Learning Objective: KS2 – read books that are structured in different ways and read for a range of purposes	
Idea	**Differentiation**
When using books to support your topic learning, ask the children to **compare and contrast different features** (use of pictures, formal/informal tone, glossary, font size/form, etc.) in the resources they are given.	For a **lower Guided Reading group**, this could be used to focus their attention on the features, regardless of their specific appearance on the page. Ask **more able readers** to work independently, during your Guided Reading carousel, to categorise the resources in different ways.
Compare **play**, **narrative** and **poem versions of the same story** (*e.g. Little Red Riding Hood*). Discuss how the layout changes the way we read the text, both silently and aloud. Cut up extracts from the texts, and challenge children to sort them into the different versions, justifying their choices.	For **less able readers**, leave in key words/ features that will help them identify the type of text.
Have a , and ask children to find examples of different texts. Make photocopies of pages/covers to add to the display.	Give **more able** readers a stack of photocopies to sort into 'reasons to read'. Encourage them to look for texts which could be read for more than one purpose.
Ask parents to include evidence of reading for a range of purposes (not always their school-issue reading book) in their They've heard of 'thinking outside the box', right? Well this is 'reading outside the book'! Examples could include: following a recipe to make cakes; researching the best way to look after their pet; reading a player profile in a match programme; helping to set up a new game console/toy; etc.)	**Reluctant readers** might be more encouraged to discuss and record their reading once they know that all types of reading are eligible. Challenge **able readers**, particularly once they are free-readers, to _____ when/where they have read something and for what purpose.
Investigate a range of books aimed at all ages from babies to adults. Discuss how	**Weaker readers** may enjoy seeing how far they've come in their reading, especially if

they are different and why this is necessary. What similarities can they also find?	they feel a bit left behind by friends' reading skills. For these children, you may want to leave out any books aimed at older children/adults but include 'easy readers' versions of more age-appropriate topics/ stories.
Broaden out the objective – ask the children to think of **reasons why reading a book is a great idea**! Have a class competition to think of as many as possible. Vote on which ones they think are the most important – encourage them to explain their choices. Turn their ideas into a poster for your (and then share a photo of it on Twinkl for everyone to see!)	Set a **homework activity** for your more able readers: use dictionaries or the internet to find some great quotes about reading from famous people/authors. Add these to your display.

