A child's room with a light green wall. On the wall are three framed pictures. To the right is a wooden door. In the foreground, there is a wooden bookshelf filled with books. A white book rack is on the right, holding several children's books. A blue shaggy rug is on the floor. A white speech bubble is overlaid on the left side of the image, containing the text '~ Let's Chat ~ The DfE Reading Framework'. A white banner with a torn edge is at the bottom, containing the text 'Part 3 ~ sharing stories & book organisation'. A 'SWIPE' button is in the bottom right corner.

~ Let's Chat ~
The DfE Reading
Framework

Part 3 ~ sharing stories &
book organisation



READING COMMUNITIES

The books which we live through together ... represent a rich resource for conversation, for connection and for spinning webs of reader relationships. Such 'books in common' play a particularly resonant role in helping build communities of engaged readers..

Teresa Cremin 2014

Research has found that the books, rhymes and reading we share together, not only enriches imagination and develops vocabulary, but builds community too.

THE POWER OF POETRY

*'Poetry and rhyme in
FS/Y1 - can build
children's strong
emotional connection
to language,
rhythm, rhyme,
alliteration,
vocabulary, control
of language'
(Section 2)*

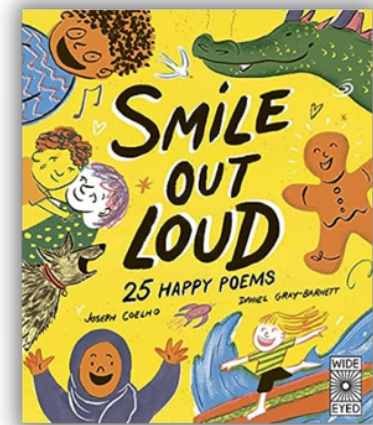
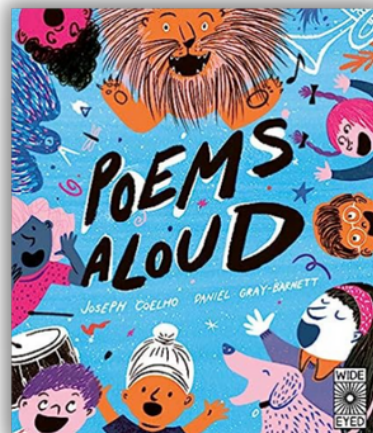
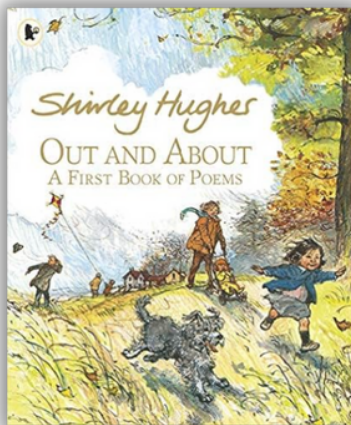
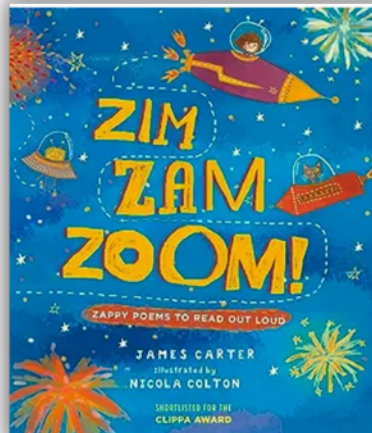
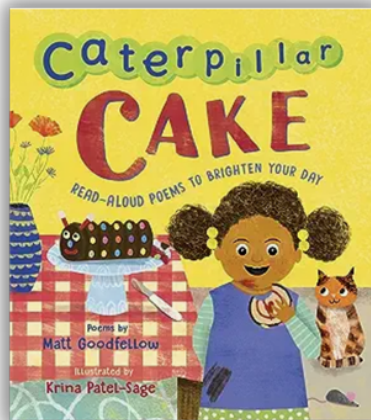
The Framework makes the following recommendation:
Have core set of poems for each year group, including:

- rhyming poems,
- poems where alliteration is a strong feature,
- word games, traditional songs and rhymes,
- nonsense rhymes, and poems that are particularly rhythmical

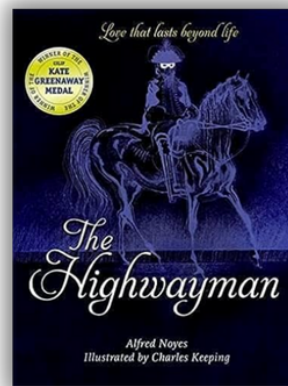
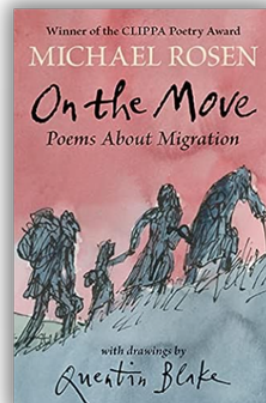
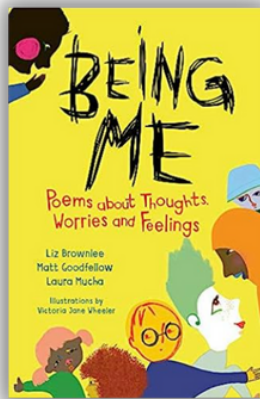
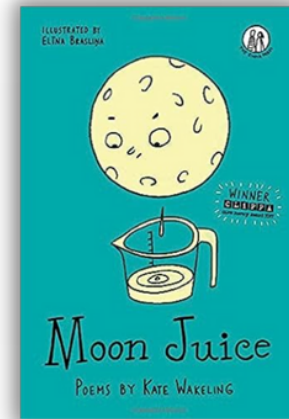
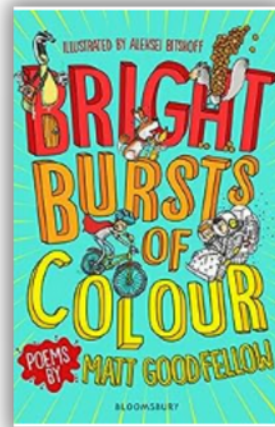
POETRY RECOMMENDATIONS ~

