

Our Reading Curriculum: Book Talk

Talking about books, getting excited about books, and having a good discussion about books is what 'Book Talk' is all about. It's about every pupil getting involved and having their say. Book Talk feels relaxed and enjoyable for the pupils involved, but it is structured in a very clear way. It strengthens comprehension strategies as pupils 'talk' their structured answers. It plugs gaps in vocabulary, by insisting that pupils use the language of comprehension. Book Talk enables children to see how the skills of reading can be applied to multiple contexts. It builds confidence through an interactive process of extracting language and constructing meaning. It is underpinned by certain guiding principles, which are outlined below:

Pupils are organised into mixed attainment groups and share a set of the same books or pieces of text pitched at their level with appropriate challenge. We try to use books as much as possible over text extracts.

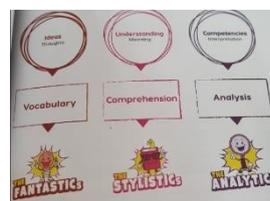
Pupils will receive a 'Book Talk' session each week as part of their English unit of work and sequence of lessons.

A hallmark of the session is on developing reading for meaning and language comprehension techniques.

The session is layered with open-ended whole-class questions to tackle the three layers of the reading rainbow.

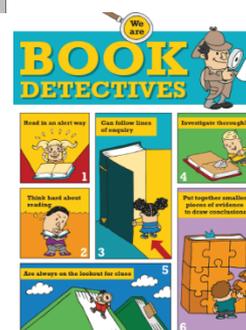
Book Talk is structured with three reasons to read. The reasons to read are taken from the Reading Rainbow's 'Zones of Reading'. These are;

- The FANTASTICS – Ideas – Thoughts - Vocabulary
- The STYLISTICS – Understanding – Meaning - Comprehension
- The ANALYTICS – Competencies – Interpretation - Analysis



We want pupils to become book detectives! Book detectives have the following skills and attributes:

1. Read in an alert way
2. Think hard about reading
3. Can follow lines of enquiry
4. Investigate thoroughly
5. Are always on the lookout for clues
6. Put together smaller pieces of evidence to draw conclusions



Where appropriate, teachers introduce and model strategies 'in the moment' of reading. Pupils are then given multiple opportunities and support to apply them.

Teachers track their coverage of the strategies over time. As often as required, they will provide additional opportunities to return to the strategies.

The sessions work best if they operate like conversations about books and 'hands up' is not used so there is a natural flow of talk about what they are reading.

During these sessions, the pleasure principle of reading is fostered and highly engaging picture books should be used in favour of phonic based books to heighten engagement and excitement.

'Book Talk' is sharply focused on reading for meaning, listening to friends read and talking about books. During these sessions' pupils could be 'reading around the group', reading in pairs or reading to themselves and the teacher will direct them in these different organisational ways.

Lifelong Lovers of Reading

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Book Talk Bonus Words

Book Talk Bonus Words are introduced to scaffold and challenge children's answers to comprehension questions. They are 'high utility' words that appear frequently in texts across content areas. These words are often unknown to pupils and need to be directly taught. They are also known as Tier 2 words.

Suggested Words (Jane Considine – Hooked on Books)					
EYFS		Year 1		Year 2	
after	next	apply	match	act	introduce
also	order	complete	might	arrange	journey
answer	page	create	only	bold	label
ask	place	decide	other	brilliant	language
before	plan	describe	order	build	narrate
best	picture	develop	point	collect	opposite
change	read	differ	point out	compare	perhaps
character	same	discover	problem	consider	portray
choose	sentence	discuss	possible	contains	predict
copy	show	explain	question	convey	prefer
draw	story	fact	remember	diagram	present
end	tell	feel	select	display	rank
follow	think	happen	special	examine	recall
found	use	interest	talk	explore	recognise
give	where	idea	thought	express	recommend
list	write	judge	true	extend	relate
means	why	list	when	grade	select
name		main	wonder	identify	suggest
				inform	quote

Progression of Approach Across Year Groups

Nursery	Reception	Year 1	Year 2
<p>Pre-Book Talk to take place within key worker times/ provision activities as frequently as possible (Picture Talk).</p> <p>Use of a picture as a stimulus to aid discussions. From key texts or links to topic and key focuses throughout each half term. Also, children's interests.</p> <p>Chose 'one reason to read' which the stimulus lends itself well to. These can be from any of the three zones of reading.</p> <p>Children do not need to know and recognise any lenses but might recognise some from the Fantastics linked to writing curriculum. These can be used during these sessions as a visual prompt.</p> <p>Book Talk bonus words to be introduced if and when appropriate.</p>	<p>Autumn Term – More structured Book Talk sessions to begin. Introduction of 'trawling for evidence' lens and 'specific reasons to read' linked to lenses. Small groups. Linked to Literacy and Storytime key texts. One reason to read continues.</p> <p>Spring Term – As in Autumn but introduce 2 reasons to read.</p> <p>Summer Term – As in Spring but introduce 3 reasons to read.</p> <p>Throughout Reception, a 'Book Talk Bonus Word' will be introduced throughout the session.</p>	<p>Whole class Book Talk lessons weekly as part of English units of work.</p> <p>3 reasons to read. 1st reason to be chosen from the Fantastics, 2nd from the Stylistics and 3rd from the Analytics.</p> <p>At least two book talk bonus words to be introduced within each session. Ideally one per reason to read.</p> <p>Towards end of the year introduction of more reading comprehension sessions as appropriate.</p>	<p>Children will have at least one Reading Comprehension lesson per week.</p> <p>(Alongside daily for those who have completed their RWI Programme – See Reading Beyond Phonics document).</p> <p>Only for those working below ARE and still needing Book Talk – done through a booster group.</p> <p>Same structure as in Y1 to be followed.</p>

**Planning to take place in Year Groups to ensure consistency for all pupils.
Coverage of Reading Rainbow to be tracked.**

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