



CREATE 4



IN ASSOCIATION WITH



WORLD
BOOK
DAY

ACTIVITY SUMMARY:

Create a book-based game

Playing book-based reading games provides children with a wide variety of ways into reading. In playing this game the children are putting themselves in the book and entering the world created by the author.

INGREDIENTS:

A well-known story book

A3 paper / card

Tacky back / laminate

Drawing materials and glue

TIME:

30 minutes plus time to play

METHOD:

1. Draw or copy a character from the book to fill one piece of A3 paper.
2. Type or handwrite the story or memorable scene in separable sentences / paragraphs to fill an A3 page.
3. Stick both pieces of paper together then laminate.
4. Cut the text into strips to create separate parts of the story.
5. Ask pairs collaborate to sequence the strips of text, re-reading to check it makes sense.
6. Show children how to self-check against the character picture on the reverse.
7. You might like to explore different viewpoints or special episodes when making versions of this game.

EYFS / NATIONAL CURRICULUM 2014:

- Read and understand simple sentences, check that the text makes sense to them as they read, and correct inaccurate reading.
- Discuss the sequence of events in books and how items of information are related.

SUGGESTED RESOURCES:

EYFS:

- *Each, Peach, Pear, Plum* by Janet & Alan Ahlberg (PUFFIN)
- *Jasper's Beanstalk* by Nick Butterworth & Mick Inkpen (HODDER)

YEAR 1/2:

- *The Gruffalo* by Julia Donaldson & Axel Scheffler (MACMILLAN)
- *Here Come the Aliens!* by Colin McNaughton (WALKER)

YEAR 3/4:

- *Angry Arthur* by Hiawyn Oram & Satoshi Kitamura (ANDERSEN PRESS)
- *Good Little Wolf* by Nadia Shireen (RANDOM HOUSE)

YEAR 5/6:

- *Voices in the Park* by Anthony Browne (CORGI)
- *The Wolves in the Walls* by Neil Gaiman & Dave McKean (BLOOMSBURY)

CASE STUDY:

This game was made in a Year 2 class to help a very reluctant reader engage with reading. This was his favourite text. Through the game, children need to use their knowledge of the story to help them sort the sentences, and pay far greater attention to the text than is necessary when 'singing' the book.

