



Books about Town for Schools 2015

Evaluation report

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National Literacy Trust

2016

Words for life

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Executive summary

This report presents findings from the evaluation of the second phase of Books about Town for Schools (BaT), funded by the Man Charitable Trust, which ran between February 2015 and January 2016. In this delivery of BaT, 34 teachers from 18 schools attended a three-day CPD course focusing on students' reading enjoyment and engagement, and on the teaching of whole texts. The training aimed to equip teachers with the skills to become action researchers, supporting them to choose their own research focus, plan their intervention, assess its impact and work towards a whole-school approach to literacy and reading for enjoyment. Teachers were supported to cascade the training and embed the pedagogy and evidence practice within their schools.

The training was accompanied by an education pack, which included a list of effective teaching practices that focused on whole-text teaching, key learning from relevant research, and a booklist of children and young people's literature taking place in London. Finally, all participating schools received a year's membership of the National Literacy Trust Network, which supports schools to develop outstanding literacy by providing literacy leaders with tools, resources and inspiration.

In total, over 2,600 Key Stage 2 (ages 7 to 11) and Key Stage 3 (ages 11 to 14) pupils benefited from teaching influenced by BaT training.

The programme was evaluated using a quantitative approach, with a pre and post-survey for teachers that was administered online, as well as a pre and post-student-survey, also administered online. Case-studies were also collected by the project manager and are available in the appendix. These were based on presentations delivered by teachers on their final training day and school visits.

The findings from the evaluation were very positive. The training was rated highly by attendants after each day (4 to 5/5 for a majority of teachers). By the end of the project, teachers had notably:

- improved their understanding of issues related to reading enjoyment and to the use of whole texts in class
- become more confident in teaching whole texts
- become more familiar with evidence-based approaches to teaching literacy
- discovered new authors of children's literature and new techniques to promote reading engagement among their students

We also evidenced several outcomes for pupils between pre and post-surveys. In particular, we found that:

- pupils' attitudes to reading improved significantly
- their reading enjoyment was also significantly higher after the programme than before (53.8% at pre-survey to 69.5% at post-survey)
- pupils could also name more books taking place in London, or more children's authors after they received teaching based on the BaT approach

The success of BaT will inform the Outstanding Literacy Leadership continued professional development (CPD) programme offered by the National Literacy Trust. The Reading for Enjoyment course is now available to schools throughout the United Kingdom. Future training activities may emphasise the importance of sharing best practice among colleagues as this remains one of the challenges for BaT despite great efforts from teachers and senior managers in participating schools.

Introduction

The first round of Books about Town for Schools (BaT) was funded by the London Schools Excellence Fund (LSEF) and ran between March 2014 and November 2015. It was designed to complement *Books about Town*, a high-profile public art event that celebrated London's literary heritage with decorated book-themed benches displayed across the city during the summer of 2014. The project involved continued professional development (CPD) for teachers that focused on teaching whole texts in Key Stage 2 (KS2 pupils are aged 7 to 11) and Key Stage 3 (KS3 pupils are aged 11 to 14) and on motivating children to read for enjoyment. Ninety-five schools participated.

Each of these schools received a Book Bench sculpture to decorate with the theme of their chosen text. Forty of these benches were exhibited together at a London gallery in April 2015. Six hundred pupils attended and participated in storytelling workshops with several authors.

An independent evaluation of the LSEF programme was conducted by Coventry University, which showed evidence of more creative and diverse approaches to teaching whole texts, increased knowledge of quality texts linked with London, and greater confidence in teaching whole texts among participating teachers. The training itself was reviewed positively by the teachers. There was also evidence that teachers who had been trained were more likely to share knowledge with teachers outside their own school compared with untrained teachers.

A total of 3,390 students received lessons based on the training over the course of the LSEF programme. Primary school pupils showed significantly greater improvement in book knowledge when compared with a control group, and they also reported increased reading enjoyment.

This report

The second round of BaT was funded by the Man Charitable Trust and allowed a further 34 teachers from 18 schools to attend an updated three-day CPD course. Over 2,600 pupils benefited from teaching influenced by BaT training. This evaluation report details the outcomes of the Man Charitable Trust-funded version of BaT.

Description of the programme

BaT addresses two key areas of the new national curriculum, which came into force from September 2014: reading for enjoyment and whole-text teaching. The latter is a particularly important area to increase teacher subject knowledge. Teaching whole texts was not a focus of the previous curriculum and therefore has not been common practice in schools for some time.

The English programmes of study for KS1 and KS2 states:

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.”

DfE (2013:12)

“Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.”

DfE (2013:31)

The English programme of study for KS3 states:

“Reading at Key Stage 3 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.”

DfE (2013:3)

Participating teachers attended three full days of training. Day one was delivered in June 2015 and equipped teachers with the skills to become action researchers, supporting them to choose their own research focus, plan their intervention and decide how to assess its impact. Day two followed in July 2015 and looked at techniques for encouraging reading for enjoyment and effective whole-text teaching. Day three took place in October 2015. At the final training day, teachers delivered presentations detailing the activities they'd used and their impact so far. The final day also explored how to work towards a whole-school approach.

Teachers were supported to cascade the BaT training and embed the pedagogy and evidence practice within their own schools. They received an education pack that included:

- effective teaching practices focusing on whole-text teaching
- key learning from relevant research
- a booklist with suggested London-focused books
- National Literacy Trust Network membership, which supports schools in developing outstanding literacy by providing literacy leaders with tools, resources and inspiration.

The project aimed to improve pupil attainment in reading and increase the extent to which they read for enjoyment. It aimed to improve teacher skills, knowledge and confidence around teaching whole texts in line with the new curriculum, and increase teacher and pupil knowledge of quality children's and young adult literature. This was motivated by findings by the United Kingdom Literacy Association (UKLA) in their *Teachers as Readers*¹ research, which showed that 54% of teachers couldn't name six children's authors. Finally, the project aimed to support teachers in making greater use of networks to embed learning and knowledge across their school and beyond the intervention group.

The training created for BaT has been developed into a training package that focuses on reading for enjoyment. It is available as a three-day course and a shorter one-and-a-half-day version. The texts referenced in the training are no longer London-focused so this training can be delivered anywhere.

Evaluation methodology

The programme was evaluated using a quantitative approach. A survey was administered to participating teachers before and after the three days of bespoke training (the pre-survey took place in June 2015 and the post-survey was completed in December of the same year – a timeline agreed with participating teachers to allow them to use BaT activities throughout the winter term). There were questions relating to their classroom practice, their knowledge of evidence-based approaches, and their knowledge of children's books and authors.

A pre and post-survey was also completed by pupils whose teachers attended the BaT training days. We anticipated that the project would have a direct impact on teachers (measured with the teacher survey), but it was also expected to have an indirect effect on pupils due to improved teaching methods and classroom practices from participating teachers. More confident and knowledgeable teachers should be able to motivate and engage their pupils with literacy, so the pupil survey investigated attitudes to reading, enjoyment of reading, as well as knowledge of children's books and authors.

Finally, the project manager collected case-studies directly from schools. They were not directly included in the evaluation as they were collected informally, but some examples are included in Appendix 5.

¹ For more information, please see the full report which is available at: https://ukla.org/downloads/Teachers_as_Readers_Phase_1_Research_Report_for_UKLA.pdf, 2006-7

Evaluation findings

Demographics

The teacher survey gathered 35 responses at pre-survey (all 34 participating teachers including one extra teacher who withdrew from the project before attending any training) and 17 at post-survey. Responses were obtained primarily from teachers, several of whom also acted as literacy coordinators (12 in the pre-survey and eight in the post-survey), and a few heads of department, senior managers, and school librarians (eight in the pre-survey and three in the post-survey).

We asked respondents how long they had been teaching or working in schools. In the pre-survey, eight respondents were newly qualified teachers (23%); however, none of them completed the post-survey. Most respondents in both the pre and post-survey had been teaching or working with pupils for more than three years. Most of them were also Key Stage 2 teachers (approximately 70%), while 30% taught Key Stage 3.

The pupil survey also suffered from attrition between pre and post-assessments, with 428 students completing the pre-survey in September 2015 and 190 students completing the post-survey in the last days of the winter term in December 2015.

There was a near equal split between boys and girls in both the pre and the post-survey, with an average of 51.6% boys and 48.4% girls² completing the surveys.

