



MARITIME ACADEMY

READING AND LITERACY STRATEGY

2024-2025

Maritime Academy

Part of the Thinking Schools Academy Trust

Date of Determination: July 2024

Review Date: July 2025



THINKING SCHOOLS
ACADEMY TRUST

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STRENGTH - PRIDE - UNITY

MAKING EXCELLENCE A HABIT



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Aims

This policy aims to cultivate proficient, lifelong readers who possess a love for reading, critical thinking skills, and the ability to comprehend and engage with a diverse range of texts. We aim to develop students' literacy as a cornerstone of their academic success and personal growth, equipping them with the skills necessary to navigate the complexities of the modern world.

Curriculum Intent

At Maritime Academy, we are committed to a comprehensive and evidence-informed approach to reading and literacy, grounded in the guidance set forth by the Education Endowment Foundation (EEF). Our curriculum is designed to ensure that all students, regardless of their starting points, can achieve high levels of reading proficiency and enjoyment.

Reading at Maritime Academy

Maritime Academy is committed to raising standards of literacy in all its pupils, through a coordinated approach. Every teacher has a role to play in this process. Reading, writing, oracy and vocabulary are vital skills in learning and life. At Maritime, these skills matter. Reading is one of our core curriculum drivers and one that is key to achievement. As such, reading is central to every aspect of learning at Maritime and is developed by all teachers in every department and lesson.

We have a robust plan for the development of literacy across the curriculum. We have sourced guidance from The EEF (Improving Literacy in Secondary Schools); Closing the Vocabulary Gap (Alex Quigley), The Reading Mind (Willingham) and Reading Reconsidered (Doug Lemov) amongst other relevant research to develop our reading strategy and development plan.

Throughout the curriculum, pupils access the best that has been written and said about the subject – ensuring that background knowledge, culture capital and reading fluency are continually developed through carefully selected, enriching texts.

'Schools have no more fundamental responsibility than teaching children to read...Nothing is more important in education than ensuring that every child can read well.'

Reading: The Next Steps, DfE 2015

Reading is at the heart of the curriculum as a foundation for academic success. We provide multiple opportunities for reading at Maritime carefully picking text and information that supports our young people to be well read.

