

Teachers' pack

# Children's Book Week

6–12 October 2008



Everything you need to run a book week, including:

- New poem by Michael Rosen
- Activity sheets for Foundation Stage, KS1 and KS2
- Best book recommendations
- Useful contacts

children's  
book week

booktrust

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Children's Book Week is sponsored by Crayola. With thanks to Egmont UK Ltd, this year's lead publisher supporter, and to Bloomsbury Children's Books, Frances Lincoln, Random House Children's Books and illustrator Lydia Monks.



# welcome to children's book week!

Books and reading are a hotter topic than ever before. The importance of getting children hooked on books is recognised as a crucial part of their social and educational development. Booktrust believes that if children are given special time to enjoy, share and engage with books, their reading has a much greater chance of becoming a life-long source of delight and discovery. That's why we encourage schools and libraries to celebrate the rich world of children's books for a day or week every year.

2008 is the National Year of Reading, so if you've never run a book week before there's no better time to start. Contact your local authority to find out the name of your National Year of Reading coordinator. They will be able to connect you to a wide range of resources and advice.

[www.yearofreading.org.uk](http://www.yearofreading.org.uk)

This pack contains material and resources for a whole-school celebration of books and reading:

- Fresh ideas for getting everyone involved
- Activity sheets to pass round or photocopy
- Fun and creative ways to enjoy books, reading and writing
- Contacts and resources

Children's Book Week 2008 runs from 6–12 October but this pack can be used all year.

“We invited local nurseries in for sessions around fairy tales with hand puppets. The children found it easy to get involved in the stories through the puppets.”

Principal Librarian, Haringey

Booktrust is an independent national charity that encourages people of all ages and cultures to discover and enjoy reading. See pages 12–13 for more information about Booktrust.

[www.booktrust.org.uk](http://www.booktrust.org.uk)

“Children's Book Week is a great opportunity for everyone who cares about children's books to fire up children to read and talk about books. Schools can make a special place in the curriculum to discover how books can give pleasure, enlightenment and pause for thought. Libraries can focus on how best to get children through their doors to enjoy the treasure houses nearby.

Books need as much buzz around them as TV and films, so a week when the whole country is talking about books and authors is an ideal way for the world of books to be seen and heard. Throughout this pack you'll find lots of ideas on how all of us can help generate that buzz. Let us know how you get on.”



Michael Rosen

Michael Rosen, Children's Laureate



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children's  
book week

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# how to organise a book week

Children's Book Week is held in the first full week of October every year. Although schools and libraries can hold a book week at any time, the official event provides an exciting national focus.

Throughout this pack you'll find a range of activities for individual classrooms and for the whole school. With a bit of planning, there are plenty of simple ways to get everyone at school excited about books and reading. Start with themed assemblies and displays and build in competitions, classroom work and library activities to create a book week with a buzz.

## Who can help?

Involving a wide range of people in your book week will not only provide you with extra practical support, but will also show children that reading is important to adults too.

**Your local librarian or bookseller:** ask your bookseller for advice on the best children's books or invite your local librarian in to share books with children.

**Special guests such as writers, the mayor or local celebrities:** invite a writer into school for a workshop or invite a local celebrity to share their favourite book in assembly.

**Parents and PTA members:** invite parents in for a Poetry Show (see page 8).

**Staff from across the school:** include site managers, school secretaries, teaching assistants: make 'match the adult to the book' posters (page 4).

**Invite a book fair or book buying club into school:** inviting a company into your school to run a book fair or book buying club is a great way to raise funds for new resources. Most companies will provide mobile bookcases with a selection of recommended books, planning kits and personal or telephone support, and the benefits to schools include getting back 60% of the total value of books sold in the form of free books and resources.

[www.jubileebooks.co.uk](http://www.jubileebooks.co.uk)

[www.scholastic.co.uk](http://www.scholastic.co.uk)

[www.travellingbooks.co.uk](http://www.travellingbooks.co.uk)

[www.usbornebooksforschools.co.uk](http://www.usbornebooksforschools.co.uk)

“The range of affordable, stimulating and attractive books in our book fair particularly encouraged the boys to read!”

Teacher, Jessop Primary School, London

“We held a book exchange at the end of the school day. Pupils brought in their old books and chose something new to take home.”

Canford Heath Middle School, Poole



## Hold a recycled books fair:

ask children and parents to bring in books to recycle and ask older children to help with pricing and setting up the stalls. See pages 10–11 for ideas on how to spend your profits!

# let's be a book-loving school

“If we think it's a good idea that children should want to read, and if we want children to benefit from reading, then we have to look at every possible way to get children excited and fascinated by books. I think this means we should come up with as many ideas as we can for creating book-loving schools and book-loving homes. Here are a few of mine.”

Michael Rosen

## In the classroom

Make sure there's at least **one time every week** when children have nothing else to do with a book other than read it, listen to it, and chat about it in an open-ended way.

Encourage children to **make books of their own**. Invite parents to come in and make books with their children. Celebrate and cherish these books.

Make sure assemblies and classrooms are frequently places where children are encouraged to become **fascinated by something – anything!** – to do with a book or what's in a book.

**Ask children to recommend books to each other** by means of book swaps, prominently displayed reviews, assembly presentations of 'this week's good read' and book posters.

## Support any regular whole-school projects

(like Black History Month or 'The Sea') with books of all kinds, all genres and all ages. Inundate classrooms with books on these occasions.

**Welcome** Beano annuals, football programmes open at the Junior Supporters pages, and books that tie in with TV shows and films.

The headteacher's study and teachers' desks should be **places where special, intriguing, exciting**, ever-changing, odd, old and weird books lurk!

## Get parents involved

- Give every parent information on the local library and the local bookshop. Take children and parents on visits to these venues
- Invite parents and grandparents to bring in and show off the books and magazines, no matter how humble, that they've kept since their childhoods
- At meetings to help parents understand what literacy is, make sure they are given time to look at great children's books (see [www.booktrustchildrensbooks.org.uk](http://www.booktrustchildrensbooks.org.uk) for recommendations)

“We ran breakfast club with a book, staff swapped classes to read to different children, and we held a reading meeting for parents.”

Headteacher, Brookward School, Milton Keynes

# assembly and display ideas

Assemblies and displays are obvious ways to bring the whole school together for book week.