However, there was a significant difference in the percentage of pupils from different year groups who completed the surveys at pre and at post-test³. As **Table 1** shows, Year 5 pupils were over-represented in the pre-survey (65% of all respondents) but not in the post-survey sample (33% of the total sample), where Year 3 pupils were a majority (40% of all participants).

Table 1: Year group of participating pupils at pre and post-surveys

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
PRE	31	1	207	58	1	26	0
	9.6%	0.3%	63.9%	17.9%	0.3%	8.0%	0.0%
POST	75	33	59	11	1	0	6
	40.5%	17.8%	31.9%	5.9%	0.5%	0.0%	3.2%

² The difference between pre and post-survey in the percentage of boys and girls was not significant $p = 0.879$

³ $\text{Chi}^2(6) = 169.418, p = 0.000$

Teacher outcomes

To evaluate the impact of BaT on teachers' skills, attitudes, and classroom practices, we conducted a pre and a post-survey. We received 35 responses from teachers in the pre-survey, and 17 in the post-survey. The results were fairly positive on the whole. It appears that BaT mainly affected the teachers' knowledge of evidence-based practices to support literacy, their confidence in teaching whole texts, and their knowledge of contemporary children's books and authors.

We plan to build on these results by conducting further analysis at a later date, with responses collected from participants of our Reading for Enjoyment CPD.

Teachers are more familiar with evidence-based approaches to teaching literacy

After three days of BaT training, teachers are significantly⁴ more likely to respond that they are quite or very familiar with evidence-based approaches to teaching literacy⁵. Table 4 shows that the percentage of teachers who say that they are either very or quite familiar with evidence-based approaches increased nearly three-fold between the pre and post-survey (25.7% vs. 64.7%).

Table 2: How familiar are you with evidence-based approaches to teaching literacy?

	Familiar	Not familiar
PRE	9	26
	25.7%	74.3%
POST	11	6
	64.7%	35.3%

Teachers are more confident teaching whole texts to their class

Teachers were asked to rate their confidence in various areas, namely:

- teaching literacy
- knowing what sort of books to share with your class
- knowing that the class will respond well to the books you share
- teaching whole texts

The only area that shows a statistically significant change between pre and post-survey is teaching whole texts⁶. **Table 3** outlines this difference in percentages and shows that the percentage of teachers who rate themselves as very confident in teaching whole texts nearly doubled over the course of the training, increasing from 36.4% at the beginning to 64.7% at the end.

Table 3: Confidence teaching whole texts to your class

	Very confident	Moderately confident	I sometimes lack confidence	I am not at all confident
PRE	12	15	5	1
	36.4%	45.5%	15.2%	3.0%
POST	11	6	0	0
	64.7%	35.3%	0.0%	0.0%

⁴ We report whether or not a finding is 'statistically significant'. If a difference or relationship is statistically significant then the likelihood is not more than 1 in 20 (5% using the 0.05 p-value) that it would happen by chance. We can therefore be relatively confident that it is meaningful.

⁵ $\chi^2(1, N = 50) = 7.350, p = 0.007, \Phi = 0.376$

⁶ Pre: Mdn = 2; Post: Mdn = 1; Mann Whitney U (50) = 183.000, Z = -2.195, p = .028, r = -.310

could name or describe, but changes from pre to post-survey were just not significant¹¹. Narrative responses shared in addition to the quantitative question are interesting because the responses in the post-survey show the influences of the resources shared during BaT training. Specific BaT techniques from the resources were not previously mentioned in the pre-survey such as Page 99, conscience alley, role on the wall, or school trips to key locations in the book¹².

Sharing best practice with colleagues

Although a lot of discussion took place during training days between teachers of various schools, or between colleagues within one school, the surveys do not show any significant change in how much teachers share best practice with colleagues either in or out of school. This is despite respondents in the post-survey rating the training as either good or excellent and testifying to the usefulness of sharing knowledge and resources with colleagues:

“Sharing resources and ideas was invaluable.”

“The trainer was fantastic and so knowledgeable.”

“Some good ideas for developing reading. However, it was a very tight time frame for trialling changes especially in a large school. The training has influenced my thoughts on developing our curriculum.”

“The most useful part (of the training) was hearing what other schools had done successfully with their books and hearing their ideas.”

Five respondents in the post-survey say they have “actively involved other colleagues in the BaT project”, and 10 say they have shared some information about the project with other colleagues. All respondents in the post-survey (14) say that senior management was aware of the project, and exactly half of them say they were also involved in the project.

Training feedback

Teachers’ feedback about the training they received was gathered with simple paper sheets after each day of training, and with an additional question in the post-survey. We have not included feedback about the trainer, venue, or organisation of training days here as this was collected to inform future training rather than for the purpose of this evaluation. Instead, our focus is on what participants perceive they are learning.

Feedback is generally very positive, especially for Days 2 and 3. Most (%) participants rate the training as either 4/5 or 5/5 as can be seen in **Table 5** below. Note that on Day 3 teachers were asked to give feedback on the overall training package.

Table 5: “What is your overall rating of the training?” per training day

	1 (very bad)	2	3	4	5 (very good)	Total
Day 1	0	0	2	20	15	37
	0%	0%	5%	54%	41%	
Day 2	0	0	1	6	18	25
	0%	0%	4%	24%	72%	
Day3	0	0	1	6	16	23
	0%	0%	4%	26%	70%	

Additionally, all respondents in the post-survey rate the training as good or excellent and, at the end of Day 3, 21 out of 23 participants said they would recommend BaT as professional development to other schools.

Teachers report that following each day of training, they have a better understanding of issues

¹¹ $\chi^2(2, N = 50) = 5.476, p=0.065$

¹² More details are available in the appendix

related to reading enjoyment, and to teaching whole texts (see **Table 6 and 7**). To a lesser extent, teachers have also learned about joint practice development (see **Table 8**).

Table 6: “My understanding of issues related to reading for enjoyment has improved” by training day

	1 (not at all)	2	3	4	5 (significantly)	Total
Day 1	1	1	7	16	9	34
	3%	3%	21%	47%	26%	
Day 2	0	0	2	7	16	25
	0%	0%	8%	28%	64%	
Day 3	0	0	1	8	14	23
	0%	0%	4%	35%	61%	

Table 7: “My understanding of issues relating to the use of whole texts has improved” by training day

	1 (not at all)	2	3	4	5 (significantly)	Total
Day 1	0	0	10	21	6	37
	0%	0%	27%	57%	16%	
Day 2	0	1	2	11	8	22
	0%	5%	9%	50%	36%	
Day 3	0	0	3	8	12	23
	0%	0%	13%	35%	52%	

Table 8: “My understanding of joint practice development has improved” by training day

	1 (not at all)	2	3	4	5 (significantly)	Total
Day 1	1	2	5	23	6	37
	3%	5%	14%	62%	16%	
Day 2	0	2	4	11	6	23
	0%	9%	17%	48%	26%	
Day 3	0	1	3	7	11	22
	0%	5%	14%	32%	50%	

Confidence also seems to improve over the first two days of training, and remains high at the end of the training when teachers have to continue implementing what they have learned in school without further BaT support.

Table 9: “How confident do you feel about the next steps and putting what you have learned into practice?” by training day

	1 (not at all confident)	2	3	4	5 (very confident)	Total
Day 1	0	0	11	19	7	37
	0%	0%	30%	51%	19%	
Day 2	0	0	4	14	7	25
	0%	0%	16%	56%	28%	
Day 3	0	0	3	14	6	23
	0%	0%	13%	61%	26%	

Outcomes for pupils as perceived by teachers

Eleven respondents out of 17 in the post-survey say there has been some improvement in their pupils' literacy attainment during the project. Three say they have not noticed any improvement, and justify it by saying they haven't analysed attainment data yet.

Those who have noticed progress evidence it either with assessment levels (3) or with their students' engagement:

“Engagement (many children went on to buy more books by CS Lewis), vocabulary development, desire to write...”

“More boys are beginning to read.”

“Students' general ability to talk about reading skills and recognise their skills. No data evidence.”

All 11 teachers who noticed an improvement in their pupils attributed it to BaT:

“Activities enthused students about reading.”

“Gave good ideas to enthuse the children about books.”

“It gave me confidence to teach whole texts.”

“Lots of the ideas from Books about Town for Schools were implemented into our whole-class reading sessions.”

“My awareness has helped me develop new ways of approaching tasks and inspired my delivery methods.”

