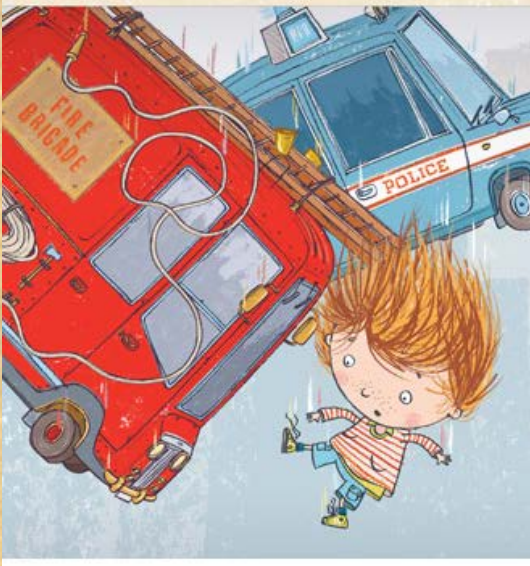


...and
SHAKE
and
SHAKE
and
SHAKE!



A uniquely portable magic



Context

- Wayfield is a one-form entry for children aged 2-11. It also has a nursery provision for two- to four-year-olds.
- Wayfield is situated in South Chatham and is part of the Primary First Trust academy.
- I was a Reception teacher when I completed this assignment.
- The school (trust) works in collaboration with The University of Greenwich.



Research inspiration and rationale

“When teachers recognise their professional responsibility to expand their repertoires of children’s literature and other texts, they are enabled to talk about such texts, make tailored reader to reader recommendations and foster reading for pleasure. Without secure subject knowledge and thoughtful appreciation of reading and being a reader, teachers are not effectively able to employ a reading for pleasure pedagogy”. (TARs research)

When looking for an aspect of reading to research, this quotation from Teachers as Readers made me realise that book knowledge was the key. More often than not, the books children choose are recommended by teachers, so their knowledge of texts needs to be vast.



Research inspiration and Rationale

My own ‘review of practise’ further highlighted the need to broaden my repertoire of children’s literature- I could name David Walliams, Jaqueline Wilson and other famous authors, but no other writers of recent or older books, even though they may be that are equally exciting. I also noted that I maybe read just one book a month for enjoyment. This influenced my rationale: I wanted to broaden my own knowledge and enjoyment, so that ultimately I’d be able to share both with the students I teach.

The research I conducted showed that staff within the school also relied on familiar texts, such as the books of Roald Dahl. They also couldn’t name many children’s poets. So I wanted to share the books I discovered I enjoyed with the whole school. But how?.

A: Teachers’ knowledge of children’s literature

1. Name three authors whose work you value

Jaqueline Wilson

David Walliams

Roald Dahl

2. Name three picture fiction creators whose work you value

Julia Donaldson

3. Name three poets whose work you value

Shakespeare

B: Children’s reading practices

4. List three different readers in your class

Harry H

Amelia

Elouisa

5. Rate your knowledge of their reading habits and preferences in school
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

✓ 2 3 4 5 6

6. Rate your knowledge of their reading habits and preferences out-of- school
(Rate this on a scale of 1-6 with 6 being the highest – circle one number)

✓ 2 3 4 5 6

AIMS

- **To increase my knowledge of children's literature.** I planned to do this by using the library, keeping up to date with UKLA's recommendations and borrowing suggested texts for the class.
- **To suggest and recommend books to teachers.**

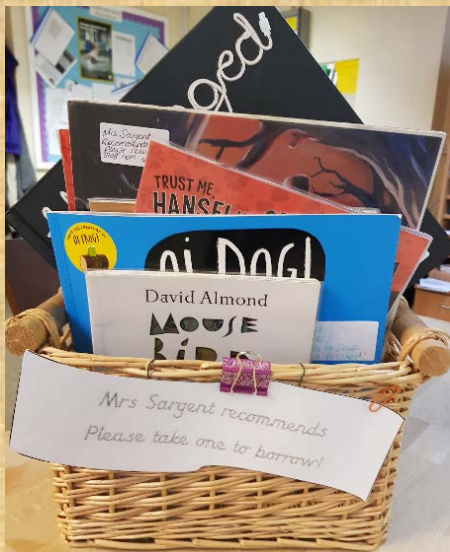
From these, two further aims developed in the course of this project.

