

Welcome!

Warwickshire public libraries and Schools Library Service are delighted to bring schools this resource pack to support work in classes particularly with Reception-aged children.

There are ideas for making the most of picture books to encourage the development of reading for pleasure and related skills such as visual literacy and creativity.

Some of the content may be useful through the Early Years Foundation Stage.

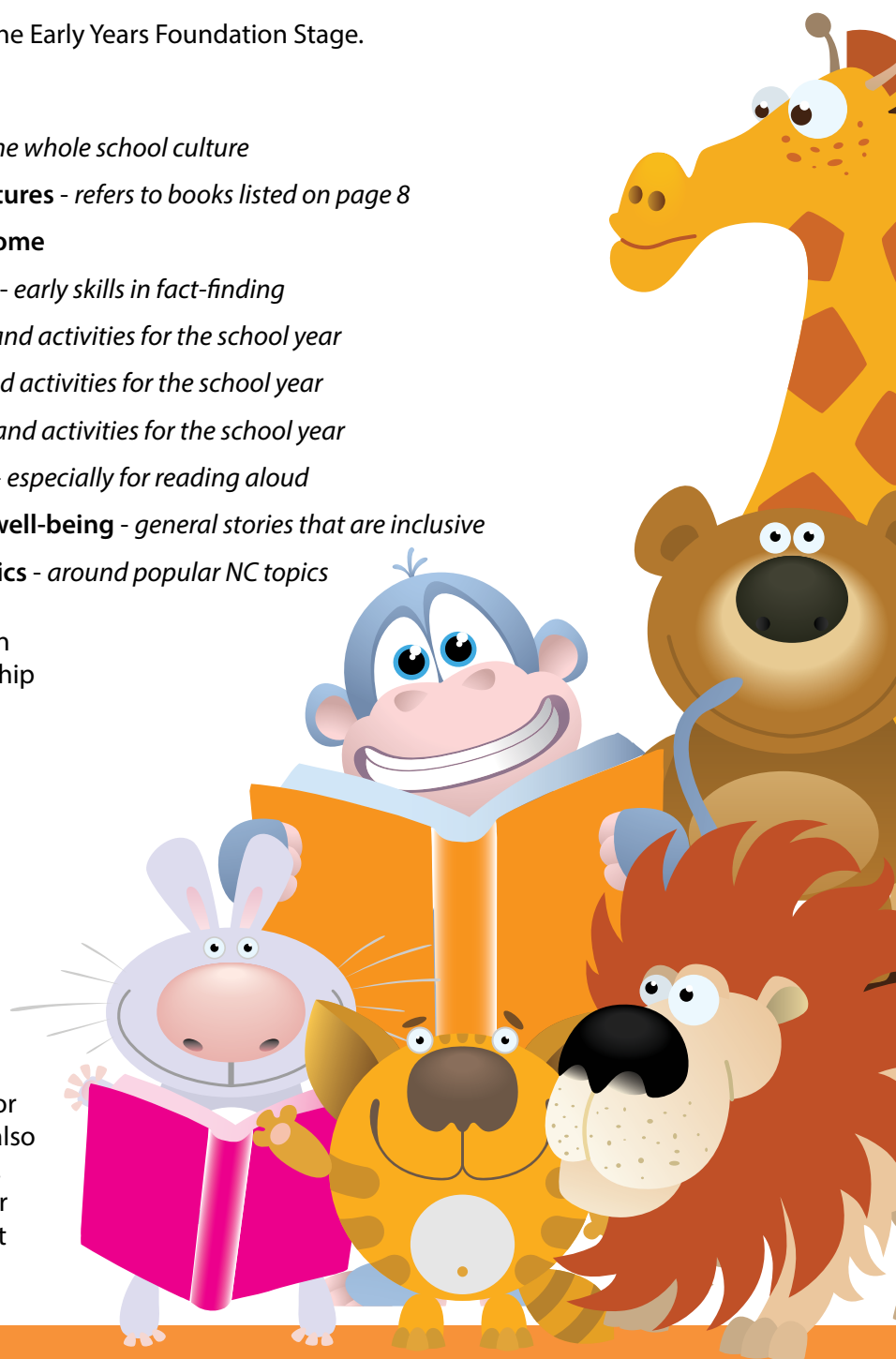
There are 10 cards covering topics as follows:

