic implementation plan and understand the relationship between reading proficiency (the skill) and reading engagement (the will).</p> <p>The work on developing a reading for pleasure culture is valued and is understood to be part of the wider reading strategy, often led by an implementation team.</p> <p>Time and space for planning, implementation, and reflection on programmes of strategic development/programmes of change is protected.</p> <p>Leaders ensure that staff have time and encouragement to prioritise reading aloud and storytelling with energy, expression and genuine enjoyment.</p>	<p>Recommended research:</p> <p>Leaders and reading culture</p> <ul style="list-style-type: none">• Are leaders able to articulate a clear, ambitious vision for reading for pleasure which is woven through the curriculum?• Is reading for pleasure consistently visible in policy, practice and everyday routines?• Do leaders prioritise reading for pleasure in their school, and is it sustained, rather than treated as enrichment?• Are reading materials, story resources and environments audited regularly to ensure quality, inclusion and responsiveness to children's evolving interests?• Do leaders monitor adult-child interactions, providing coaching and feedback focused on warmth of expression and responsiveness?• Is professional dialogue about reading materials and reading pedagogy embedded into meetings, building shared professional language and reflective habits?• Do leaders model enthusiasm by joining story sessions, championing reading events and celebrating reading successes with children and families?• Do partnerships with libraries, feeder schools and community organisations extend the reading culture beyond the setting, supporting family engagement and continuity?	<p>Action Points</p>

<p>Leaders enable all staff who come into contact with children, specific early years CPD training- offering opportunities for reading at every opportunity throughout the day (lunchtimes, playtimes etc).</p>	<ul style="list-style-type: none"> • Are leaders aware of specific EY CPD reading for pleasure in the sector and offering these to their staff? • Are leaders attending training to ensure their current knowledge of creating a reading/ language rich school is up to date? <p>Read:</p> <ul style="list-style-type: none"> • Clark, C., Picton, I., & Cole, A. (2025). Children and young people's reading in 2025. London: National Literacy Trust • Moisi, et al. (2025). <i>Reading report 2025: Rethinking reading for pleasure in schools</i>. National Literacy Trust. • Cremin, T., & Scholes, L., (2024). Reading for pleasure: scrutinising the evidence base – benefits, tensions and recommendations. <i>Language and Education</i>, 38, 537-559. • Hendry, H., Cremin, T., & Harrison, A. (2025). Developing pre-service teachers' pedagogical content knowledge for reading for pleasure: What is missing? What next? <i>Education Sciences, Education Sciences</i>, 15(5), 588 • <u>BOARDMAN, K. & CLARKE, J.-J.</u> <i>School Readiness Matters : Embedded and Threaded Transitions</i>. Veale, V. & Lee, K. (eds.). 1 ed. Birmingham: TACTYC Association for professional development in early years, (2025). 	
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The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
Choice  <p>Children are supported to choose personally meaningful reading material and develop their own reader identities</p>	<p>A variety of high-quality early reading materials (picture books, wordless books, rhymes, tactile books, information texts, digital and audio stories, non-fiction, decodable and wordless texts.) invites young children to listen to, explore and enjoy familiar stories as they begin to develop reading preferences.</p> <p>Children choose the reading materials they want to look at, listen to, or share and can change them freely as their curiosity dictates, helping them build a developing sense of themselves as readers.</p> <p>Adults offer a wide variety of reading materials for children to discover, following their interests and gently widening their knowledge of stories, with no sense of "right" or "wrong" choices.</p> <p>The reading materials children choose go home to be shared in their own spaces, helping reading become part of everyday family life.</p> <p>Reading materials are chosen to reflect children's identities, home languages, interests and lived experiences, making every child feel recognised and valued.</p>	<p>Range of texts</p> <ul style="list-style-type: none"> Is there a broad and varied range of stories and early reading materials for children to choose from, including fiction, non-fiction, wordless, tactile and digital texts? Are there additional voices, cultures or experiences that would enrich reading provision and reflect the children in our setting? <p>Making choices</p> <ul style="list-style-type: none"> Do children feel excited, confident and empowered when choosing reading materials for themselves? Can children freely change their book choices as their curiosity develops? <p>Home reading</p> <ul style="list-style-type: none"> Do children experience taking reading materials home as simple, joyful and part of everyday life? How are families helped to understand the value of children leading their own book choices? Do parents feel confident helping their child choose books to take home? Are home languages actively valued and represented in the books children take home and in the wider setting? <p>Readers' identities</p> <ul style="list-style-type: none"> What sparks joy or curiosity for each child when they explore books? How well is this knowledge used to support children's emerging reading identity? How are children's voices used to inform decisions about the stories and texts shared together? 	<p>Action points</p>