“They were enthused to write by the whole-book approach and this has increased their narrative skills.”

“Yes, all of the strategies shown to us were really useful.”

All in all, the feedback from teachers who completed the post-survey is extremely positive. Ten out of 15 rated the project as very valuable for their professional development and another five rated it somewhat valuable. This was supported by some extremely encouraging comments:

“A fantastic opportunity to enhance our practice. Very reflective and I like taking ownership over our project.”

“Thoroughly enjoyable and supportive of my professional progression.”

“I'm really glad I've done this course. It's improved my teaching and what I offer the children in literacy.”

BaT outcomes for children

The impact of BaT on participating children and young people was evaluated using pre and post-surveys. Teachers who took part in BaT training were asked to administer an online survey to their pupils before and after they implemented their new learning and engagement techniques in the classroom. These surveys measured student attitudes towards reading, reading enjoyment, and how often they read. They also explored children's and young people's knowledge of London-based books and of children's authors.

Responses before and after have now been compared to draw a picture of what change occurred for these children and young people over the course of the Books about Town for Schools project. Overall, data was available for 428 children and young people at pre-survey and 190 at post-survey.

Attitudes towards reading have improved significantly over time, as has enjoyment of reading. Furthermore, at the end of the project significantly more children and young people knew about London-based children's literature, and of young people's authors. However, there was no significant difference over time in how often pupils read outside class, nor was there a significant change in the percentage of pupils who have a favourite book.

More positive attitudes

Surveyed pupils were asked how much they agreed or disagreed with the following seven statements¹³:

- I like reading books
- There are lots of books I want to read
- Even if I did not have to read for school, I would still do it
- I get excited when reading a book and cannot wait to read more.
- I never read at weekends
- I only read so I do not get into trouble at school.
- I think reading is boring.

Analyses of pre- and post-survey data show a significant difference in reading attitudes over time, with pupils thinking more positively about reading at the end of the project¹⁴. **Figure 1** outlines the difference over time in percentages for the attitudinal statements. It shows that by the end of the project more children and young people agreed that there are lots of books they want to read, that they like reading books and that they get excited when reading a book. Conversely, the number of children and young people who say that they only read so they don't get into trouble at school and who think that reading is boring almost halved over the course of the project.

¹³ Principal component analysis revealed that the seven attitudinal items (with negative statements reverse scored) loaded on one factor. They were combined into a scale (Cronbach's alpha = .795) to measure change over time.

¹⁴ Pre: M = 2.033, SD = .860; Post: M = 1.763, SD = .677; $t(1, 435.733) = 16.744$, $p = .000$, Mdif = 0.26974, CI 95% (0.140, 0.399), Cohen's $d = 0.348$; adjusted for unequal variances

Figure 1: Percentage agreement with attitudinal statements at pre and post-survey



Greater reading enjoyment

Not only do pupils think more positively about reading but they are also significantly more likely to enjoy reading at the end of the project¹⁵. **Table 10** outlines the percentage of pupils who agreed or disagreed with the statement “I enjoy reading” in the pre and the post-surveys and shows that the number of pupils who strongly agreed with the statement “I enjoy reading” increased by 29.2%, rising from 53.8% at pre-survey to 69.5% at post-survey.

Table 10: “I enjoy reading”

	I strongly agree	I agree	I neither agree nor disagree	I disagree	I strongly disagree
PRE	207	102	42	16	18
	53.8%	26.5%	10.9%	4.2%	4.7%
POST	123	38	5	4	7
	69.5%	21.5%	2.8%	2.3%	4.0%

Knowledge of London-based literature and children’s authors

During the BaT training, teachers were provided with a list of London-specific books (see Appendix 2) to use and share in class. The survey therefore asks pupils if they can name three books that take place in London to assess whether they have discovered new titles that are more relevant to where they live across the duration of the project. Our analyses indicate that there is a significant increase in awareness of London-based books from pre to post-surveys¹⁶.

Table 11 shows that only 29.5% of pupils believed they could name three London-based books before BaT, while 41.2% could by the post-survey, an increase of 39.7%. That is still not a majority of respondents, suggesting that the London aspect of the project may not have been fully exploited by the teachers, or did not seem particularly relevant to the pupils.

¹⁵ Pre: Mdn = 1; Post: Mdn = 1; Mann Whitney $U(562) = 28252.500$, $Z = -3.682$, $p = .000$, $r = 0.155$

¹⁶ $\chi^2(1, N = 557) = 7.540$, $p = .006$, $\Phi = -.116$



The surveys also explored children’s and young people’s reading frequency over time. However, there was no significant¹⁸ difference in how often children and young people read outside class over the course of the project, with 79.5% reading outside class at least once a week at pre-survey compared with 79.8% at post-survey. There was also no¹⁹ difference in the number of children and young people who say that they have a favourite book over the course of the project, with 82.0% saying that they have a favourite book before the project and 77.4% saying the same after the project.

¹⁸ Mann Whitney U (549) = 32174.500, p = .784

¹⁹ Chi² (1, N = 565) = 1.610, p = .204

Conclusion

In conclusion, BaT seems to have had a positive impact on participating teachers and pupils. Most importantly, children and young people display more positive attitudes to reading and greater enjoyment of reading in the post-survey, as well as better knowledge of authors and children's books, particularly books taking place in London.

Likewise, teachers have gained confidence in teaching whole texts to their class, they have become more familiar with evidence-based approaches to teaching literacy, and they give very positive feedback on the training days and the project overall. Additionally, teachers have discovered a few children's authors and can name more literacy teaching techniques that they can use in the classroom.

Although the funded project is coming to an end, the National Literacy Trust will continue promoting good practice via the Reading for Enjoyment CPD training offered to school clusters throughout the UK. This training uses the main learning points from BaT.

Appendices

Appendix 1 – Techniques named by teachers to support literacy teaching

This question was free text so teachers could name multiple techniques. Techniques highlighted in orange at post-survey are featured in the BaT schools resource or training.

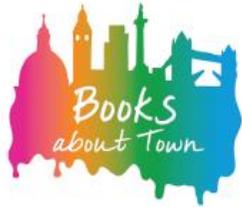
PRE-SURVEY	
Role-play or drama (for example: monologues, interviewing characters, telephone conversation)	16
Story map/visualisation (for example: story board, drawing a timeline of a text/chapter)	9
Whole-class reading, paired reading, shared/modelled reading	8
Freeze frame	5
Hot seating	4
Writing in role	4
Talk for Writing	4
Reciprocal reading	3
Shared writing	4
Using questioning (for example: inference questions, information retrieval questions, questioning to check comprehension)	4
Predicting	3
Reading as homework/independent reading	3
Re-imagining the text (for example: creating another chapter, creating a different ending, writing from a different point of view)	3
Comprehension activities	3
Films, watch clips, listening to audio books	3
Studying illustrations, discussing images and art work	3
Literature circles	2
Puppets	2
Conscience alley	2
Knowledge harvest, mind-mapping	2
Fact finder and research activities	2
Key character profiles	2
Looking at story structure/settings	2
Making connections between text and self, other texts, and the world, drawing	2

POST-SURVEY	
Page 99	9
Drama/role play	5
Conscience alley	6
Role on the wall	6
Hot seating	5
Making predictions using illustrations	5
'Tell me' grid	4
Drawing pictures to visualise scenes or characters	3
Freeze framing	3
Reciprocal reading	3
Questioning	2
School trips to key locations within a text	2
Using props or illustrations as a stimulus before introducing the text	2
Cloze activities/fill in the missing words	2
Reading journals	2
Story boarding/mapping	2
Exploring relationships between characters	2
Relationship graph	2
Class reading	2
Writing to the character	
Writing as a character	
Immersive display in class	
Courtroom – character on trial	
Talking about illustrations	