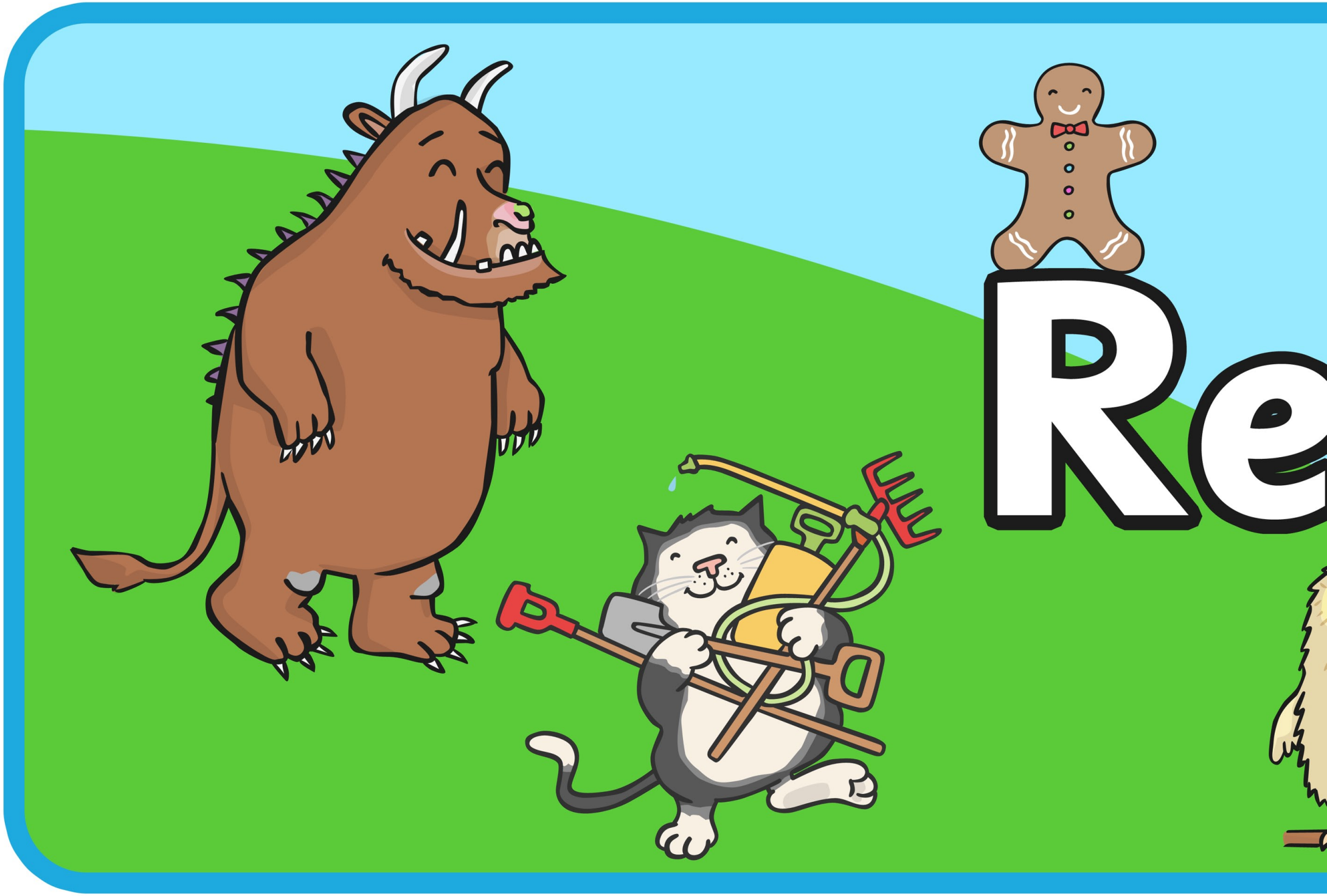
Date_____ Name_____

Reading 'Outside the Book'

Where do you think you read most often? At school? While eating your tea? On the sofa? Under the covers at night?

This reading challenge is all about **where**, **when** and **what** you read. Every time you find yourself reading, remember and make a note here. You'll be surprised!

Where I read	When I read	What I read
e.g. in the supermarket	Shopping with mum	Healthy eating guide on a soup tin.
e.g. at the bus stop	On the way home	A poster about the new leisure centre.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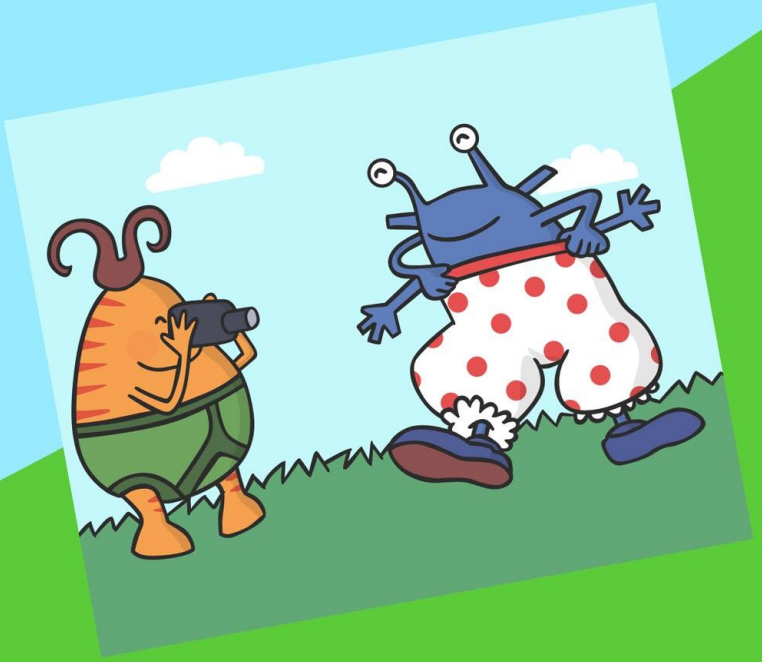


