



St. Luke's Reading corner Rationale

The framework states: 'The best classroom book areas are like mini bookshops.'

The research behind our reading corners.

Access to books

Access to books features heavily in the new reading framework, with the DfE keen to emphasise that every 'book corner should be a mini library' and give pupils the opportunity to:

- 'browse the best books
- 'revisit the ones that the teacher has read to them
- 'borrow books to read or retell at home'

What should a book corner look like?

The reading framework states: 'Time might be better spent on selecting, displaying and promoting the books in the book corner than on decorating it.'

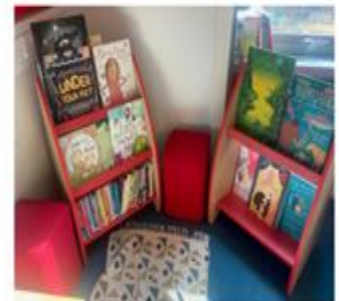
The DfE is more interested in the texts pupils have access to than in what the reading corner looks like. They also write that a book that is 'dull and dog-eared should be removed unless it is particularly well loved'.

Books in the reading corner should be easy to find and make the books look attractive to read, and importance is placed on 'refreshing' displays to 'highlight topics, titles or authors.'

Educator and writer, Helen Huleatt, [understands](#) the importance of book corners on pupils' development, not just for their reading skills but for many other areas including communication and building relationships.

Huleatt states that the book corner should be in the 'quietest part of the room' and 'include at least one small nook for children who want solitary space'.

Peters, the leading specialist supplier of children's books to schools, [adds](#): 'Books should be displayed attractively and at pupils' eye level on outward-facing shelves so that they're easy to find and engage with.'



Less is more?

Within the reading framework, the DfE makes multiple references to 'not displaying too many books at once', as the more choices children have, the less likely they are to engage with a book.

The less is more approach is supported in [research](#) by Research Professor of Marketing, Michal Maimaran, who found that 'offering children too many choices makes them less likely to engage with their final selection.'



What books should I include?

The framework says educators should 'consider' including only 30 to 40 books that have already been read aloud to pupils.

This is so all pupils who access the reading corner can engage with the books, either reading them themselves or retelling the story from prior experiences.

Books can be introduced to the reading corner as they are introduced to the class at storytime or in lessons.

Findings from UCL also [suggest](#) that a 'wide range of books should be available for children in the primary and early years classroom', which focuses on texts that have been read aloud.

Story Reading

Children are given daily opportunities to read a variety of materials in school, whether this be in lesson time, lunchtime or reading regularly with an adult.

As well as children reading daily, we also recognise the importance of children being "read to" and having the opportunity to be able to sit and listen to a "storyteller".

Staff as the "storyteller" read daily to the children and use this opportunity to show their passion about books and read some of their favourite novels whilst getting into character using intonation and expression.

Reading to the children is also a great opportunity to demonstrate and develop fluency for the children so they can emulate this when they are reading in school or at home.

Key Authors

Each group will have a focus author/s linked to English reading spine and an author from the favourite 5/super 6 (if appropriate)

Nursery: Eric Carle/Nick Sharrat

Reception: Rachael Bright/Julia Donaldson

Year 1: Kes Gray/ Jill Tomlinson

Year 2: Roald Dahl/ Anne Fine

Year 3: Anthony Brown/ Dick King Smith

Year 4: Cressida Cowell/Michael Murpurgo

Year 5: Onjali Q Rauf/ Katherine Rundell

Year 6: David Almond/ Philip Pullman

EYFS/ KS1 Reading Garden Displays

Example of KS1 classroom using the “Reading garden” idea that the children will see clearly the books that are recommended for them and books that they have already read. They also have comfy seating for them to enjoy “a book in the garden”.



Books are available to read and easily accessible for the children.

They also have books available by one of their key authors that they can read in the reading garden.

KS2 “Bookflix” Displays

Example of KS2 classroom using the “Bookflix” idea that the children will see clearly the books that are recommended for them and books that they have already read.



Using the shelves to store the top 20 books for the year group they are currently in and the some from the previous year group.



Using the idea of baskets and bookcases to keep the books clearly ordered and labelled.



Book recommendations that the children will want to read and find interesting.

What our children in KS2 say about how our reading corners are inspiring them to read.

“Our “Bookflix” display is like Netflix but you pick a book instead!”

*“It’s like when you binge a series you can binge on books!”
said the children in Year 4.*

*The reading corner is “to encourage children to read books”
the children said in Year 3.*

*“The Drop and Everything And Read time (D.E.A.R.) is a great
opportunity for us to hear the teacher’s read to us!” said
children in Year 5.*

*“We enjoy listening to different authors and then reading
more of the books they have written.” year 6 children said.*

*“We have a biscuit and a book on a Friday in class – we love
this time and look forward to it each week.” Year 4 children
said.*