



Highland Children's Book Awards - Notes for Participants in Schools

Aims of the awards

- To promote reading for pleasure
- To support literacy development
- To encourage critical reading
- To enable Highland pupils to select their own award winning books

The structure of the awards

- There are three categories: Picture Books, 8+, 12+
- The books for the long list are submitted by the publishers
- These are divided into 5 sections for each category and allocated to a group of schools
- The long list books are distributed early in the spring term and votes for a winner in each section need to be submitted before the end of term
- This establishes a short list
- During the summer term pupils need to read the five books on the short list for their category and vote for a winner
- The awards ceremony will be towards the end of the summer term

Organising the reading

- Work with a group of pupils who are enthusiastic and committed to selecting a winner
- As the books are submitted by the publishers the level tends to vary from year to year, so organisers may wish to look at the books before making a final decision on which pupils will take part
- A group of about 10 is manageable
- Pupils should read as many of the allocated books as possible, so that they can make a choice when the time comes to vote
- Some successful ways of organising the group of readers are set out overleaf

Reviewing

- This is an important part of the process as it makes pupils think about what they have read, and how they feel about it
- Allocating a star rating makes pupils think about how the book compares with others they have read
- Reviews also let participants in different schools share their thoughts about the books
- Organisers should encourage pupils to submit reviews via the web site (<http://www.highlandschools-virtualib.org.uk/hba>) for the books allocated to their school

Voting

- Voting is required at each stage:
 - towards the end of the spring term to select the short list
 - and towards the end of the summer term to select the final winners
- Each pupil has one vote at each stage
- Pupils may only vote for books in the selection allocated to their school
- Voting forms will be available for download from the web site (<http://www.highlandschools-virtualib.org.uk/hba>)
- Schools should collate their pupils' votes on a voting form and e-mail or post this to Lynsey Stein at Golspie High School by the beginning of the last week of the spring term – a reminder will be sent two weeks before votes are due
- NB It is not sufficient to send a note of the winner from an individual school, as votes for all of the books need to be collated with those from other groups reading that selection in order to find the winner

Some ideas for organising the reading

Secondary:

- We did it informally – interested pupils read independently. With the 1st and 2nd years it was promoted during library lessons. Older pupils were invited to participate on visiting the library and during English lessons.
- Weekly lunchtime reading group
- Formal meetings once a week, also informal when ever some could come, read independently, with weekly tasks, e.g. make a poster, do a letter from a main character etc...

Primary:

- Read them in daily ERIC time
- One pupil was librarian on behalf of the small group. Pupils had to have the book in school and also at home, so that they read in both places. Our Classroom Assistant helped them to look at and do reviews on the website in pairs
- Informal plus silent reading time
- We did this as part of homework encouraging pupils to show their parents and discuss books with them. Each child read the number of books they were able to get through (some read all, some read only a few). We had a weekly time set aside for changing books and discussing what they thought of them. This encouraged others to read highly recommended books etc.
- Worked with P6 & P3 class as part of an ongoing buddying system
- Every child had to pick a book and was given an allocated time to read it or have it read to them. They then chose how to tell the others about it, verbal, written, cartoon form etc
- Pupils read the books individually at home and there was a lot of discussion about the books / likes/ dislikes in the small class group
Children could read them in spare time in school or at home and a chart was kept. We linked this with the Highland Literacy project. A folder of reviews was also available for others to read