- **To take the children to the local library for a story share and to sign up for their own library cards.** I hoped this would promote their autonomy as readers and encourage reading at home.
- **To establish a weekly shared reading time with Year 4.**



Outline

- I used UKLA recommendations to choose a range of KS1 and KS2 texts to suggest to other teachers. I shared these books in the staff room and before meetings in order to provide colleagues with a variety of children's literature. In the meetings, I gave a 'book of the week' to each key stage, with a brief outline of what it is about and the learning and sites which can be used alongside it.



I also encouraged staff to add to our new book box books they had found useful or enjoyable so that we could build a whole-school community of readers, all willing and able to recommend favourite books.

EYES: BOOK OF THE WEEK

Oi dog by Kes and Claire Gray

Other books: *Oi Cat*, *ok frog* and *quack quack Quentin*

Engagingly illustrated by him field who also does *the koala who could* and *the lion inside*

Hilariously crafted with rhyming words that do not link as *frog* has changed the rules.

Great for exploring phonetics as has many cvc words and also exploring rhyme in a fun, accessible way. Gives children an idea that rhyme doesn't have to fit the pair it just must sound alike.

Great for exploring what rhymes? Does the last line rhyme? Why?

Lots of links to subjects and activities through TES website.

KS1 -BOOK OF THE WEEK

Unplugged by Steve Antony

Other books: *thank you Mr Panda* (presents are too big or too heavy) and *the queens hat* (hat tumbles through London great for exploring landmarks).

About unplugged: Bliip who spends all day plugged in has a power cut means he/she gets to explore the world.

www.teachingideas.co.uk have many ways to link this to most subjects including:

Maths (how long do you spend) , English (exploring onomatopoeia) science, computing and Pshe

KS2- BOOK OF THE WEEK

Mouse, bird, snake, wolf by David Almond

Other books: *Skellig* and *my name is Mina* his work incorporates, drawing, painting, photography, collage, found objects and sculpture.

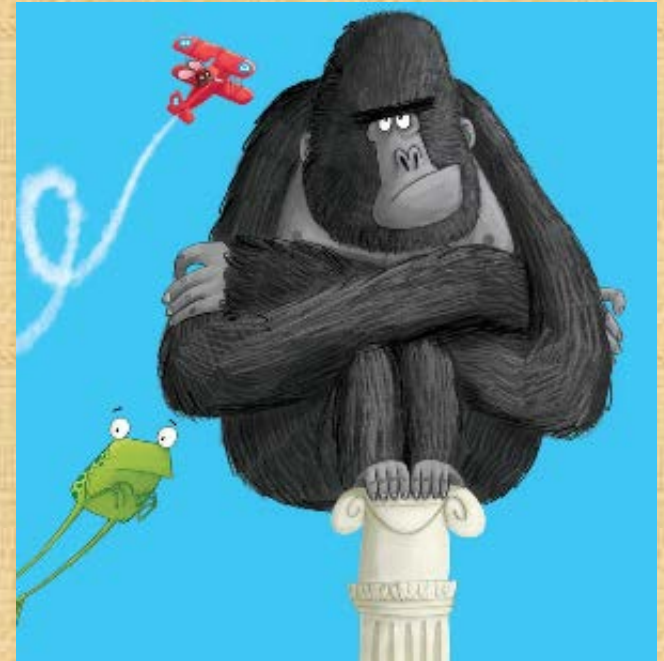
About: three children who become creators of an unfinished world as the gods sit lazily in the sky; learn their are consequences around mistakes.