## Hold a book week assembly

- Guess the character: teachers bring in props relating to their favourite character from a children's book, eg a wand and birdcage for Harry Potter, striped tights for Pippi Longstocking
- Invite an actor or drama student, or a teacher who enjoys performing, to give a polished performance of a story or some poems
- Who wants to be a reading millionaire? Teachers set the questions for this book quiz, with fastest-finger questions, phone a friend and 50/50
- Guess the teachers' favourite books: teachers read a paragraph from a book covered in brown paper and pupils have to guess the book
- For further assembly ideas, visit [www.teachernet.gov.uk](http://www.teachernet.gov.uk)  
By Liz Chamberlain

## Whole school displays

- Create a bookshelf made up of your pupils' favourite books that wraps all the way around the entrance foyer or along the length of a corridor. Cut up strips of coloured paper to look like the spines of books on a shelf. Have every pupil write the title of his or her favourite book on a paper book spine, with the pupil's own name beneath it where the name of the author would normally appear
- Match the adult to the book. Ask every adult in your school – including site managers, catering staff and sports coaches – to name their favourite book for children. Create an interactive 'Guess Who' display in the foyer with photos of staff and images of book jackets. Pupils can use a piece of coloured wool to connect the staff member with the book. At the end of the week, reveal all by putting up photos of staff holding their books

“Children designed their own book covers and took photos of each other reading their favourite books. These are on display and look really effective.”

Castle Carrock Kids Club, Cumbria



# a new poem to play with by Michael Rosen

## I opened a book

I opened a book  
and a hand fell out.  
I turned a page  
and heard a shout:  
'I'm lost in a wood,  
my mother's no good.'  
I couldn't bear to look  
so I closed the book.

But the girl called out:  
'Don't leave me here  
I need you to help me.'  
I was cold with fear  
so the book stayed shut.  
I put it back on the shelf.  
I put it out of my mind  
but then it opened itself.  
Right there in front of me  
it opened up wide  
and I heard a voice  
say, 'Come inside.'

The hand that fell out  
jumped back in the book,  
the girl inside  
gave me a long, cool look,  
and before I knew it  
I was in that wood  
running and running  
as fast as I could...

Michael Rosen

## Activities

Read the poem with your class. With the whole class, discuss different questions about the poem.

Is there anything in the poem that reminds pupils of anything else they've read in books or seen in a film or TV programme? Talk about these different things and how they are like the poem or different from it. Pupils might want to think about:

- a girl in a wood
- someone calling for help
- a magic book
- a story or film that doesn't end with a 'happily ever after'

If pupils could ask the girl, or the poet, or even the trees some questions, what would they ask? What answers to those questions can they come up with?

Create a refrain or chorus to go in between each verse. This could pick up on any of the words or ideas in the poem and use rhythm and rhyme. For example, 'The book, the book, the magic book / There was no escaping the magic book'.

Using musical instruments or the children's voices, create a tune for the poem and perform it as a song, accompanied by a hand-clapping rhythm built up with the class. Think about the mood of the poem and how the music might convey it.

In small groups give the children ten minutes to decide what happens next in the poem, and then ask them to share their ideas with the rest of the class.

As a whole class or in small groups, ask children to come up with words to describe the wood – eg cool, shady, dark, peaceful, scary. Ask them to think about what the girl looks like. Is there anything else in the wood? How would the poet be feeling once inside the book? See if any of the words they have chosen rhyme with each other, and together build up a new verse or verses for the poem. For help getting started, use these beginnings for each line: *I saw / I felt / I heard / I tried.*

**Why not send any new verses or choruses to  
[education@booktrust.org.uk](mailto:education@booktrust.org.uk)  
A selection will appear on [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk)**

# this year's theme is rhythm and rhyme

When we start looking for rhythm and rhyme in school we find it all over the place – not only in the wonderful variety of children's poetry books, but in song lyrics, playground rhymes and picture books. Rhythm and rhyme are some of the patterns in language that help our youngest readers to pick up meaning and feeling. Very simply, they help us remember the words. Children enjoy the pleasure of anticipating the next rhyme in a poem or picture book. And for those learning to write, poetry is a fantastic way in. A poem can be three lines long but a complete piece of work for a child struggling with finishing writing tasks. Poems show children how they can express their own thoughts and feelings, and how language can be playful, fun, serious or dramatic.

## Suggested books

**A Ring of Words** selected by Roger McGough (Faber)

A wide-ranging, illustrated anthology of poetry for all ages featuring poets such as Jackie Kay, Theodore Roethke, Larkin, Kipling and Rossetti.

**A Caribbean Dozen** edited by John Agard & Grace Nichols (Walker Books). This illustrated anthology allows any young reader to experience a wonderful selection of Caribbean poetry. For children aged 5 upwards.

**Scottish Poems** chosen by John Rice (Macmillan Children's Books). A pocket-size version of this wide-ranging and fun anthology of Scottish poems old and new.

**Hello H20** by John Agard (Hodder Wayland)  
A celebration of all things scientific, with poems marvelling at photosynthesis, DNA, gravity, and water vapour. Invaluable for use in both Key Stage 2 and Key Stage 3.

**Meeting Midnight** by Carol Ann Duffy (Faber)  
A book that is funny, sad, scary, exhilarating and full of relevance to the way we live. For children aged 6 upwards.

**The Quangle Wangle's Hat** by Edward Lear (Walker Books)  
A classic nonsense poem featuring all Lear's favourite characters such as the Dong with the luminous nose, the Pobble and the Blue Baboon.

**Cautionary Verses** by Hilaire Belloc (Red Fox)  
A classic children's poetry book – perfect for shared reading aloud with adults and children alike.

Did you know that rhythm and rhyme is one of the monthly themes for the National Year of Reading?

Visit  
[www.yearofreading.org.uk](http://www.yearofreading.org.uk)  
to find out more.



The full version of this list was created by Mandy Coe for the Children's Poetry Bookshelf, a poetry book club for children. Membership benefits include free children's poetry books and activity sheets and posters for teachers. Visit [www.childrenspetrybookshelf.co.uk](http://www.childrenspetrybookshelf.co.uk) for the complete list and information on how to join.

“Our book week inspired children to try reading books they would perhaps never have tried.”

Headteacher, Brooksward School,  
Milton Keynes

Egmont is the lead publisher sponsor of  
Children's Book Week 2008

At Egmont, our aim is to turn children into passionate readers, and we believe that rhyme and rhythm, and building a child's sheer delight in words, are a vital part of this process.

One of the greatest pleasures of learning to read is acquiring the ability to unlock the world of stories. Suddenly great vistas of the imagination open up where anything and everything is possible. But allied to this is a further pleasure – the pleasure of the words themselves. When words bounce and spring off the page then the world of stories really comes to life.

This is why rhyme and rhythm are so important in building a love of reading in children. The musicality of language enhances the enjoyment of reading together. Rhymes can be funny and silly and sometimes unexpected, making poems or rhyming stories vivid and engaging. Likewise, rhythm in a text creates pace and can lend great verve and dynamism to the reading experience – all things which can only help to foster a love of words and reading and encourage children to turn to stories and poems.