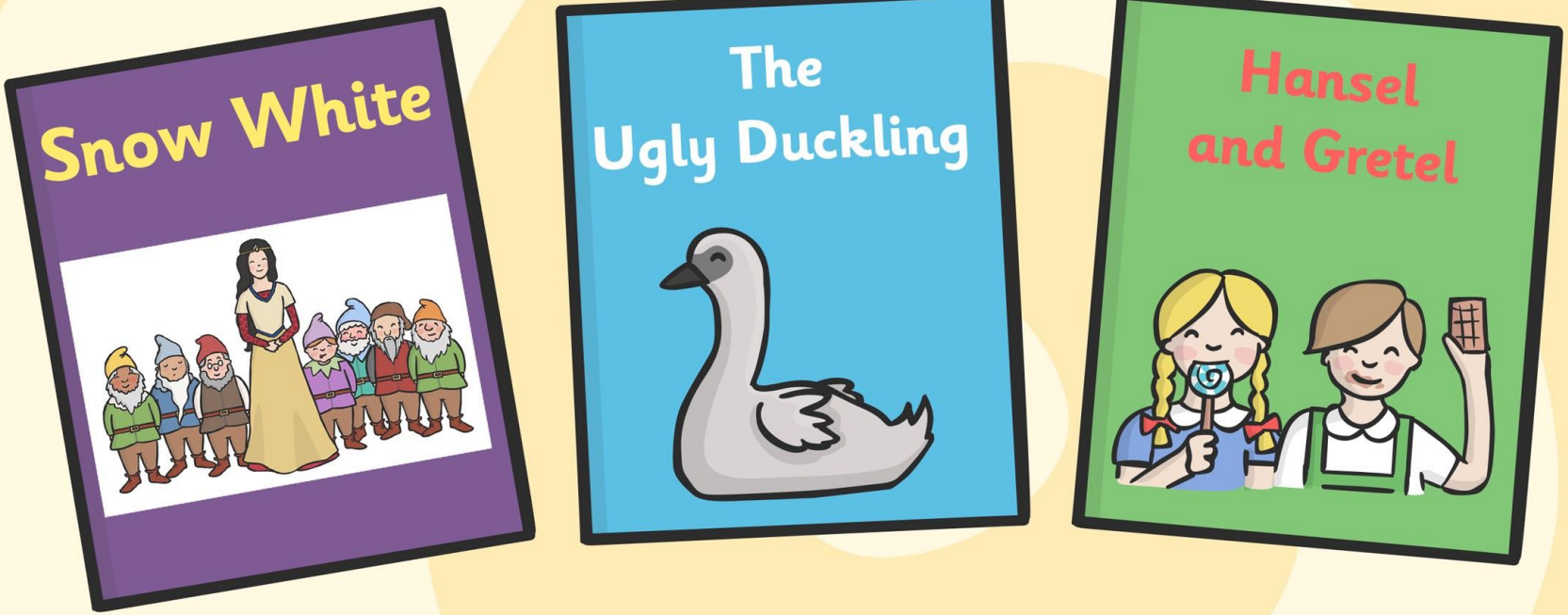
Who is the author?

Who wrote the story?

Who is the illustrator?

Who drew the pictures?

What is the title?