<p>Digital tools and online story platforms are used purposefully to enhance access, not replace interaction.</p> <p>Adults support and extend children's learning through modelling, dialogic book talk, extending vocabulary and selective use of questioning</p> <p>Families are given the opportunity to experience story sharing as a joyful, relational activity rather than a formal task and are encouraged to make book choices inspired by their child's interests and curiosity.</p>	<p>Read:</p> <ul style="list-style-type: none">• National Literacy Trust case study https://literacytrust.org.uk/resources/developing-a-culture-of-reading-for-pleasure-case-study/• National Literacy Trust (2025). The future of literacy: Multimodal reading. Literacy for learning: Redefining literacy for the next generation.	
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The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
Environment  Children are supported to enjoy reading experiences within and beyond school and given access to a vibrant, engaging reading culture ∞	Books and early reading materials are placed where children can easily see and reach them, displayed in inviting ways that spark curiosity and exploration. Children feel welcomed and encouraged by well-planned reading areas and learn how to use these spaces as part of their play and daily routines. Adults and children help to shape and care for reading spaces together, creating cosy spaces, collections of familiar books and displays that reflect children's interests and experiences. Practitioners rotate and refresh books and texts regularly in response to children's interests, seasonal events and current learning themes, ensuring relevance and excitement. Story baskets, puppets and open-ended materials are used to bring books to life and deepen engagement through sensory play and re-telling of stories. Books are woven through play areas, such as role play, construction, small-world and mark-making zones, enabling children to make meaningful links between language, text and the world around them.	Access <ul style="list-style-type: none"> In what ways do books invite children to see, reach and choose independently, supporting autonomy and confidence? How do signs, menus, logos and labels help children understand that print carries meaning and is part of their everyday world? Where are reading materials woven into play and provision, so they meaningfully connect with what children are learning now? Reading spaces <ul style="list-style-type: none"> Do reading spaces feel welcoming, calm and inviting, encouraging children to linger and explore books? Are books presented in ways that spark curiosity and exploration, and independent choice? Do children naturally gravitate towards these spaces during play, choosing to use them freely and confidently? How do puppets, story baskets and open-ended materials bring stories to life and enrich children's imaginative play? Book Care <ul style="list-style-type: none"> How do children help care for reading spaces and collections, developing ownership and responsibility? Are reading materials refreshed often enough to keep the shelves exciting and relevant? Range <ul style="list-style-type: none"> Do displays reflect children's interests, cultures and lived experiences in meaningful and authentic ways? 	Action points

<p>Adults and children co-construct these spaces together, choosing books, adding props and helping to maintain welcoming areas that spark curiosity.</p> <p>Connections with local libraries, community spaces and, when possible, authors and illustrators widen children and family access to stories and support a love of books and lifelong reading habit.</p>	<p>The community</p> <ul style="list-style-type: none"> • How does the setting make the most of local library connections and visiting storytellers to enrich children's experiences? <p>Read:</p> <ul style="list-style-type: none"> • Cole, A., Clark, C. & Teravainen-Goff. (2023). The impact of school libraries on children and young people's literacy outcomes: An evidence review. London: National Literacy Trust. • TaRs Research (Cremin et al.). Social Reading Environments. https://ourfp.org/finding/rfpp/social-reading-environments/ 	
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The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
Space and Time  <p>Children have regular opportunities and welcoming spaces to read, with daily routines and support making reading a natural, enjoyable part of life</p>	<p>Children build simple reading behaviours and routines, choosing a favourite book, returning to familiar stories or inviting an adult or friend to share a book.</p> <p>Daily time for stories, songs, rhymes and sharing books is joyful, valued, protected and woven through the day, both in planned moments and spontaneous opportunities.</p> <p>Families are encouraged to weave story-sharing into simple routines, such as bedtime, mealtimes or journeys, making reading an integrated and joyful part of daily life.</p>	<p>Access</p> <ul style="list-style-type: none"> How do children freely explore reading materials and story props as part of their everyday play, making them a natural element of their routines and interactions? In what ways do children choose and use reading materials independently during play? <p>Storytime</p> <ul style="list-style-type: none"> How is daily story time made a joyful, protected moment that every child and adult values? How do practitioners create and respond to spontaneous storytelling moments that children value and initiate? <p>Songs and rhymes</p> <ul style="list-style-type: none"> How are songs and rhymes incorporated throughout the week to enrich language, rhythm and shared enjoyment? How do we celebrate the richness of the community by sharing songs that reflect and value it? <p>Book behaviours</p> <ul style="list-style-type: none"> How do practitioners notice and nurture those moments when children become absorbed in a text or story? In what ways do children return to familiar favourite stories and how are these rereading behaviours supported? <p>Digital tools</p> <ul style="list-style-type: none"> How do digital tools and online platforms enhance provision while ensuring they do not replace rich adult-child interaction? 	<p>Action points</p>

