



The Grove Primary School

Book Talk at our school

At The Grove, we value the importance of reading and appreciate that it feeds into all areas of our curriculum. It allows our children to find out about the world around them as well as to escape into imaginary worlds. We make time within every day of the week for opportunities to read either as a group, individually or as a class.

Our ultimate aim is to have a school that loves to read.

Reading and talk

Positive reading involves becoming engaged in the story, as well as deepening understanding and appreciation through discussion, in which children talk their way towards deeper comprehension. Talking one's way into a deeper understanding is crucial for developing the ability critically to appreciate literature; answering comprehension questions may test understanding and challenge thinking but it is in the discussion that the ability to think critically can be developed. For some children comprehension does not magically develop on its own. It has to be taught, modelled by the teacher 'thinking aloud'. In particular, the sort of discussion in which the children have time to think collectively, tentatively proposing and reshaping their understanding, is essential for developing readers.

– National Strategies: 'Book-talk' by Pie Corbett

What is 'Book Talk'?

'Book-talk' is the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It supports the Speaking & Listening objectives, teaching children to present their ideas and talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and improving comprehension forwards.

What should Book Talk planning look like?

The text / image / film needs to be of good quality. It should be planned in advance of the lesson, including a skeleton of key questions. The questions should be used by the teacher to facilitate the conversation and structure the dialogue between the children, but the expectation is that the children will lead the conversation between themselves following the teacher's initial input.

- Book Talk should feature as part of the Guided Reading weekly planning, once a week.
- Book Talk should be (where possible) assigned to a specific day, consistent with other classes in the year group.
- The sessions should be as long as a Guided Reading session – 20-30 minutes long (Inc. Book Recommendations)
- The text / image / film being used should be clearly stated on the year group's planning.
- The text / image / film resources / links must be explicit in planning and displayed on an electronic resource. (e.g. visualiser, PowerPoint, IWB, Big Book, etc.) so that all children can access it.
- The session will include a whole-class input, and can be followed by an independent or group activity.
- The session can also be evidenced through book-work, a mind-map or a picture in all children's Reading Journals.

A typical Book Talk session:

Book Talk will be introduced as a stand-alone lesson. English texts or Guided Reading texts can be used, but this shouldn't be used as an extension of an English or Guided Reading lesson. It will be made explicit to the children that Book Talk is taking place, with its own objectives.

- 1) Introduce Book Talk session: *During Book Talk today, we are going to be...*
- 2) Children will have the chance to access a section of text / an image / a short film as whole class.
- 3) Teacher to pose idea / question to get conversation going, i.e. *What sorts of things did you like or dislike? Was there anything that puzzled you?*
- 4) Teacher to encourage children to question and debate one another's ideas, whilst using displayed sentence stems.

Planning Example:

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| <p>Session 5 - Book Talk (Fri)</p> <p>Book/Film/Picture: <u>The Girl and the Fox</u></p> <p>Reading skill being applied: <u>Prediction</u> <u>Summarising</u></p> <p>https://www.literacyshed.com/the-myths-and-legends-shed.html</p> | <p>Summary of narrative: (Optional) <i>Ilona is a nine-year-old girl who lives in the wilderness with her mother and father. Food is running low, and when a mysterious fox starts killing their livestock, she has no choice but to track down the strange creature in order to ensure the survival of her family.</i></p> <p><i>At its core, the film is about survival. When a mysterious fox starts killing her family's livestock, a young girl sets out to track and kill the nefarious creature. What results is a series of encounters that turns the very notion of survival on its head—an examination of how one's enemy can quickly become one's saviour. -</i></p> <p>Watch 0.41 Seconds in. Who do you predict the main character of the narrative is? What do you think she is feeling? Encourage chn to use the Book Talk sentence stems which are displayed at the front of the classroom.</p> <p>Who do you predict the culprit is? Why do you think this? Does it remind you of any other stories similar? Why is this? What happened in that story?</p> <p>Watch rest of video. Can you summarise the story in 10 seconds to a peer? Can you use the sentence stems to discuss the story with your TP? What did you like & dislike in through the narrative? Were there any moments which reminded you of something else you'd read/watched?</p> <p>Give chn 1 minute to discuss. Come back together as a group.</p> <p>What stayed in your mind most vividly? Why do you think this is? How did the character change in your opinion through the story? Was the girl the same at the start, than at the end?</p> <p>Use a 'talk object' / talking counters / cubes, which ensure chn use sentence starters to add a point / agree / build on / challenge.</p> | <p>Chn to support: Braden, Summer, Adria supported. Sat with to structure sentences. ALF to write sentence starters on small white board and key words which chn say on white board.</p> <p>ALF to work with Braden, Summer, Magdalena to verbalise & share ideas.</p> | <p>Book recommendations: by Matthias & Andrew.</p> <p>LO: To recommend books that they have read to their peers, giving reasons for their choices</p> |
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Date:

LO: To participate in discussions about books, building on their own and others' ideas and challenging views courteously

Predicting: Predict what this story is going to be about. Justify your answer by using evidence.

Summarising: Summarise the story in no more than 25 words. Try to structure your summary using time adverbials. Use correct punctuation.

Link making: What does this story remind you of? Have you ever read or watched a narrative similar? Do the characters remind you of anyone - How and why?



Visualising: Draw an image which represents the story. Label it with key vocabulary or phrases.



EXT: What themes did this story have? Explain your answer, making links to previous texts you have read.

Date:

LO: To explain and discuss their understanding of what they have read, maintaining a focus on the topic and using notes where necessary

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| <p>What sorts of things did you like?</p> | <p>What sorts of things did you dislike?</p> |
| <p>Was there anything that puzzled you?</p> | <p>Have you read any other books like this? How did they compare?</p> |
| <p>What surprises are there in the book?</p> | <p>Which parts of the book stay in your mind most vividly?</p> |

EXT: Did you have any similar views to a friend? Did you have any dissimilar views? What were these? Could you explain their view and why they thought it?



Book Talk & Guided Reading

Sentence Stems

It reminds me of...

I'm not sure but...

We wondered whether...

I like that idea but...

It is the same as...

It appears to be...

We think that...

The writer suggests that...

Perhaps...

It makes me think of...

The main point might be...

I think that the main theme is... because...