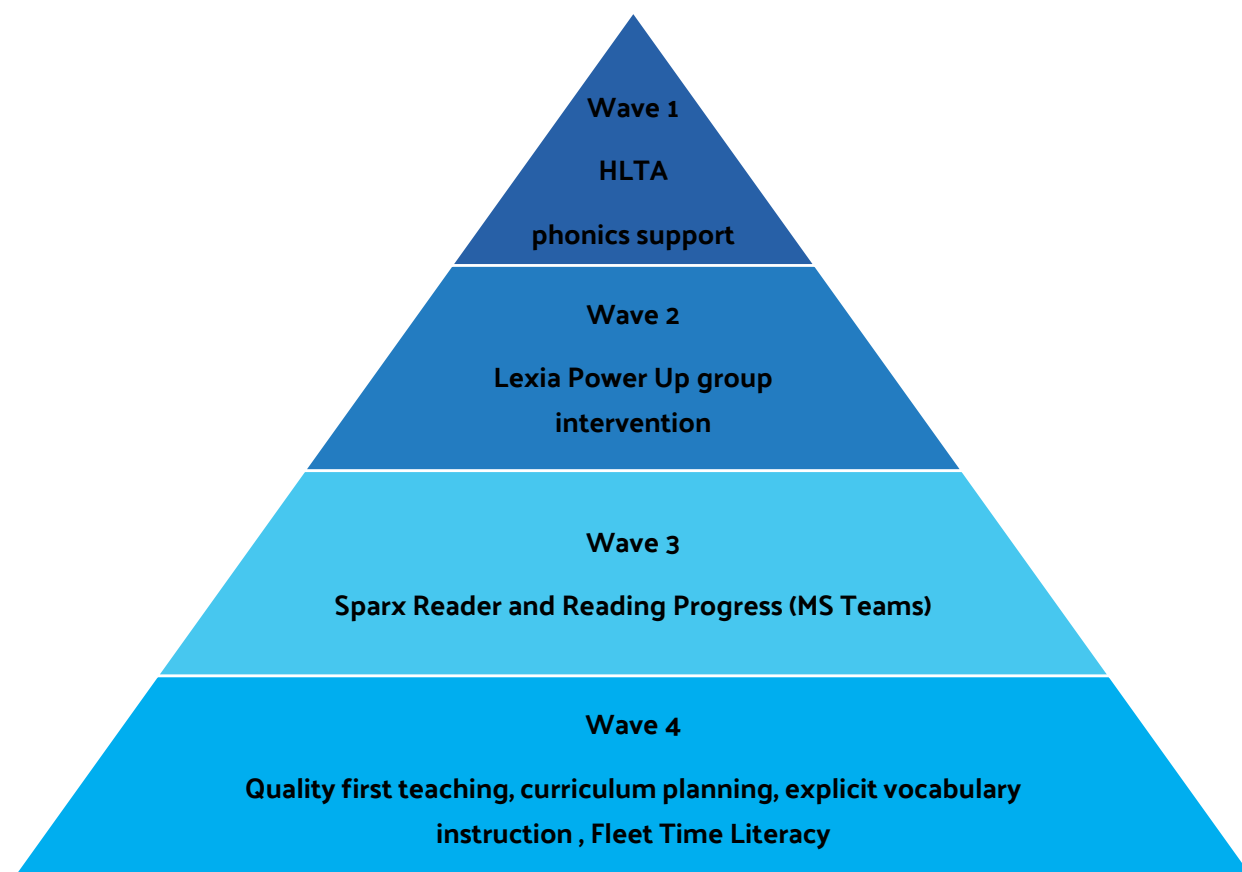


We have a well-resourced library, which students can access in their free time as well as in structured KS3 library sessions. We encourage independent study with the library providing a quiet space for this as well as access to a wide range of books and other resources.

Reading priorities

- 1) Every student can read at an age-appropriate level or make progress to catch up to their peers using effective universal and bespoke reading strategies.
- 2) All teachers are teachers of reading and we provide access to high quality text and explicitly teach and model vocabulary.
- 3) Further develop a reading culture and a love of reading.
- 4) Ensure that all students have access to high quality Tier 1, Tier 2 and Tier 3 vocabulary to enrich their use of language in written and communication skills.
- 5) To celebrate success and develop an ethos where all staff know and understand their role as 'each teacher is a teacher of reading'.
- 6) To ensure that the Academy 7 Waves and the 5 sails positively impact on children's ability to read, express themselves appropriately and communicate to a range of audiences improving their confidence and ability to be articulate - to speak like a scholar.

Reading for all at Maritime Academy



Reading Assessment

At Maritime Academy we know our pupils well, and we know about their different reading abilities. Access to reading, motivation for texts and reading achievement are carefully tracked to ensure no child is left behind in their reading journey, and all make outstanding progress. Available data from Key Stage 2, in addition to New Group Reading Test (NGRT) data, is used to inform planning and to assist us in designing provision. We also use this data to inform and design relevant interventions. NGRT and CAT data is used to highlight those in most need of reading intervention. The data provided ensures all teachers are aware of the reading ability of their pupils and support them accordingly. The weakest readers have additional testing to ensure interventions are well-matched to need.

Who		Purpose
All Pupils Autumn Term	Standard reading Assessment NGRT	Initial screen for need and baseline
All pupils Summer Term	Standard reading Assessment NGRT	Check to clarify intervention impact and future need
Pupils below 80- SAS	Diagnostic 1-1 Reading Assessment Lexia Power-Up	Diagnose specific reading needs

Reading for pleasure

Our school library plays an integral part in our drive to improve reading across the school. Pupils can browse and read fiction and non-fiction books covering a wide range of topics, featuring diverse characters and exploring a variety of issues that interest young people. Pupils visit the library to borrow a book and engage in their own choice of private reading. The school library supports both pupils and departments by providing not only relevant resources to support the curriculum but a challenging and supportive environment to stimulate, maintain and develop a lively and enquiring mind and an enjoyment in reading. All pupils should have a reading book with them at all times, and are encouraged to read at least three books each half term. The importance of regular reading is encouraged at Maritime through Fleet time, reading lessons and reading opportunities in all lessons. We encourage our pupils to have the confidence to read aloud in lessons, to help develop their speaking and comprehension skills. Alongside regular access to our well-resourced school library, we offer support and encouragement to develop a love of reading through: SPARX reader which offers a wide range of books including fiction and nonfiction suitable for all age ranges. This online library can be accessed at any time at home or in school.



