

WORLD  
BOOK  
DAY  
3 MARCH 2022

25 YEARS

# 25 Ways to Celebrate World Book Day

World Book Day wants to see more children with a life-long reading for pleasure habit. We know that for this to happen they need to:

1	Be read to regularly
2	Have access to books
3	Have choice in what to read
4	Have trusted adults and peers recommending books
5	Have FUN reading experiences
6	Have time to read

We've worked with our partners The Centre for Literacy in Primary Education, The National Literacy Trust and The Open University in creating our strategy – to build these key elements into your World Book Day celebrations and beyond. Whether you work in a school, library, bookshop or other community setting we hope you find some useful ideas here.

For more detail on how to deliver each idea click on the title

<b>Being read to regularly</b>	Create a reading aloud routine	Give children the opportunity to hear different reading voices	Try a mystery storyteller drop in	Listen to professional storytellers and poets	Enjoy the chat
<b>Access to books</b>	Audit your book stock	Develop young readers' sense of self with representative texts	Facilitate a Book Exchange	Try a digital book	Try an online event
<b>Choice in what to read</b>	Make sure children know that all reading counts as reading!	Support children in their choices	Offer opportunities to explore reading gateways	Host a Booknic	Support children to choose their £1 book
<b>Trusted adults and peers recommending books</b>	Be a role model for reading	Get children talking	Create physical displays of recommendations	Train some Reading Ambassadors	Find next your recommendation
<b>Reading being fun</b>	Try some drama	Start a book club	Create a poetry performance	Set exciting competitions and challenges	Ensure time, space and opportunities for all types of reading



We have been able to complete this work with support from The Charity of Sir Richard Whittington, a charity associated with the Mercers' Company.



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Allen Fatimaharan

## Being Read to Regularly

1. **Create a reading aloud routine** – allocate a time each day you meet with your children - Not only does it enable access to texts that children might not be able to read themselves, it also supports collective, social engagement around that text. Find out more here: [clpe.org.uk/research/reading-pleasure-what-we-know-works](https://clpe.org.uk/research/reading-pleasure-what-we-know-works)
2. **Give children the opportunity to hear different reading voices** - Children can be gifted access to a wide variety of voices: invite community members to spend time reading in your setting.
  - Don't forget the children - as this school in Macclesfield have found, peers are a powerful influence on children's reading: [ourfp.org/eop/read-aloud-assemblies-pb-creates-a-love-of-reading-for-all/](https://ourfp.org/eop/read-aloud-assemblies-pb-creates-a-love-of-reading-for-all/)
3. **Try a mystery storyteller drop-in** - Organise a guest to visit and introduce and read a new story. Discover some tips on how to create excitement about a new book: [literacytrust.org.uk/resources/creating-excitement-around-new-class-book/](https://literacytrust.org.uk/resources/creating-excitement-around-new-class-book/)
4. **Give children the opportunity to listen to professional storytellers and poets.**
  - Explore the [National Literacy Trust's Young Readers Story Club](#) for short films of our favourite storytellers, poets, writers and illustrators telling exciting stories.
  - Performances by all of the poets shortlisted for the CLPE Poetry Award are available on the website here: [clpe.org.uk/poetry/videos](https://clpe.org.uk/poetry/videos)
  - Check out [World Book Day's free Audiobooks](#).
  - Explore [World Book Day's YouTube Channel](#) for lots of fantastic content.
5. Enjoy the chat - Reading aloud sparks conversation. To understand why chatting about books makes all the difference, listen to Mary Anne Wolpert (Cambridge University) and Jon Biddle (Moorlands Primary School) as they talk about talk [ourfp.org/finding/rfpp/booktalk-and-recommendations/](https://ourfp.org/finding/rfpp/booktalk-and-recommendations/)

## Access to Books

1. **Audit your book stock** – aiming to ensure a wide breadth of reading material: picturebooks for every age group, high quality non-fiction, comic books, magazines and graphic novels - all from a wide range of authors, poets and illustrators representative of varied and diverse voices, perspectives, writing styles, and literary traditions.
  - Do you want new ways to find and fund quality book stock? Then check out this OU set of practical ideas for sourcing income, in-school strategies and links to ace bookshops: [ourfp.org/2021/02/05/resourcing-rfp-texts-that-tempt/](https://ourfp.org/2021/02/05/resourcing-rfp-texts-that-tempt/)
2. **Develop your young readers' sense of self with representative texts** - Ensure that children have access to a rich range and breadth of quality inclusive and representative literature that reflects the realities of its readership and of the diverse world in which they live and broadens the outlook of all readers. It's crucial that children experience books that affirm their sense of self and broaden their outlook.
  - Download this year's CLPE Reflecting Realities Report here: [clpe.org.uk/research/reflecting-realities](https://clpe.org.uk/research/reflecting-realities)
  - Explore [National Literacy Trust resources](#) focused on promoting diversity for guidance and lots of book recommendations.
  - Explore World Book Day's [Missing Pages booklist](#) compiled in partnership with Teach First.
3. **Facilitate a Book Exchange** – Catherine Bridger (Fairholme Primary School) did just this at her school and was thrilled by the engagement from families and the increased access to books for all: [The Book Exchange, EoP - Reading for Pleasure](#)
4. **Try a digital book** - Ten curated favourites for children to choose from: [ourfp.org/supporting-rah/top-ten-digital-books/](https://ourfp.org/supporting-rah/top-ten-digital-books/) Or start your own channel like teacher Nigel Lungenmuss-Ward and build a personalised online library of books for your school: [ourfp.org/eop/promoting-r4p-through-online-bedtime-stories/](https://ourfp.org/eop/promoting-r4p-through-online-bedtime-stories/)
5. **Try an online event** - Author visits are a great way to inspire children and engage them in reading, but it's not always easy to offer access to these opportunities. Online and digital opportunities can be a great alternative!
  - Visit [National Literacy Trust's Virtual School Library](#) to discover new books and author videos, as well as book extracts and activities to try out!
  - Join in with [World Book Day's events](#).



