

Here is a quick introduction to the Take One Book Framework.

BEFORE READING

Hook

Setting up the learning to engage children and excite them makes a huge difference to the way they approach a new book.

Orientation

The orientation gives consideration to what needs to be put in place for children to access the text. This could be achieved through:

Activation of prior knowledge

Helping children make connections between their own experiences and a text is a useful way into a new book, particularly if the context is unfamiliar and the connections are not immediately apparent.

Building background knowledge

In some instances, it is beneficial to develop background knowledge prior to reading.

Key vocabulary

Take One Book uses a blended approach to vocabulary teaching which is woven into the teaching sequences. Contextless teaching is avoided.

DURING READING

First Encounters

A principle of the Take One Book approach is that the first encounter with a book should be a wholly pleasurable experience. One of the best reading lessons, that reading is rewarding and pleasurable, is taught implicitly through sharing a book. It can be an emotional experience, which initiates laughter or tears.

Reading aloud

Reading aloud to your class is important throughout the primary years, well beyond the stage at which children can read the words for themselves. As children encounter increasingly challenging texts, with language that does not replicate the patterns of spoken language, it continues to be important to read aloud, developing their ear for reading an increasingly wide range of texts.

Exploring ideas

First encounters with a new text will include an element of exploration. T

Checking literal understanding, clarifying and explaining

After the first reading children's understanding is monitored by having them explain the text.

Expose thinking

One of the outcomes of the first encounter phase is to provide an opportunity for children to demonstrate their thinking.

Digging Deeper

Children are encouraged to look beyond what they already know and to consider alternative viewpoints. More experienced readers are challenged to consider how characters are represented and to de-centre and consider how different readers might respond. Different types of thinking, such as 'compare and contrast', 'cause and effect' 'identifying the writer's intention' can be modelled and supported with graphic organisers.

AFTER READING

Review and Reflect

Review

After reading the focus is on reviewing the text as a whole. In fiction this might include looking at changes that have occurred during the course of the story. Have any characters grown and developed? Have problems been solved? Themes are identified and discussed.

Opportunities are provided for children to discuss the relevance of the book to the wider concerns of the world. These text-to-world discussions are usually engaging and lively. Returning to the text after reading allows the children to make further connections and deepen their knowledge.

Reflect

Reflection is an ongoing process. Each lesson in the framework includes a reflective element.

Writing Opportunities

The first stages of the Take One Book process focus on developing greater depth in reading. Many of the lessons lead seamlessly into writing opportunities. Some of these will be short recording tasks, which are indicated within the lesson outlines.

Wherever possible, we encourage writing with authentic purpose and for audiences beyond the classroom.

Wider Learning Opportunities

Some of the book choices in Take One Book lend themselves to wider learning opportunities – making connections with other areas of the curriculum. Wider learning is likely to run alongside reading the book rather than being left until the end.