

# What happens when primary 3 pupils have regular access to a Tonie Box (audiobooks) in the classroom setting?

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## What did you plan to do and why?

I noticed a divide in my class of children who would pick up a book to read for pleasure and children who would choose any other activity than reading. After completing unit 2 – Inclusive Formats in the Developing Reading for Pleasure course I was really interested in the impact audiobooks might have on my class. It is not something I had previously used within the classroom setting.

Plan:

1. Observe pupils and complete short attitude to reading for pleasure questionnaire.
2. Make use of a Tonie Box (audiobooks) within the classroom setting – have available during reading for pleasure time and as a choice activity during Literacy lessons.
3. Collect evidence through learner conversations, observations and a short questionnaire.
4. Review and develop next steps – roll out the use of a similar tool across the school.

## What has happened in your enquiry?

After using the Tonie Box in my class, for a term, I noted a positive impact.

- Many pupils were highly motivated to go and listen to a story.
- They engaged in book discussions regularly and unprompted by the teacher.
- Pupils were eager to **choose** listening to a story over other activities.
- It engaged more reluctant readers.
- Some pupils were able to listen to more age-appropriate stories.
- It allowed all pupils to be a part of our reading community within the classroom.



## What impact has this enquiry had?

Most pupils were motivated and eager to use the Tonie Box during personal reading time as well as during Literacy lessons, if a choice was given and some even chose to listen to stories during free choice time. They would not normally choose to read during this time.

The class were asked the following after one term:

Question	Yes	No
Do you enjoy listening to stories?	16	7
Have you chosen to listen to the tonie box at some point this term?	16	7
Would you like a tonie box in the classroom permanently?	18	5

*\*When asked at the start of the term only 13 pupils answered saying they enjoyed listening to stories.*

Pupils tended to sit in groups and listen quietly to stories for 15-20 minutes and I observed a number of book talk discussions amongst pupils. I have also observed more reluctant readers gravitating towards the box and they are much more animated when discussing what they are listening to than if I engage in a conversation with them about a book they are reading. It has also allowed certain pupils to engage in more age-appropriate texts and they can contribute confidently to discussions about these.

### Pupil Quotes:

“I like how the Tonie tells you the story and it gives you a break from reading. It gives us more options to read from or listen to.” – Pupil A

“I don’t really like reading because I find it tricky. I like listening to stories on the Tonie. I like listening to stories more.” – Pupil B



## What are the implications and next steps?

I found the implementation of the Tonie Box to be beneficial in my class, and it has boosted our reading for pleasure community. Audio books are not something I had really considered before within the classroom setting but I will now be using them every year.

### Next Steps:

I think it would be a useful tool to use across the school and I have discussed this with our Literacy Working Group. We are currently looking in to buying some Yoto boxes which are very similar. These will hopefully be made available to all stages with an aim to include more inclusive formats into our practice.

I had a limited selection of Tonies within my class. Going forward it will be important to consider a wider range of audiobooks being made available. This will be even more important with regards to middle and upper school.

*Below are responses from my class on the types of audiobooks they enjoy.*

	Non-Fiction	Fiction	Music & Story	N/A
What is your favourite type of tonie?	4	8	7	4

## References

Best (2021)  
The role of interactive audio in building children’s literacy skills and engagement. [www.literacytrust.org.uk](http://www.literacytrust.org.uk) (Accessed on 16th April 2025).

Whittingham et al (2013)  
Use of Audiobooks in a School Library and Positive Effects of Struggling Readers Participation in a Library-Sponsored Audiobook Club. [www.researchgate.net](http://www.researchgate.net) (Accessed on 16th April 2025)