Home-school links

- How are families supported to build sustainable home reading routines?
- How are both digital and physical resources shared and modelled, so families feel confident using them at home?

The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
<p>Social</p>  <p>Children are given time and space to engage in social reading practices and connect with others in ways that are personally enjoyable and motivating.</p>	<p>Copies of favourite books, rhymes and simple texts are available in the environment so children can explore them together, share them with friends and enjoy repeated reading.</p> <p>Children talk about the books they like, pointing to the pictures, retelling familiar stories and sharing what makes a book special to them.</p> <p>Adults join in with these early book conversations, modelling vocabulary as well as curiosity, extending children's talk and introducing new stories that build on their interests.</p> <p>Family and community events, such as story sessions or library visits, celebrate sharing reading and help children experience stories as a social and enjoyable experience.</p> <p>Book talk is modelled using open-ended questions and linking story ideas to children's own experiences.</p>	<p>Book talk</p> <ul style="list-style-type: none"> How do children share their enjoyment of reading materials through talk, pictures and retelling? How is natural book talk modelled in everyday moments so children see how stories can be shared and discussed? How are dialogic reading strategies used to respond to children's contributions and extend their vocabulary and thinking? <p>Story retelling and story sharing</p> <ul style="list-style-type: none"> How do children retell stories or share their own ideas with others, using language, movement, expression and imaginative play? How do we support children to build confidence in retelling stories, whether through words, props, role play or drawing? <p>Quality and inclusivity of shared reading</p> <ul style="list-style-type: none"> How do shared reading moments feel joyful, social and inclusive for all children, including quieter children and those with emerging language? How do we create opportunities for every child to participate in storytelling in ways that feel safe, valued and developmentally appropriate? <p>Observing and supporting children's reading</p> <ul style="list-style-type: none"> How do practitioners notice when children particularly enjoy reading or storytelling with others, and how do they respond to nurture this? How do practitioners scaffold children's collaborative storytelling so that it deepens language, imagination and social connection? 	<p>Action points</p>

Peer story sharing

- How do we create meaningful opportunities for children to share reading materials and storytelling with peers and older children, such as through reading buddies or joint story-play sessions?
- How do cross-age storytelling experiences support younger children's confidence, vocabulary and reading identity?

Families

- How is reading with families and communities celebrated through events and shared experiences?

Read:

- McGeown, S., Errington, P., et al. (2025). *The Future of Books and Reading*. Literacy Lab, University of Edinburgh, UK.
- Loh, C., Cremin, T., Kuzmicova, A., McGeown, S., & Scholes, L. (2025). The Decline in Volitional Reading: Evidence-Informed Ways Forward. National Institute of Education, Nanyang Technological University, Singapore.

The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
Reading aloud  <p>Children experience joy and language growth through shared reading materials, stories, songs and rhymes, as adults bring texts to life with expression and imagination, making storytelling a valued and social part of daily routines.</p>	<p>Adults choose texts, rhymes and stories that spark children's imagination, introduce new language and present them with texts they may not choose on their own.</p> <p>Children experience joy, wellbeing emotional connection, laughter through shared stories, songs and storytelling moments woven through the day.</p> <p>Adults use rhythm, gesture, pace, props and voice to bring stories to life with confidence, creating moments of wonder and reflection.</p> <p>The cultural importance of oral story telling is understood within the school community and the involvement of authors, storytellers and librarians enriches readers' experience of narrative.</p>	<p>Range and content</p> <ul style="list-style-type: none"> How do the stories practitioners choose spark imagination and broaden language for every child? <p>Engagement</p> <ul style="list-style-type: none"> How do practitioners notice and respond to children's enjoyment during story time? In what ways does story time nurture emotional connection, imagination and shared enjoyment? <p>Teacher as storyteller</p> <ul style="list-style-type: none"> How do practitioners bring stories to life, with confidence, expression and joy? How do practitioners introduce children to stories that they might not find on their own? How do practitioners weave songs rhymes and oral storytelling naturally into daily routines? How do practitioners embed dialogic and interactive storytelling strategies into practice to extend children's talk. <p>Parental engagement</p> <ul style="list-style-type: none"> How do practitioners support and empower families to make story time a joyful part of their daily routines? <p>Links with the community</p> <ul style="list-style-type: none"> How do practitioners celebrate and draw upon story telling traditions from our community? How do storytellers, librarians and authors enrich shared story experiences? 	<p>Action points</p>