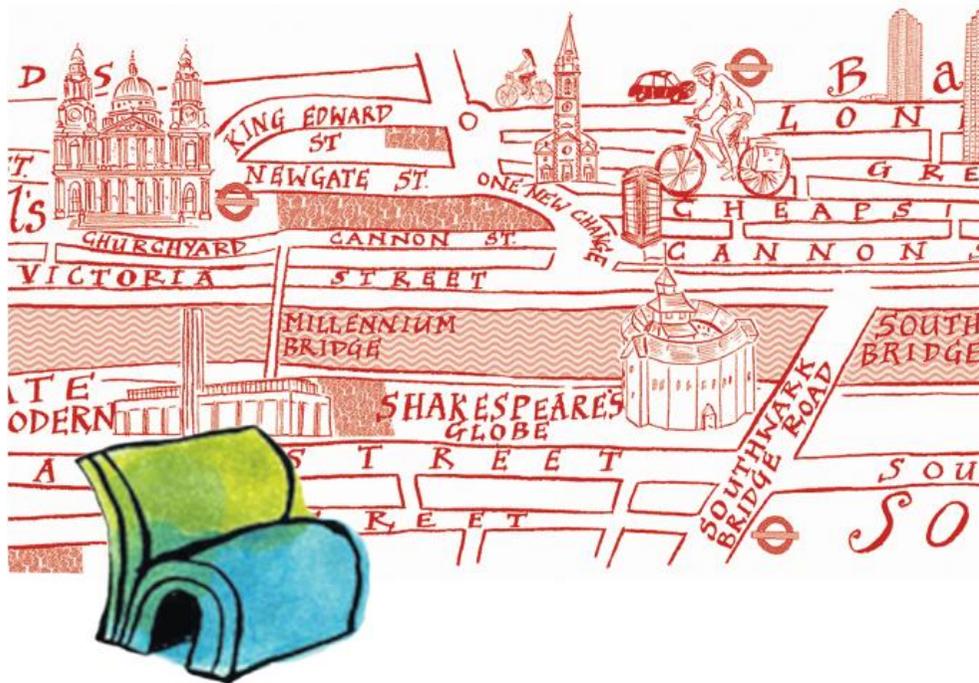
issues from texts such as thinking about Spiritual Moral Social Cultural (SMSC) issues	
Build a sentence activity	
Reading journals	
Story-telling and retelling	
Author study	
Making links to previously read materials	
Likes/dislikes	
Character wall	
Barrier games	
Close reading	
Annotation	
Metacognition strategies	
Sharing book recommendations	
Going to the school library to choose books together	
Recount writing	
Music hoops	
Silhouette on the wall	
Front-loading activities	
DARTs (Directed Activities Related to Text)	
Discussion	
Language styles identification	
Analysing perspective/narrative	
Skim reading and scanning	
Looking for visual references	
Summaries of plot	
Rally coach activities	
Reading for appreciation	

Create a scene	
Literature circles	
First lines	
Mapping journeys	
Writing a diary extract	
Plot mountain	
Story boxes	
Summarising	
Empathising with a character	
Alternative ending	
Character analysis	
Socratic seminars	
Skimming and scanning	
Graphic organisers	
Text marking/finding features	
Mind maps	
Odd one out	
Group discussion	
Introduce a character	
Reading aloud	
Book talk	
Comparison with other texts	
Readers theatre	
Problem pages (agony aunt) for a character in a dilemma	

Appendix 2 – London Booklist



London Booklist



Book titles Key Stage 2	Synopsis	London location(s)
<i>The Claws of Evil</i> by Andrew Beasley Published by Usborne Publishing Ltd ISBN: 9781409544005	The year is 1891 and London is at war. When a mysterious coin falls into his hands Ben Kingdom is flung into the midst of this ancient battle. The fate of the world rests with Ben, but which side will he choose? Part one in <i>The Battles of Ben Kingdom</i> trilogy	Tower Bridge
<i>Darkside</i> by Tom Becker Published by Bolinda Publishing ISBN: 978-1743159699	Incredibly dangerous and unimaginably exciting. <i>Darkside</i> is ruled by Jack the Ripper's children - a place where nightmares walk the streets. Part one in the <i>Darkside</i> series	London
<i>Devil's Kiss</i> by Sarwat Chadda Published by Puffin Books ISBN: 978-0141325873	This thrilling adventure draws on the facts and mythology of the Knights Templar and their crusading missions. Chadda weaves in the heroine's Muslim background too. Part one in the <i>Devil's Kiss</i> trilogy	A North London Junk shop
<i>TIM Defender of the Earth</i> by Sam Enthoven Published by Corgi Children's ISBN: 978-0552553599	TIM is a genetically modified dinosaur that the government have been growing in a secret bunker under Trafalgar Square. He's on the loose and with just a few steps could crush much of central London. He tries to get away but something's calling him back.	British Museum, Admiralty Arch, the Mall
<i>The Graveyard Book</i> by Neil Gaiman Published by Bloomsbury Publishing PLC ISBN: 978-0747594802	When a baby escapes a murderer intent on killing the entire family, who would have thought it would find safety and security in the local graveyard? But there is also the danger of the murderer still looking for him - after all, he is the last remaining member of the family.	Inspired by Highgate Cemetery
<i>Knightley and Son</i> by Rohan Gavin Published by Bloomsbury Publishing PLC ISBN: 978-1408838914	A funny, warm, fantastical crime caper with an unlikely hero and a brilliant comic cast, perfect for fans of Sherlock and criminally good storytelling.	London
<i>The Secret of Platform 13</i> by Eva Ibbotson Published by Macmillan Children's Books ISBN: 978-0330398015	Under Platform 13 at King's Cross Station is hidden a quite remarkable secret. Every nine years a doorway opens to an amazing, fantastical island.	The underground

Book titles Key Stage 2	Synopsis	London location(s)
<i>The Dark Portal</i> by Robin Jarvis Published by Acorn Independent Press (Kindle edition) ASIN: B008036XQE	Audrey and Arthur Brown, two innocent town mice, are drawn into the sewers beneath the streets of Deptford, in search of Audrey's magical charm, the Mousebrass. But the sewers are also the nightmare realm of Jupiter, the lord of the rats. Part one in <i>The Deptford Mice</i> Trilogy	Deptford sewers
<i>When Hitler Stole Pink Rabbit</i> by Judith Kerr Published by Harper Collins Children's Books ISBN: 978-0007274772	A semi-autobiographical story of a young Jewish girl who is forced to flee her home in Germany in 1933 with her family to escape the Nazis, whom her father, a writer, has campaigned against.	The family ends up in London
<i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis Published by Harper Collins Children's Books ISBN: 978-0007323128	Four adventurous siblings step through a wardrobe door and into the land of Narnia, a land frozen in eternal winter and enslaved by the power of the White Witch. But when almost all hope is lost, the return of the Great Lion, Aslan, signals a great change... and a great sacrifice. Part one in <i>The Chronicles of Narnia</i> series	Evacuated from London to the English countryside
<i>Wild Boy</i> by Rob Lloyd Jones Published by Walker Books ISBN: 978-1406354096	London, 1841. A boy covered in hair, raised as a monster, condemned to life in a travelling freak show. A boy with an extraordinary power of observation and detection. A boy accused of murder; on the run; hungry for the truth. Behold the savage spectacle of Wild Boy.	Victorian London
<i>Goodnight Mister Tom</i> by Michelle Magorian Published by Puffin Classics ISBN: 978-0141329703	Set during the build up to World War II, the story follows sad William Beech, who after evacuation to the countryside builds a friendship with elderly recluse Tom Oaky. All seems perfect until William is summoned back by his mother in London.	Hackney Road, evacuated from London
<i>Johnny Mackintosh and the Spirit of London</i> by Keith Mansfield Published by Quercus ISBN: 978-1847247742	When thirteen-year-old Johnny's talking computer Kovac detects an extraterrestrial signal, his life is set to change for ever. But soon things start happening around him that Johnny doesn't understand. His search for answers takes him farther from home than he could ever have imagined, on a spectacular journey through time and space. Part one in the <i>Johnny Mackintosh</i> trilogy	London and The Gherkin

