

Bede’s Reads

Reading Initiative

*Progressing from KS2 & Preparing for KS4*

Outline of Bede’s Reads in Year 7

|  |
| --- |
| **RATIONAL**The purpose of this initiative is to promote a love of reading and ensure that pupils in Year 7 are reading frequently. |
| **IMPLEMENTATION*** Pupils are set a Bede’s Reads’ reading homework **once every half term**: this can either be using a book from home or a loaned book from the school library.
* Pupils should be encouraged to read weekly and the Bede’s Reads’ reading homework consists of pupils completing a scrapbook entry for the class Bede’s Reads’ Scrapbook.
* Pupils should complete a minimum of 6 scrapbook entries throughout the course of the year (1 every half term).
* All scrapbook entries are stuck in the class Bede’s Reads’ Scrapbook.
* Class teachers should ensure that pupils complete a range of tasks throughout the course of the year.
* The winning class scrapbook is decided at the end of the year and pupils are rewarded for their consistent efforts.
 |

Suggested Scrapbook Entries for Bede’s Reads

|  |
| --- |
| Write a diary entry for one of the characters. |
| Write three New Years’ Resolutions for two characters. What should thy give up or how should they change? Explain how the characters will benefit from these resolutions. |
| Create a poster advertisement (summarising the book). |
| Write detailed answers to these questions:If this book was a…* Colour, what colour would it be and why?
* Smell, what smell would it be and why?
* Shape, what shape would it be and why?
* Car, what car would it be and why?
* Chocolate bar/sweet, what would it be and why?
* Sport, what sport would it be and why?
 |
| Create a character drawing - labelling with quotes. |
| Write about the life of a character 10 years after the story ends. How has their life changed? What has happened after all that time? |
| Create a setting drawing - labelling with quotes. |
| Create a game linked to the book. |
| New vocabulary bubble: List at least 10 new words from the book with their definitions |
| Create a new front cover for the book. |
| Write an essay on the names chosen for each of the main characters. What do they reveal? Could they be changed to suit the character more effectively? |
| Create a quiz/crossword/ word search for the book. |
| Write an alternative ending for the story. |
| Research the author. Bullet point the research. |
| Write an alternative blurb for the book. |
| Devise detailed questions for the author. Then answer the questions as the author. |
| Write about a favourite part of the book and why it was so good. |
| Summarise the plot in bullet points. |
| Write a letter from one character to another in the book. |
| Create a Facebook profile for one of the characters. |
| Design a computer game for the book. |
| Devise detailed questions for a main character. Then answer the questions as the character. |
| Imagine that the story has been turned into a film. Choose actors/types of qualities that you would want in actors that would play each character. Explain the reasons why. |
| Research a theme from the book. Bullet point the research. |
| Predict what will happen next in the story. |
| Create a new character for the book. |
| Create a Twitter account for one of the characters: Write possible ‘tweets’ that the character would write throughout the story. |
| Write a script version for one of the chapters in the book. |
| Describe your favourite character and why you liked them so much. |
| Storyboard one of the key scenes from the story. |
| Make a comic book version of the book. |
| Imagine that the book is turned into a film. Choose the songs that would accompany key scenes in the story. |
| Write a speech persuading the class to read this book. |
| Imagine the main character is trapped on a desert island; write down what 5 items they would choose to have with them. |
| Write a letter to the author about your views on the book. |
| Write an essay about how the similarities and differences that the book has with another book. |
| Re-write the first three paragraphs of the first chapter. |
| Adjective bubble: List 10 adjectives that could be used to describe the book with reasons why. |
| Imagine that the book has been turned into a film. Make a list of the scenes that would be kept and the scenes that would be cut from the story for the shortened film-time. |
| Write a newspaper report about a character from the book. |
| Create a timeline of events. |
| Write an email to the publisher commenting on the book cover. What is effective? What could be changed? |