[www.egmont.co.uk](http://www.egmont.co.uk)

EGMONT

*We bring stories to life*

## The Big Picture

The Big Picture is a national campaign to celebrate picture books. Visit [www.bigpicture.org.uk](http://www.bigpicture.org.uk) for *Looking at Books: The Big Picture Guide to Exploring Picture Books* and other useful guides, the ten best new illustrators to watch, interviews and articles.

“Picture books tell us things in a variety of ways. Just as the words have their own rhythms, so do the pictures, either in terms of how they appear in a regular rhythm with the turning of the pages, or with where they are situated on one page in relation to another. Really good picture books have the capacity to draw in many readers, whether that be through the books' sounds, rhythms, images, tones, feelings or ideas.”

From Michael Rosen's introduction to *Looking at Books*



## make your classroom poetry-friendly

“ Teachers sometimes ask me, ‘what’s the best way to get children writing poems?’, and one of the first things I suggest is to create a ‘poetry-friendly classroom’. It’s about making a classroom a place where poems are welcome. It’s about pleasure, stimulation, feeling, curiosity, wonder and fun and children finding their own voice. Here are just a few of the ways to do this. ”

Michael Rosen

Visit [www.childrenslaureate.org.uk](http://www.childrenslaureate.org.uk) to find all of Michael’s Poetry-Friendly Classroom tips, activity sheets, advice on getting children writing, and to share your own ideas.

★ Without any explanation or questions being asked of the children, write out a poem that interests you onto a very large piece of paper and stick it up on the wall. You could put some post-its next to it, telling children they can write anything they want on a post-it to do with the poem.

★ Create an instant Poetry Show. Divide the class up into threes and fours. Each group chooses a book of poems and then a single poem to perform to the rest of the class. Discuss with the children different ways they could do this: read the whole poem together, mime it, dance it, sing it, use percussion instruments, divide the poem up into different voices, solo and chorus. Give the groups twenty minutes to choose a poem and decide how to perform it.

★ Read a poem to the class and restrict yourself to asking the children questions that you don’t know answers to. Questions like:  
‘Does this poem remind you of anything you’ve read before, or anything you’ve seen on TV?’  
‘Does anything in the poem remind you of anything that’s ever happened to you?’  
‘Is there anything you’d like to ask the poet?’

★ Read poems to the class when they know you can’t set them work – just before breaks or at the end of the day.

★ Hold a poetry cabaret night and invite parents. Everyone brings either a poem they’ve written or a poem they like and performs it. Turn out the lights, use a microphone and stage lights, have the audience sit round tables and then poets and performers get up out of the audience to perform their poem. Have an interval with juice and cakes brought in by parents.

## children’s book week across the curriculum: activities

“ We choose a theme and link all curriculum areas to that for the week and we invite visiting authors and storytellers into school. Each class produces something for assembly on Friday and all adults and most children dress up as a book or poem character. ”

Literacy Coordinator, Jessop Primary School, London

Apart from making language memorable, poetry encourages children to explore the world and share what they discover. For this reason it thrives in all areas of the curriculum.

### Within maths and science, poetry helps us visualise abstracts

- Write a ten-line poem describing numbers: 1 is like a finger in the air, 2 is a swan on the river...
- Describe four things a symbol would do if it had real (or magical) powers. Start the poem: Minus is my name – if I ruled the world I would take away...
- In pairs write a love poem to your star-crossed opposite: ice and fire, night and day...

### Using other languages

Poetry allows children to explore new sounds and rhythms.

- Write a poem with your class called ‘10 Ways to Say Hello’. This could include slang and dialect words. This encourages research into different languages and celebrates the diversity of language in the UK. Visit [www.britishsignlanguage.com](http://www.britishsignlanguage.com) to find out how to sign some of the words in your poem, and incorporate the signed words into a performance
- Try a poem about greeting friends in your street. Every few lines add this simple phrase, *Qué te pasa, calabaza? Nada, nada, limonada* (What’s up pumpkin? Nothing’s up lemonade)

### History and geography

History and geography are a rich source of ideas for young writers. By imagining that objects (such as a Roman goblet) or historical characters (such as Queen Victoria) are being interviewed, many poems can be created from the answers.

- I used to be.../I remember.../my friends are.../I once overheard...
- Write an apology letter or poem from a volcano or an axe at the Tower of London

Use real objects for this activity: try contacting your local museum to find out if they lend out artefact boxes for a specific period such as World War Two.

Compiled by Mandy Coe. Mandy’s poetry has been broadcast on BBC radio and television; her work with schools has been featured in the TES ([www.mandycOE.com](http://www.mandycOE.com)).



# my dream library

A school library is a special place just for books, where children and teachers can explore, discover and enjoy new books and old favourites. Libraries offer children the freedom to engage with books without pressure, with the guidance of a book-loving adult who can get to know their reading tastes and suggest books they might like.

Many schools face the challenges of limited space or resources, but there are a number of ways you can expand your knowledge of classic and contemporary children's books.

## With a little time (but no money) you can

- Visit [www.booktrustchildrensbooks.org.uk](http://www.booktrustchildrensbooks.org.uk) to read book reviews, author interviews and special features, and to search the database of over 2,000 good children's books
- Read reviews of children's books in newspapers such as the *TES*, the *Saturday Guardian* and the *Sunday Times*
- Go into your local bookshop and ask for advice from the person in charge of children's books. Booksellers love talking about great books: use their knowledge to build your own
- Ask children, colleagues, parents and public librarians to tell you their favourite books for children
- Find out recommended spending levels for primary school libraries at [www.booktrust.org.uk](http://www.booktrust.org.uk)

## With a small amount of funding, you can

- Become a member of the School Libraries Association to receive their quarterly newsletters [www.sla.org.uk](http://www.sla.org.uk)
- Become a member of the Children's Poetry Bookshelf to receive the best new poetry books for children [www.childrenspetrybookshelf.co.uk](http://www.childrenspetrybookshelf.co.uk)
- Subscribe to your local School Libraries Service: most regions have one



## The book you love

I promise that this is true  
you know that I'm not lying  
but in the library down the road  
all the books are flying.

Round the room they fly  
looking for a place to land.  
Think of the book you love  
and the book will land in  
your hand.

Michael Rosen

Visit [www.booktrust.org.uk](http://www.booktrust.org.uk)  
for advice on how to build up  
your school library.

“Children loved the opportunity  
to look, choose and discuss  
books together, encouraging  
each other to try different titles  
and authors.”

Librarian, St Swithun's Junior School,  
Winchester

“‘Mystery books’ were put in  
sealed envelopes with a brief  
description on the outside to  
help children choose.”

