

Overview: Radio can be a great medium for reviewing and discussing books, plays and literature. Whether you are reviewing content created by the students or discussing classic books, your School Radio station offers a great way for your students to share their enthusiasm and insight for the written word.

Key skills used include:

- Reading, analysis and comprehension.
- Summarising plotlines & characters.
- Comparing and contrasting different works.
- Spoken language skills, formal presentations & participating in debate.
- Development of confidence & competence in spoken language.
- Development of listening and comprehension skills.
- Ability to 'sell' then merits of books to fellow students.

Key Stage Goals

Language and Literacy – General Guidelines

- *6.1 - Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. (page 11)*
- *6.3 - The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations. (page 11)*

English

- **Statutory Requirement (Reading Comprehension Year 2):** Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (page 29)
 - Discussing the sequence of events in books and how items of information are related. (page 29)
 - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. (page 29)
 - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- **General Guidance (Lower Key Stage 2, Years 3 & 4):** Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should

become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. (page 35)

- **Statutory Requirement (Reading Comprehension Years 3 & 4):** Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (page 36)
 - Identifying themes and conventions in a wide range of books. (page 36)
 - Discussing words and phrases that capture the reader's interest and imagination. (page 37)

Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. (page 37)
 - Identifying main ideas drawn from more than one paragraph and summarising these. (page 37)
 - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. (page 37)
- **General Guidance (Upper Key Stage 2, Years 5 & 6):** In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. (page 43)
 - **Statutory Requirement (Reading Comprehension. Years 5& 6):** Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:
 - Recommending books that they have read to their peers, giving reasons for their choices. (page 45)
 - Identifying and discussing themes and conventions in and across a wide range of writing. (page 45)
 - Making comparisons within and across books. (page 45)
 - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. (page 45)
 - **Statutory Requirement (Writing Composition. Years 5& 6):** Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
 - **Subject Content (Reading Key Stage 3):** Pupils should be taught to read critically through:
 - Studying setting, plot, and characterisation, and the effects of these. (page 81)

- Making critical comparisons across texts. (page 81)
- Studying a range of authors, including at least two authors in depth each year. (page 81)

Example Book Review Structure

You can plan your book review show any way you wish but it is important to agree a structure for the show and write down a plan for the show that everyone involved is aware of. In the example below, we outline the plan for a book review show called Bounty Island Books which is based loosely on the BBC Radio 4 show Desert Island Discs. In this show we ask participants to select a book that they would take with them to read on Desert Island. The books they select should hold some special interest or meaning for them as we will be discussing why the book was selected as well as asking them to summarise the book.

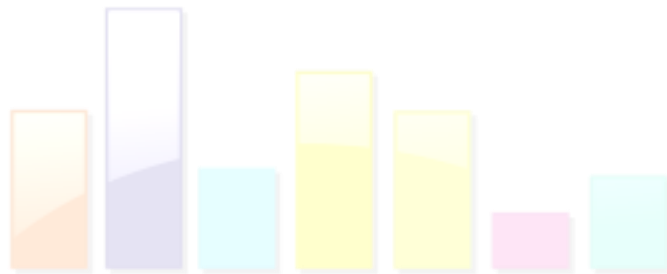
1. Intro jingle or song – *make a jingle for the show or maybe select a theme song to use at the beginning of each show.*
2. Introduce the presenter and the guests – *Typically this might be along the lines of:*

“Hello my name is Liam and I am joined today by Lilly and Hannah from year 5 who will be telling us about their favourite books and why they would take them to Bounty Island”
3. Once you have introduced both of your guests, select who will go first and ask them the following:
 - a. Who they are.
 - b. A bit about their background, hobbies and likes.
 - c. What book they have selected, who wrote it and when was it released.
 - d. Ask them to summarise the plot and main characters (briefly) without spoiling the story for others (so don't say how it ends).
 - e. Ask them what they liked about the book and why they selected it.
 - f. Ask them if they have read other similar books or books by the same author. Did they enjoy them?
4. Thanks the first guest and turn to the second guest. Ask them similar questions:
 - a. Who they are.
 - b. A bit about their background, hobbies and likes.
 - c. What book they have selected, who wrote it and when was it released.
 - d. Ask them to summarise the plot and main characters (briefly) without spoiling the story for others (so don't say how it ends).
 - e. Ask them what they liked about the book and why they selected it.
 - f. Ask them if they have read other similar books or books by the same author. Did they enjoy them?
5. Bring both guests back in and ask them:
 - a. What they thought about the book selected by the other guest
 - b. Do they think they would enjoy it, will they consider reading it?
 - c. Do they still think they would take their original selection to Bounty Island?

6. Thank your guests ask the listeners to tune in next time.

Industry Tips:

- *Give the guest time before the show to write bullet points or scripts about the books or stories they are reviewing.*
- *Write down key information such as author, publish date, main character names, major plot lines for easy reference.*
- *If possible, have a physical copy of the book for the guest to hold. It is easier to focus on something you hold in your hand!*
- *Whatever you do, don't spoil the ending for the listeners, if the book has a twist, mention that there is a good twist but don't say what, the point is to entice your listeners to read the book!*
- *If it is not live then remember that you can always fix mistakes in editing, if you or your guest makes a mistake or wants to answer a question again, leave a short pause and then resume, this will make editing easier.*
- *Relax and have fun with it. It can be a rewarding experience for the presenter, guests and listener.*



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