

Title: U-KS2 Recommend books that they have read to their peers, giving reasons for their choices

Idea	Differentiation
<p>Start a _____ in your classroom/ year group area:</p> <p>Children bring in books from home (with parents' permission!) that they don't want any more. They fill in a simple _____ and tuck it inside the book before leaving it in the box for others to read.</p> <p>It would be fun if the same books came back to the swap box with new comments added to the previous ones, World book night style...</p>	<p>You could have 2-3 book swap boxes, ranging in difficulty. Children give their donated book and review to the teacher/TA, who chooses the appropriate swap box to put it in.</p>
<p>Make one of your Guided Reading carousel activities a book review. Children complete a _____ and place it in a _____ near the class library for peers to look through when choosing a new book.</p>	<p>With a lower-ability guided group, create a shared review of your group/class novel with them. Add this to the class's book review folder.</p>
<p>During registration (or any other!) class reading time, children buddy up with a reading partner to share what they've been reading recently.</p>	<p>Discussion could be used as a starter activity before completing a written _____</p> <p>For low-ability readers or those who struggle with knowing what to say, use _____ to support the discussion.</p>
<p>Play 'Which book am I?' 20-questions style game. One child chooses a book they've read, then peers ask yes/no questions to identify the book. Encourage them to ask questions which would help them to work out if they would like to read this book or not. e.g. fans of <i>Horrid Henry</i> might ask "Are any of the characters really naughty?" while fact-monsters could ask "Does it have a good glossary?"</p>	<p>Children could pre-write their closed questions or select from _____ so they have something to ask when it's their turn and may prompt them to think of further ideas.</p>
<p>Place _____ around the room and ask children to go to whichever one is their absolute favourite genre. Then shuffle them around so they are paired up with a polar opposite (e.g. a horror fan partners a lover of historical fiction). Tell your partner all about a fantastic book from your favourite genre to persuade them to give that style of writing a chance.</p>	<p>Less-confident children could use a completed (very favourable) _____ to help them 'sell' their favourite genre to their partner.</p>
<p>For _____ children come dressed as a favourite character WITH a copy of the relevant book to share with their peers. This will hopefully weed out some of the 'bought costumes of film characters' because we find that often the children have never read the book, if there is one (or even an adapted/easier version), only seen the film!</p>	<p>Along with your World Book Day letter to parents & carers, set a _____ homework to help them think about why they want to dress up as that particular character, ready to show-and-tell.</p>