Read:

- Farshore "Storytime in Schools" 2023
- <https://www.booktrust.org.uk/resources/find-resources/the-crucial-role-of-storytelling-in-early-childhood-education/>
- <https://educationendowmentfoundation.org.uk/early-years/power-of-story>

The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
Role Models & Parental Engagement  <p>Children see reading as an enjoyable part of life when adults and peers model positive reading habits and families share their own reading practices beyond the classroom.</p>	<p>Adults share the stories, rhymes and texts they enjoy, as well as new ones they are discovering with the children.</p> <p>Young children see reading as a natural, enjoyable part of their day.</p> <p>Adults make reading visible through simple, everyday interactions - talking about favourite texts, joining children in story play and valuing all the ways in which children engage with texts.</p> <p>Home languages are actively valued and celebrated. Families are encouraged to share stories and song in the languages they use at home, supporting identity, belonging and multilingual development.</p> <p>Where appropriate, digital stories are shared together, especially where there are fewer print resources at home.</p> <p>Volunteers, librarians and community partners contribute as reading role models, thereby widening children's exposure to reading practices and showing children that reading belongs in everyday life in and beyond the setting.</p>	<p>Teachers as readers</p> <ul style="list-style-type: none"> How do practitioners share texts and stories they genuinely enjoy with children? How do children see practitioners as readers who enjoy books and stories? Do practitioners make reading visible through simple, everyday interactions? How do practitioners use dialogic reading strategies, to invite children's contributions and extend their language? <p>Ethos</p> <ul style="list-style-type: none"> How do practitioners value and celebrate all the ways children choose to engage with texts? <p>Resources</p> <ul style="list-style-type: none"> Do practitioners have a knowledge of organisations and digital platforms that can support families sharing stories at home. e.g., National Literacy Trust, Words for Life Page, CBEEBIES Parenting? <p>Role models beyond the classroom</p> <ul style="list-style-type: none"> Do families feel welcome to share their reading routines with us? How are the ways families tell stories at home, including in their home languages, celebrated? How do children see reading as something people do in everyday life, both in and beyond the setting? How do practitioners create opportunities for peer-to-peer sessions that normalise reading behaviours throughout the school. How do practitioners maximise the benefits of volunteers and community partners as reading models? 	<p>Action points</p>

		<p>Family participation</p> <ul style="list-style-type: none">• How do practitioners create opportunities for families to share their preferences of stories/ reading materials?• How do practitioners involve families in raising funds to widen reading resources in the school or setting? <p>Read:</p> <ul style="list-style-type: none">• <u>Cremin, Teresa; Mottram, Marilyn; Collins, Fiona; Powell, Sacha and Safford, Kimberly (2009). <i>Teachers as readers: building communities of readers</i>. <i>Literacy</i>, 43(1) pp. 11-19</u>• Moisi, I., Picton, I., and Clark, C. (2025) Parents' support for children's early literacy in 2025: Insights from interviews. London: National Literacy Trust• <u>Book Chat: Reading with your child - Videos and guide - Reading for Pleasure</u>• <u>https://www.booktrust.org.uk/resources/find-resources/booktrust-research-children-are-40-more-likely-to-enjoy-reading-if-their-parents-or-carers-do/</u>	
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The Golden Threads	Overview	Reflect (what now?)	Refresh/Introduce (what next?)
Inclusive Provision  <p>Children are supported to engage with and enjoy a wide range of diverse reading experiences that reflect their own lives but also provide perspectives on others' lives.</p>	<p>Inclusive provision ensures every child sees themselves in the setting's reading materials and story resources. The collections include diverse cultures, family structures, languages and lived experiences.</p> <p>Books and stories gently challenge children's thinking and open windows into different cultures and ways of living.</p> <p>Children feel represented and connected when sharing books, building early understanding and empathy through the diverse characters and experiences they encounter.</p> <p>Multiple formats (e.g., tactile books, dual-language texts, wordless books and digital stories) reduce barriers and ensure all learners can participate.</p> <p>Partnerships with libraries, community groups and local services help families access inclusive books and story materials in different formats, languages and styles that reflect their identities and interests.</p>	<p>Text selection</p> <ul style="list-style-type: none"> • Do reading materials reflect the cultures, languages and lived experiences of the children in our setting? • How do children see themselves represented in the books shared together? • Do practitioners choose inclusive texts and feel confident they are the right books for our children? • Do books open windows into different ways of living and thinking? • Do practitioners offer texts in multiple formats including wordless tactile and audio, which reduce barriers for learning and include all learners? <p>Home and community links</p> <ul style="list-style-type: none"> • How do families help guide our inclusive book choices? • How do practitioners use library and community partnerships to widen access to inclusive texts? • How does the setting ensure all children have access to texts regardless of socioeconomic status? <p>Read:</p> <ul style="list-style-type: none"> • Picton, I., & Clark, C. (2022). <i>Seeing yourself in what you read: Diversity and children and young people's reading in 2022</i>. National Literacy Trust. • Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. <i>Perspectives</i>, 6(3), ix-xi. 	<p>Action points</p>