Book titles Key Stage 2	Synopsis	London location(s)
<i>Time Train to the Blitz</i> by Sophie McKenzie Published by Usborne Publishing Ltd ISBN: 978-0746097533	It all starts when a mysterious train appears in the park and whisks Joe and Scarlett on a journey back in time to World War II. Their mission is to save a young boy's life, but with bombs falling on London disaster seems imminent.	Underground stations
<i>The Enchanted Castle</i> by E. Nesbit Published by Wordsworth Editions Ltd. ISBN: 978-1853261299	When Jerry, Jimmy and Cathy discover a tunnel that leads to a castle, they pretend that it is enchanted. But when they discover a Sleeping Princess at the centre of a maze, astonishing things begin to happen.	Inspired by Crystal Palace Park
<i>The Borrowers</i> by Mary Norton Published by Puffin Classics ISBN: 978-0141333328	The Borrowers live in the secret places of quiet old houses; behind the mantelpiece, inside the harpsichord, under the kitchen clock. They own nothing, borrow everything, and think that human beings were invented just to do the dirty work.	Suburban England, parts of London
<i>The London Eye Mystery</i> by Slobhan O'Dowd Published by David Fickling Books ISBN: 978-1849920445	Tells the story of Ted, a boy with Asperger syndrome, who solves the mystery of how his cousin, Salim, seemingly vanishes from inside a sealed capsule on the London Eye.	Waterloo
<i>A Dog So Small</i> by Philippa Pearce Published by Puffin ISBN: 978-0141339436	Ben Blewitt is desperate for a dog. He just knows he's going to get one for his birthday, but on the big day he receives a picture of a dog instead. But Ben puts his imagination to work and then the adventure really begins.	Hampstead Heath
<i>The Ruby in the Smoke</i> by Philip Pullman Published by Scholastic ISBN: 978-1407130545	Soon after Sally Lockhart's father drowns at sea, she receives an anonymous letter. The dire warning it contains makes a man die of fear at her feet. Determined to discover the truth about her father's death, Sally is plunged into a terrifying mystery in the dark heart of Victorian London, at the centre of which lies a deadly blood-soaked jewel. Part one in the <i>Sally Lockhart</i> quartet	Wapping
<i>Harry Potter and the Philosopher's Stone</i> by J.K. Rowling Published by Bloomsbury Publishing PLC ISBN: 978-0747558194	Harry Potter is an ordinary boy who lives in a cupboard under the stairs at his aunt and uncle's house. He is bullied by them and his fat, spoilt cousin Dudley, and lives a very unremarkable life. That is until an owl turns up with a letter addressed to Harry from Hogwarts School of Wizardry and Witchcraft. Part one in the <i>Harry Potter</i> series	King's Cross

Book titles Key Stage 2	Synopsis	London location(s)
<i>The Underground Conspiracy</i> by Catherine Storr Published by Puffin ISBN: 978-0140340112	When Jass first hears that her cousin Colly is coming to stay for Easter she's fed up. She can't imagine how he'll fit in with her plans, especially her secret way of spending her free time - travelling for hours on end on the underground. The two of them become involved in a mystery.	The underground
<i>Gangsta Granny</i> by David Walliams Published by Harper Collins Children's Books ISBN: 978-0007371464	Ben is bored beyond belief after he is made to stay at his grandma's house. She's the most boring grandma ever: all she wants to do is play Scrabble and eat cabbage soup. But there are two things Ben doesn't know about his grandma: she was once an international jewel thief and all her life she has been plotting to steal the Crown Jewels, and now she needs Ben's help.	Tower of London
<i>Archie's War</i> by Marcia Williams Published by Walker Books ISBN: 978-1406352689	In 1914, just before the outbreak of the First World War, Archie is sent a scrapbook in the post by his Uncle Colin. In the years that follow, until the war ends in 1918, he writes in the book and we experience life through Archie's eyes. It's an astonishing insight into what it was like to be a child at this important moment in history.	London's East End

Book titles Key Stage 2 and 3	Synopsis	London location(s)
<i>Black Hearts In Battersea</i> by Joan Aiken Published by Vintage Children's Classics ISBN: 978-0099573661	Simon is determined to become a painter when he grows up so he sets off to London to make his fortune. Before he even gets a chance to open his glistening new paints Simon stumbles right into the centre of a plot to kill the King. Part two in the <i>Wolves Chronicles</i> series	Battersea
<i>Stoneheart</i> by Charlie Fletcher Published by Hodder Children's Books ISBN: 978-0340911631	When George breaks the dragon's head outside the Natural History Museum he awakes an ancient power. This epic adventure exposes forces long-layered in the fabric of London. After entering its richly original and breathtaking world, the city streets and skyline will never again seem the same! Part one in the <i>Stoneheart</i> trilogy	Scenes all over London, the Monument

Book titles Key Stage 2 & 3	Synopsis	London location(s)
<i>Coram Boy</i> by Jamila Gavin Published by Egmont ISBN: 9781405212823	This story is about Toby, saved from an African ship as a child, and Aaron, the illegitimate son of the heir to a great estate. The two boys' lives are linked by the Coram Man, a shady figure who collects abandoned and unwanted children from across the country. Soon, Toby and Aaron find themselves bound together in an epic journey, fraught with danger and excitement.	Bloomsbury; 1750s London
<i>The Robber Baron's Daughter</i> by Jamila Gavin Published by Egmont ISBN: 978-1405242936	From the dark of the Bulgarian underworld to the grandeur of central London, what you don't know can't harm you. Or so Nettie believes. Nettie lives a privileged life in a mansion and she is adored by her parents. But her world shatters when her beloved tutor, Miss Kovachev, mysteriously disappears from the Round Tower.	Central London
<i>The Diamond of Drury Lane</i> by Julia Golding Published by Egmont ISBN: 978-1405237581	Reader, you are set to embark on an adventure about one hidden treasure, two bare-knuckle boxers, three enemies and 438 rioters. Cat Royal was brought up in Drury Lane, so she has become accustomed to a life less than ordinary. Follow her, and she will show you in <i>The Diamond of Drury Lane</i> . Part one in the <i>Cat Royal</i> series	Drury Lane, Covent Garden
<i>Stormbreaker: The Graphic Novel</i> by Anthony Horowitz (also available as a novel) Published by Walker Books ISBN: 978-1406340662	Forcibly recruited into MI6 after the mysterious death of his guardian, fourteen-year-old Alex is sent to infiltrate the organisation of a sinister billionaire. Within days he's gone from schoolboy to superspy - and it looks like his first assignment may be his last... Part one in the <i>Alex Rider</i> series	Various parts of London
<i>Un Lun Dun</i> by China Mieville Published by Macmillan Children's Books ISBN: 978-0330450393	Stumbling through a secret entrance, Zanna and Deeba emerge in the strange wonderland of UnLondon. Here all the lost and broken things of London end up, and some of its people, too. But the girls have arrived at a dangerous time - UnLondon is under siege by the sinister Smog; it's a city awaiting its hero.	Fictional underground London

Book titles Key Stage 2 and 3	Synopsis	London location(s)
<i>The Recruit</i> by Robert Muchamore Published by Hodder Children's Books ISBN: 978-0340881538	A terrorist doesn't let strangers in her flat because they might be undercover police or intelligence agents, but her children bring their mates home and they run all over the place. The terrorist doesn't know that one of these kids has bugged every room in her house, made copies of all her computer files and stolen her address book. The kid works for CHERUB. Part one in the <i>CHERUB</i> series	London
<i>The Amulet of Samarkand</i> by Jonathan Stroud Published by Corgi Children's ISBN: 978-0552562799	When the djinni Bartimaeus is summoned by Nathaniel, a young magician's apprentice, he expects to have to do nothing more than a little levitation, but Nathaniel has something rather more dangerous in mind: revenge. Before long, both djinni and apprentice are caught up in a terrifying flood of magical intrigue, murder and rebellion. Part one in the <i>Bartimaeus</i> trilogy	Hampstead
<i>The Armourer's House</i> by Rosemary Sutcliffe Published by Red Fox ISBN: 978-0099354017	If only she'd been born a boy, Tamsyn would never have been sent away to her uncle's house when her grandmother died. She could have stayed by the wild sea that she loved. Instead, she is bound for busy, bustling Tudor London, and the armourer's house, far from the coast and far from her beloved ships.	Bideford, Cheapside, Deptford and London
<i>Tanglewreck</i> by Jeanette Winterson Published by Bloomsbury Publishing PLC ISBN: 978-0747580645	Silver and her guardian Mrs Rokabye live in a house called Tanglewreck. Unbeknown to Silver there is a family treasure in the form of a seventeenth-century watch called the Timekeeper, and this treasure holds the key to the mysterious and frightening changes in time.	River Thames