- 1) **Creating a Reading School** - *building the whole school culture*
- 2) **Sharing reading through text and pictures** - *refers to books listed on page 8*
- 3) **Top tips for encouraging reading at home**
- 4) **Finding information through reading** - *early skills in fact-finding*
- 5) **Themes for the Autumn Term** - *books and activities for the school year*
- 6) **Themes for the Spring Term** - *books and activities for the school year*
- 7) **Themes for the Summer Term** - *books and activities for the school year*
- 8) **Great stories to share with your class** - *especially for reading aloud*
- 9) **Great reads: inclusion, diversity and well-being** - *general stories that are inclusive*
- 10) **Great books for favourite school topics** - *around popular NC topics*

We hope this pack is useful to you. It has been made possible as part of the library membership scheme called:

**A
Library Card
for
Every Child
in Warwickshire**

We hope pupils in Reception classes will join the public library in any Warwickshire library or online, if they have not already done so, and also join up during this year to our sticker scheme. This is entirely free. Those that borrow on four separate occasions will receive a goody bag at the end (while stocks last).



Email: schoolslibraryservice@warwickshire.gov.uk

To get in touch with your local library: 0300 555 8171

"Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home."

The current National Curriculum (above) also states that pupils should be choosing and reading books independently for challenge, interest and enjoyment. Research has shown that children who read for pleasure do significantly better than their peers (see National Literacy Trust: www.literacytrust.org.uk).

So how can you encourage reading for pleasure in your school?

Tips for developing your school approach

Review your classroom and library resources. Does the school have a distinct library? Who is responsible for it? How is it used? Encourage staff and pupils to use the library solely for reading and information-related work. Bring pupils in with displays of their work and book celebration events. Involve pupils as librarians. Make the library part of your school's literacy policy. If the school doesn't have a library, what takes its place?

Are your books in good condition and appealing to the pupils? Is there a wide variety to choose from? Include: stories, picture books, poetry, e books, non-fiction, joke books etc.

Enlist the help of your Schools Library Service for:

Resources Advice and toolkits Stock audit Training Author pool

Sign up for free SLS newsletter – email first: schoolslibraryservice@warwickshire.gov.uk

Create book corners in your classroom. Children will need a place where they can go and choose from a range of quality resources. They will need somewhere where they can sit, feel comfortable and enjoy their reading time.

Share your reading experiences. Do the staff in the school share what books they are reading? Talk and enthuse about books. Try adding a tag line on the end of your emails to say what you are currently reading. Have a board up in school where all school staff can write the name of the book they are reading that week. It's a great way to show children that adults read for fun too!

Talk about reading and books in assemblies. Consider having time for book reviews and encourage parents to be part of reading assemblies. Organise author, illustrator and storytelling events especially round national and seasonal celebrations. Have competitions but make them fun and inclusive.

Get creative with reading! Display pictures of the children and staff reading in special or unusual places, have a board dedicated to reading news.

Think about organising a Book Buddy scheme. Could some of your Year 6 pupils read with younger pupils? It's a great way to share books and a useful experience for both age groups.

Develop good links with your local library through class visits.



You can get so much out of a picture book in class. Not only can you help children learn to read but you can teach the vital skills of looking and listening, using and developing the imagination, learning to interact with others and asking questions.

Using picture books in your classroom will help to develop the children's love of reading. By encouraging children to look more closely at the illustrations you can ask them to offer their personal interpretation of the story. You will encourage them to ask and answer questions about what is happening in the pictures - and there are no wrong answers.

