

## World Book Day - Thursday 6<sup>th</sup> March 2025

World Book Day 2025 was held across AHMAT on Thursday 6<sup>th</sup> March. All year groups from Foundation to Year 6 engaged in themed fairytale activities. This started in Foundation and KS1 with retelling a well-known fairytale to KS2 writing and merging two well-known fairytales to produce a unique story.

### Intent

Developing a reading for pleasure culture across the trust is of an utmost priority and raising the profile of reading is continually improving.

The Reading Framework (2023) states that teachers can inspire pupils and engage them in reading widely, but this depends on embedding a school culture that values and supports reading for pleasure which is a collective responsibility. Alongside new initiatives this year (namely the reading routes challenge), World Book Day aims to inspire and ignite interest amongst all the pupils and to demonstrate how highly valued the skill of reading is across all staff members.

After some discussions, the chosen task for World Book Day was a focus on fairytales. Each class would be immersed within fairytales, learning about their structure and history before moving forwards with progressive tasks to produce their own fairytale book.

To prepare staff to deliver an exciting day of activities, an INSET was delivered in February to give an overview of the day and to prepare teachers to deliver high quality immersive sessions about traditional tales and fairytales.



### Fairytales

- The theme of World Book Day will be fairytales.
- Fairytales or traditional tales, are old stories that were originally told aloud before being written down.

### Fairytale features



- The day for all phases must include time to discuss and reflect on the key features of fairytales...
- 'Once Upon a Time' - fairytales generally start with this phrase, setting the story in a magical place.
- Good vs Evil.
- Magical elements - talking animals, enchanted objects, spells.
- A problem that needs solving – The main 'good' character facing a challenge that they must overcome.
- Repetition and patterns – rule of 3, repetitive phrases.
- A happy ending.
- A moral or lesson.

### Famous fairytale and folklore storytellers

- The Brothers Grimm (Germany) – collected stories like Hansel and Gretel and Little Red Riding Hood.



Charles Perrault (France) – wrote Cinderella, Sleeping Beauty, and Puss in Boots.



- Hans Christian Andersen (Denmark) – created The Little Mermaid and The Ugly Duckling.

## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

World Book Day itself kicked off with a whole school collective worship to celebrate reading for pleasure. First and foremost, World Book Day costumes were celebrated and the children had a chance to show off their creations class by class by standing up and giving a 'twirl' to the rest of the school!

The assembly focused on the origins of books and how this has evolved over the years and then moved on to the history of World Book Day and its importance. Pupils were also encouraged to think of their own reader identity by looking at a 'reading mood board'.

My reading mood board – which pictures best show the ways you like to read?



Included within the assembly were some clips of the World Book Day authors and their own tips for enjoying reading. Exposing pupils to real-life authors further raises the profile of reading and shows that all of us are writers. We also discussed the World Book Day books that were available to purchase with the World Book Day £1 book tokens.



## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

Throughout the day, pupils were introduced to their chosen phase group's text and their tasks.

EYFS worked on the story of 'Little Red Riding Hood', KS1 focused on 'The Ugly Duckling'. In KS2, pupils were set the challenge of merging two well-known fairytales together to produce a new fractured fairytale. LKS2 worked as a whole class to decide on two fairytales to merge and then created a story map to form the basis of their story books.

To begin the day, all classes had an immersive retelling of their focus fairytale, or for KS2 a fairytale chosen by the teacher. Teachers used props and costumes to reenact the story and encouraged pupils to join in with well known phrases and repeated refrains.

All classes also were exposed to the key features of fairytales at age-appropriate levels. Foundation and KS1 used actions for each of the key features such as 'goodies and baddies', 'stories starting with "Once Upon a Time"' and 'a moral or lesson included'. This ensured pupils had a sound understanding of what it is that makes a fairytale or traditional tale.

Foundation also had opportunities to role play fairytales in the small world area.

The end goal for all pupils was to have a storybook to share with another class.



## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

Foundation worked on writing some key words or a caption to go with their focus fairytale 'Little Red Riding Hood'. Examples included words such as 'wolf', 'bad' and 'Little Red'. Captions and sentence included 'Little Red was scared'.

KS1 focused on retelling the story of 'The Ugly Duckling'. Following the success of the newly introduced lesson sequence used in writing lessons, the pupils produced a book with a front cover, four story pages and a back cover. Year 2 were encouraged to write a blurb for their story.

LKS2 worked together as a class to decide on two well-known fairytales to merge. Ensuring ideas and inspiration never ran dry, the classes collaborated to create a skeleton story map which would then be used to support independent writing. Similarly to KS1, the pupils created a picture book consisting of between four and six pages.

UKS2 were given more freedom and creativity to choose two fairytales they would like to merge. They worked independently from the beginning to create their own story maps as a plan before then writing their stories independently. They had a front cover, back cover and six pages to fill.



## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

Having a 'publishing goal' of reading to another class by the end of the day was motivating for pupils. The sharing of stories was a celebration of the day's achievements and the excitement about this was evident throughout the day. During lunchtimes and breaktimes there were many conversations between pupils about the stories they had come up with and the twists they had thought of.



## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

Dressing up as much loved book characters was a real highlight of the day and has been described as the best part by many pupils. Across the 3 schools, including staff, a range of characters were used as inspiration from 'The Very Hungry Caterpillar' to 'Where's Wally?'!



## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

As part of 'The Maidenhead Big Read', we invited a total of 5 authors into our school for online or in person workshops.

White Waltham and Bisham hosted Amanda Boulding for Foundation and Key Stage 1. She shared some of her beautifully illustrated animal stories and took the pupils through the verbal process of coming up with their own animal stories. They also acted out one of her newest stories, 'Sam to the Rescue'.