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## Choice in what to read

- 1. Make sure children know that all reading counts as reading!** Don't underestimate the value of children engaging with comics, magazines, graphic novels and popular culture. Texts such as these will support the development of a range of reading cues and skills. Children are most likely to persevere with reading if they perceive reading as fun and engaging, so allowing them that choice is crucial.
- 2. Support children in their choices** Some children won't yet know what type of books they like or where to find a book they might enjoy. Model the process: looking at covers, talking about authors, summarising themes, browsing the first few pages and discussing their interests until you find something that might work. After they've had a go, allow them to change their mind and choose something else if it's not working.
  - a. Find out about their likes and preferences and lend a reading hand to something new. Try the OU Children's Reading Surveys to start a conversation about reading choices: [Whole School Development - Reading for Pleasure](#)
  - b. Watch this [2 minute classroom video](#) to see how Becky Thomson (teacher) supports her children to choose books, learn about the 'curved ball'!
  - c. Download [National Literacy Trust's 'how to choose a book'](#) poster.
  - d. Download [National Literacy Trust's Young Readers Programme booklist: What should I read next?](#) resource for some brilliant book recommendations based on what children have previously enjoyed.
  - e. Try the [Open University's 'Menu of Reading Recommendations'](#) for books by genre.
  - f. Use [World Book Day's Reading Prescription](#) activity to make book recommendations to your children.
- 2. Offer opportunities to explore reading gateways**

We know that children's enjoyment of reading plays a crucial role in their development as readers. Having ownership and choice over what (as well as how and when) they read is a crucial component of the development that independent lifelong reader. We can support this by ensuring that children have a genuine, broad and unrestricted free choice in what they choose to read for pleasure and enabling adults who take care not to dismiss certain types of books that they wouldn't necessarily choose to read for themselves.

  - a. Poetry provides the gateway for so many children in their journey towards becoming literate. Give children access to a wide range of poetry through carefully collected anthologies and single poet collections. Find out more in CLPE's What We Know Works booklet: [bit.ly/CLPEPoetryWWKW](http://bit.ly/CLPEPoetryWWKW)
  - b. Picturebooks are an important genre of children's literature and that they support the development of a wide range of sophisticated reading skills and

attitudes. [CLPE's Power of Pictures Research](#) looked at the impact of quality picturebooks in UKS2.

- c. Introduce children to graphic novels: from shocking humour, to heart-felt autobiography, graphic novels are varied to suit the a wide breadth of readers. For many children, they come as a welcome change of pace and style. Discover some options for 9-11 year olds and explore suggestions for how to share graphic novels with pupils: [literacytrust.org.uk/resources/graphic-novels-in-the-classroom/](http://literacytrust.org.uk/resources/graphic-novels-in-the-classroom/)
- 4. Host a Booknic** (a reading picnic- indoors or out) is a great way to explore and expand children's reading repertoire. Shake out the blanket, scatter the books and bring on the browsing: [Run a Booknic: A Reading Picnic! - Reading for Pleasure](#)
- 5. Support children to choose their £1 books.**
  - a. Model choosing a book using our £1 book Look Insides.
  - b. Get to know the authors and illustrators using our [Author and Illustrator Academy](#).
  - c. Do you have any books written by our authors and illustrators already? Share these and talk about which ones look the most appealing.

## Trusted adults and peers recommending books

- 1. Be a role model for reading** All adults that work with children have the opportunity to model positive reading attitudes and behaviours. Ensure that the children know what you are currently reading and how you feel about it. When children are engaging in independent reading, where possible read alongside them. Keep your own reading log or bibliographic journal and talk about upcoming books that you are looking forward to, your 'to read' pile, your favourite authors or illustrators – and allow space and time for them to share the same with you.
  - a. Encourage parents to try this [parents' survey](#) to learn what more you might do to help your children to want to read.
- 2. Get children talking.**
  - a. Find out about how CLPE promote Book Talk at: [clpe.org.uk/teaching-resources/teaching-approaches/booktalk-teaching-approach](http://clpe.org.uk/teaching-resources/teaching-approaches/booktalk-teaching-approach). This approach, described by Aidan Chambers in Tell Me: Children, Reading and Talk (Thimble Press), invites children to share and value one another's enthusiasm (both likes and dislikes), puzzles and connections. Children can engage in Book Talk around a single image from a picturebook, a poem, a paragraph or an entire novel.
  - b. Download [National Literacy Trust's discussion cards](#)

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to encourage critical thinking.