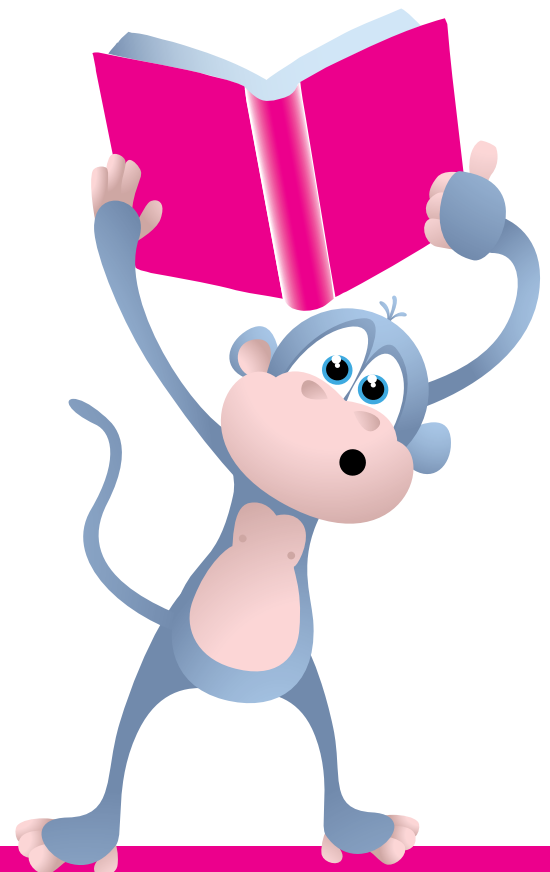
This is particularly important in this year group, where children are at very different stages of development through age and background. Some may also be hearing and speaking English for the first time.

Top tips for sharing picture books

Here are some suggestions for using some of the books listed on page 8 of this pack:

- Feeling comfortable with the text. Make sure you read the book first. It's important that you know all the words yourself and how the story develops and ends, so you don't get any unexpected surprises. For example in *George and the Dragon* by Chris Wormell there isn't a knight in the story - George is a mouse!
 - Rhyme and rhythm. Use books in rhyme, with a beat or repetitions of phrases to encourage interaction through anticipation and instil confidence. Use Julia Donaldson, Giles Andreae, Tony Mitton, Claire Freedman.
 - Think about how the pictures change and develop as the story progresses. In *Where the wild things are* the illustrations get bigger as Max's adventure progresses. When Max is at the height of his imagination, the illustrations completely fill the pages. When Max's story is winding down, the pictures slowly shrink with it. Some books associate a colour or artistic style with a particular character or storyline, for example. Lots of books use the illustrations to help tell the story in surprising ways.
 - Look for the detail in the drawings. Illustrations may have hidden surprises or embellish unwritten implications of the text. Ask pupils to look closely at pictures and say what they notice. In *Sam and Dave dig a hole* by Mac Barnett ask them what the dog is doing. Use *Each Peach Pear Plum* to find hidden characters!
- You could do these sorts of activity in story time or in smaller groups as a classroom activity. Smaller groups will allow the children the opportunity to focus and give everyone a chance to have their say.
- Use picture books to ask questions. Children can relate pictures to situations in their own lives. Using *Not now, Bernard* by David McKee you could ask 'Why do some people feel ignored?' With Oliver Jeffers' *Lost and found* you could think about loneliness: 'Why are both the boy and the penguin alone? Where might their family be?'
 - Use picture books as a springboard to further creativity. Pupils may not yet be writing themselves, but they will learn the craft of thinking of ideas from what they read and hear. They can work in small groups and perhaps with drama too to create new stories.

Like all good story sessions try to choose a variety of stories, engage with children, allow joining in and remember to keep it fun! Try to think about all of the different ways you can use these wonderful books to engage and interact with your class, and let the stories lead you.



Top Tips for encouraging reading at home

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- Ensure that your children see you reading. Remember it doesn't matter what you are reading, from a novel to newspapers, a cookery book or a manual ...it all counts!
- Encourage your children to join in when you are reading something or doing another activity. Get them to read out a recipe as you cook, or TV listings when you are watching the telly.
- If your child brings a book home from school encourage them to share the book with you. Talk to them about the book and you can help with any words they find difficult.
- Talk to them about the books they read: their favourite character and your favourite part, how they know if a character is a villain or hero, what is happening in the pictures, why they like or dislike a particular character, what might happen next.
- Don't panic if your child reads the same book over again. Children love to revisit stories. Be prepared to read the same story several times! Re-reading books increases familiarity and can provide a basis for learning to make comparisons.
- Find a comfortable place to read together. Being physically close can be enjoyable and try to make sure there aren't any other distractions for either of you.
- Try to relate a story to real life "do you remember when we....?"
- Try telling a story of your own or recounting an old classic. Make a story up together!
- Visit your local library and enjoy spending time browsing and choosing the new books. Ensure your children have access to reading materials. Children can join and borrow books free of charge.



"Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge." National Curriculum 2014, 6.3

Children will get an enormous amount of pleasure from reading non-fiction books too and it's just as important to promote non-fiction books in your classroom and school library.

Teach the children about books

Introduce the class to the book corner. Ask the children what they know about the book corner and what they think happens here.

Show the children how books should be handled with care, especially how to pick up books and replace them on shelves or in a kinderbox.

Help them to understand the 'anatomy' of a book– the spine, front and back covers and title page, reading from left to right.

Activity – each child to make and decorate a bookmark on which their own name is written. In the library this can be used as a shelf mark to replace a book they have chosen from the shelf to look at. They then begin to learn about replacing a book where they have found it.

First steps in searching for information

Enable pupils to understand that information / facts can be retrieved from books.

Show the children how books can contain both illustrations and text.

Show the children the structure of an information book - chapters, contents, index and glossary.

Explain that the index lists important words and ideas in the book to help us quickly find particular information. Demonstrate that the list is alphabetical. Show the children how the index takes them to the page for the information that they need.

Reading non-fiction for pleasure

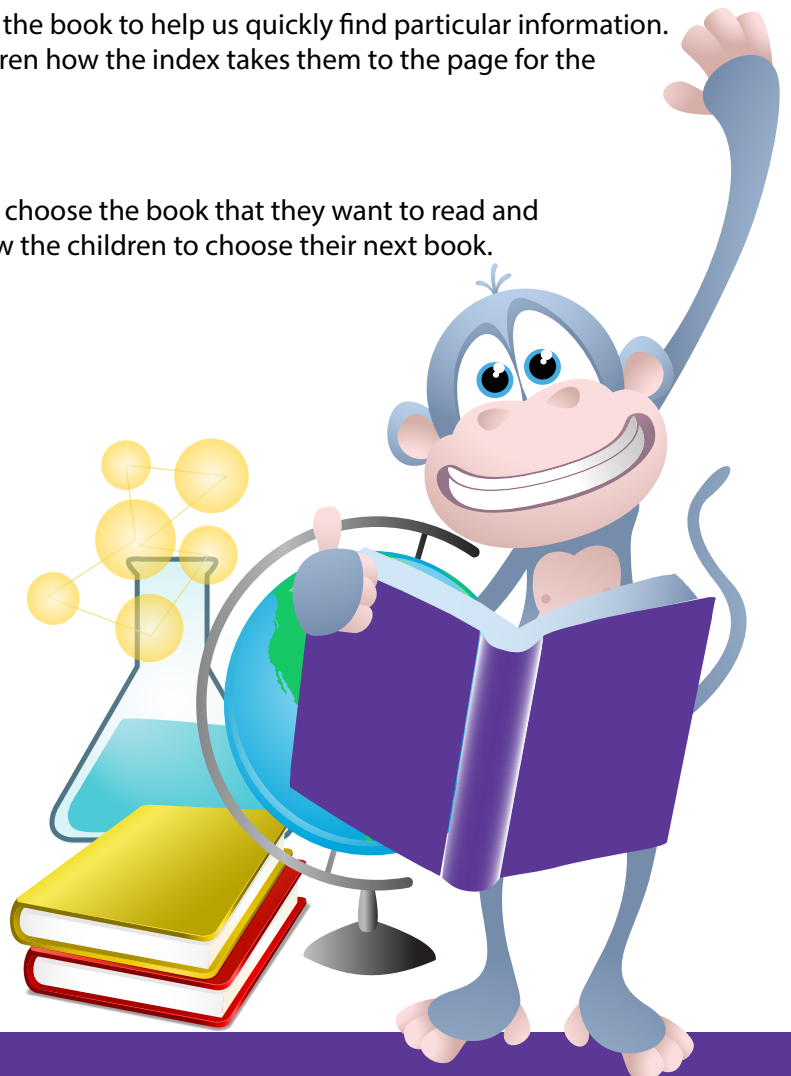
Reading for pleasure is all about choice. Let the children choose the book that they want to read and remember that it doesn't always have to be a story. Allow the children to choose their next book.

