

# Take your partner

Shaw Library Reading Group



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## Case study template

**Max: 500 words**

**Case Study Title:** Reading Project – Take Your Partner

**Pilot LA/provider:** Oldham Lifelong Learning: Reading Group Shaw Library

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**Introduction:**

**The objectives of the project are:**

- To test the attitudes to, and experience of, reading amongst groups of emergent adult readers and gather good practice showing successful approaches to encouraging and maintaining reading, especially amongst those with lower literacy levels.
- To provide opportunities for adult readers to access formal literacy programmes/courses where appropriate.

**Description/Outline of activity, process, etc**

Include why/how was it useful and who was involved, for example:

- Outline of programme of work/session plans or bulleted list
- Key data – attendance, retention, achievements, How learners were recruited
- Group profile

Crompton & Shaw Library

Wed 6.30 & 9.00

Learners range from Entry 3 to Level 2

The reading project developed due to the unique location the staff and learners found themselves in at Crompton & Shaw Library.

**Immediate and longer term impact**

(i.e. what was achieved, outcomes for parents/carers, children, practitioners, the setting, etc)

How you encouraged the group to be more active readers?

The Quick Reads have proved to be excellent material to encourage learners to be more active readers. Learners were asked to take home a quick read and do a book review for the following week.

What difference has it made?

Initial scepticism has turned into a lively forum for discussion. Learners are keen to find out what their peers thought of the particular books. The wide range of titles available has given both staff and learners the opportunity to read works by authors they generally would not have considered.

**Key factors for success**

Learners were able to write critiques, discuss the books read, opinions were expressed and differences debated. Learners developed confidence in expressing likes and dislikes from particular authors.

Learners felt confident enough to search out titles by different authors with no barriers.

Learners were open to reading books which normally they would avoid.

**Key challenges**

To give learners a forum in which they felt safe to express both written and vocal opinions. For example, *Chickenfeed* by Minette Walters based on a true story of a murder which took place in 1924. The class was divided on whether Norman Thorne was guilty or innocent!

**Next steps**

Any developments since the activity described or plans for future developments? For example:

- How have you promoted it locally?
- How are you going to share/disseminate it more widely?

**Other additional information**

For example, any website, resources particularly reading material that you have found really useful in engaging learners ,did they read aloud, drama , plays events etc where they have used the reading skills etc

Please include a list of any reading material that you have bought / chosen to use with the group.

Quick Reads

**Quotes from parents or practitioners: (these will go in a separate box)**

*“At the first few sessions when I was asked to chose a Quick Read and take it home I was a bit unsure about how the others in the group who take to my ideas and thoughts.”*

*“I thoroughly enjoy it now as I am much more confident about reading out and being able to have an opinion about the plot and characters, that may be different o the other people, but I can defend.”*

**Photos available (please circle/delete as appropriate):**      YES                      NO

*Photos need to be high resolution, at least 300 dpi*

NB: All photography requires a model release form for signature by each subject, or their parent / guardian in the case of children.

## The Reading for Pleasure suite of materials:

- CPD modules: Reading for pleasure in a number of contexts
- Storytelling: CPD unit with lesson ideas
- Families, Learning and Storytelling: Using archives for community cohesion
- Take Your Partner: Engaging emergent adult readers
- Technology and Reading: How to use blogs, wikis, iPods and e-books to promote reading
- Putting two and 2 together: Creating a bridge between literacy and numeracy learning
- Resources for libraries: Guidance on how to engage families to read for pleasure