

# **INSPIRING READERS – CRITICAL READING OF MAGAZINES**

## UKLA and Egmont UK collaborate to produce magazine workshops for Key Stage 2 teachers

The United Kingdom Literacy Association (UKLA) is a registered charity, which has as its sole object **the advancement of education in literacy**. UKLA is concerned with literacy education in school and out-of-school settings in all phases of education and members include classroom teachers, teaching assistants, school literacy subject leaders, LA advisers, teacher educators, researchers, inspectors, publishers and librarians.

Egmont is the UK's largest children's publisher for babies to teens, inspiring children to read through more than 30 million award-winning books, magazines, ebooks and apps each year. We're proud to be home to many of the world's favourite stories including Warhorse, Mr Men, Thomas, Mr Gum, Tintin and many more.



## INTRODUCTION

Dear UKLA member,

UKLA and Egmont UK have joined forces to bring Magazine Workshops to schools. The practical workshops aim to promote the critical reading of magazines in schools, an understanding of why and how magazines are produced, and to emphasise the value of including children's magazines in an inspiring reading curriculum.

The workshops are designed to engage all Key Stage 2 children. Teaching materials can be downloaded via the UKLA website and Egmont will supply free copies of their magazines for 8–11 year olds – 'Toxic' for boys and 'Go Girl' for girls.

The collaboration came about after a discussion between David Reedy of the UKLA and Alison David of Egmont. Egmont had been running their own workshops on a small scale with a handful of schools. Feedback had been excellent and we realised we could extend the scope and reach of the workshops if we worked together. Both UKLA and Egmont recognise that magazines are a central part of children's reading lives, yet magazines are scarce in schools.

*"Teachers need to work with children to look critically at the messages of popular culture, in ways that do not undermine their pleasure."* (Marsh and Millard, 2003)

The workshop materials have been written by Carolyn Swain, author of *'Reading Magazines with a critical eye in primary school'* together with Egmont's editorial team.

## OVERVIEW OF THE MATERIALS

The pack is aimed at Primary schools but may be of interest to Initial Teacher Education Institutions and Local Authorities.

There are two parts:

- Professional Development materials for teachers
- Practical workshops for KS2 pupils

### **Professional Development materials for teachers**

The materials include engaging professional development materials for four staff sessions on the critical reading of magazines and the reading curriculum. Presenters' notes and Power Points are offered for each of the four sessions.

**Session 1:** Magazines and the Reading Curriculum is an introductory session which focuses on the place of magazines in a reading curriculum. It asks participants to reflect on their own reading habits and the role of purpose and pleasure in reading. Participants explore magazines as an example of a modern multi-modal text and consider what these texts offer the young reader.

**Session 2:** The Magazine Genre is a practical session which supports teachers in exploring the magazine genre and its textual features.



**Session 3:** Magazines, Economics and Identity examines the relationship between power and identity in the context of magazines. It explores the concept of critical literacy and encourages participants to reflect on the nature of reading in 21st century and the importance of fostering critical thought processes in young readers.

**Session 4:** Planning a Sequence of Work on Magazines seeks to explain the key principles underpinning an effective planning process and includes time for participants to map out a unit of work.

These are designed to be delivered over an extended period of time, for example over one or two school terms, rather than in one day. The gap tasks encourage participants to try out and reflect on session content using practical activities. To get the most benefit from this long-term CPD schools should ensure that sufficient time is allocated for carrying out and reflecting upon the gap tasks.

It is recommended that the CPD sessions are delivered in sequence.

**Session 1: Magazine and the Reading Curriculum**

**Session 2: The Magazine Genre**

**Session 3: Magazines, Economics and Identity**

**Session 4: Planning a Sequence of Work on Magazines**

### **Practical workshops for KS2 pupils**

There are four workshops for pupils also included which are designed to encourage an understanding of the practicalities of magazine production as well as critical reading. Again teacher's notes and Power Points are offered for each workshop. The materials could be used as part of the gap tasks and/or as part of a planned teaching sequence.

**Workshop 1:** Roles covers how a magazine is brought to publication and identifies the different occupations or roles that contribute to the industry.

**Workshop 2:** Reader Profile explores how magazine publishers create reader profiles to whom their magazine is aimed at. It provides opportunities for pupils to create their own reader profiles.

**Workshop 3:** Front Cover is a sequence of activities which explores aspects of magazine design and how the front cover is targeted at the reader profile. It provides opportunities for pupils to design their own front cover.

**Workshop 4:** Different Ways Words are Used in Magazines further explores aspects of magazine design by considering how words are used to create specific effects and emotions.

### **Supporting Documentation**

In addition to the session notes and Power Points, the materials also include:

- Planning document to support planning a unit of work on magazines based around magazines and critical literacy. It includes a menu of activities as well as success criteria.
- A glossary of useful terms detailing some of the terminology used in the magazine industry.
- A bibliography of further reading.

All materials are available for download here: [www.ukla.org](http://www.ukla.org)



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Please email your request. (Free copies may be limited)