Using libraries

It is important that children associate books and libraries with the pleasure of choosing for themselves.

Encourage them to use the class book corner, the school library and the public library. Currently all children in Reception can join a free scheme in Warwickshire libraries to collect stickers and after four visits receive a goody bag with a special activity book. There are lots of free holiday activities, and the Summer Reading Challenge too, to help them maintain the joy of reading.

They will soon learn how books are organised in the library, whether stories (A-Z) by author) or non-fiction (Dewey numbering system). These basic information-seeking skills will help them use the Internet for accurate and safe searching as they grow.



Autumn is a vibrant and colourful time of year with Harvest festival, Bonfire night, Diwali and Christmas.

Extra reading ideas.....

Pumpkin Soup by Helen Cooper

Winnie's Amazing Pumpkin by Valerie Thomas

Creaky Castle by Jane Clarke

Five Little Ghosts by Patricia Hegarty

Bonfire Night by Nancy Dickmann (non-fiction book)

Olivia forms a band by Ian Falconer

Poems about Festivals by Brian Moses

We love Diwali by Saviour Pirotta (non-fiction book)

Aliens love Panta Claus by Claire Freedman

Betty and the Yeti by Ella Burfoot

.....and how to make it messy



Pumpkins: Take 8 strips of orange card. Poke a hole in the top and bottom of each strip. Draw a face on 2 of the strips. Gather the strips together and secure a split pin through the hole at the top and again at the bottom, add a small strip of green card at the top for the stalk. Pull out strips to make a pumpkin.



Spooky bats: Take a sheet of black card. Place hand palm down with fingers spread (the thumb will become the bats ears and the fingers become the wings) draw around the palm then place the other hand on the card so they slightly overlap, draw around this, cut out and add spooky decoration.



Spiral decorations: Take some cardboard tubes. Cut strips into one end, for each tube cut the strips a slightly different length. Press the tube into the paint and then press down onto white paper, use the tube with the largest strips first and work your way through to the smallest overlaying different colours.



Christmas trees: Collect some pinecones and glue on some mini pompoms!



Spring is an exciting time of year with Chinese New Year, Pancake Day, Valentine's Day and Easter.

Extra reading ideas.....

Chopsticks by John Berkeley

The Great Race: The story of the Chinese zodiac by Dawn Casey

Mr Wolf's pancakes by Jan Fearnley

Rhino's don't eat pancakes by Anna Kemp

Guess how much I love you by Sam McBratney

I love you, little monster by Giles Andreae

Little Bunny's Easter by Sophie Piper

.....and how to make it messy



Dragons: Take a cardboard tube and paint it green. Take 4 green pompoms, stick 2 at one end of the tube and 2 at the other. Take 2 googly eyes, chose one end of the tube to be the face and stick a googly eye on each pompom. Take some brightly coloured tissue paper, cut into strips and glue to the mouth end of the tube.



Pancakes: Take a baked bean can, rinse and remove label. Punch some air holes in the can. Take 2 tea lights and place under the upturned can. The base will now be at the top and heating up, drop some pancake mixture on to this and cook mini pancakes.



Flame free alternative: Take a paper plate, decorate it. Take a cardboard tube and paint it black, attach to the paper plate to make a frying pan. Make a pancake out of paper/card and you are ready to race.



Animal wrapping: Draw your chosen animal on some card. Check that its arms will hug whatever chocolate or sweets you are using. Wrap the arms of the animal around the sweet and stick together.



Chicks: Take 2 sections of an egg box, tape together on one side to form a hinge. Paint it yellow. Cut a diamond shape out of orange card and fold in half to form a beak, add some orange feet and fill with small chocolate eggs.



Summer is an energetic time of year with long sunny days, parks, ice cream and holidays.

Extra reading ideas.....