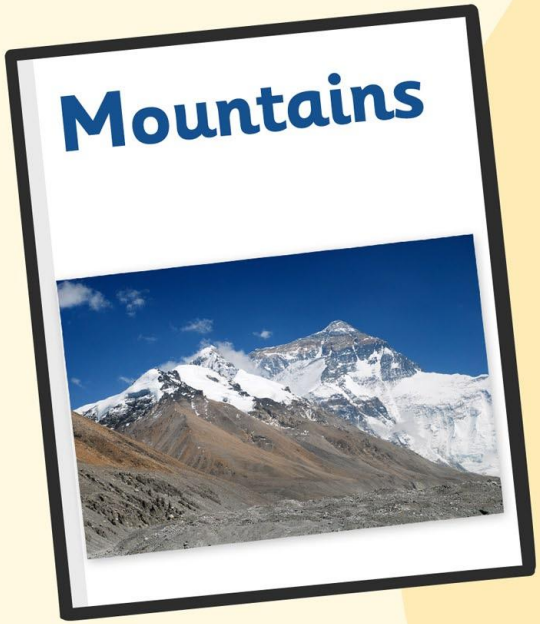


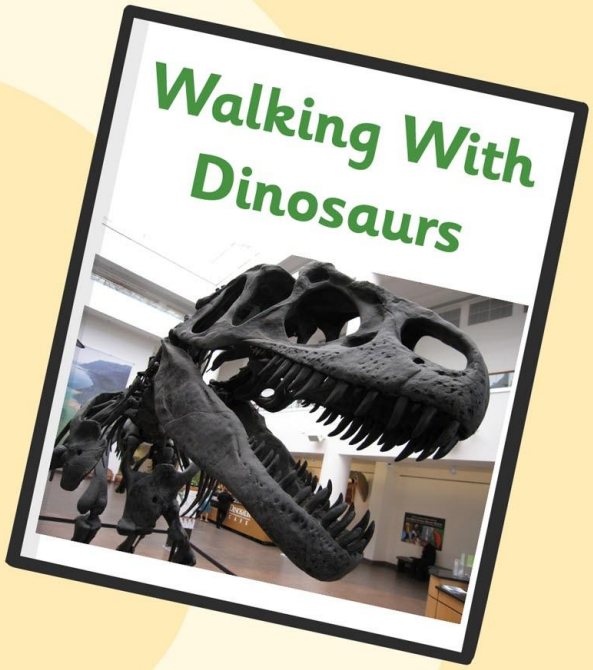
What is the book called?

Is it fiction?

Is it a story?

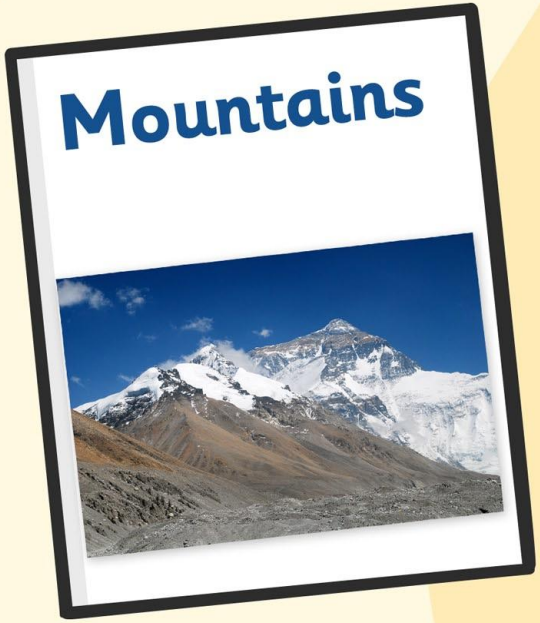
Is it non-fiction?