Library Manager, Hunsbury Park Primary  
School, Northampton

“All book loans for the week  
went into a prize draw, but the  
reader had to prove they had  
read the book by writing a  
short review. The best review  
also won a prize.”

Librarian, Langley School, Norfolk

## What is the book you love?

Ask children to choose the book they love best. Ask them to write down its title and author, draw something that happens in the book and write or say why this is their favourite. Display their work around school for Book Week.

## Your local public library

Take your class for a visit to the local library and register each pupil as a member. Each child will get their own library card and the children's librarian will be happy to show you what resources are on offer. Don't forget you can also invite local librarians into school to talk about and read from their favourite books.

# booktrust's resources for schools

## Celebrate books and reading

Download activity sheets and posters, watch video tips and contribute your ideas on poetry in school on the Children's Laureate website [www.childrenslaureate.org.uk](http://www.childrenslaureate.org.uk) The Children's Laureate is an award which recognises outstanding achievement in the field of children's books. The current Children's Laureate is poet Michael Rosen.

Download more copies of this Children's BookWeek teachers' pack at [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk)

## Recommended children's books

Find up to date reviews of children's books on a searchable database at our children's book website. Read features on children's authors and illustrators as well as accessing free, book-themed teaching sequences.

[www.booktrustchildrensbooks.org.uk](http://www.booktrustchildrensbooks.org.uk)

Recommend prize-winning and shortlisted books to your pupils. Booktrust manages a number of literary prizes for the best new books. Prize shortlists make excellent recommended reading lists for pupils, teachers and librarians and can be found on the Booktrust website. This autumn will see the launch of a new prize for the funniest children's books: the Roald Dahl Funny Prize. Visit [www.roalddahlprize.org](http://www.roalddahlprize.org) where the 2008 shortlist will be announced in September.

## Supporting writing

Discover innovative ideas to get young people excited about writing at EverybodyWrites, a web-based writing resource for teachers. EverybodyWrites takes writing beyond the classroom and into the playground, the community and the world of work. Visit [www.everybodywrites.org.uk](http://www.everybodywrites.org.uk) for more.

Plan a writer visit with the Writing Together website, which provides a step-by-step guide to inviting a writer to school and organising the visit. Includes advice on how to make the most of a visit and interesting examples of how schools have linked visits with subjects such as science and history. See [www.writingtogether.org.uk](http://www.writingtogether.org.uk)



Booktrust is an independent national charity that encourages people of all ages and cultures to discover and enjoy reading.

[www.booktrust.org.uk](http://www.booktrust.org.uk)

## Advice on school libraries

Make the most of your school library. Our research into spending and provision in school libraries in England offers advice from recommended spending levels on library books to guidance on staffing, stock and opening hours. Go to [www.booktrust.org.uk](http://www.booktrust.org.uk) to find out more.

## Free books for your pupils

Booktime provides free book packs to all children in England starting primary school, with a guidance booklet for their parents on reading aloud which is available in 15 community languages. Teachers receive accompanying activities and resources. Look out for *Harry and the Dinosaurs go to School* by Ian Whybrow and Adrian Reynolds, this autumn's featured book. This year book packs will also contain a special abridged version of *The Puffin Book of Fantastic First Poems*.

[www.booktime.org.uk](http://www.booktime.org.uk)

Booked Up gives a free book to each 11-year-old in England in the autumn term. Pupils choose from 12 specially selected titles. Tell your current Year 6 pupils to look out for the Booked Up booklist when they start secondary school in September. They can also visit the Booked Up website [www.bookedup.org.uk](http://www.bookedup.org.uk) where they will find interactive games, competitions and information about the books they will choose from.

Letterbox Club sends looked-after children aged 7–11 a free parcel of books, maths games and stationery once a month for six months. Go to [www.booktrust.org.uk](http://www.booktrust.org.uk) to learn more.

## Contact us:

Education Projects  
Booktrust  
Book House  
45 East Hill  
London SW18 2QZ  
Tel: 020 8516 2967  
Email: [education@booktrust.org.uk](mailto:education@booktrust.org.uk)

“We invited a local newspaper editor in to give a talk called ‘Hold the front page’. She staged a press conference with some of the children, who acted as reporters.”

Holmwood House School, Colchester

# inspiration inside and outside the classroom

Getting children excited about what they are writing is the key to unlocking their writing potential. **Everybody Writes** is an online resource with inspiring ideas and practical advice for teachers.

## Let's go outside

- Create a story treasure hunt with lines from a story hidden around the school
- Develop an outside performance space, complete with soapbox, for pupils to tell stories, give speeches, perform plays and poems or sing and dance
- Turn a playground path into a word walkway, with rich, evocative words and phrases on each paving stone
- Create a 'poetree' by hanging words or lines of verse from the branches of a tree or shrub
- Create a special story bench – covered with words – where children can sit to think, plan, read or write

For more ideas like these, visit [www.everybodywrites.org.uk](http://www.everybodywrites.org.uk)

## Star turn

Ever thought of inviting a writer or illustrator into school but not sure how to start? Visit [www.writingtogether.org.uk](http://www.writingtogether.org.uk) for a step-by-step practical guide to planning a writer visit or residency.

Why not invite a local artist or puppeteer in to school to help children create characters or creatures for their own stories?

“The week always reinforces how much most of our children love books – and also making that extra effort to be creative impacts on literacy planning throughout the school.”

Teacher, Lambeth Primary School, London

“What we did with our writer was very appropriate and fun and gave me ideas to use instantly with my own class.”

Buckfastleigh Primary School, Devon

“The children were so motivated by the visit that many wrote more poems at home that night with their parents.”

Teacher, Leicester

# directory of useful contacts

## Book advice and resources

### Booktrust

Tel: 020 8516 2967

Email: [education@booktrust.org.uk](mailto:education@booktrust.org.uk)

[www.booktrust.org.uk](http://www.booktrust.org.uk)

### Children's Poetry Bookshelf

Poetry Book Society

Tel: 020 7833 9247

[www.childrenspetrybookshelf.co.uk](http://www.childrenspetrybookshelf.co.uk)

A poetry book club for 7–11 year-olds with resources for teachers and parents.

## Resources for libraries

### The Reading Agency

Tel: 020 7278 8922

Email: [info@readingagency.org.uk](mailto:info@readingagency.org.uk)

[www.readingagency.org.uk](http://www.readingagency.org.uk)

Supports public libraries through projects including the Summer Reading Challenge.

### School Library Association

Tel: 01793 791787

Email: [info@sla.org.uk](mailto:info@sla.org.uk)

[www.sla.org.uk](http://www.sla.org.uk)

Advisory and information services, publications, INSET and advocacy.