Reading Support for struggling readers:

The art of reading does not come naturally, and not all pupils have mastered it before arriving at secondary school. We take a deliberate and intentional approach to reading development. Pupils who are below chronological age in their reading have access to bespoke reading interventions delivered by a specialist team of learning support assistants. Interventions cover:

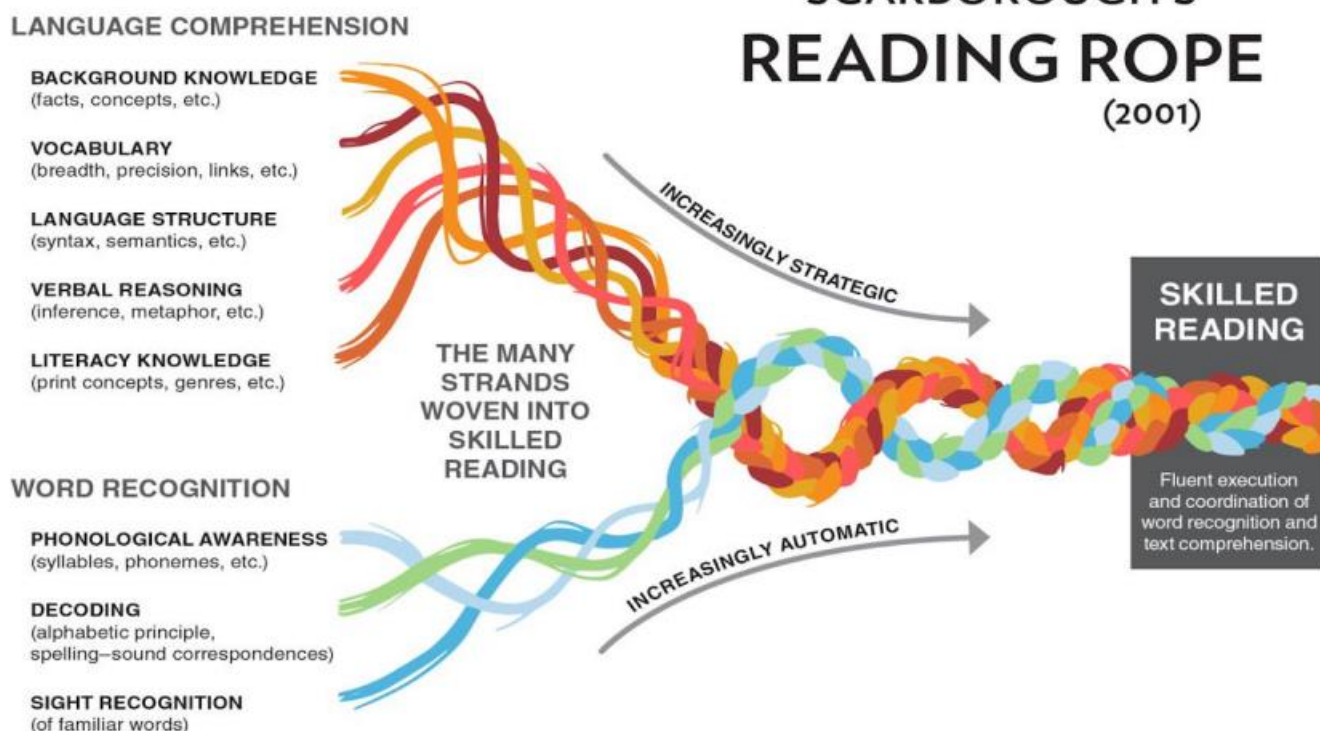
- Reading fluency
- Reading comprehension
- Decoding
- Inference / deduction
- Phonics
- Reciprocal reading strategies
- Lexia
- Sparx Reading

Strategies to Improve Reading at Maritime

Supporting Staff	Reading throughout the curriculum	Fleet Reading Time	Targeted intervention	The Library	Celebrating Reading	Continual Assessment
Equipping all staff with the skills and knowledge they need to teach pupils to become accomplished readers	Providing opportunities for pupils to read during curriculum time to create lifelong readers	Providing opportunities for pupils to develop their confidence, resilience and independence when reading and learning Tier 3 vocabulary.	Providing specific support for pupils who struggles to read through highly structured interventions specific to their reading data	Located at the heart of the school and offering a suite of reading resources to stimulate a love and passion for reading	Involving the school community in special events to raise the profile of reading and engage all pupils in a love of literature	Ensuring reading ability is recognised through high quality assessment



SCARBOROUGH'S READING ROPE (2001)



Flesch-Kincaid Reading Ease

The Flesch Reading Ease gives a text a score between 1 and 100, with 100 being the highest readability score. Scoring between 70 to 80 is equivalent to UK Year 8. This means text should be fairly easy for the average adult to read.

The formula was developed in the 1940s by Rudolf Flesch. He was a consultant with the Associated Press, developing methods for improving the readability of newspapers.

Now, over 70 years later, the Flesch Reading Ease is used as part of Microsoft Word readability statistics and teachers and teaching assistants can use it to help them assess the ease by which a piece of text will be understood and engaged with.


To access the Flesch Reading Ease, complete the following:

In the Microsoft Word app:

Enable the readability statistics: File > Options > Proofing > check the box for readability statistics.

