

Building Reader Profiles



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Building Reader Profiles

Summary

This activity is designed to help teachers gauge the levels of aliteracy in their own classroom in a short-sharp questionnaire and optional informal interview.

It also includes a short writing task which teachers may choose to use to pre-assess the writing ability of their students, as well as their general perception of reading.

Rationale

Knowing our students is ***the*** most effective thing we can do to encourage reading in our classroom. In order to positively impact upon the reading habits of our students, we must know what these habits are in the first place.

‘Building reader profiles’ is a quick tool that you can use to better understand your students and their reading habits.

The information retrieved from this questionnaire might also be useful for teachers when speaking to parents and/or caregivers about reading habits.

Learning Intention

To reflect upon my likes and dislikes, and my reading habits.

Success Criteria

I can think carefully about my reading habits.

I can honestly answer questions about myself and my habits.

Cross-curriculum Priorities & General Capabilities

General capabilities



Literacy



Numeracy



Personal and social capability

Materials Required

Reader Questionnaire

‘At a Glance - Readers in my Classroom’ Recording Table

Interview questions

Writing task template

Outline

Teachers may need to begin the lesson with a class discussion about the purpose of the activity, why you as a teacher would need to know this information and how genuine/honest responses are important.

This activity can be delivered in one, two, or three parts:

Part 1:

Students complete the 'Reader Questionnaire'.

The questionnaire is designed in a way that your most avid readers will score 10/10 in the 'agree' column and your most aliterate, or disengaged readers, will score highly in the 'disagree' column. The neutral central column is disregarded in the scoring process. Encourage students to select 'I don't agree or disagree' in only the most necessary of situations.

Record these scores in the 'At a Glance - Readers in my Classroom' spreadsheet for a clear view of your class as a whole.

Part 2 (optional):

Teachers conduct one-on-one informal interviews with each student.

Teachers may use the series of questions provided in the attached resources to assist with this.

Record key words and phrases from these conversations into the 'At a Glance - Readers in my Classroom' spreadsheet.

Part 3 (optional):

Students complete the 'writing task'. You may like to assign this to students while you begin the one-on-one interviews. If this activity is being conducted at the beginning of the school year, in addition to gauging student interest in reading, teachers may like to use the writing task to pre-assess student writing skill.

After the Activity:

Use the recordings made in the 'At a Glance - Readers in my Classroom' spreadsheet to help encourage your reluctant readers, especially through student interests and previous reading.

Optional:

If this activity is completed at the beginning of the year, teachers may consider completing the survey again at the end of the school year to determine if student readership has grown.

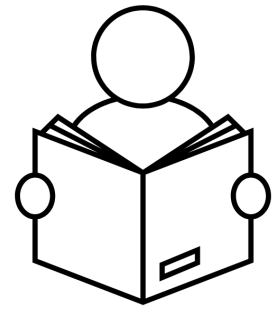
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Reader Questionnaire

Your name: _____

This questionnaire is designed to help your teacher understand your likes and dislikes when it comes to reading.



Select whether you agree or disagree with each statement. There are no right or wrong answers.

Statement	Agree	I don't Agree or Disagree	Disagree
I would describe myself as a 'reader'			
Reading is fun			
When I read, I feel relaxed			
I like reading fiction and/or non-fiction			
In the past year, I have finished reading a book that I chose myself			
I make the time to read			
My friends like to read			
Members of family like to read			
I think reading is important			
I have a favourite author or genre			
Add up the ticks in each column			

Respond to the following questions:

<p>My three main interests are:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>A book I have read and enjoyed is:</p> <p>_____</p> <p>_____</p> <p>Was this assigned reading? (Please circle)</p> <p>Yes No</p>
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At a Glance - Readers in my Classroom (editable Google Sheet version [here](#))

[illegible]

Interview Questions

Below are some suggested questions to use when getting to know your students' reading habits. It is not intended that teachers would ask every question to each student. Select a few, as appropriate to your students and your circumstances.

- Describe your ideal book.
- Imagine the ideal space that you would read in. Describe that space for me.
- When was the last time you enjoyed a book? Explain why.
- What would you want authors to know about your experience of reading their books?
- What kind of book would you never want to read?
- When you describe a book as 'boring', what does that mean to you?
- Do you ever discuss reading with your friends/family? What do you talk about?
- Do you think reading is important? Why or why not.
- How often do you read in a day? week? Month?
- Imagine you are writing a book of your own - what would it be about?
- How does reading make you feel? Use at least three words to describe these emotions.
- If the act of reading was a creature, a living, breathing animal, what would it look like?

Writing Task

Your name: _____



Use the space below to respond to the following writing task:

Describe your ideal reading space.

Be as creative and imaginative as you like! It does not need to be realistic!

Are you reading at home? In space? In a magical land? Are you eating chips? Are you covered in a blanket? Do you have two heads? Is your dog reading with you?

The world is your oyster!

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