### Youth Libraries Group (YLG)

CILIP

Tel: 020 7255 0500

[www.cilip.org.uk/specialinterestgroups/bysubject/youth](http://www.cilip.org.uk/specialinterestgroups/bysubject/youth)

Advocacy organisation for all those working with or interested in children's books, reading development and the promotion of libraries.

## Websites

Visit the National Year of Reading website to find your local authority coordinator and much more:

[www.yearofreading.org.uk](http://www.yearofreading.org.uk)

Visit the National Literacy Trust's website for a comprehensive list of links to websites about children's books and reading:

[www.literacytrust.org.uk/links/webchild.html](http://www.literacytrust.org.uk/links/webchild.html)

Many writers have their own websites with features and information for children. Here is a small selection:

[www.benjaminzephaniah.com](http://www.benjaminzephaniah.com)

[www.claricebean.com](http://www.claricebean.com)

[www.emilygravett.com](http://www.emilygravett.com)

[www.jacquelinewilson.co.uk](http://www.jacquelinewilson.co.uk)

[www.juliadonaldson.co.uk](http://www.juliadonaldson.co.uk)

[www.malorieblackman.co.uk](http://www.malorieblackman.co.uk)

[www.maisyfun.com](http://www.maisyfun.com)

[www.michaelmorpurgo.org](http://www.michaelmorpurgo.org)

[www.michaelrosen.co.uk](http://www.michaelrosen.co.uk)

[www.roalddahl.com](http://www.roalddahl.com)

[www.walkerbooks.co.uk/Anthony-Browne](http://www.walkerbooks.co.uk/Anthony-Browne)



# directory of useful contacts continued

## Finding a writer for a visit

### Apples and Snakes

London, North-West, East Midlands,  
West Midlands, South-West, North-East  
& South-East  
Tel: 08455 213460  
Email: karen@applesandsnakes.org  
[www.applesandsnakes.org](http://www.applesandsnakes.org)

### Devon Arts in Schools Initiative (DAISI)

Based in Exeter  
Tel: 01392 385214  
Email: admin@daisi.org.uk  
[www.daisi.org.uk](http://www.daisi.org.uk)

### Kernow Education Arts Partnership

Cornwall  
Tel: 01872 275187  
Email: helen.reynolds@keap.org.uk  
[www.keap.org.uk](http://www.keap.org.uk)

### National Association of Writers in Education (NAWE)

Tel: 01653 618429  
Email: paul@nawe.co.uk  
[www.nawe.co.uk](http://www.nawe.co.uk)  
[www.artscape.org.uk](http://www.artscape.org.uk) (national directory of writers who work in schools)

### National Centre for Language and Literacy

Tel: 01183 788820  
Email: ncll@reading.ac.uk  
[www.ncll.org.uk](http://www.ncll.org.uk)

### New Writing North

Based in Newcastle upon Tyne  
Tel: 01912 221332  
Email: holly@newwritingnorth.com  
[www.newwritingnorth.com](http://www.newwritingnorth.com)

### New Writing South

Based in Brighton  
Tel: 01273 735353  
Email: education@newwritingsouth.com  
[www.newwritingsouth.com](http://www.newwritingsouth.com)

### The Poetry Society

Based in London – national  
Tel: 020 7420 9894  
Email: education@poetrysociety.org.uk  
[www.poetrysociety.org.uk](http://www.poetrysociety.org.uk)

### The Windows Project

Based in Liverpool  
Tel: 01517 093688  
Email: windowsproject@btinternet.com  
[www.windowsproject.demon.co.uk](http://www.windowsproject.demon.co.uk)

### Write On! – Adventures in Writing

West Midlands  
Tel: 01212 462770  
Email: jonathan@birminghambookfestival.org  
Agency running year-round writer in schools projects.

## Funding, training, publications

### Arts Council England

Tel: 08453 006200  
Email: enquiries@artscouncil.org.uk  
[www.artscouncil.org.uk](http://www.artscouncil.org.uk)  
National development agency for the arts distributing public money from Government and the National Lottery.

### Centre for Literacy in Primary Education

Tel: 020 7401 3382  
Email: info@clpe.co.uk  
[www.clpe.co.uk](http://www.clpe.co.uk)  
Training and consultancy, classroom-based research and publications.

### National Association of Special Educational Needs (NASEN)

Tel: 01827 311500  
Email: welcome@nasen.org.uk  
[www.nasen.org.uk](http://www.nasen.org.uk)

### National Association for the Teaching of English (NATE)

Tel: 0114 2 555419  
Email: info@nate.org.uk  
[www.nate.org.uk](http://www.nate.org.uk)

### National Literacy Association

Tel: 01843 239952  
Email: wendy@nla.org.uk  
[www.nla.org.uk](http://www.nla.org.uk)

### National Literacy Trust

Tel: 020 7587 1842  
Email: eliza.buckley@literacytrust.org.uk  
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

## Places to visit

### British Library

96 Euston Road  
London NW1 2DB  
Tel: 020 7412 7332  
Email: visitor-services@bl.uk  
[www.bl.uk](http://www.bl.uk)

### The Poetry Library

Royal Festival Hall  
London SE1 8XX  
Tel: 020 7921 0664  
Email: info@poetrylibrary.org.uk  
[www.poetrylibrary.org.uk](http://www.poetrylibrary.org.uk)

### The Roald Dahl Museum and Story Centre

81–83 High Street, Great Missenden  
Bucks HP16 0AL  
Tel: 01494 892192  
Email: admin@roalddahlmuseum.org  
[www.roalddahlmuseum.org](http://www.roalddahlmuseum.org)  
Film footage, interactive games, Roald Dahl's archive and displays for KS2/3.

### Seven Stories

#### The Centre for Children's Books

30 Lime Street  
Newcastle Upon Tyne NE1 2PQ  
Tel: 08452 710777  
Email: info@sevenstories.org.uk  
[www.sevenstories.org.uk](http://www.sevenstories.org.uk)  
Collection exploring the rich heritage of British children's books, with exhibitions, activities and events.

## Children's Bookshow 2008

Nine brilliant events for schools across the country, with top children's writers including Children's Laureate Michael Rosen. For full details of events in this national tour, please visit the website [www.thechildrensbookshow.com](http://www.thechildrensbookshow.com) or email [sianwilliams1@gmail.com](mailto:sianwilliams1@gmail.com)

# quick and easy activities

Choose one of these activities as a warm-up before a reading or writing task, or create stations around the classroom with a different table for each activity. Children can rotate between the stations at the blow of a whistle to try them all.

## Opotomas-Potomas

Open a dictionary at any page to choose a long word and take off one letter at a time to create a nonsense poem. Don't forget to read them aloud!