The reopen document: Fn > F7

Online Microsoft Word:

Home > editor  > (insights) document stats



Score	US grade level	School year	Notes
100.00–90.00	5 th Grade	Year 6	Very easy to read. Easily understood by an average 11-year-old student.
90.0–80.0	6 th grade	Year 7	Easy to read. Conversational English for consumers.
80.0–70.0	7 th grade	Year 8	Fairly easy to read.
70.0–60.0	8 th and 9 th grade	Year 9 and 10	Plain English. Easily understood by 13- to 15-year-old students.
60.0–50.0	10 th to 12 th grade	Year 11 and 12	Fairly difficult to read.
50.0–30.0	College	Year 13	Difficult to read.
30.0–10.0	College graduate	University graduate	Very difficult to read. Best understood by university graduates.
10.0–0.0	Professional	Professional	Extremely difficult to read. Best understood by university graduates.

Disciplinary literacy

Our stepped approach includes curriculum leaders ensuring that language and reading development is embedded across all programmes of learning by focussing on:

- Talk like a specialist: we will provide targeted vocabulary instruction in every subject.
- Read like a specialist: we will develop pupils' ability to read complex academic texts.
- Write like a specialist: we will combine writing instruction with reading in every subject.

Curriculum thinking documentation ensures that literacy knowledge and skills are actively promoted. Each academic term will focus on a key Area of Language and Reading.

Read like a specialist

We expect pupils to be given opportunities to read widely and often. We expect explicit teaching of reading strategies appropriate to each discipline. As such, all staff are trained in Reciprocal Read strategies. The 4 Key Strategies The teacher should model the following strategies:

1. Questioning - Questioning prompts students to reflect on their text and ensures they understand it effectively. Without questioning, students may passively read the text. By asking questions, your student must actively engage with what they are reading. Questions can begin with the phrases: Who? What? When? Where? Why? How? The teacher will need to model questioning strategies and provide cue cards to help students.
2. Summarising - Summarising requires students to explain the 'big picture' succinctly. A summary should explain the key events or elements of a text and be paraphrased (in their own words). It needs to get across the important information without getting caught in too many details. This capacity to identify what is important and what is not important is a skill that shows a student has successfully comprehended the text. Summaries



can include questions like: What is the main idea of the text? What is the order of events? Outline the main characters or locations in the text. Explain the 5 key points. Explain the one or two of the 8 elements of a story

3. Clarifying - Clarifying involves 2 steps: Identifying when you don't understand or have lost your place. Using strategies to clarify or 'patch up' your gaps in knowledge. In the first step, students need to be open about what they don't understand. If the group is reading together, the student might speak up and say, "I need clarification" or "I am now confused". Teachers can help the student by:

- Re-reading a confusing passage.
- Identifying cues such as images or sub-headings that help guide their comprehension.
- Looking for important keywords that might help reorient the readers.
- Allowing discussion of the issue with peers to triangulate comprehension.

4. Predicting - Students make predictions about what they will expect to occur based on the evidence they have at hand right now. Readers might use the title, images, the blurb, or contents pages to help students make informed predictions. If the front cover of a book has images of rabbits on it, there's a good chance the book will be about rabbits, etc. A prediction does not have to come true. Simply, the student should make a prediction of something that may occur and be able to state why they feel that way. Examples Look: Students look together at the front page of a book. Predict: One student asks another to predict what will happen. They should start their sentence with "I predict..." Evidence: The teacher may ask, "Why do you predict this?" They should respond with, "I predict this because..." Direct instruction of vocabulary sits within the teaching of reading in each subject area. Prior to reading a challenging text, teachers are encouraged to complete a pre-reading activity to aid comprehension

1) Predict Seeing the title, the layout, connections to prior learning, the images etc – get the pupils to make a prediction about the text content prior to reading the text	2) Modelling Reading Read the text to the pupils. Here you can model expert reading, including pronunciation of new terms, emphasis as and where appropriate etc	3) Active Reading Pupils should read the text independently, identifying any vocabulary they need clarifying. Simply put – underline any words phrases that they don't understand
4) Clarifying Any words / phrases that the pupils do not understand. Model dictionary use, deciphering meaning from content, use of etymology etc	5) Reading out loud Either as a whole group chorus, in pairs or in small groups – give the pupils chance to read the text out loud	6) Discuss Allow pupils the time to discuss the text they've read. Pupils will likely need scaffolding and structure here – don't assume they know how to discuss
7) Question	8) Summarise	9) Respond