It is a graphic novel that challenges children to explore a range of themes. Inclusive of imagination, courage, power, faith and consequences.

Many ways to extend learning and Ideas on justimagine.co.uk

Outline

- Using my own increased knowledge, I introduced selected age-appropriate texts to our classroom. Children were interested in the books I regularly brought in for the staff share box and they asked if they could read these new exciting books. So I set up a 'Mrs Sargent's library book box' in the classroom too.



Outline

- I took the children to the library. I had always planned to do this, but now children were telling me:

'I want to choose a new book!'

'I want to see where you get them?'

I wanted them to be able to own their own library card to borrow books. This promoted free choice and independence by encouraging students to use the library's services outside school hours. Most importantly, this would expand their knowledge of books.



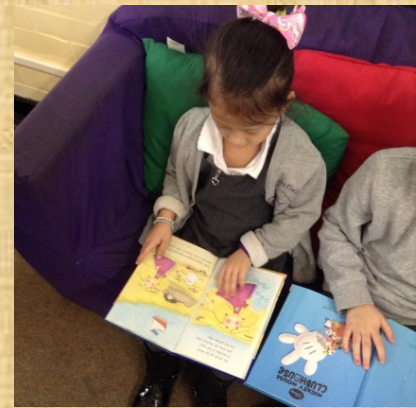
Outline

- Lastly I set up a weekly shared reading session with my Reception class and a year 4 class. This very unexpected result of the Yr 4 teacher borrowing a book. Her students asked, “Can we read Mrs Sargent’s books to Yr R?”

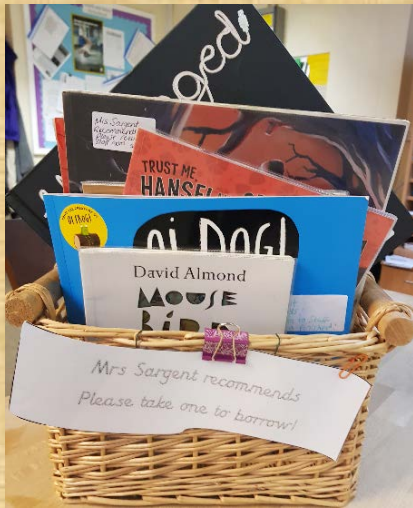


Impact of using approved sites to inform choice and increase the knowledge of children's literature across the school

The use of a sharing book box in our meetings has made a great impact around school. Teachers are borrowing them and mentioning them to other teachers and recommended books back. Only the other day I was talking to a teacher who had borrowed a particular book...



“You must read this! It is a beautiful book written in the form of letters... *The day the crayons quit* by Oliver Jeffers”- Miss Bond



It has vastly improved my own knowledge of children's authors especially picture books. It has allowed me to recommend books to other teachers to use as some provide rich learning opportunities.

More importantly I am finding it easier to help a reluctant reader as I can help them choose a book according to their tastes, we find something with the same theme or author. Children are beginning to recommend texts to each other from my collection telling them why it is a good one it really has become an embedded part of our Early Years Continuous Provision.

“Read this one he does something funny at the end! I got it from our library books”- Oscar YR.

Impact Public voice- Shared book basket

“Mrs Sargent’s library box has really funny books in”- Harry YR

“Mrs Sargent’s shared book box allowed her to find and use things she had recommended, she used one book to help teach the children the use of rhyming in Early years (oi dog)” Mrs Mason