Hippopotamus  
ippopotamus  
ppopotamus  
opotamus  
potamus  
otamus  
tamus  
amus  
mus  
us  
s

See what happens when you try 'calamity' or 'shampoo'!

## Hand Rap

In pairs or groups create a dance, clap, or finger mime to the following traditional poem:

*Down by the banks of Hanky Panky,  
Where the bullfrogs jump  
From bank to bank,  
I said a hip hop,  
Swaggle waggle hop  
I said a hip hop hop  
Full stop!*

## Buttercup Cup!

Daydream, bathtub, heartbeat, teapot: compound words provide a natural rhythm. Choose a word, such as 'buttercup', and write down four or five things about it. In between each line insert your chorus: Buttercup, Buttercup, Buttercup, Cup!

Compiled by Mandy Coe [www.mandycOE.com](http://www.mandycOE.com)

## Magnifying Poems

Gather a selection of illustrated books: art books, science books or books about animals or space. Children choose a picture and using a cardboard roll as a microscope, look for tiny details such as shape, texture or colour.

On a piece of paper, pupils draw round one end of their cardboard microscope to make a circle. Children then fill the circle with words describing what they saw. These are tiny poems, so choose only the best words!

## Book Riddles

Children choose a reference book such as a dictionary, atlas or encyclopaedia. They write five lines or clues describing what readers will find inside it without saying what the book is. Start each line with the line: *Look in me and you will see...*

Read the riddle aloud and see who can guess which book it is.

## Grow-your-own Twisters

See who can insert the most words into the following phrases:

- quite nice white mice
- Nat's knapsack strap snapped
- sweet sheep's cheese
- this sixth sister

Keep tongues twisted by using words with the same first letter or vowel sounds.

Children's Book Week 6–12 October 2008. See [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk) for everything you need to know to run a book week.



# foundation stage activities

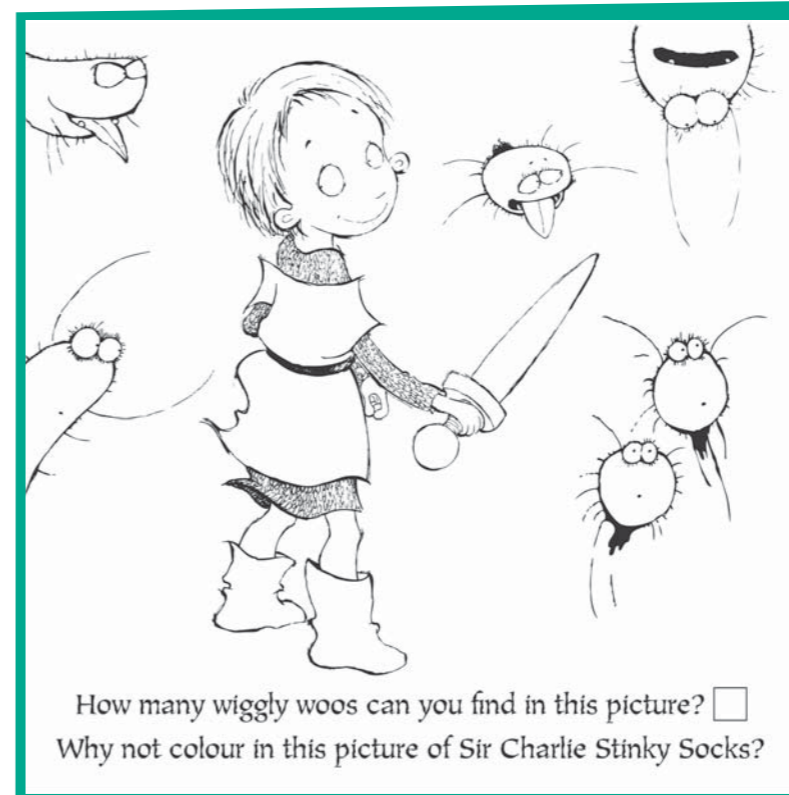
## Sir Charlie Stinky Socks: Brave and bold

Sir Charlie Stinky Socks is all about a brave knight (and his cat Envelope) who decides to go on a really big adventure to see what is at the top of the tall tall tower in the deep dark forest. To get there he has to face Wiggly Woos who want to tickle your toes, terrible moaning beasties, and even a fire-breathing dragon!

## Sir Charlie Stinky Socks and the Really BIG Adventure by Kristina Stephenson



There's a tower in a wood with a staircase to the top. Sir Charlie Stinky Socks is going all the way up!



## Groaning and moaning

There are lots of noises in Sir Charlie Stinky Socks. Why not get the class to do the sound effects? Can they groan like a creaky old tree? Can they moan like a terrible beastie? Can they imagine the sound for a Wiggly Woo – or giggle like they've had their toes tickled?

## Sing a lullaby

In Sir Charlie's adventure he sings a lullaby to stop the trees from groaning. Can you sing 'Rock-a-bye baby' with your class? Get them to learn the song and sing it out loud with actions for rocking a baby and wind-blowing noises. You could even try singing to a tree in the playground to try and stop it groaning!

*Rock-a-bye baby, on the tree top  
When the wind blows the cradle will rock  
When the bough breaks the cradle will fall  
And down will come baby, cradle and all!*

**EGMONT**  
*We bring stories to life*

Sir Charlie Stinky Socks Text and Illustrations copyright © Kristina Stephenson 2007 All rights reserved.

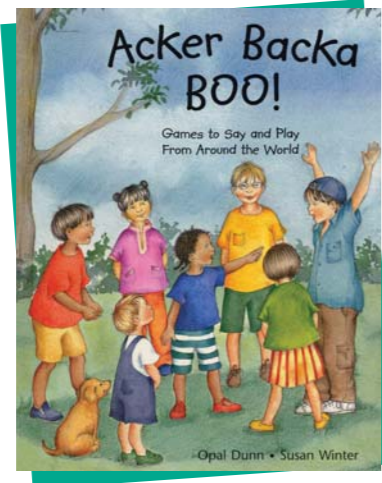
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# foundation stage activities

## Acker Backa BOO! Games to Say and Play from Around the World

Playing games with children teaches them to take turns, be a good loser and think of others – as well as having lots of fun! Learning simple rhymes helps children understand language and its sounds. The games in Acker Backa BOO! are easy to learn and teach.



## Fire on the mountain: a game from Tanzania

Children lie on the floor face-up, outside a safe area known as 'home'. The leader pretends to look far away for fire. He says 'Fire on the mountain' and the children repeat 'Fire, fire'. He then says 'Fire in the valley' and the children chorus 'Fire, fire'. He continues naming places where he can see fire, until he says 'Fire right HERE'. The children jump up and run for home. The last one home is out of the game.

