

To what extent does accessibility limit children's likeliness to read for pleasure.

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What did you plan to do and why?

The focus of my professional enquiry was, 'To what extent does accessibility to books and suitability of books impact reading for pleasure'. First, I looked closely at the expectancy theory by Vroom (1964) and the self determination theory by L. Deci and M. Ryan (1980) to have a better understanding of what factors motivate people. I planned to work with a group of children who through observing, were less likely or almost never likely to choose to read for pleasure during free play. I planned to gather an understanding of why these children didn't read for pleasure and what the main barriers were. I planned to hold learning conversations with this group of children to help determine the main barriers and understand why they did not enjoy reading for pleasure. I extended my research, to involve a group of children who attend the weekly book club that I run, to get better understanding of expectancy theory vs self- determination theory. I planned to make a glow form with a range of questions to get a better understanding of the children's attitudes towards reading. This would also allow me to collate the evidence concisely. Once the data was collected, I decided on which changes had to be made to help overcome these barriers and hopefully increase the number of learners who choose to read for enjoyment. After implementing the changes, I then worked closely with the children, observing them during free play, to observe any change in attitudes or behaviour. After this, I held more learning conversations with these learners to assess if there had been a positive impact or not, as well as asking them to complete another glow form. This allowed me to fully compare and measure the impact of the professional enquiry on this group of learners.

What has happened in your enquiry?

From this, I created a glow form and held learning conversations with children in my class and children within my book club. The evidence concluded that accessibility to books and not having books that were age and stage appropriate, were two of the main barriers to reading. Many children mentioned that they don't have many books at home and the books they do have, they have already read. For those learners with EAL and ASN needs, it was highlighted that they struggle to find a book that they understand or with words that they can read. Some mentioned that reading makes them feel scared, nervous or worried instead of relaxed. I carried the learning conversations out in February, contacted the school's local librarian and from there, got the children within my class signed up for a library card. This then gave the children access to both the Libby app and Borrow Box. I hoped this would give children access to a wider range of books in school and a variety of ways to access books, in turn meeting the needs of those with EAL and ASN needs. The children were very excited to receive their library cards and parents were informed on how they could be used outside of school.

The children within my focus group were introduced to the Libby App and given time during free play to take turns exploring the app. I watched closely at the selected children for my enquiry to identify any change in their willingness to read books. At first, the children had to be reminded that they had access to the ipad and libby app during free play, with this reminder they were encouraged to use it. However, after a while the children were choosing to access the app and read or listen to a story of their choice during free play without the teacher highlighting that it could be used. This showed a positive change in both attitude and behavior.

Once the children had spent time understanding the purpose of the app, majority of children within the focus group were excited to use it and viewed it as a privilege and something special.

What impact has this enquiry had?

The impact of the enquiry has shown an increase in reading for pleasure amongst the selected children. One child in particular has shown a positive attitude towards the use of Libby app, choosing to listen to stories during free play. Four out of five children have actively used the iPad to access the libby app during free play, choosing and listening to stories. They have enjoyed choosing a friend to listen to stories with and have asked on many occasions to access the app during play.

However, only one child (child X) has shown no change in behavior. This child isn't a poor reader and has a good understanding of comprehension and how to decode words. He tends to play with the exact same thing during free play every day and has displayed no motivation to read, unless being asked to do so by the teacher. This highlighted his behaviour displaying characteristics of the expectancy theory, Vroom (1964). Whereas, another child who struggles with reading, shows signs of additional support needs and speaks very little English has sought out opportunities to use the libby app to listen to audio books. With help from the class teacher to select an appropriate book she has, on numerous occasions asked to use the app and choose a new book when finished with another. Reading for pleasure is not something she has ever shown interest in until now and has even, on rare occasions picked a physical story book from the class library.

Daily observations and learning conversations were then used towards the end of the session to assess children's reading for pleasure levels after the enquiry had been implemented.

From the data it was evident that being able to access books in a different way and being able to listen to them had a positive impact on reading for pleasure. Children also concluded that this allowed them to feel less stressed and more relaxed when reading. The children involved in the focus group highlighted that before the enquiry they did not read for enjoyment because they found reading hard, due to barriers such as language and poor reading skills but being able to listen to an audiobook has reduced anxiety and they have found this way of reading to be a lot more enjoyable.

What are the implications and next steps?

Based on what I have found and from my enquiry results I would like to know why child X did not show any changes in behaviour. I would like to understand if some children cannot be positively influenced to change their reading behaviors and what factors may affect this, such as family life, interests etc. I am also interested to understand parent's attitudes towards their children reading for pleasure, now that all children in my class have access to library cards I would like to know if this has helped promote reading at home and if not, what support do the parents need.

References

Google Books. (2025). *The Role of interest in Learning and Development*. [online] Available at: https://books.google.co.uk/books?hl=en&lr=&id=CebJAgAAQBAJ&oi=fnd&pg=RA1-PA1942&dq=expectancy+theory+vs+self+determination+theory+and+children%27s+motivation+to+read+for+pleasure&ots=83cB_xl76H&sig=MdJ7CRDbNhtlYGLEfAF A8PsSfO#v=onepage&q&f=false [Accessed 25 Feb. 2025].

Nuttall, J. (2016) 'Relationship between motivation, attribution and performance expectancy in children's reading', *The Plymouth Student Scientist*, 9(1), p. 214-228. <http://hdl.handle.net/10026.1/14122>

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Children Using the App:



Results From Glow Form:

1. Do you enjoy reading during free play?

[More details](#)

5
Responses

Latest Responses

"No"
"Sometimes"
"No"
...

2. If not, why do you not choose to read during free play?

5
Responses

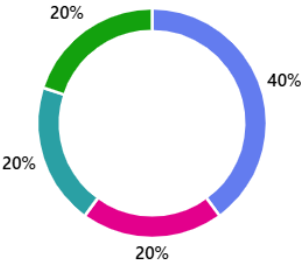
Latest Responses

"Because the books are hard"
"Because it is a little bit hard"
"Because I don't know how to read"
...

3. How do you feel during personal reading time?

[More details](#)

Relaxed	2
Nervous	1
Scared	1
Happy	0
Worried	1



4. If answered with nervous, scared or worried: Why do you feel this way?

[More details](#)

I don't know how to read	2
I can't understand the texts in English	0
I don't like the books in class	0
I prefer listening to audios or being read to	1