Book titles Key Stage 3	Synopsis	London location(s)
<i>Rivers of London</i> by Ben Aaronovitch Published by Gollancz ISBN: 978-0575097582	A new novel weaves London folklore and Metropolitan Police procedure in a bewildering tale of magical mayhem. Part one in the <i>Rivers of London</i> series	River Thames, Charing Cross, Hampstead, South London
<i>Little Soldier</i> by Bernard Ashley Published by Orchard Books ISBN: 978-1860398797	When Kaninda survives a brutal attack on his village in East Africa he joins the rebel army, but then aid workers take him to London where he is drawn into dangerous local conflict that is spiralling out of control.	South London
<i>Double Cross</i> by Malorie Blackman Published by Corgi Children's ISBN: 978-0552559607	Tobey wants a better life - for him and his girlfriend Callie Rose. He wants nothing to do with the gangs that rule the world he lives in. But when he's offered the chance to earn some money just for making a few 'deliveries', just this once, would it hurt to say yes? Part four in the <i>Naughts & Crosses</i> series	London
<i>Golden Pavements</i> by Pamela Brown Published by Longwater Books ISBN: 978-0955242823	As the six older members of the Blue Door Theatre group set off for drama school in London, they are united in their ambition to establish their own professional theatre back home. However, the bright lights of the West End prove so dazzling that at least one of the friends is soon tempted to abandon that ambition for the sake of her own promising career. Part two in the <i>Blue Doors</i> series	West End
<i>King of Shadows</i> by Susan Cooper Published by Red Fox ISBN: 978-1849412742	Nathan Field, a talented young actor, arrives at the newly rebuilt Globe Theatre in London to play Puck in <i>A Midsummer Night's Dream</i> . As rehearsals begin, eerie echoes of the past begin to haunt Nat, and he falls sick with a mysterious sickness. When he wakes, Nat finds himself in 1599, an actor at the original Globe - and his co-star is none other than William Shakespeare himself.	The Globe Theatre
<i>When I Was Joe</i> by Keren David Published by Franklin Lincoln Children's Books ISBN: 978-1847803795	When Ty witnesses a stabbing, his own life is in danger from the criminals he's named, and he and his mum have to go into police protection. This wonderfully gripping and intelligent novel depicts Ty/Joe's confused sense of identity in a moving and funny story that teenage boys and girls will identify with - a remarkable debut from a great new writing talent.	Hackney

Book titles Key Stage 3	Synopsis	London location(s)
Come to Mecca by Farrukh Dhondy Published by Tracks ISBN: 978-0006725015	A collection of short stories about young people in Britain's cities today.	East London
The Hound of the Baskervilles by Arthur Conan Doyle Published by Penguin Classics ISBN: 9780140623611	Sir Charles Baskerville, baronet, is found dead on the grounds of his country house, Baskerville Hall. The cause is ascribed to a heart attack. Fearing for the safety of Sir Charles's nephew and the only known heir, Sir Henry Baskerville, who is coming from Canada to claim his inheritance, Dr James Mortimer travels to London and asks Sherlock Holmes for help.	Baker Street
Oliver Twist by Charles Dickens Published by Wordsworth Editions Ltd ISBN: 978-1853260124	Orphan Oliver Twist endures a miserable existence in a workhouse and is then placed with an undertaker. He escapes and travels to London where he meets the Artful Dodger, leader of a gang of juvenile pickpockets. Naively unaware of their unlawful activities, Oliver is led to the lair of their elderly criminal trainer Fagin.	East End, River Thames
The Celeb Next Door by Hilary Freeman Published by Piccadilly Press ISBN: 978-1848120846	Rosie has lived in Paradise Avenue, Camden Town all her life. As well as the market to hang out at and gigs to go to, there are celebrities to spot and TV studios where she and her friends might get noticed. When Rosie finds out that the drummer from a chart-topping group is moving into the house next door, she makes it her mission to befriend him. Part one in the <i>Camden Town Tales</i> series	Camden
Neverwhere by Neil Gaiman Published by Headline Review ISBN: 978-0755322800	Under the streets of London there's a world most people could never even dream of. A city of monsters and saints, murderers and angels, and pale girls in black velvet. A single act of kindness catapults Richard out of his safe and predictable life and into a world that is at once eerily familiar and yet utterly bizarre. And he is to find a strange destiny waiting for him below the streets of his native city.	London/ London underground
I, Coriander by Sally Gardner Published by Orlon Children's ISBN: 978-1842555040	This is a book filled with enchantments that contrast with the heartbreaking loss and cruelty of Coriander's life in the real world. With its brilliantly realised setting of old London Bridge, and underpinned by the conflict between Royalists and Puritans, it is a terrific page turner, involving kidnapping, murder and romance, and an abundance of vivid characters.	London Bridge

Book titles Key Stage 3	Synopsis	London location(s)
Smith by Leon Garfield Published by Puffin Classics ISBN: 978-0141319711	Young Smith was a pickpocket - a very accomplished one. But one day his pick-pocketing was to lead him into a sinister and dangerous web of murder, intrigue and betrayal.	Newgate prison
The Curious Incident of the Dog in the Night-Time by Mark Haddon Published by Vintage and reprinted by permission of The Random House Group UK ISBN: 978-0099450252	A murder mystery novel like no other. The detective, and narrator, is fifteen-year-old Christopher Boone, who has Asperger's syndrome. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered he sets out on a terrifying journey which will turn his whole world upside down.	Willesden underground station
Follow Me Down by Julie Hearn Published by Oxford University Press ISBN: 978-0192755957	In the basement a gap is forming. Mysterious voices are calling, and Tom cannot resist. Taking a leap through time, Tom ends up in the dark and seedy backstreets of eighteenth-century London. They desperately need Tom's help. But Tom has problems of his own...	Smithfield
The Enemy by Charlie Higson Published by Penguin Books ISBN: 978-0141325019	Everyone over the age of fourteen has succumbed to a deadly zombie virus and now the kids must keep themselves alive. There are rumours of a safe place to hide. And so a gang of children begin their quest across London, where all through the city - down alleyways, in deserted houses, underground - the grown-ups lie in wait.	Buckingham Palace, Emirates stadium/ North London
In Black and White by Catherine Johnson Published by Oxford University Press ISBN: 978-0192718297	Stefanie lives on a run-down council estate in the East End of London with her seriously depressed mother. Only her interest in photography keeps her going. Then there is a racist attack in which her boyfriend may be involved. She finds her loyalties divided and has some difficult choices to make.	East London
Sawbones by Catherine Johnson Published by Walker Books ISBN: 978-1406340570	The life of sixteen-year-old Ezra, apprentice to a well-regarded London surgeon, is turned on its head when a failed break-in at his master's house sets off a strange and disturbing series of events that involves grave robbing, body switching and murder. Loveday Finch, daughter of the late magician Mr Charles Finch, employs Ezra to investigate her father's death and the mystery takes Ezra and Loveday across London. Other books by Catherine Johnson set in London: <i>Hero</i> , <i>Face Value</i> and <i>The Dying Game</i>	St Bart's, Coldbath Fields Clerkenwell, Newgate Prison and the Ottoman Embassy

Book titles Key Stage 3	Synopsis	London location(s)
Radio Radio by Graham Marks Published by Bloomsbury Publishing PLC ISBN: 978-0747559399	A group of city kids want to start a radio station and when they finally do, they find themselves not only having to deal with the complications of running a pirate radio station but also fending off the attentions of competing broadcasters! And all this alongside their relationships, and jealousies and desires to be independent. This brilliant novel, written in the form of a screenplay, is urgent, contemporary and a well-created teenage world - but with perhaps a tiny bit more excitement!	Set In North London
Dodger by Terry Pratchett Published by Corgi Children's ISBN: 978-0552563147	Dodger is a tosher - a sewer scavenger living in the squalor of Dickensian London. Everyone who is nobody knows Dodger. Anyone who is anybody doesn't. But when he rescues a young girl from a beating, suddenly everybody wants to know him. And Dodger's tale of skulduggery, dark plans and even darker deeds begins.	Dickensian London
Death and the Arrow by Chris Priestley Published by Corgi Children's ISBN: 978-0552554756	Fifteen-year-old Tom lives in the murky, sooty city of London, where he helps his father to run a print shop. The mystery of a series of curious murders closes ever more tightly round the city and intrudes even into Tom's own life. A really atmospheric venture into the eighteenth-century.	18th century London
(Un)arranged Marriage by Bal Raj Published by Corgi Children's ISBN: 978-0552547345	Set partly in the UK and partly in the Punjab region of India, this is a fresh, biting perceptible and totally up-to-the-minute look at one young man's fight to free himself from family expectations and to be himself, free to dance to his own tune.	London
Mortal Engines by Phillip Reeve Published by Marlon Lloyd Books ISBN: 978-1407131276	The book focuses on a futuristic, steampunk version of London, now a giant machine striving to survive on a world running out of resources.	London
The Parliament of Blood by Justin Richards Published by Faber & Faber ISBN: 978-0571236916	A tale not for the faint hearted! Prepare yourself for the horrors that lie within - some may be based on legend, but many are documented fact. It is 1886, and Eddie, George, Liz and Sir William must separate the terrifying truth from the lies and fiction. Or else we shall all be doomed as they return to do battle with their greatest foe yet...	British Museum and the Houses of Parliament