## Updating 'Here we go round the mulberry bush'

Here we go round the mulberry bush, the mulberry bush, the mulberry bush.  
Here we go round the mulberry bush, so early in the morning!

Sing 'Here we go round the mulberry bush' with the children. Then, in between the chorus, add some verses like these – or make your own up!

This is the way we dry our hair, dry our hair, dry our hair  
(miming a hand-held dryer)

This is the way we eat pizza, eat pizza, eat pizza  
(holding a piece and biting it)

This is the way we move to the beat, move to the beat, move to the beat  
(follow the children – they will be more up to date with dance routines than you!).

## Other good books

**Number Rhymes to Say and Play**  
by Opal Dunn

**Un, Deux, Trois**  
by Opal Dunn

**Skip Across the Ocean: Nursery rhymes from around the world**  
by Floella Benjamin

**One, Two, Tree!**  
by Anushka Ravishankar (Tara Books)

## Action!

Playing active games develops children's motor skills and coordination.

Row, row, row your boat  
Gently down the stream...

In pairs, children sit opposite each other on the carpet, stretch out their hands and hold on tightly as they row their boat!

For more information on all these books, visit our website  
[www.frances-lincoln.com](http://www.frances-lincoln.com)

**F**  
FRANCES LINCOLN  
CHILDREN'S BOOKS

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# key stage 1 activities



## Shaun the Sheep: Leader of the flock!

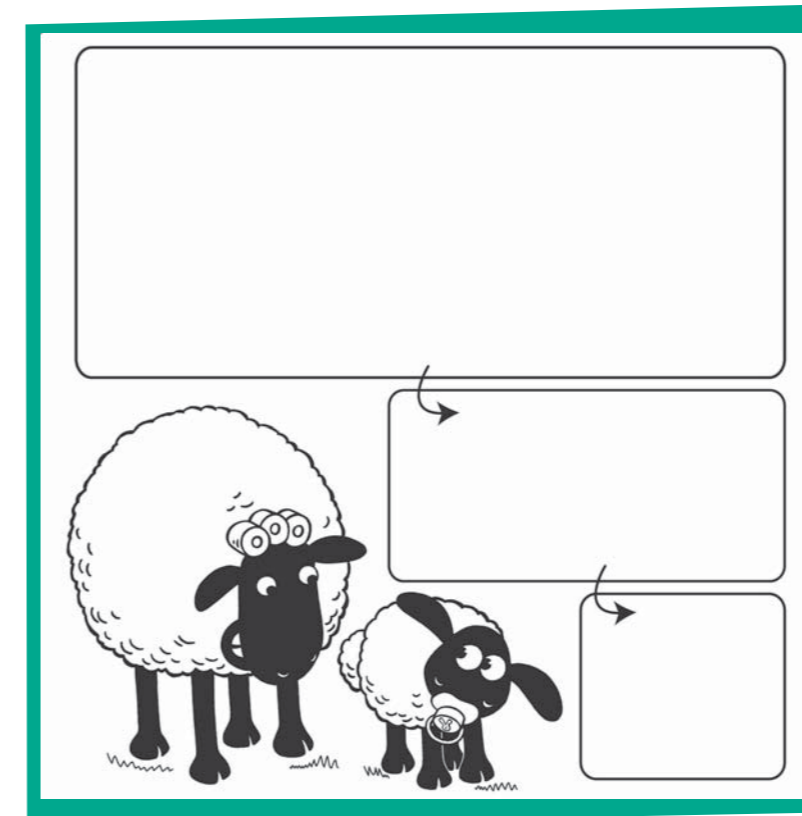
Shaun and his fleecy friends get up to all sorts of animal antics from playing football with juicy green cabbages to holding a funky disco party!

## Shaun the Sheep: Baa-rmy Drawing Book

There's a lot going on in this fun colouring book. But something is missing! Just take a look!

This is a colouring book with a difference – it doesn't have any pictures! Children decide how they want to draw the pictures of Shaun and his friends, and then colour them in.

Little Timmy's mum is telling him a bedtime story. Ask children to think about their favourite bedtime story. They can draw or write the story in three parts in the three boxes.



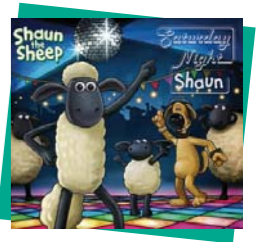
## Other ideas for your flock

### Picture Tag

Give each child twenty seconds to draw freely on a blank piece of paper. When the time is up, ask the children to pass the paper to their neighbour. Give the children another twenty seconds to add to the picture before they pass it on. Share the children's group pictures at the end.

## Enjoy 'Rhythm and Rhyme' with Saturday Night Shaun: A pop-up party adventure

Jump to the beat and hit the dance floor! Shaun will have you dancing – that's for sure! Shaun puts on his dancing hooves in a pop-up story perfect for getting readers in a dancing mood.



## Rhyming Charades

In pairs, ask children to choose two words that rhyme (eg 'sheep' and 'sleep'). Each pair must mime their rhyming words for the class to guess.

[www.egmont.co.uk/shaunthesheep](http://www.egmont.co.uk/shaunthesheep)

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# key stage 1 activities

## Say it out loud!

These activities focus on the fun we can have with sounds and rhythm in poetry and provide the inspiration and structures for pupils to try writing their own poems.

## Suggested books to read aloud

**Read Me Out Loud** chosen by Nick Toczek and Paul Cookson (Macmillan Children's Books)

**Space Poems** chosen by Gaby Morgan (Macmillan Children's Books)

**Sensational** chosen by Roger McGough (Macmillan Children's Books)

**Mustard, Custard, Grumble Belly and Gravy** by Michael Rosen (Bloomsbury Children's Books)

**Funky Chickens** Benjamin Zephaniah (Macmillan Children's Books)

## Sound sandwich

Discuss the sound-words in the list below with your class. Each child thinks of an animal that matches one of the words from the list. The first line of their poem starts with *I love it when...* Place the sound-word at the end. Now add a second rhyming line. Simply repeat the first line to finish! Children read their poems aloud with sound effects. For example:

## Crocodile

I love it when my teeth go snap  
Hippos cheer and flamingos clap  
I love it when my teeth go snap

baa bang bark beep boom bubble burp buzz cackle chirp  
chomp chuckle clang clap clash clatter click clip-clop clunk  
cock-a-doodle-doo cough crackle crash creak croak crunch  
cuckoo ding-dong drip fizz flap flutter gasp glug giggle groan  
growl grunt guffaw gurgle hiss honk hoot howl hum knock  
meow moan mumble munch mutter neigh pitter-patter plop  
pop purr quack rip roar rumble rustle screech shush sizzle  
slap slither slosh smack smash snap snarl snore snort  
snuffle splash splat splatter splutter squawk squeak squelch  
swish swoosh thud thwack tick-tock trickle tweet whimper  
whirr whizz whoosh woof yawn yelp

## Soundscapes

Take an in-school field-trip and record the sounds of your school. Visit kitchens, classrooms, the hall and office (don't forget secret spaces like cupboards and underneath trees in the playground).