Seaside Poems by Jill Bennett

Alphabet Ice Cream by Sue Heap

Percy the Park Keeper by Nick Butterworth

Traction Man and the beach odyssey by Mini Grey

Eddie's tent and how to go camping by Sarah Garland

The Dinosaur beach by Frann Preston-Gannon

The Tree by Britta Teckentrupp

Poles apart by Jeanne Willis

.....and how to make it messy



Hanging decoration: Collect leaves and flowers. Take a paper plate and cut out the centre. Cover the hole on one side with sticky back plastic. Stick your nature finds onto the sticky plastic and then cover with another piece of sticky back plastic. Attach some ribbon and hang by the window.



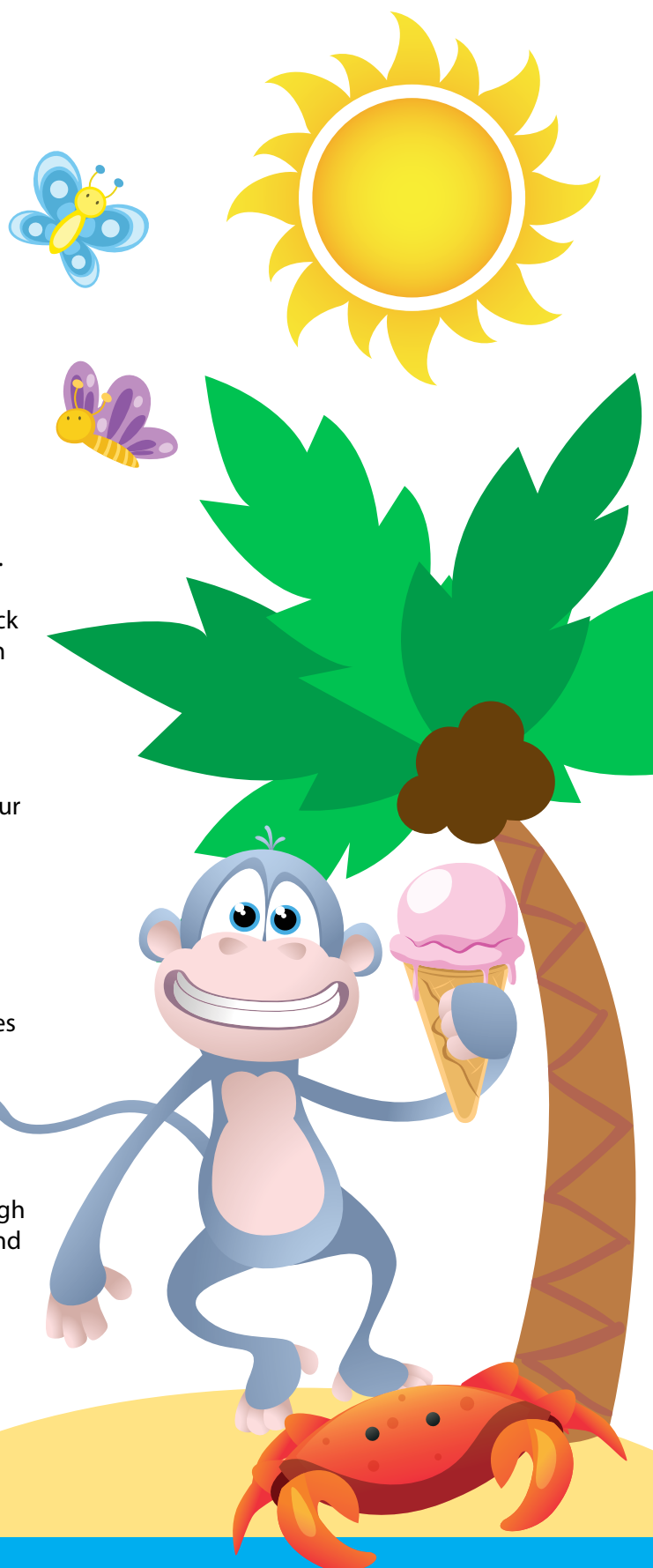
Butterflies: Take some pasta bows. Paint or colour with felt tips. Stick to some white card and add antennae.



Sea creatures: Collect some shells. Paint them and use pipe cleaners, cardboard and googly eyes to make fabulous sea creatures.