Further reading:

EEF, Preparing for Literacy / Early Years Evidence Store, 2023; Ofsted, 2024

Birth to 5 Matters, 2021; Ofsted, 2024

EYFS Statutory Framework, 2024, Communication and Language; Birth to 5 Matters, 3.2 Reading

Cremin et al., 2014; Ofsted, 2024

Ofsted, The Reading Framework, 2024;

Birth to 5 Matters, 2021

Farshore "Storytime in Schools" 2023



References

Leadership

- Clark, C., Picton, I., & Cole, A. (2025). Children and young people's reading in 2025. London: National Literacy Trust
- Moisi et al. (2025). Reading report 2025: Rethinking reading for pleasure in schools. National Literacy Trust
- Cremin, T., & Scholes, L. (2024). Reading for pleasure: scrutinising the evidence base – benefits, tensions and recommendations. *Language and Education*, 38, 537–559.
- Hendry, H., Cremin, T., & Harrison, A. (2025). Developing pre-service teachers' pedagogical content knowledge for reading for pleasure: What is missing? What next? *Education Sciences, Education Sciences*, 15(5), 588
- BOARDMAN, K. & CLARKE, J.-J. School Readiness Matters : Embedded and Threaded Transitions. Veale, V. & Lee, K. (eds.). 1 ed. Birmingham: TACTYC Association for professional development in early years. (2025).

Choice

- National Literacy Trust case study Developing a culture of reading for pleasure: a school case study | National Literacy Trust
- National Literacy Trust (2025). *The future of literacy: Multimodal reading, Literacy for learning: Redefining literacy for the next generation*.

Environment

- Cole, A., Clark, C. & Teravalainen-Goff. (2023). The impact of school libraries on children and young people's literacy outcomes: An evidence review. London: National Literacy Trust
- TaRs Research (Cremin et al.). Social Reading Environments.

Social

- McGeown, S., Errington, P., et al. (2025). The Future of Books and Reading. Literacy Lab, University of Edinburgh, UK.
- Loh, C., Cremin, T., Kuzmicova, A., McGeown, S., & Scholes, L. (2025). The Decline in Volitional Reading: Evidence-Informed Ways Forward. National Institute of Education, Nanyang Technological University, Singapore.

Reading Aloud

- Farshore "Storytime in Schools" 2023
- The crucial role of storytelling in Early Childhood... | BookTrust
- The power of story in the early years | EEF

Role models and parental engagement

- Cremin, Teresa; Mottram, Marilyn; Collins, Fiona; Powell, Sacha and Safford, Kimberly (2009). Teachers as readers: building communities of readers. *Literacy*, 43(1) pp. 11-19
- Moisi, I., Picton, I., and Clark, C. (2025) Parents' support for children's early literacy in 2025: Insights from interviews. London: National Literacy Trust
- Book Chat: Reading with your child - Videos and guide - Reading for Pleasure
- BookTrust research: Children are 40% more likely to enjoy reading if their parents or carers do

Inclusion and provision

- Picton, I., & Clark, C. (2022). Seeing yourself in what you read: Diversity and children and young people's reading in 2022. National Literacy Trust
- Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), ix-xi.

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