Book titles Key Stage 3	Synopsis	London location(s)
From Somalia with Love by Na'ima B. Robert Published by Francis Lincoln Children's Books ISBN: 978-1845078324	Safia must come to terms with who she is - as a Muslim, as a teenager, as a poet, as a friend, but most of all as a daughter to a father she has never known. Safia must find her own place in the world, so both father and daughter can start to build the relationship they both long for.	London
Frankenstein by Mary Wollstonecraft Shelley Published by Wordsworth Editions Ltd ISBN: 978-1853260230	The deeply disturbing story of a monstrous creation which has terrified and chilled readers since its first publication in 1818. The novel has thus seared its way into the popular imagination while establishing itself as one of the pioneering works of modern science fiction.	London
Numbers by Rachel Ward Published by Chicken House ISBN: 978-1905294930	Since her mother's death, fifteen-year-old Jem has kept a secret. When her eyes meet someone else's, a number pops into her head - the date on which they will die. Waiting for the London Eye, she sees everyone in the queue has the same number - something terrible is going to happen.	London Eye
The Time Machine by H.G. Wells Published by Penguin Classics ISBN: 978-0141439976	A seminal and hugely imaginative work of early science fiction. When a Victorian scientist propels himself into the year 802,701 AD, he is initially delighted to find that suffering has been replaced by beauty, contentment and peace. Entranced at first, he realises that in deep tunnels beneath their paradise lurks something sinister. And when the scientist's time machine vanishes, it becomes clear he must search these tunnels, if he is ever to return to his own era.	Richmond
The Liberators by Phillip Womack Published by Bloomsbury Publishing PLC ISBN: 978-0747595526	On his first trip to London, Ivo gets handed a mysterious object by a stranger on the tube platform. At the next station the passengers disembark to find the stranger dismembered. This attack is only part of a large scheme to bring chaos to London. As the capital seems in danger of sliding into anarchy, Ivo faces a race against time to break the ancient power of the Liberators.	London
Gangsta Rap by Benjamin Zephaniah Published by Bloomsbury Publishing PLC ISBN: 978-0747565659	Ray and his two best friends get excluded from school and start attending the Social Exclusion Project which means they can develop their music skills. They secure a record deal, but another rap band takes a dislike and gang warfare is the result. Based on Benjamin's own troubled experience of school and the music business, his passionate, immediate voice will appeal to all his fans.	Stratford, various music venues across East and West London

Appendix 3 – Teacher survey

Hello, and thank you for taking part in this survey! We would like to measure the outcomes of Books about Town for Schools on your teaching practice for English and literacy. Your honest answers are very much appreciated.

1. Did you attend all three days of Books about Town for Schools training?

Yes No

2. Which days did you attend? (please tick all that apply)

Day 1 Day 2 Day 3

3. What prevented you from attending all three days of training?

(open-ended response)

Can you tell us more?

4. Did you implement Books about Town for School activities nonetheless?

Yes No Other (please specify)

5. What is your role? (tick all that apply)

Teacher

Literacy Coordinator

Head of Department/Faculty/Subject lead (or other middle management role)

Senior Manager (including Assistant or Deputy Head)

Headteacher

SENCO/Inclusion manager

School librarian/LRC Manager

Teaching assistant

6. Please tell us about your teaching status

NQT

Up to three years of teaching

More than three years

Senior manager

7. Please indicate if you are a KS2 or KS3 teacher

KS2 KS3

8. Is your school a member of the National Literacy Trust network?

Yes No Not sure

Other (please specify)

9. What type of resources do you use to inform your literacy teaching practices? (tick all that apply)

National Literacy Trust Network

TES

Support from my colleagues

Support from the school library

Resources from publishers (eg Pearson, OPU...)

Expertise from local teaching school or cluster

Resources from my local library

I don't really use any resources to teach literacy

10. How familiar are you with evidence-based approaches to teaching literacy?

I am very familiar

I am quite familiar
I have limited knowledge of evidence-based approaches
I don't know if what I do is evidence-based

11. Do you share lessons and resources that have worked particularly well with other teachers within your school?

Not really
Very rarely
Sometimes, as needed
Routinely

12. Do you share lessons and resources that have worked particularly well with other teachers from other schools?

Not really
Very rarely
Sometimes, as needed
Routinely

13. How confident would you say you are in the following?

- *Teaching literacy/English to your class*
- *Teaching whole texts to your class*
- *Knowing what sort of books to share with your class*
- *Knowing that your class will respond well to the texts that you select for study*

Very confident
Moderately confident
I sometimes lack confidence
I am not at all confident

14. How many 20th- or 21st-century books for children or young people which take place in London can you name? (Please think about it, tick one of the number options, then list the titles in the box below)

None
1 to 3
4 to 6
7 to 10
11 to 15
16 to 20
more than 20
Please list them here

15. How many techniques that you use to support whole-text teaching with your pupils can you name or describe? (Please tick one of the number options, then list either names or descriptions in the box below)

None
1 to 3
4 to 6
7 to 10
11 to 15
16 to 20
more than 20
Please list them here

16. Below is a list of names. Some of them are authors of books, and some of them are not. Please tick the ones that you know are authors.

Siobhan O'Dowd
Markus Eagleson

Philip Pullman
Jamila Gavin

Samuel Goldman
Viki Oyebo

Horatio Brown
Susan Hill
Keren David
Amy Carlton
Zachariah Braund
David Walliams
Carl Thompson
Colin McInnes
Monica Ali
Lisa McIntyre
Deidre McGuire
Noel Streatfeild
F.J. Wright
Charles Dickens
Phillipa Newgate
Malorie Blackman
Charlie Higson

Emma Colquhoun
Ron Gorman
Charlie Fletcher
Emily Moorgate
James Fairburn
Arthur Chinn
Michelle Magorian
Neil Gaiman
Enid Cowell
Robin Jarvis
Terry Pratchett
Francesca Phillips
Mary O'Conner
Robert Muchmore
Jon Riley
Mark Haddon
Graham Marks

Tom Rowland
Benjamin Zephaniah
Eliza Smith
Philip Reeve
Francis Hodgson Burnett
Andy Sidowski
Arthur Conan Doyle
Joey Carter
Judith Kerr
Rob Lloyd Jones
Helen Sylvester
Marcia Williams
CS Lewis
Simon Winterburn
Andrew Etheridge
Kieron Riley

17. How many pupils benefited from Books about Town for Schools via your teaching? (please give us an approximate number)

18. Did you pass on anything from Books about Town for Schools to colleagues?

Yes, I have actively involved other colleagues into the project

Yes, I have shared some information about the project to other colleagues

No, not at all

19. If yes, how many colleagues?

20. And how many pupils would you say your colleagues might have reached? (please give us an approximate number)

21. Has there been any improvement in your pupils' literacy attainment throughout the duration of the project?

Yes No

What evidence do you have to support your answer?

22. If yes, would you attribute some of this improvement to Books about Town for Schools?

Yes No

Can you tell us more?

23. In terms of your professional development, how valuable do you feel it has been for you to work on this project?

Very valuable

Somewhat valuable

Not very valuable

Not at all valuable

24. In hindsight, now that you've completed the project, how would you rate the training you received?

Excellent Good Poor Very poor

Please tell us more

25. Was anyone from senior management...

Aware of the project

Involved in the project

Please tell us more

26. Is there anything else you'd like to say about Books about Town for Schools?

Appendix 4 – Pupil survey

Hello, and welcome to this survey! Thanks for taking the time to answer our questions. There are no right or wrong answers, so feel free to be very honest, and if you need any help, you can ask your teacher.

1. Which school do you go to? (please write your school's full name)

2. Are you a boy or a girl?

Boy Girl

3. How old are you?

6	10	14
7	11	15
8	12	
9	13	

4. What school year are you in?

Year 3	Year 6	Year 9
Year 4	Year 7	
Year 5	Year 8	

5. Here are some things that people have said about themselves. As far as you are concerned, how much do you agree or disagree with these statements?