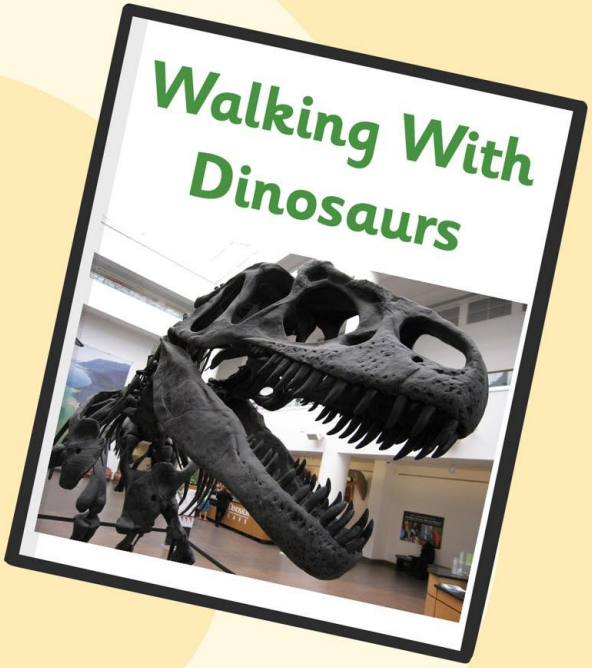




Is it about real life?

Is it factual?





Is it about real life?

Who are the characters in your story?

If you were an author, what kind of book would you write?

Who are the characters in your story?

My Reading Record

My Reading Record

Title: _____

Author: _____

This book is about: _____

_____

_____

_____

_____

My favourite part was: _____

_____

_____

_____

I liked this part because _____

_____

Tricky words: _____ _____

_____ _____

My star rating:

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_____

_____

_____

_____

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I liked this part because _____

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_____ _____

My star rating:

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_____

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_____

_____

_____

I liked this part because _____

_____

Tricky words: _____ _____

_____ _____

My star rating:
Reaso

ons to

Read

Treasure Island
to discover

to fill spare time

to get excited

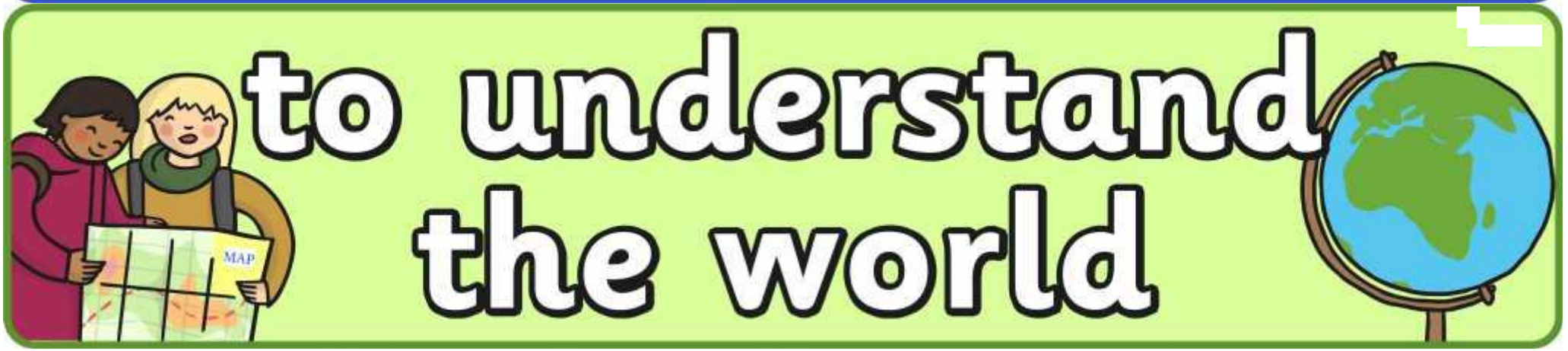
to get information
MAP

to have fun

to learn

to make you think
to meet new friends
to relax

to travel
POLAR BEARS
THE Great Pyramids


to understand the world
MAP