

# Planning and preparing your Reading Spine

**Different stories require different responses and exploration, so it is important to think carefully about what lies at the heart of each story and how to deepen children's understanding and appreciation of it. Keep a wary eye on the need to make reading a rich and pleasurable experience. Ideally, you need enough books so that the children can share at least one copy between two.**

Always read each book through yourself, and decide what to focus upon and how this can be achieved. Think about the particular demands and challenges of the book. *At what point will you need to stop and with which activity?* Of course, teachers should read aloud expressively, re-reading key passages and savouring beautiful language.

Tackle difficult vocabulary in various ways. For instance, you might help children understand words by showing an object, toy, picture or film. Some words are better understood by listing examples or by acting something out. Make lists of similar words or opposites and try the word in other sentences. Sometimes reading on, or re-reading, will provide clues to a word's meaning. The most powerful strategy is to try and relate the tricky word to the children's own experience. Get them to explain the word to their partner, display the word and rehearse using it in sentences over a number of days to add it to their repertoire.

Agree on your 'Rules for Book Discussions'	Collect 'ways to talk about books'
<p>All ideas are accepted</p> <p>Everyone should 'have a go'</p> <p>Be ready to change your mind</p> <p>Listen to each other</p> <p>It helps to be tentative, e.g. 'we wondered whether...'</p> <p><b>You can</b></p> <ol style="list-style-type: none"> <li>Suggest new ideas</li> <li>'Build' on someone's ideas</li> <li>Explain your ideas</li> <li>Ask questions</li> </ol>	<p><i>It reminds me of ...</i></p> <p><i>I'm not sure but...</i></p> <p><i>We wondered whether...</i></p> <p><i>I like that idea but...</i></p> <p><i>It is the same as ...</i></p> <p><i>It appears to be ...</i></p> <p><i>We think that ...</i></p> <p><i>The writer suggests that ...</i></p> <p><i>Perhaps, ...</i></p> <p><i>It makes me think of ...</i></p> <p><i>The main point might be ...</i></p>