Pupils should generate their own questions for either the teacher or the class to answer. Teachers should also have pre-planned questions about the text	Before moving on, ensure pupils can summarise what they have read. If they can't, you need to revisit to address whatever the misconceptions are.	Now pupils have constructed meaning from the text, they need to do something with it. Answer questions, manipulate, reproduce, etc
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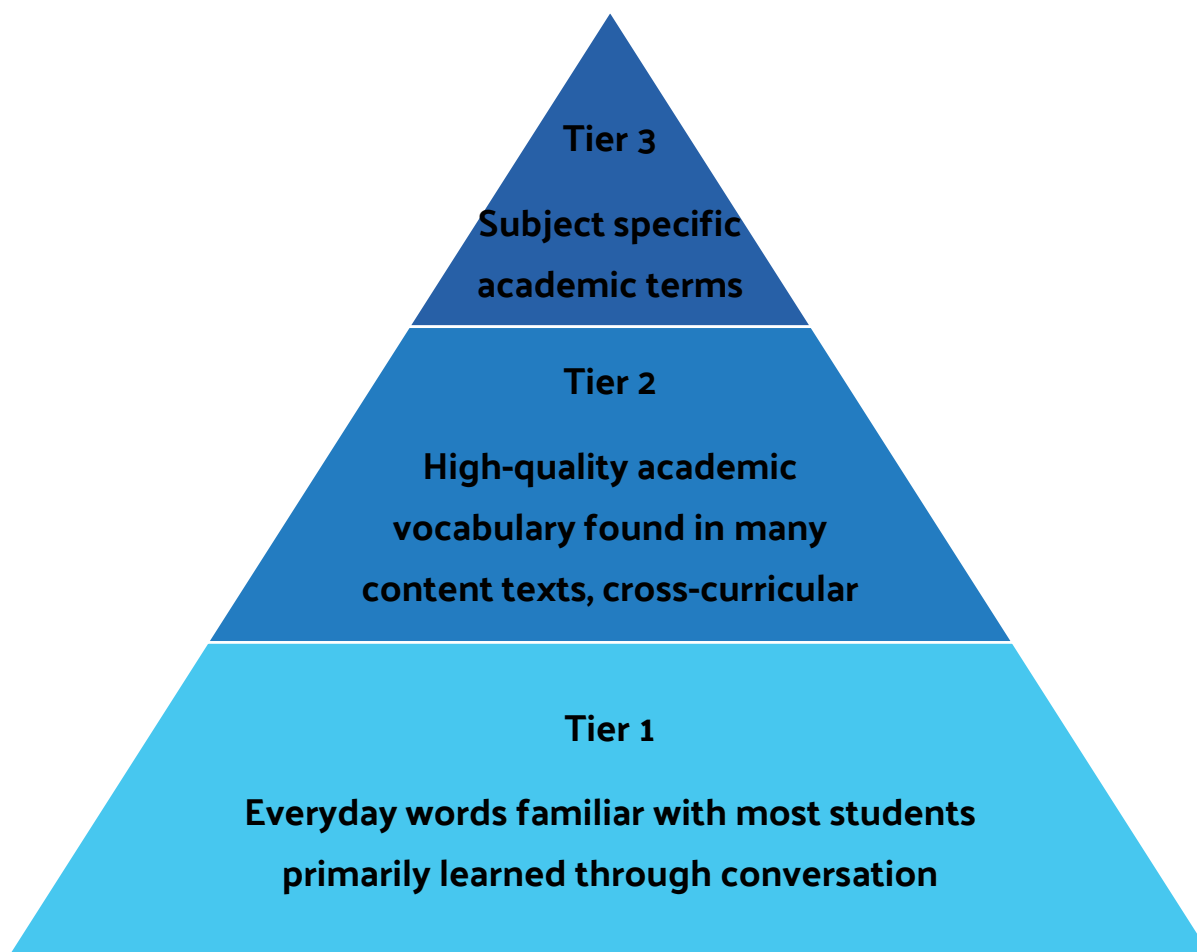
Lexia Power-Up: Less secure readers are enrolled on the Lexia Power-Up programme. This helps to improve reading in pupils and has proven impact over time. The activities in Lexia Power-Up support and build on our English curriculum, focusing on three areas essential to becoming a proficient reader: word study, grammar, and comprehension. By improving knowledge and application in these key areas, we hope to close any gaps in learning and thereby enable pupils to achieve their very best at Maritime Academy.

Vocabulary

Improving pupils' word depth knowledge: Our pupils are exposed to high-level academic texts in every single subject. We ensure that academic words and phrases are explicitly taught so that pupils are equipped with the skill to use them confidently in a variety of contexts. We are committed to empowering pupils by widening their vocabulary. We understand the impact that vocabulary has on quality of work, progress, and the ability to express ideas and concepts. Each subject should, through curriculum thinking documentation, have a published vocabulary list that allows pupils to speak and write as disciplinary experts.