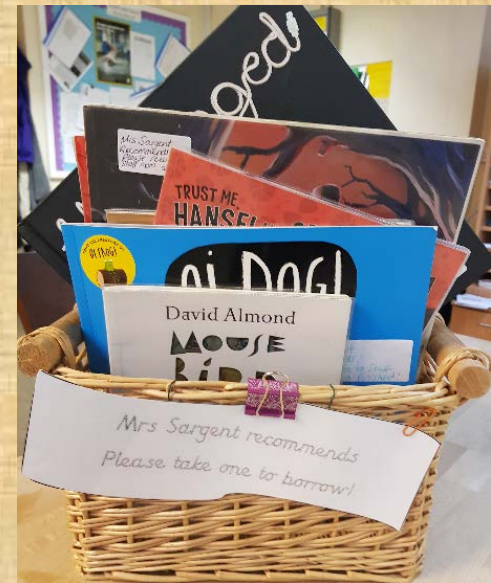
“My favourite book Mrs Sargent got was the one where the princess wanted to fly dragons”- Lillie YR

“Amelia is always coming telling me about the new books in school she really enjoys knowing that there are a great selection to choose from”- Parent



Impact: Shared book basket

“We read *Unplugged*. The children really liked the book and were able to compare it to a book we had read previously, called *the Fox and Star*, which explored the characters’ emotions though the artwork and colours in the illustrations. The children could make that link in this book too and could really talk about how the character changes through the book. Personally I love the idea of the staff room book box. As a teacher and a mum, I spend time in the library, Waterstones and the website love4reading looking for new books as well as old favourites. It's important for the children to experience different books and authors that they may never meet at home” Mrs Boushear



Impact: the visit to the library for shared story time

This mini product of my original aim was so lovely to add on to what already was becoming a successful project. The library had a great impact on the children and was very educational...

It also introduced them to great terminology and they have been using this in context now. They were told about the authors and illustrators of books and can find them on the front cover.

They can now identify fiction and non-fiction which has been used in our early years setting- we have made signs for our book corner and they can tell me the difference between the two. The focus of the library visit was really to expose the children to high quality texts and has exceeded all expectations. We will definitely be going again.



Impact: What the children, parents and staff say about our library visits

“I like going to the library to choose books as they have lots”- Roman YR

“I really liked going to the library to choose my own book I want to take my mum with my library card.”- Alfie Yr R

“ I can take 30 books from the library the lady said”- Kristina Yr R

“My daughter asks to go to the library all the time. Now on the way home from school as it is near to our home we have made it a weekly treat to choose the books for the weekend”- Parent

“It gets them interested in books especially those that maybe do not have the opportunity to have such a selection at home. It really instils the foundations of being excited and motivated by reading”- Miss Foster, Teaching assistant



Impact: What the children, adults and staff say about the shared story time

“My class reading to YR R has had a really positive impact in the classroom- children have been a lot more engaged during English and in their guided reading, wanting to follow along when someone else is reading. Some reluctant readers are having conversations and discussions about what they have had read to them. They are really enjoying it and some are reading out loud to the class with confidence” – Miss Driver



“I really enjoy reading to Yr R as when I read to them I know I am helping them learn”- Olivia YR 4

“I like YR4 reading to me because they help me learn and let me look at the pictures. My favourite book is the one where the Koala couldn't let go but then he does”. Yr R- Jade

I understand that bears are rare.
I **know** they need the utmost care.
I **know** all that.
I am aware.

But **still**
I cannot
stand
this
bear.



Reflection: Promoting shared reading between Year R and Year 4

Reception are loving being read to by other children. It is great for them to grab a comfy area in the classroom and feel relaxed. I have seen children leaning in, laughing, finishing sentences to the story, asking questions, pointing at the pages and just immersing themselves completely in the book they are all sharing. They have really expanded their vocabulary; one child, Gabriel, said to me, “No Mrs Sargent it’s not called a baby deer they are called fawns”-



The Year 4 children have enjoyed feeling responsible and valued within the school. They have said they don’t normally get to see Year R so it is nice to spend time with them. I have seen them answering questions, laughing, sharing hugs at the end, setting examples of behaviour, explaining story lines and themes, asking the children questions and imitating characters voices from the books so that they can give their audience the best possible immersion into the story. It is great to see children experiencing new texts together it has been the best part of this project seeing the children really enjoying the stories and reading for pleasure.