Year 3 and 4 at White Waltham and KS2 at Bisham hosted Sue Palmer. Sue gave the children lots of interesting facts and knowledge all about space. The pupils had an opportunity after the session to purchase their own copy of 'May's Moon' and we were also lucky enough to receive some free signed copies for our reading routes challenge.

Year 5 and 6 at White Waltham hosted David Barker. David gave an interactive talk on using the future as a setting within creative writing.

Foundation and KS1 at Knowl Hill had a zoom with Donna David. Donna shared her rhyming story book 'trains, trains, trains' and also answered some questions which the pupils had thought of prior to the session.

Finally, Year 2, 3, 4, 5 and 6 at Knowl Hill hosted Catherine Barr. Catherine shared 2 different books for the differing age groups exploring dinosaurs for Year 2 and 3 and 'Fourteen Wolves' for Year 3 upwards.

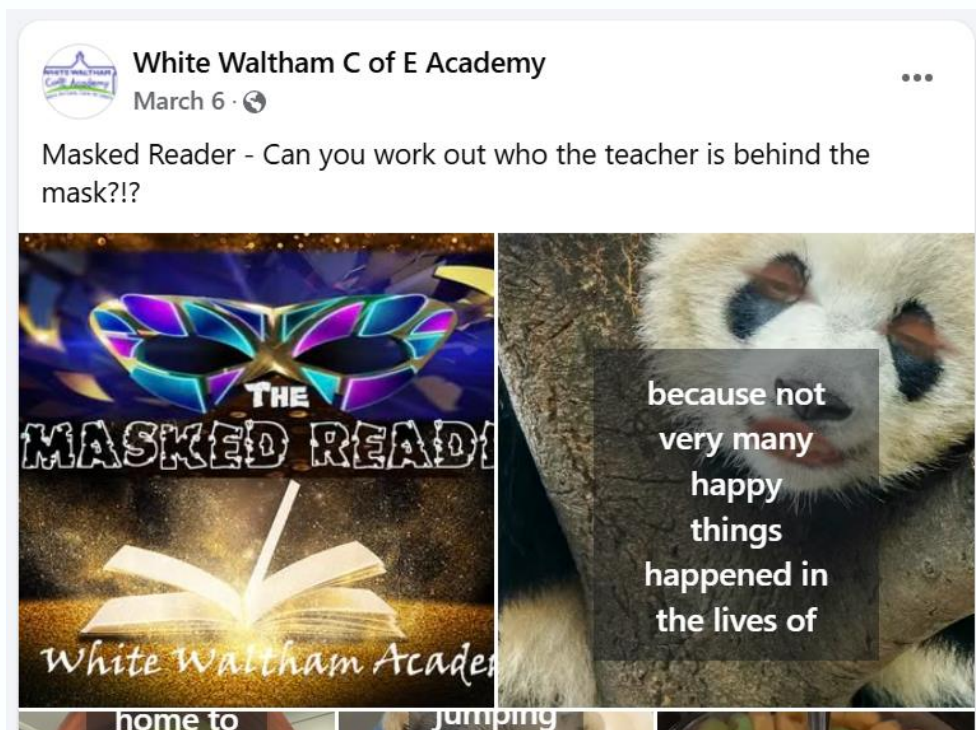
Being exposed to real life, current authors gave the pupils the opportunity to see writing in context and has had a real impact on raising the profile of both reading and writing within school.



## World Book Day – Thursday 6<sup>th</sup> March 2025

### Implementation

A final highlight of the day was the ever-popular 'Masked Reader' quiz. Pupils thoroughly enjoyed the challenge of guessing which teacher was 'behind the mask' after watching cleverly disguised videos of staff members reading short snippets from well-loved books. In many cases, not only were the teachers hidden behind creative masks, but their voices were also altered, adding an extra layer of difficulty and excitement to the guessing game. The activity sparked lively discussions, and the buzz didn't stop there—on the playground afterwards, pupils eagerly shared their theories and swapped ideas about who they believed each mysterious reader might have been, showing just how engaged they were by this fun and interactive event.



## Impact Statement

Reflecting on previous activities in 2023 and 2024, having one focal activity worked well in ensuring a high-quality piece of work was produced. However, in 2024 there was some feedback that for Foundation and Key Stage 1, the task was heavily adult led. Therefore, it was important this year to have a progressive task that could be accessed by all pupils. Although there were some concerns prior to the day about being able to complete the task in the set amount of time, this was achieved and the excitement of sharing stories between classes really gave the project a purpose.

The main aim of World Book Day is to continue raising the profile of reading and writing. In the weeks leading up to, and the weeks after the day itself, conversations have continued to ensue showing that reading, books and authors are all very much of a high priority.

On this page are a selection of pupil voice statements collected from pupils showing the impact of the day's activities.

Amanda Boulding taught us how we can write a story about any animal, even the ones we don't think we like! They're all so interesting and have their own funny things they do.  
Barnaby, Foundation

I liked being able to work together as a class on the story map before writing our stories. We could bounce ideas off of each other to make sure we really understood the storyline.  
Jack, Year 3

We focussed on the story of 'The Ugly Duckling'. It was good because we all talked about adjectives we could use before we started. Everyone had lots of ideas.  
Gina, Year 2

It's fun guessing which teachers are behind the mask, especially if we get to see the other school's videos too. I know some of the other teachers.  
Pretty-Rome, Year 4

I liked having the freedom to be creative and choose my own fairytales to merge together. Everyone's was different.  
Harvey, Year 6

Having an end goal in mind for the end of the day was really motivating. I love sharing my writing with other classes. It's a chance to celebrate each other's work.  
Erin, Year 6

WORLD  
**BOOK  
DAY**