Vocabulary Activities:

- 1) Pre-teach with simple definitions and ask pupils to chorally repeat back.
- 2) Put into the context of a sentence.
- 3) Break down vocabulary to parts (roots, prefix, suffix) to make links with other vocabulary. Draw it.
- 4) Use in classroom talk or writing during that lesson. Link it to work covered.
- 5) Retrieve within the week and again later in the term. Use dual coding. The more the better! Testing makes it stick



Homework

At Maritime Academy, we will integrate the SPARX Reader as part of our homework policy to ensure that every student engages in at least 60 minutes of reading each week. SPARX Reader, a digital platform designed to personalise and enhance the reading experience, offers a wide range of texts tailored to individual reading levels. By setting weekly reading homework through SPARX Reader, students can conveniently access and read books that meet their learning needs. This approach not only promotes consistent reading habits but also leverages the platform's interactive features, such as quizzes and comprehension checks, to reinforce understanding and retention. This is tracked by the student's English teacher and rewards and public acknowledgement is used to motivate further reading. By embedding SPARX Reader into our homework routine, we aim to foster a love for reading, enhance literacy skills, and ensure that all students achieve their full academic potential.

How to encourage your child to read at home

You can support your child's reading at home by encouraging regular use of the SPARX Reader program, helping to create a consistent reading routine. Engage with your child about the books they are reading on the



platform, discussing stories and asking questions to deepen comprehension. Visit your local library – it's free to join! As well as taking out books, use visits to the library as a time to find books and films about your child's hobbies and interests.

Keep in touch with school.

Make sure your child changes their school library books regularly at school or on the online library.

Make time to read.

Set aside a time for reading – after school or before bedtime. Encourage independent reading but don't be afraid to still read with your child when you can. Your child should be reading for at least 20 minutes every day.

Don't just read books.

Encourage your child to read newspapers, TV guides, comics and magazines. Ask your child to find out information from the Internet, cookery books, etc.

Be positive!

Praise your child for trying hard at their reading. Let them know it's all right to make mistakes.

Read yourself!

Show a good example by talking about the reading you do at work and at home. Let your child know that reading is an important part of your life.

Let your child read with younger children.

Encourage them to read to other members of the family and younger siblings.

Let them read their favourites.

Don't worry if they only read one kind of book. If they are really stuck, ask the librarian or teacher to suggest something else they might like.

Make the story come to life.

Encourage your child to read with expression. This will help them read more fluently.

If English is not your family's first language: You can buy dual language books. You can talk about books and stories in any language.

Keep books safe.

Make your child their own special place to keep their books in their bedroom.

Use a dictionary.

Buy a simple dictionary and use it to check the meanings of new words.

Key Stage 3 Recommended Reads

Adventure, Mystery & Thrillers

The Inheritance Games; The Naturals (+) by JL Barnes*

The Soul Hunters; Bodyguard (+) by Chris Bradford

Dead Time; Looking for JJ; Moth Girls (+) by A Cassidy*

The Rules, The Truth About Lies by Tracy Darnton*

Mortal Chaos; Lie, Kill, Walk Away by Matt Dickinson*

The London Eye Mystery by Siobhan Dowd

Hide and Seeker; Nightmare King by Daka Hermon

Murder at Snowfall; Waiting for Murder by F Hitchcock

A Good Girl's Guide to Murder(+);*Five Survive*-Jackson*

High Rise Mystery & Mic Drop by Sharna Jackson

I Have No Secrets; Girl Who Wasn't There by P Joelson*

The Five Clues; Outside Chance by Anthony Kessel

Eight Pieces of Silva; Splinters of Sunshine-Lawrence*

The Highland Falcon Thief (+) by MG Leonard

Mystery in the Palace at Westminster by Sarah Lustig

Where the World Ends by Geraldine McCaughrean*

Hide&Secrets; Girl Missing; The Set-Up (+)- S McKenzie*

Nothing More to Tell; One of Us is Lying(+)-K McManus*

The Recruit; Robin Hood (+) - R Muchamore*

Hatchet; Northwind by Gary Paulsen

Below Zero; Big Game by Dan Smith

Murder Most Unladylike (+) by Robin Stevens

The Outlaws Scarlett & Browne (+) by Jonathon Stroud

Animal Fiction

The Travelling Cat Chronicles by Hiro Arikawa*

The Shark Caller by Zillah Bethell

Calling the Whales by Jasminder Bilan (SR)