Fun Sponges: Take 3 kitchen sponges of various colours and cut them into strips. Stack them 3 high and 3 wide and tie some string very tightly around the middle of your bundle, all you need now is a bucket of water.....



Most of these authors have written many picture books you can enjoy sharing. Titles which are part of a specific series are listed separately at the end.

Aliens love underpants by Claire Freedman
Bumpus, Jumpus Dinosaurumpus by Tony Mitton
Down by the cool of the pool by Tony Mitton
Each peach pear plum by Janet and Allan Ahlberg
George and the dragon by Chris Wormell
Giraffes can't dance by Giles Andreae
Hugless Douglas by David Melling
I love you, blue kangaroo! by Emma Chichester Clarke
Lost and found by Oliver Jeffers
Love monster by Rachel Bright
Mr Tiger goes wild by Peter Brown
Never tickle a tiger by Pamela Butchart
Not now, Bernard by David McKee
Oh no, George by Chris Haughton
Please, Mr Panda by Steve Antony
Poles apart by Jeanne Willis
Sam and Dave dig a hole by Mac Barnett
The highway rat by Julia Donaldson
The journey home by Fran Preston-Gannon
This book just ate my dog by Richard Byrne
Traction man by Mini Grey
We're going on a bear hunt by Michael Rosen
Where the wild things are by Maurice Sendak

Series

Charlie and Lola by Lauren Child
Elmer by David McKee
Funnybones by Allan Ahlberg
Mrs Armitage on wheels by Quentin Blake (Mrs Armitage)
Peace at last by Jill Murphy (The Large family)



Great reads: Inclusion, Diversity and Well-being

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Great books for inclusion

Dandylion by Lizzie Finlay
But Martin! by June Crebbin
Say hello by Michael Foreman
I want a friend by Tony Ross
Beegu by Alexis Deacon
Susan laughs by Jeanne Willis (disability)
Freddie the fairy by Julia Donaldson (disability/ hearing)
Looking after Louis by Lesley Ely (Autism)
Oliver by Birgitta Sif
And Tango makes three by Justin Richardson
My two grannies by Floella Benjamin
Azzi in between by Sarah Garland (refugee)

Feelings

My big shouting day by Rebecca Patterson
How do you feel? by Anthony Browne
Missing Jack by Rebecca Elliott (bereavement/pets)
The colour thief by Andrew Fusek Peters (depression)
Misery Moo by Jeanne Willis
The great big book of feelings by Mary Hoffman
Smile by Leigh Hodgkinson
Silly Billy by Anthony Browne (worry/anxiety)
Walter and the no-need-to-worry suit by Rachel Bright

Around the world

Granny went to market by Stella Blackstone
Amazing Grace by Mary Hoffman
Handa's surprise by Eileen Browne
To market, to market by Anushka Ravishkar
Gregory Cool by Caroline Binch
Poles apart by Jeanne Willis



All about Me

Tiger talk: Mum and Dad by Leon Read (9781445107431)

Popcorn: families: my brother and sister by Katie Dicker (9780750263092)

I can be a friend by Daniel Nunn (9781406281668)

Tiger talk: senses by Leon Read (9780749676155)

Looking after me: eating well by Liz Gogerly (9780750268134)

My Mum by Anthony Browne

I want a friend by Tony Ross



People who help us (all books in a series – do look at the other titles available)

Busy people: Firefighter by Lucy M. George (9781784931452)

People who help: Doctor by Amanda Askew (9781848352506)

Play the part: Police Officer by Liz Gogerly (9780750265041)

First time: Vet produced by Child's Play (9781846433375)



Superheroes

It's amazing: superheroes by Annabel Savery (9781445105505)

Max by Bob Graham

Traction man by Mini Grey

Super Daisy by Kes Gray

Dinosaurs

Mad about dinosaurs by Giles Andreae (9781408337103)

Stomp, dinosaur, stomp by Margaret Mayo

There's a Triceratops in the tree house by Aleksei Bitskoff

Lift the flap questions and answers about dinosaurs
by Katie Daynes (9781409582144)

Space

Space poems by Gaby Morgan (9780330440578)

The first moon landing by Gillian Clements
(9781445131610)

Zoom, rocket zoom by Margaret Mayo

Man on the moon by Simon Bartram

