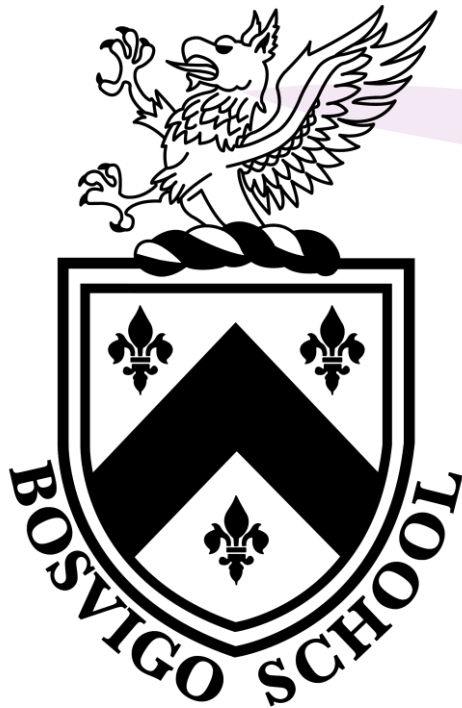




# Book Oscars 2020

HELEN O'KANE



# Context

- We are a medium sized primary school in the heart of Truro, Cornwall. We have 325 children on role from a wide-range of backgrounds.
- We have introduced, as part of our school development of the curriculum, learning cogs, one of which is The **Reading Cog**. Part of developing our children's reading cog, is **to build their love of reading and also build their own identity as a reader.**

## *OU Research inspiration and rationale*

1. TaRs found that to effectively develop reading in our children we need to develop specific strands of the pedagogy which sits behind reading for pleasure and we were keen to develop the **informal book talk and recommendations strand**.
2. In addition to this, we wanted to widen our reading community after it had become so narrow post-Covid. As a school, we were acutely aware of the wide-reaching effect reading for pleasure can have on children's academic success; therefore, it became a huge part of our recovery plan. **Re-building our reading community** and informal book chat had never been so important.

# Aims

- As an English team we identified that some children had not only **stopped reading for pleasure during lock-down** but also that some of their **book choices had become predictable and 'safe'**.
- In addition to this, we also wanted to try **and re-engage the Key Stage One parental community** to bring to life the message that reading with their child should be fun and enjoyable whilst also igniting productive book talk.
- The final reason we chose to run the book Oscars was to **facilitate multiple opportunities for teachers to engage in book talk with their pupils and find out a little more about their reading identity**; we understand that when we know more about children's reading practices and experiences beyond school we are more effective in nurturing RfP and building communities of readers.

# Outline

- We started with Key Stage One and decided that a Best Bedtime Picture Book category would be an ideal way to draw in the parent community. Each book would be read and shared via our Youtube account so that families could watch it with their child. There were also copies in school to ensure all children heard it at least once. We launched the event via Youtube with a first read of the first book.
- [https://www.youtube.com/watch?v=urxgd\\_cQn-0](https://www.youtube.com/watch?v=urxgd_cQn-0)





## Best Opening Act UKS2 2021



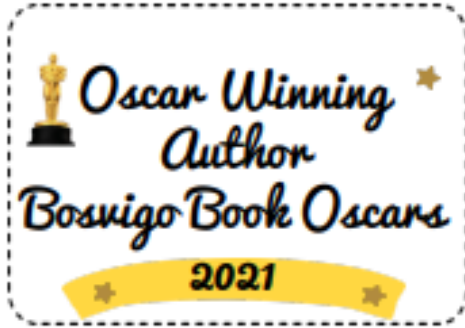
## Best Opening Act LKS2 2021



# Key Stage Two

- To try and broaden Key Stage Two's children's book choices we tried really hard to choose ambitious books from a wide range of genres and chose to have a 'Best opening act' category.
- We purchased a copy of each book for every class so that after the opening had been read, the children could read it. This gave it the 'scarcity' factor as there were always more children who wanted to read the whole book than copies available.
- Book choice was key, and we spent a long time working together to chose the openings we thought would be the best – not to easy, not to hard – just right...**the Goldilocks spot!**