- c. For prompts and ideas to encourage informal talk about books, try this list of Practical Classroom Strategies from the OU: [Informal book talk, inside-text talk and recommendations – Reading for Pleasure](#)
  - d. Let's talk about books! Sonia Thompson (Deputy Headteacher) and Roger McDonald (senior lecturer) discuss how to achieve a social reading environment in school: [Social reading environments - Reading for Pleasure](#)
  - e. Listen to Jon Biddle explain in 2 minutes how he profiles Informal book talk and gets the children blethering spontaneously about books: [youtu.be/gx6pErTFofA](https://youtu.be/gx6pErTFofA)
3. **Find ways to create physical displays of recommendations** - You might have a 'books we recommend' shelf where children add books that they have finished reading and think others would enjoy – perhaps with a sticky note on the front summarising briefly why they recommend it. Ensure that reviewing books is an invitation rather than a requirement. If they loved reading a book and think that others would do, children might be invited to fill out a recommendation bookmark to slip into the text at a favourite passage, or write a short postcard summary and pin it to the class noticeboard, or copy out a favourite poem and add the poetry display.
  4. **Train some Reading Ambassadors** - Reading Ambassadors are ready to hear what you want from a book and offer suggestions for your next great read. Mirela Brough (Heath Primary School) explains how children as Ambassadors can help everyone in your community get stuck into reading: [Developing the role of Reading Ambassador – Reading for Pleasure](#)
  5. **Find some inspiration for your next recommendation.**
    - a. **CLPE Core Books** database: [clpe.org.uk/books/corebooks](https://clpe.org.uk/books/corebooks)
    - b. **NLT lists** [literacytrust.org.uk/resources/yrp-booklists/](https://literacytrust.org.uk/resources/yrp-booklists/)
    - c. **OU's 'Menu of Reading Recommendations'** for books by genre
    - d. **WBD lists** [worldbookday.com/reading-recommendations/](https://worldbookday.com/reading-recommendations/)

## Reading being fun

1. **Use drama to explore stories** - Use classroom drama to allow children to enter the world of the text, to put themselves into the character's shoes, to deepen and develop empathy, to solve problems, to make connections and to imagine scenarios within and alongside the text that is being explored. Approaches such as hot-seating, freeze frame and thought tracking, conscience alley, role play and re-enactment will all support children's

engagement as well as the development reading skills.

- a. Learn more about these approaches at: [clpe.org.uk/teaching-resources/teaching-approaches](https://clpe.org.uk/teaching-resources/teaching-approaches)
  - b. See some suggestions for using drama to make the most out of your children being dressed up on World Book Day: [worldbookday.com/dressing-up-ideas/](https://worldbookday.com/dressing-up-ideas/)
3. **Start a book club** – a great way to get children enjoying, reading and talking about books together and model social reading.
    - a. Explore the [Marcus Rashford Book Club Resources](#) for inspiration. Worried about book access? Take a look at [National Literacy Trust's River of Stories online anthologies and resources](#).
    - b. Discover exciting new books each month with the [World Book Day Book Club](#) – and have the chance to win books for your setting.
  3. **Create a poetry performance** - Learning poems by heart and rehearsing them for performance can be a great source of enjoyment and satisfaction. Children can work together or individually to select a poem that means something to them and then communicate that meaning and their emotional response through performance. Preparing a poem for performance creates a deeper connection between the reader and the written word, allowing them to meaningfully explore the cadences, rhythms, and patterns of language. Watch performances of poetry by children submitted for the [CLPE Poetry Award \(CLiPPA\)](#) on the website.
  4. **Set exciting competitions and challenges.** Invite children to create an alternative cover for their favourite book – and staff too! Pupils can choose a winning teacher and vice versa: winning entries can help form a reading for pleasure display. Get children involved in reading challenges throughout the year with [National Literacy Trust's Reading Champion's programme](#).
  5. **Ensure time, space and opportunities for all types of reading.** Do you have a favourite place to read? Is reading solitary or social? For reading to be enjoyable, we need to ensure we allow enough time for them to meaningfully engage with the text that they have chosen. Some children will prefer time to read quietly and on their own, others might like to socialise around a book that has been previously enjoyed or a large format non-fiction book, for example.
    - a. Watch Professor Teresa Cremin and Becky Thomson discuss how sharing your own love of reading can make a difference: [youtu.be/GBFYHAB\\_xlo](https://youtu.be/GBFYHAB_xlo)
    - b. Cosy up with a book. Claire Williams explains how she made her classroom a relaxed environment to enjoy settle down with a book: [youtu.be/jhCREUAddiA](https://youtu.be/jhCREUAddiA)

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