The Boy Who Saved a Bear (+) by Nizrana Farook

The Way of the Dog by Zana Fraillon

The Last Bear; The Lost Whale; Finding Bear by H Gold

A Street Dog Named Pup; Gorilla Dawn by Gill Lewis

Dogs of the Deadlands by Anthony McGowan

War Horse, Born to Run; Kaspar by Michael Morpurgo

A Wolf Called Wander; A Horse Named Sky by R Parry

Wolf Brother(+) by Michelle Paver

Pax; Journey Home Sarah Pennypacker (foxes)

Where the Red Fern Grows by Wilson Rawls (dogs)

Tyger; Varjak Paw (+) by SF Said (cats)

Finding Wonder by Lauren St. John (horses)

I, Cosmo by Carlie Sorosiak (dogs)

The Dog Who Saved the World by Ross Welford

Talking to Alaska by Anna Woltz (dogs)

Environment & Climate Change

Exodus (+) by Julie Bertagna

Where the River Runs Gold by Sita Brahmachari

The Drowning Day by Anne Cassidy

Global by Eoin Colfer & Andrew Donkin (GN)

The Song That Sings Us by Nicola Davies

Two Degrees by Alan Gratz

Wild; Melt by Ele Fountain

FloodWorld; DustRoad; StormTide by Tom Huddleston

Green Rising by Lauren James*

Song of the Dolphin Boy by Elizabeth Laird

The Dog Runner, Across the Risen Sea - Bren Macdibble

Beyond the Frozen Horizon; Between Sea & Sky- Penfold

Big Tree by Brian Selznick

Dry by Neal & Jarrod Shusterman*

The Summer We Turned Green by William Sutcliffe*

The Last Whale by Chris Vick*



Dystopia & Science Fiction

The Infinite (+) by Patience Agbabi
The Middler or *Troofriend* by Kirsty Applebaum
Noughts & Crosses; (+) *Noble Conflict* by M Blackman*
Adam-2; Orion Lost by Alastair Chisholm
City of Rust by Gemma Fowler
How I Saved the World in a Week by Polly Ho-Yen
Nowhere on Earth by Nick Lake*
Show Us Who You Are by Elle McNicholl
The Knife of Never Letting Go (+)-P Ness*
Railhead & Mortal Engines (+) by P Reeve
The Blue Book of Nebo by Manon Ros*
Scythe, Unwind (+) by Neal Shusterman*
Slick; Six by M.M. Vaughan
The Monkey Who Fell From the Future by Ross Welford
The Partial (+) by Dan Wells*
The Extinction Trials, The Infinity Files (+) by SM Wilson*
The 5th Wave (+) by Rick Yancey*

Fantasy, Myths, Magic Realism

The House With Chicken Legs & Girl/Bear by S Anderson
Six of Crows, Shadow & Bone (+) by Leigh Bardugo*
Medusa by Jessie Burton*
City of Brass (& sequels) by S.A. Chakraborty*
Artemis Fowl (+) by Eoin Colfer
Who Let the Gods Out (+) by Maz Evans
Royal Ranger, The Outcasts (+)- John Flanagan
The Gilded Ones (+) by Namina Forna*
The Graveyard Book by Neil Gaiman
Rumaysa: A Fairytale (+) Radiya Hafiza
Girl of Ink and Stars by Kiran Millwood Hargrave*
Skulduggery Pleasant (+) by Derek Landy

Rebel Skies (+) by Ann Sei Lin
Mia and the Lightcasters by Janelle McCurdy
Eragon (+) by Christopher Paolini
Northern Lights (+) by Phillip Pullman*
Mrs Peregrine's Home for Peculiar Children (+)- R Riggs
Alcatraz & Evil Librarians (+) by Brandon Sanderson
Oh My Gods by Alexandra Sheppard*
Beyond the Deepwoods (+) by P Stewart and C Riddell
Nic Blake and the Remarkables (+) by Angie Thomas
Greenwild: The World Behind the Door by Pari Thomson
Children of the Quicksands, The House of Shells - Traore

Graphic Novels (GN), Verse Novels (VN), Super-Readables (SR), Interactive You Choose (YC)

Werewolf; Mutant; King Arthur (+) Barlow & Skidmore (YC)
You Save the World (Select Superpower) - D Blaze (YC)
Gamer; Bullet Catcher (+) by Chris Bradford (SR)
Into the Dungeon (+) by Hari Conner (YC)
One; Toffee; Moonrise by Sarah Crossan (VN)
New Kid; Class Act; School Trip by Jerry Craft (GN)
The Disconnect by Keren David (SR)
The Minecraft Zombie Adventure by John Diary (YC)
Gunpoint by Jim Eldrige (SR)
Dungeon of Doom by P Friend: **You Say Which Way** (SR)
The Quest of Theseus Interactive Myths (+) B Hoena (YC)
Roller Girl; All's Faire in Middle School - V Jamieson (GN)
The Monster Maker: Solve Your Mystery (+)- Jones (YC)
Amazons, Abolitionists and Activists - Mikki Kendall (GN)
Amulet: The Stonekeeper (+) by Kazu Kibuishi (GN)
Rat or *Needle** by Patrice Lawrence (SR)
I am Minotaur by Anthony McGowan (SR)
The Girl From the Sea by Molly Knox Ostertag (GN)