I like reading books.

I never read at weekends.

There are lots of books I want to read.

I only read so I do not get into trouble at school.

I enjoy reading.

Even if I did not have to read for school, I would still do it.

I get excited when reading a book and cannot wait to read more.

I think reading is boring.

I strongly agree

I agree

I neither agree nor disagree

I disagree

I strongly disagree

6. Do you have a favourite book or story?

Yes No

If yes, what is it?

7. Can you name three books that take place in London?

Yes No

If yes, what are they?

8. Can you name three authors who write books for children or young people?

Yes No

If yes, what are they?

9. How much do you enjoy reading?

Not at all

Not much

A bit

Very much

10. How often do you read outside class?

Every day or almost every day
A few times a week
About once a week
A few times a month

About once a month
Rarely
Never

11. Do you speak a language at home that isn't English?

Yes No

If yes, which one?

12. Are you on free school meals?

Yes No Don't know Rather not say

13. How would you describe your ethnic identity?

White - British

White - Irish

White - traveller of Irish heritage

White - Roma

White - any other background

Mixed - White and Black Caribbean

Mixed - White and Black African

Mixed - White and Asian

Mixed – any other mixed-race background

Asian or Asian British - Indian

Asian or Asian British - Pakistani

Asian or Asian British - Bangladeshi

Asian or Asian British - Chinese

Asian or Asian British - any other Asian background

Black or Black British - Caribbean

Black or Black British - African

Black or Black British - any other black background

Arab

Any other ethnic background

That's it! Thank you very much for your time!

Appendix 5 – School case-studies

Marvels Lane Primary

Year group: Year 5 and 6.

Key focus: Increase talking about books and reading for pleasure.

Book choice: *The French Confection* by Antony Horovitz and *The Graveyard Book* by Neil Gaiman.

A number of different techniques have been used to explore the books, including:

- Lessons focusing on the cover, title and blurb with whole-class discussion on what this suggested about the story. The class responded with some great suggestions on what could happen in the book and enjoyed talking about who the characters in the story might be.
- Aidan Chambers's 'Tell me' activity with a particular focus on setting. The key thing to come out of this activity was that the children were really excited by the question about where else the book should be set. With this as their start point they began to generate their own plots.
- Reciprocal reading approach incorporating a new role – the grammar chaser. They were responsible for highlighting grammatical techniques in the text.
- Not revealing the book immediately to build excitement. For the first week they weren't allowed to know what the book was. They did the Page 99 test and worked on a character description based on an extract. They then created a cover for the book. When the book was finally revealed they were able to discuss the covers they'd drawn and see who had come close and who was wrong. This built curiosity and made the children guess about what the book could be and who the author was.

Overall in both classes the teaching of one text for everyone and then differentiating the task for different ability levels has proved successful. In all the activities, talk has been a focus and the activities have been successful in engaging children at all levels in the books and making them enthusiastic about reading them.

Tidemill Academy (Primary School)

Year group: Year 4 and 5.

Key focus: Raising attainment through whole-text teaching and increasing excitement about reading.

Book choice: *The Graveyard Book* by Neil Gaiman and *Wild Boy* by Rob Lloyd Jones.

Activities focused on guided reading. The starting point was a review of current practice, which involved a whole-school audit where children were interviewed. They found children said they enjoyed reading but weren't volunteering to take part in the summer reading challenge or fully engaging with reading. They also didn't see the link between reading and writing.

Activities so far have included:

- The reading river where children highlighted reading as diverse as Facebook, tourist guides and recipes.
- Book areas were themed around the class's book choice. For the first few days they didn't know what the book was but had to find clues in the book corners. They also did the Page 99 test on an extract and created a display on what they knew about the book and what they thought might happen. This gave them an increased investment in the book as they were really keen to reach Page 99 to catch up with what they'd found out. It has increased their prediction skills.

- Every class has a gold letter box into which they can post reviews. Children must say who would like this book. On a Friday afternoon they take the time to see if they've got mail and share book recommendations.
- Reciprocal reading strategies are used across the school to improve talking about books. This is guided by bookmarks that detail what each child's role is within the reciprocal reading activity. This can be adjusted for different levels. In Year 4, for example, they take on a reciprocal reading role as a class rather than in small groups.

So far the results have been really positive. The children are using more complicated language than before and writing has improved.

Twickenham Academy (Secondary school)

Year group: Whole school.

Key focus: Reading for enjoyment with a particular focus on disaffected learners who don't enjoy reading.

As part of a whole-school focus the following activities have taken place:

- Reading time has been built into base groups (like a tutor group where students spend half an hour each day). This used to be silent reading time but now the teacher does the reading with a focus on modelling clear and structured reading. To introduce the books each group had a choice of five hidden books. Students could only see the blurb and had to vote for which they'd like to read. Each door has a poster with the class book so they can all see what they are reading.
- A group of students has been chosen to act as 'Literacy Coaches'. The school decided to select students of different abilities who would benefit from their role as a coach in different ways. The less confident readers are able to practise their skills by reading books aimed at younger children with pupils in lower year groups, while the more able students are stretched and challenged when working on developing whole-school initiatives.
- The literacy coaches have helped with an initiative called Literacy Explorers. Primary school children from the local feeder schools will come in once a week to read a text, work with creative writing and then oracy of their own creative work to access all areas of literacy. They will then present at a parent showcase at the end of the project. Literacy coaches have planned and will lead these workshops.
- The next step will be to restart paired reading and get Year 10 and 11 reading with the lower years.



St Patrick's Primary School

Year group: Year 3.

Key focus: Using whole texts to teach writing and creating a school that loves books.

Book choice: *Gangsta Granny* by David Walliams.

Working with a whole text was new to the class. Now it has been modelled with one group, the approach will be used with the whole school from January. Activities have included:

- The book was introduced with an illustrated page where the grandson describes his granny. The class wrote descriptively about grandmas and what you expect from them.
- The granny in the book turns out to be a jewel thief so they set up a fake robbery. Children came in to find the classroom a mess with an area cordoned off. The caretaker described to the children that the alarm had gone off in the night and an old lady was seen running away and a TA described jewellery she'd lost. Children then wrote a short story about how the granny got in and why she stole the jewels.
- Future plans include a visit to the Tower of London, which is linked to the book, with grandparents being invited for tea.

This approach has been really successful. The children have engaged with the text and have been talking about it outside lessons. To handle differentiation in a mixed-ability class, a lot of the text has been read to them so they all have a base knowledge of the book and then activities have been scaffolded where necessary, by using word banks for example.

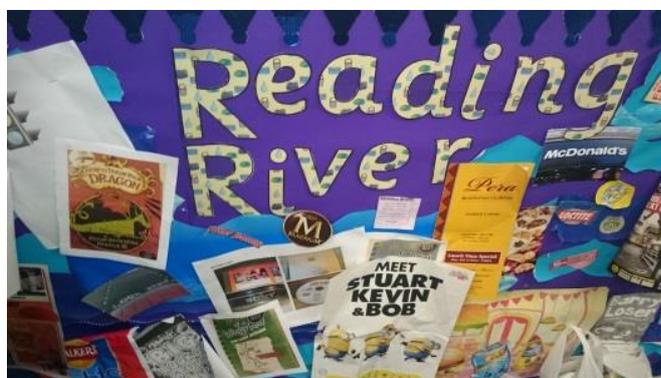
Northside Primary School

Year group: Whole school.

Key focus: Developing an excitement for reading.

Across the school, a range of activities have taken place to encourage an excitement for reading. These were underpinned with staff training where the BaT strategies were shared. This includes:

- Guided reading has been re-branded as a book club, which appeals more to the children. Individual groups have been allowed to choose names based on books they've read – for instance the Roald Dahl Radicals or JK Rowling Rulers.



- Teachers have implemented the concept of mystery books in various ways. One class has had a restricted section in the book corner – this features a chest with books they can only choose when they've read a certain number of books (set depending on level).
 - The school has purchased book benches and are launching a competition to design and decorate them.
- Other activities include library visits, celebration days like National Poetry Day where poems inspired by *Charlie And The Chocolate Factory* were read out, reading river displays, exploring new texts during book club, and incorporating *First News* and graphic novels.
 - Year 3s have been given the job of becoming school librarians. They have designed a badge that they will wear, they are appointed library monitors on a two-week rolling basis, and they will build up to writing book reviews.