EYFS/KS1

NB: All age recommendations are a guide only



POETRY RECOMMENDATIONS ~ KS2



STORYTIME

Storytime:

- Builds class community
- Provides a powerful opportunity to share books as windows and mirrors [Click [here](#) to see Rudine Sims-Bishop Speaking]
- A key opportunity to engage children with reading
- Opportunity to explicitly develop vocabulary

The report says that story time should:

- Elicit a response - e.g. laughter, emotion, empathy
- In EYFS&KS1 teachers should read and re-read familiar stories and allow children to role play and share in the stories
- Key stage 2 should have storytime at least four times a week for 20 minutes.

'Reading aloud should be a priority'
(pg 35)

'Teachers should consider providing story time for every key stage 2 class, at least four times a week for 20 minutes.'
(pg 104)

IDEAS TO ADD TO STORYTIME


- Carefully chosen stories - choose 3 high quality books for the class to vote for as choice increases engagement.
- Model vocabulary as you come across it e.g. livid
 - 1) read in context - the big bad wolf was livid - he was very angry.
 - 2) Reframe - I was livid when I stood on my little boy's Lego that he left out!
 - 3) Add an action - can you show me a livid face?
- In KS2, consider allowing children to doodle/jot in a reading journal during story time - they can ask questions, draw characters etc

REPORT RECOMMENDATION

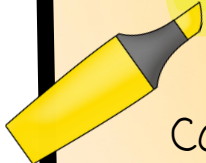


'Identify a core set of stories for each year group.'

- Include a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction.
- Refresh the list regularly - at least once a year - to include newly published books
- Supplement the core 'read aloud' stories with others of the teacher's choice.
- Share the list with parents, and explain its purpose



Key to all of this is that staff have an up to date knowledge of children's literature.



Consider taking 5 minutes at the start of a staff meeting to recommend a new title/to browse a publishers catalogue or even to take a trip to the local library/bookshop.

BOOK CORNERS ~ EYFS/KS1

'Every book corner should be a mini library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home.'

(Section 2)

- The priority is well chosen books rather than props or furniture
- It makes reference to the Teresa Cremin research 'texts that tempt.'
- Books and how they are displayed are the hook that make it an inviting area - think baskets, front facing, not too many at a time (suggestion is 30-40 that have been read to the children including books from the previous year), book rotation

BOOK CORNERS ~ KS2

The report gives these areas that teachers might consider:

- Choosing books from the main school library and organising these under 'very short reads', 'short reads', 'long reads' and books that the class has listened to.
- Starting the year with a range of 30 to 50 books, with a few copies of some single titles (including favourites from the previous year)
- Refreshing the stock regularly by introducing different books from the school library throughout the year, with pupils' help, and returning others to free space
- Putting books at eye level so pupils can see easily what is available
- Presenting as many books as possible face-out, so that the cover, author and title engage pupils' attention.
- Every book must be worth reading or help pupils to put in the reading miles. Books that are unlikely to achieve either of these aims should be discarded.

'The best classroom book areas are like mini bookshops.'

CHOOSING AND ORGANISING BOOKS

- Decodable books should be stored in a separate space from the class library.

On Book Bands:

- 'If schools organise books into book band levels, teachers should select which of these books they think their pupils will enjoy and be able to read successfully. Limiting pupils to choosing unfamiliar books from a narrow level or colour band might not inspire them to read widely and often, and therefore this does not develop sufficiently their ability to read fluently and confidently.'

Post decodable books that children can read independently may include:

- picture books, including graphic novels for older pupils.
- 'page-turners', both long and short (designed to 'get in the reading miles - series' are great for this)
- literature (big ideas, rich language, culturally rich content, broaden their range of reading - may be introduced in the classroom or recommended by the teacher)
- books/texts for the wider curriculum, including non-fiction
- 'hi-lo' books (such as those published by Barrington Stoke, short biographies etc)

THE SCHOOL LIBRARY

Organisation ideas:

- Non-fiction by subject and year group where books support the curriculum
- Picture books for younger readers
- Picture books and graphic novels for older readers
- Poetry books; younger readers; older readers
- Very short page-turners and short page-turners (can be read by young readers or older readers who need extra practice)
- Sets of longer page-turners
- Short 'hi-lo' non-fiction
- Longer hi-lo fiction
- Fiction and poetry might be ordered alphabetically in broad age-ranges

I recommend reading the BookTrust Life Changing Libraries report if you are thinking about developing or revamping the school library.


READING AT HOME

- Share snippets of the research around reading, the benefits of developing fluency and ideas for book talk
- Reading at home should be fluency practice/gaining reading miles/enjoyment

This might look like:

- A research snippet in the weekly newsletter or in reading diaries
- A termly reading leaflet for parents
- QR codes with story samples of class texts
- Create a video for parents about the benefits of reading.



A child's reading nook is shown, featuring a white shelf with books like 'ANTHONY BROWNE', 'ANITA', 'OMAR', 'DAVE', 'SPIDERMAN', and 'YOU CHOOSE YOUR ADVENTURE'. A green vine plant hangs from the shelf. Below the shelf are two grey corduroy beanbag chairs and a wicker basket with stuffed animals. A wooden table with a 'Listening Station' sign and a green device is also visible.

I'd love to know your thoughts and ideas on this research.

DROP A COMMENT BELOW

