

# Reading Rocks Reviews

## KS2 Lesson 1

Welcome to the first lesson, where children will learn about the features of a good review and write their introduction.

**Before this lesson, select one book** that the class knows well or is currently reading for their collaborative review. You could review different books in groups, but think carefully about managing modelling, filming and editing multiple videos across the class.

**n.b. Always [log in](#) to your account before starting teaching to ensure you have access to the videos.**

### Introduction (5 mins)

Watch the [L1 video](#), which explains that this week, we will be writing a book review ready to share as a vlog.

Take ideas from the class about why people would create and share book reviews (e.g. *to share thoughts and opinions about books, to comment on characters, to encourage others to read, to recommend a favourite book...*) and then, in talk partners, children recommend a book they have read and enjoyed to their partner. Take feedback on which recommendations were successful, and why.

### Main (50 mins)

#### **(Part 1 - 15 mins)**

Watch some of [book review examples](#). Discuss the videos. Which was the best and why? Discuss how useful the content was.

What are the key features/sections we need to include in our book review? Give each group sticky notes and ask them to record one idea per sticky note, then order them appropriately. Tell the groups to briefly walk around the other tables, looking at the sticky notes and order.

As a class, agree on the sections to include and the order (*We'd recommend introduction, synopsis, highlights (favourite character/favourite part/opinion), rating, and summary or conclusion*).

#### **(Part 2 - 30 mins)**

Use the **L1 IWB** to show and discuss the model introduction text, taking note of the use of a colon.

Using the whiteboard, show how a colon can be used to join two sentences, where the second sentence expands upon the first.

Split the class into two groups - A and B. On mini whiteboards, children in A write a sentence telling the reader about a book character (e.g. *Harry Potter is an amazing wizard.*) They find a partner in group B who then writes a second sentence, expanding on the first. Both sentences are joined using a colon. (e.g. *Harry Potter is an amazing wizard: he could produce a Patronus charm aged only 13.*) Read aloud some examples, using any errors to make the teaching points that the two sentences (clauses) need to be independent and make sense by themselves and that the second one must tell us more about the first.

Using the model introduction text as a scaffold, children write their own introduction to the book review video, including a sentence using a colon. They need to include the key points:

- Opening line
- Name of child and class (and why their class is the best!)
- Name of the book and the author
- Why they have chosen to review the book

#### **Plenary (10 mins)**

How do we make sure that people don't switch off our class video? Invite ideas.

Refer to the videos seen earlier and comment on performance - pace, pitch, tone and intonation. Model reading, then invite children to read out their examples, focusing on performance.