because of COVID-19 restrictions, but it was interesting to see the confidence and interest teachers have developed through online collaboration. Their willingness to share their planning and ideas with others, as well as seeing tangible outcomes in pupils' work has been a pleasure to witness. As a secondary teacher I think the message for me is now to continue to work closely with primary schools to bridge the vocabulary gap which unfortunately still exists, and to sustain an interest in using a variety of texts with all pupils at all ages across the key stages. The benefit to pupils in terms of the language they acquire and then go on to use is exceptionally positive, and reading books can be used not only to engage the pupils but to initiate discussions around scientific processes and therefore deepen understanding.

We hope that the range of Science for Reading resources now available freely to teachers will continue to be shared and the site itself will be utilised to guide new and more experienced school teachers to consider how to use texts appropriately in their context. Being able to share the experiences of teachers using a variety of texts, as well as templates for planning, should inspire other teachers to do the same in their classrooms to enable their pupils and teachers to approach reading in science with curiosity and enthusiasm.

Acknowledgements

Thanks to the all the teachers in the project and the SEERIH team for their dedication in challenging times.

Resources

The Science for Reading suite of resources is freely available via the SEERIH Innovations Science for Reading website: https://seerih-innovations.org/just-good-stuff/science-for-reading

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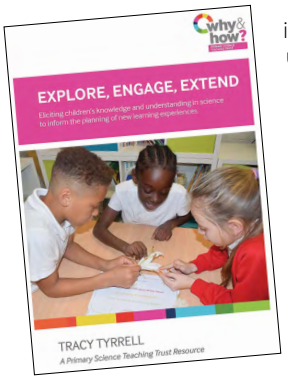
REVIEWS

Explore, engage, extend: eliciting children's knowledge and understanding in science to inform the planning of new learning experiences

Tracy Tyrrell
Bristol: Primary Science Teaching Trust, 2019
187 pp. £20.00
ISBN 978 0 9954811 4 5

A wealth of amazing resources that can lead to rich assessment data to inform quality teaching

Explore, engage, extend includes 20 sets of practical activities to support teachers with assessment for learning across the upper primary age range (age 7–11). The activities generate rich assessment data, enabling the teacher to plan the topic in response to the children's specific needs. Each set of six activities is designed to be completed as a carousel, with children moving between six tables. A question card is provided for each activity. Children should spend 5–10 minutes on each activity, while the teacher walks around the room listening to children's conversations.



Once they have completed the activities, the author suggests that children should write down *everything they now know* about the topic on a sticky note. On a second sticky note, children should write down *everything they want to know*. I love this idea: it helps to prevent the situation where some children are simply left staring at a blank piece of paper when asked to write down everything they already know at the start of a topic, and the activities provide children with a structure, reducing the chance of children writing obscure facts that don't particularly inform teaching.

Although intended to be used at the start of a topic, or even before starting to teach a topic, the activities could be used as pit-stop assessments at any stage during the teaching of a topic. The key idea is that the activities are used as assessment to inform future teaching. Guidance is provided in the book that supports teachers in planning for challenging children's misconceptions and answering the questions that children ask.

For each set of six activities, resources are outlined – these are the types of resources that schools would normally have anyway, or are available as a free download. Essential background knowledge is concisely outlined, helping busy teachers to identify the key information that children would be expected to know, and highlighting the common misconceptions that might be expected.

This book could revolutionise a school's approach to assessment in science; it promotes practical, child-led science and provides teachers with a wealth of amazing resources that can lead to rich assessment data to inform quality teaching.

Helen Spring
Primary Science and Outdoor Learning Consultant

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