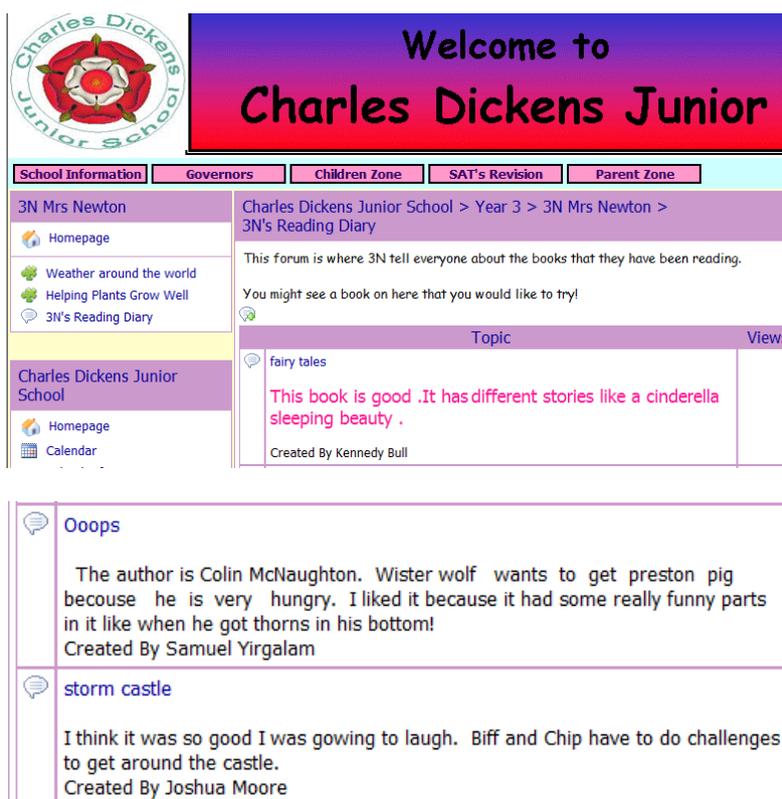


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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<b>School:</b> Charles Dickens Junior School	<b>LA:</b> Portsmouth
<b>Teacher:</b> Mrs R Newman	<b>Students:</b> Year 3
<b>Contact:</b> <a href="mailto:rnewton@charlesdickens-jun.portsmouth.sch.uk">rnewton@charlesdickens-jun.portsmouth.sch.uk</a>	
<b>Learning Focus:</b> To create a shared reading diary to foster a love of reading.	
<b>Curriculum Focus:</b> English > Reading	
<b>Tools used:</b>  Forum	



**How this worked in practice:** The teacher of this class wanted to promote children's love of reading by encouraging them to share recommendations of favourite books – both fiction and non-fiction – and also encourage reflection on the comprehension, inference and content of the books that had been read. For this purpose, the teacher set up a simple  forum within their class area, and children were asked to add an entry (a forum topic) each time they read a book in a similar way to their normal entries in their paper based Reading diaries. These children are in Year 3 and so the range of books covered includes Oxford Reading Tree where children reflect on sounding-out words, through to Roald Dahl books.

The children could then read each other's entries in order to gain ideas about which other books they might enjoy, alongside knowing that they have an audience for their book review writing work. The children also added their entries at both home and school which provided plenty of opportunities for engaging parents in both the reading, and the talking about reading conversations afterwards.

**By the end of this sequence of work children had developed skills in:**

**Literacy:** Reading, Book Reviews

**Next Steps:** The children could begin to use these  forum spaces for shared guided reading activities with the teacher asking questions relating to shared texts, and children responding in pairs or individually to these questions.

