**Literature Circles**

**Why is this method useful?**

* Research indicates that reading skill is improved by engagement with a wide range of texts. Literature Circles have been found to impact on improving reading because the methodology supports children to formulate searching questions and make predictions. They learn to collaborate with other readers in analysing and discussing character, place, setting, plot and style, always with reference to the text.
* Learning to read by analysing the creative process of the author impacts also on writing ability.

**Literature Circles**

**An approach to organising literature circles**

* Groups of readers are formed based on book choice
* A specific section of the text is agreed by the group and read independently by the learner.
* No-one is allowed to read past the page decided by group
* Pages that have been read are discussed in a class meeting (meetings held twice a week)
* Every group member has a particular role to play while reading and brings back information for discussion at the meeting
* During the group meetings learners analyse and discuss the text.
* Within the groups, members may play a variety of roles related to different reading tasks.
* As part of literature circles, learners have responsibility for their learning with practitioners acting as facilitators.
* Assessments of learning are carried out in a range of ways including a teacher observation and self / peer assessment.
* When a book is completed, learners share their learning with other groups within the class through some form of presentation.

**Literature Circles**

**What do learners say about literature circles?**

In effective practice literature circles encourage and motivate learners to read

* “I’m going to be an author when I grow up.”
* “It taught me never to say “NO” to a book.”
* “My favourite book I’ve read in my life is “Run Away Pony” which is an awesome book with challenging words and no pictures. I read it because of the Reading Circles – my group chose it.”
* “When I go on holiday, I’m going to read lots of books.”
* “I am a much better reader – now I only have to work on punctuation.”
* “I’m setting a challenge for the holiday of reading at least three books.”
* “IT GOT ME READING MORE (pupil’s capitals).”