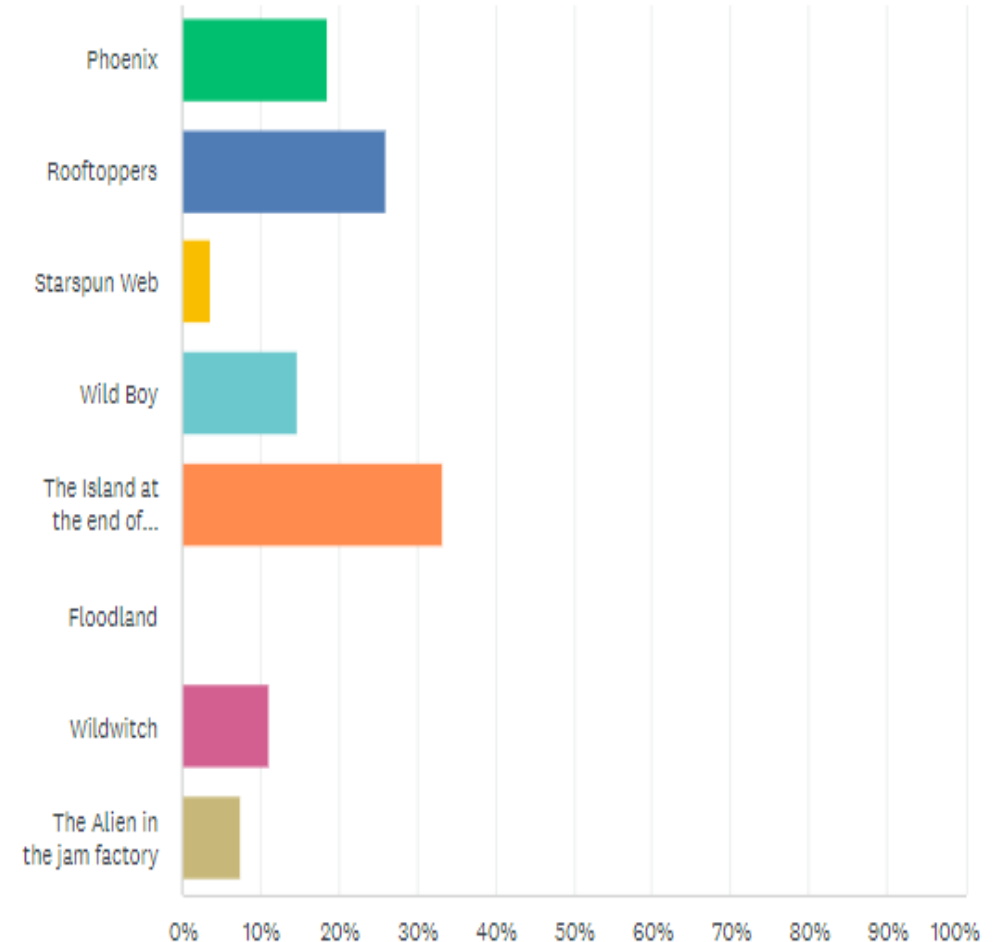
# The results



The voting took place via Monkey survey both in and of school, which was a quick and easy way to collate responses. The winners are now proudly displayed on our school bookshelf and copies of the winning titles were purchased and stickered with special Book Oscar Winner stickers **along with a collection of books also written by the same authors.**

Choose the opening you would like to vote for.

Answered: 27 Skipped: 2



# The icing on the cake!

The icing on the cake was when Gill Lewis the author of Run Wild offered to film herself accepting the Lower-Key-Stage-Two award! The wonder of Twitter really came up trumps on this occasion as I had contacted her via Twitter asking if she'd write a few words of acceptance but she went one step further.

The magic of seeing our children's responses when they saw a real-life author directly respond to their voting was the high point for me!

<https://www.youtube.com/watch?v=dbemXx2N240>





# Impact...

- In Key Stage One we found it was an overwhelming success with regards to enabling informal book talk within the classroom and the response from parents via our online sharing platform definitely showed an increased level of engagement. The highlight for me was when a Year Two boy recognised me as the reader of 'The Barnabus Project' because of his overwhelming enthusiasm and confidence to engage me in conversation about how he loved all the creatures in it.
- In Key Stage Two, it became evident that some children's literary worlds became wider. For example, one child has now read nearly all of Katherine Rundell's books after hearing the opening of Rooftoppers. The additional positive impact was the opportunities it gave for whole class discussions about the likes and dislikes of the openings. This was not only important for children to know that it is okay to not like a book, but also because it allowed the teachers to start building up a picture of each child's reading identity.



# Our reflections...

- We wanted children and staff to feel excited again about new books and to also draw in the parents after we had to keep them at arms length for so long and the TaRs gave us the confidence and tools to do this successfully.
- In terms of our next steps, we plan to create more opportunities for children to review and recommend books to peers and are about to embark on a project with another local school, **Opening Reading Doors**, which will allow children to meet in person to talk books. We will of course be running the Oscars again but have more categories lined up with more real authors ear-marked to promote their book to win. There will be best villains and best goodies, pupil's choice, along with a real red carpet!
- The TaRs research provided a springboard to bring our initiative alive as it provided the facts and research to support the value in prioritising the need to talk about books within our communities and engage the parents. This means we are even more committed to driving Bosvigo's reading culture to be a collaborative one with all sections of the community but one that has our children as readers at the heart of it. We want our children to automatically identify themselves as readers as we know what a lever this can be for their future success.

