

Rosehill School – Curriculum Project



Book Day
2/03/2023

Organised by Tamara Riddell –
English Lead



Subject Lead: Tamara Riddell, English lead
Project Dates: 2nd March 2023

Key Learning Objectives

At the end of the Project pupils will:

- Engage in reading activities with greater enthusiasm
- Access a range of creative book related activities (drama, storytelling, art and sensory)
- Access purposefully, reading spaces within school, including Reading cafe and school library
- Immerse in books and stories
- Explore different writing implements and mark-make, write and draw
- Develop appreciation of stories and books

At the end of the Project staff will:

- Observe best practice in storytelling
- Explore available resources
- Observe how pupils respond to various book related resources and activities
- Share and promote a love of reading



School Development Plan Links: The quality of education – 3 (A, B) - Develop high quality appealing reading spaces and resources; Offer support to parents in teaching reading, e.g. through special events, parent involvement and parent workshop(s); Design and offer to pupils motivating and purposeful writing whole school activities

Pupil Premium Strategy Links: Improvement of emotional health, wellbeing, physical health and happiness (C): Enhanced and focused 1:1/group activities facilitate emotional wellbeing, physical health, social communication and interaction, fine/gross and cognitive skills and self-regulation.

Project Content

The children explored a wide range of activities: they engaged with “Hansel and Gretel” story following a sensory trail;

Pupils observed new and familiar book titles as part of a fairy tales trail;

Children participated in the storytelling session based on the book “The gingerbread man”;

Children took part in dance sessions, based on “Alice in Wonderland”.

Children engaged in a DT/ Art sessions to prepare for the ‘Make a Book Character’ competition.



Impact on Children and Young People

Engagement - All pupils actively engaged in reading activities – including reading for pleasure

Knowledge - Some pupils acquired knowledge of books and different book characters

By the end of the day, all pupils engaged with at least one activity or character

Pupils were able to demonstrate their learning through participation and engagement with competitions and feedback



Content and Impact of Book Day Through Photographs and Pupil Voice



Pupil Feedback:

Key Stage 1/2 Pupils: *'Class 2 children and staff really enjoyed the sessions - especially the hall, where they all engaged in the activities!'*

Key Stage 3 Pupils and staff: *'Great dance session!'*

Key Stage 4/5 Pupils: *'Our class really enjoyed it which was fantastic to see.'*

Content and Impact of Book Day Through Photographs and Pupil Voice



Pupil Feedback:

Key Stage 1 Pupils: *'Children loved the storytelling session. Thank you!'*

Key Stage 3 Pupils and staff: *'Harry Potter dance was fantastic.'*

Key Stage 5 Pupils: *'Class 14 had a lovely world book day. James would like to say that he loved the hall activities and everyone loved James's performance'.*

Next Steps

1

Assess reading progress at the end of the academic year to monitor impact of reading days and events

2

Reading Deep Dive to observe engagement with reading

3

Develop reading for pleasure area for the whole school (in school café)



Overseen by Tamara Riddell within action plan 2022-2023