



Cultural Connections – Book Connections

World Book Day is a great opportunity to support our students to see books in a different light by presenting them in ways they don't usually see at school. Our research has shown that the more reading is shown as being culturally relevant the more likely children are to give it a go. This resource outlines some of the ways that you can do that while making sure that reading for pleasure stays at the heart of them.

Activity	Building the reading for pleasure connection
<p>Mystery/ Masked Reader Staff or volunteers in disguise read aloud from a book and children have to guess who it is</p>	<ul style="list-style-type: none"> • Connect the disguise to the book. • Invite volunteers to read from a book that means something to them and share that too. • Invite volunteers to also write a short recommendation and put on display so children can browse the books. • Offer the books as part of a prize if it's a competition.
<p>Bake Off Children invited to bake or design a cake or other food to celebrate a book</p>	<ul style="list-style-type: none"> • Scaffold the planning of the bake with prompts around tastes, smells, key images from the book. You might want to watch some examples from the show as bakers describe how they've come up with their ideas. • Invite children to create the illustrated versions of their cakes with annotations that connect it to the book – use this in the judging process.
<p>Extreme Reading Reading books in extraordinary places</p>	<ul style="list-style-type: none"> • Begin with discussing the types of spaces that children need to get involved with reading – consider what position they'd like to be in, whether they want to be alone or with others, what does the light need to be like. Work together to create a reading space somewhere around the school that speaks to their needs. • Connect the space to what you are currently reading as a class to immerse the children into the world of the book. • Invite the children to put books from your book selection in appropriate places around the school grounds and then spend time. • Discuss afterwards the impact of space on the children's reading and invite them to reflect on what they need to read.
<p>Quizzes and competitions</p>	<ul style="list-style-type: none"> • Try and include categories for children who don't have a strong reading habit yet but might make them curious – giving them the cover and blurb and coming up not with the best title rather than the actual title for example or Pictionary style guess the title games. • Offer an alternative in instructions that assume a favourite book – invite children to design a book they want to read if they haven't found it yet. • Reward quality of engagement alongside quantity of books read.

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