

Bowlish Infant School Book Talk Planning

Book Talk is a daily, 20-minute whole-class session exploring high-quality texts. Books are carefully chosen for their rich vocabulary, diversity, quality, or curriculum links. Through discussion and focused activities, children develop key reading skills such as comprehension, inference, prediction, and expressing opinions, while deepening their enjoyment and understanding of stories. Book Talk will lead into Reading for Fluency as the children become more accomplished with their reading skills.

Book Talk

Weekly Book Talk System	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Introduce text using props and pictures.</p> <p>Encourage the development of vocabulary through discussion around the props.</p>	<p>Using the props, introduce the text.</p> <p>Model making a prediction using the front cover, blurb and links to knowledge of previous texts.</p> <p>Read the text aloud.</p>	<p>Re-read the text, engaging in the following tasks (not all tasks must be completed for each text)</p> <ul style="list-style-type: none"> Ask comprehension questions using direct retrieval from the tasks Make links to children’s knowledge of similar texts or by the same author Talk about uses of language or vocabulary Discuss other words that could be used Allow children to role-play, act out or retell Use instruments to add sound effects Make predictions at different points Sequence events using adverbials to structure oral sentences Ask questions to promote inference Ask children to think about what might happen before the story began or after the story has finished Describe characters Talk about the emotions and motivations of characters 		

Book Talk Success Criteria				
	Listen attentively to the story and to the ideas of others	Say new vocabulary from the text or discussions	Answer questions about the text, their opinions and their own ideas.	Engage with the shared reading experiences

Reception	
EOY Expected Outcomes	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play</p> <p>Listening and Attention</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>



	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
--	--

Year 1

Curriculum Coverage	<p>Reading - Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. <p>Children can read at a pace of 60 words per minute.</p> <p>Spoken Language listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)</p>
----------------------------	---