

Book from around the world
<b>Details of Activities</b>
<p>Last year the International co-ordinator completed an audit of all the multi-cultural diverse books we have in school. It was fantastic to see so many of these books not only being used within the curriculum and as class core reading texts but also for children to independently access in their book corner. Although we read and learn about these texts from around the world as part of our Literacy, Mathematics , Topic and Global learning provision, this year we have decided to make them the focus of our whole school 'book days'. These 'book days' play a vital role in providing an opportunity to promote Reading for Pleasure and to introduce children to high quality texts that they may not have the opportunity to discover by themselves. Each class will choose a multi-cultural book to learn about during 'Read the world' day in January along with another book on 'World Book Day' in March. Teachers will plan activities, which explore the themes of the story, comprehension based activities and activities about the culture, such as learning words and discovering how they celebrate specific festivals. We will give all children from our diverse cohort the opportunity to bring in and share stories from their home countries or family favourites. In addition, teachers, parent volunteers or governors will read a story in their home language. Our bilingual staff will record themselves reading some stories which will go on the shared drive for children to listen to in class. In addition, we would like to provide children with the opportunity to share with other local schools their favourite multi-cultural books and in return find out about their favourite one.</p>
<b>Aims and Outcomes</b>
<p>Aims: The main outcome of this project is to develop a love of reading in our children. As our school currently hosts children from many countries across the world, it is important that we celebrate the different cultures and take opportunities to use this as a resource. The aim of using books that focus on different cultures will allow children to get a flavour of what children in other countries learn in childhood and will allow our EAL children the opportunity to share stories that they are familiar with and play the 'teacher' role. This also promotes our British Values of Tolerance and Mutual Respect as children will be encouraged to listen to and consider the differences children from other cultures experience. We also intend to focus on books that have challenging themes that will lead to discussions about aspects of inclusivity.</p> <p>Outcomes: Children will be able to confidently discuss the stories they have read and have learnt an aspect of another culture as well as discussed had opportunities to discuss aspects mutual respect, individuality and empathy. They will also have had the opportunity to recommend books and compare some aspects of different cultures. Some examples of good practice and collaboration with our partners will be posted on the school website.</p>
<b>Evaluation of Evidence -</b>
<p>This whole school project got everyone involved and enthused about the school priority of 'improving reading'. Throughout the year we gathered much evidence of multicultural texts within our curriculum in the form of displays, photographs, children's quotes, power points, book reviews and subject books. Constantly using a diverse range of texts 'highlights the impact of storytelling in education and strengthens our collective commitment to fostering a reflective and inclusive classroom environment'. Having 3 'book days' gave us more opportunity to learn through books. 'Read the World Day' focused on 'protected Characteristics' providing</p>

reflective opportunities to 'foster empathy, self- acceptance and consider identity, individuality, belonging and resilience'. A teacher commented that 'this reading activity has demonstrated that, as a school, we embed the Church school values within our pupils lives, in order to shape them into well-rounded members of society', illustrating the impact that carefully chosen books can have on children. 'Read Aloud Day' involved collaborative opportunities for children to read text eg. 'One Broken Planet' thus developing their confidence to read to others. The KS2 children used this confidence to read to younger children during World Book Day, a day which 'is vital to our school calendar. It brings reading for pleasure to the forefront. It allows adults to read to other classes and show their love for reading and provides opportunity to explore books that pose challenging questions or ideas within a safe space.' When reading to KS1 the KS2 children said 'I saw how much they were enjoying the story, which made me feel really proud'. Our bilingual staff could be heard reading to small groups in their home languages all over school. One said it was a 'reminder of the importance of nurturing a love of reading in others'. Sharing stories about their friends' cultures gave the texts 'real' context and provided all with a sense of belonging. Powerpoints containing details of activities and quotes from the children on our website illustrate the knowledge and awareness of other cultures gained from this project. It also illustrated how books can develop a child imagination; 'today I learnt that books are very important because they can embrace our imagination and take us to another dimensions and worlds.' Our website gives us an opportunity to share our chosen and favourite texts with local schools and our partner school in Uganda.