All together, listen to the sounds pupils can hear in each place and make a note of them. Back in the classroom, pupils can choose one of the locations. Their first lines will place us in the poem and describe the sounds:

The door latch clicks,  
here we are  
Here's a clatter and a sizzle,  
here we are  
Hear the spider's whisper,  
here we are

Ask pupils to describe what happens in this space, repeating the first line as a refrain. Perform or display poems in the space that inspired them!

Compiled by Mandy Coe. Mandy's poetry has been broadcast on BBC radio and television; her work with schools has been featured in the TES ([www.mandycoe.com](http://www.mandycoe.com)).

Children's Book Week 6–12 October 2008. See [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk) for everything you need to know to run a book week.



# key stage 2 activities

## History of Warts

Written by Alan MacDonald. Illustrated by Mark Beech

Since the dawn of time members of the hapless Wart family have struggled to survive the cruel twists that fate has thrown their way. From facing axe-wielding barbarians in gladiatorial contests to dodging wily witch hunters and peevish pirates, the Wart family has been plagued with problems and dogged by (near) disaster for centuries! Each book in the series finds the Wart family in a different century, facing new adventures.

## Discussion

If your class was given a potion that enabled them to live forever, would they drink it? Divide the class into two groups, one of which comes up with a list of reasons why this would be a good idea, and the other a list of reasons not to do it. Ask the two groups to present their reasons back to the class. Pupils can then vote on whether or not they would drink the potion.

## History with a twist

Choose a historical period that your class is learning about. Ask pupils to imagine that they are journalists working on a celebrity gossip magazine from that period. Bring in some magazines and discuss with the class the different pages and features they would have in their magazine, for example, fashion pages, news stories or features on a celebrity's home. Divide the class into small groups or pairs to work on different pages. Pupils can either choose or make up historical figures to feature in the magazine. Examples could be:

- a page on ancient Roman fashion
- a news story on Viking invasions
- a feature on Queen Victoria's home

Pupils can work on illustrations and design for the magazine, which could form part of a book week display. The best articles could be read out in a special book week assembly.

## Links

Visit [www.bloomsbury.com/teachers](http://www.bloomsbury.com/teachers) for more information on how to get the most from Bloomsbury books in the classroom.

See [www.bloomsbury.com/trolls](http://www.bloomsbury.com/trolls) for more books from the same author and illustrator.

B L O O M S B U R Y



Children's Book Week 6–12 October 2008. See [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk) for everything you need to know to run a book week.



# key stage 2 activities

## Astrosaurs & Astrosaurs Academy by Steve Cole

Follow the intergalactic adventures of Captain Teggs and his crew of dinosaurs in this hilarious series for 7-9 year olds. Each story finds them on a dangerous mission that threatens the universe. The themes of space and dinosaurs make this series particularly appealing for boys and reluctant readers.

### Astrosaurs timeline

The books combine two very different themes – prehistory and space travel. Create a timeline in the classroom using a washing line, flagging up one end as prehistory and the other as space travel. Write down a selection of important inventions on small pieces of paper (eg the wheel, electricity – see [http://en.wikipedia.org/wiki/Timeline\\_of\\_invention](http://en.wikipedia.org/wiki/Timeline_of_invention) for ideas) and ask the class to decide in which order the inventions should be pegged to the washing line.

Ask children to write down any important historical events they know about which have happened between prehistory and space travel. Children can peg their ideas to the washing line to create a historical timeline.

## Cows in Action by Steve Cole

Professor McMoo is a very clever cow – he has managed to build himself a time machine from discarded farming machinery. He and his friends, Pat and Bo Vine, are all agents of the C.I.A. (Cows in Action) and embark on a series of time travelling adventures in order to keep history on the right track.

### Time travel

Discuss the idea of time travel with your class. Ask children for ideas about when and where they would like to visit if they had a time machine. In pairs, ask children to come up with answers to the following questions:

‘If I had a time machine, when and where would it take me?’

What year is it? Who am I?

What do I do? Where am I living?

What are the threats to me? What do I enjoy?

Ask the children to write a diary entry for a day from their time travel journey. When they have finished, children swap their work and read out each others’ entries to the class.



For further information, resources, activities, games and extracts, visit [www.stevecolebooks.co.uk](http://www.stevecolebooks.co.uk)



Children's Book Week 6–12 October 2008. See [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk) for everything you need to know to run a book week.



# judge a book by its cover



Design book covers with your class for the Crayola and Children's Book Week competition. See back cover for details on how to enter.

## Key Stage 1

- Ask pupils to imagine that they are 70 years old and writing the story of all the exciting things they have done in their lives. Did they star in a film? Become a famous footballer?
- Have pupils design the cover of their own life stories, with a title such as My Life
- Provide a template with a box at the top for the title, a big box for the image and one at the bottom for the pupil's name
- What exciting life event will children draw for the cover? The time they took a spaceship to the moon? The time they won a medal in the Olympics?

## Key Stage 2

Take pupils to the library so they can browse the shelves: which covers appeal to them and why? Compare book covers from a range of genres such as fantasy, science fiction, crime and historical fiction. Bring a selection back to the classroom.

- Ask pupils to design the cover of a novel they would like to read, but that doesn't exist yet
- What genre is this novel? The cover should reflect the genre. Refer to examples borrowed from the library
- Consider the balance of text and images: the lettering should be clear and the style and size should suit the genre
- Consider the title: will it be mysterious? Funny? Employ wordplay?
- How will colours in the illustration match the mood of the book?
- What is the name of the author? Children can have fun with this part!



Children's Book Week 6–12 October 2008. See [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk) for everything you need to know to run a book week.





## crayola and children's book week cover design competition



Ask your children to imagine a book they would love to write. Would it be their life story, or a fantasy adventure? A collection of their own poetry? This competition invites children to design the cover of their imaginary book.

**WIN!** The Overall Winner receives gifts from Crayola, a signed book by Michael Rosen, Children's Laureate, and a £50 book token. Their school wins a £100 book token and Crayola gifts. Category Winners receive a Crayola gift and a £25 book token.

Visit [www.childrensbookweek.org.uk](http://www.childrensbookweek.org.uk) to enter.

Closing date Friday  
12 September 2008

children's  
book week

booktrust