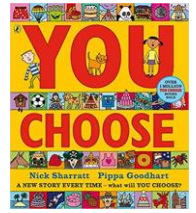




Title:

You Choose



Author:

Author: Pippa Goodhart
Illustrator: Nick Sharratt

Blurb:

Imagine you could go anywhere, with anyone and do anything. Where would you live? Where would you sleep? Who would be your friends? What games would you play? Go on . . . *you* choose!

Author background:

Pippa Goodhart grew up in a small village like Leafield and went to a tiny village school, much like ours. Like our children, she spent most of her childhood in the small community in which she grew up. *You Choose* introduces children to a world of possibilities beyond our local area.

Cultural background:

The book prompts children to choose where they would like to travel or visit, who they'd like for their family and friends, what they'd wear, eat and do. Throughout the book, the illustrations include a diverse range of settings, cultures and races, some which will be familiar to children in our school and some which represent other cultures.

Literary terms:

The book contains few words, other than prompts for making choices. However, there is huge scope for discussion; it is an incredibly open-ended text to explore as a class, small groups or in paired/independent reading time. As it has few words, it is accessible to all children, regardless of reading ability. There are captions and speech bubbles on each page. This is our writing target for this term, so provides engaging and relevant examples of how they might use these in their own writing and mark-making. The front and back inside covers contain lists of the characters and settings in the book for children to refer to.

Key questions and skills:

BOOK ANALYSIS

What/who/where would you choose? *In whole-class discussions, this challenges the children to describe what they can see and use positional language (e.g. the tall pink house, next to the castle)*

Why would you choose this? *To encourage extending ideas and giving reasons*

What makes it special? *To encourage descriptive vocabulary*

How is that different from your (house/clothes/food)? *To encourage comparative language*

Vocabulary examples:

This will be scaffolded and modeled by adults sharing the book with them. For example, if a child chooses to go to the volcano, we might ask them to describe what it looks like to extend their ideas, or model a description, e.g. 'you'd like to visit the rocky and volatile volcano', or 'you think you'd have an exciting adventure trekking to the top'

Benefits for our children:

This is a book that we already have available for the children to access and which we sometimes put forward as one for them to choose for whole-class story time.

The children in Murphy Class love this book and often choose it during independent reading time. Using a child-led curriculum, we have chosen to focus on this book this term to encourage and develop vocabulary, prompting them to explain and justify their ideas and to explore the concept of global diversity through a book that engages them and captures their imagination.