White Bird by RJ Palacio (GN)
Dog Man; Cat Kid (+) by Dav Pilkey (GN)
Pirate Island: You Say Which Way (+) - Potter&Polly (YC)
The Gun, A Sudden Storm by Bali Rai (SR)*
Long Way Down by Jason Reynolds (VN, GN)
Pumpkin Heads by Rainbow Rowell (GN)
Dark Peak by Marcus Sedgwick (SR)
Escape from the Carnival of Horrors (+) by RL Stine (YC)
Cosmic Conquest: Justice League (+)- L Sutton (YC)
Lost in the Jungle of Doom (+) by Tracey Turner (YC)

Humour & Comedy

Worst Week Ever! Monday (+) by Amores & Cosgrove
Little Badman &[...] Killer Aunties - Humza Arshad
The Terrible Two, Mac B Kid Spy (+) by Mac Barnett
The Wonder Brothers, Cosmic or Broccoli Boy -FC Boyce
The Last Kids on Earth (+) by Max Brallier
The 13-Storey Treehouse (+) by A Griffiths
How to Survive Without Grownups (+) by Larry Hayes
Cookie & the Most Annoying Boy (+) by Konnie Huq
Disaster Diaries: Zombies (+)-R McGeddon
The Day That Aliens Ate Our Brains (+) Tom McLaughlin
May Contain Nuts (+) by Jonathon Meres
Accidental Trouble Magnet (+) by Zanib Mian
Mistakes Were Made (+) by Stephan Pastis
Super-Miraculous Journey of Freddie Yates-Pearson
The Boy Who Made Everyone Laugh (+) by Helen Rutter
Brilliant World of Tom Gates (+) by Liz Pichon
Something I Said by Ben Bailey Smith
Loki: A Bad God's Guide to Being Good (+) by L Stowell
From the Top: Big Nate (+) by Lincoln Peirce (SR)

Horror and Ghost

Doll Bones by Holly Black

Jon for Short by Malorie Blackman
The House in the Woods (+) by Yvette Fielding
Coraline by Neil Gaiman (also GN)
Spirit Hunters; Haru: Zombie Dog Hero by Ellen Oh
Last One to Die by Cynthia Murphy
Tales of Terror, Mister Creecher -Chris Priestley
The Housetrapp by Emma Read
Zom-B or Cirque du Freak (& sequels) by D. Shan
Full Tilt by Neal Shusterman*
Thunderstruck by Ali Sparkes
The Screaming Staircase (+) by Jonathon Stroud
Slappy Birthday to You; Party Games (+) by RL Stine

Immigrant/Intercultural Experience & Refugees

No Ballet Shoes in Syria by Catherine Bruton
Efren Divided by Ernesto Cisneros
Boy, Everywhere; Fight Back by A.M. Dassu
The Bone Sparrow by Zana Fraillion
The Island by Armin Greder (PB for older readers)
The Eleventh Trade by Alyssa Hollingsworth
Amina's Voice (+) by Hena Khan
When Stars Are Scattered by Jamieson & Mohamed (GN)
Inside Out and Back Again by Thanhha Lai (VN)
The Crossing by Manjeet Mann (VN)*
A Long Walk to Water; Prairie Lotus by Linda Sue Park
The Arrival by Shaun Tan (PB for older readers)
Other Words For Home by Jasmine Warga (VN)
Front Desk (+); *Finally Seen* by Kelly Yang
The Windrush Child or *Refugee Boy**-B Zephaniah

Relationships & Tough Situations

October, October; Light in Everything by Katja Balen
Boy Underwater by Adam Baron
When Shadows Fall; Artichoke Hearts -S. Brahmachari*
Danny Chung Does Not Do Maths by Maisie Chan



Me, My Dad and the End of the Rainbow by B Dean
Truth be Told & Guard Your Heart by Sue Divin*
Stella By Starlight or Copper Sun by Sharon Draper
Read Between the Lies by Malcolm Duffy*
Running on Empty; Talking to the Moon by S.E. Durrant
The Many Worlds of Albie Bright –Chris Edge
Mockingbird by Kathryn Erskine
Lenny's Book of Everything by Karen Foxlee
Check Mates; Can You Feel the Noise by S Foster
One Crazy Summer (+) by Rita Williams-Garcia
Focused; Taking Up Space; Braced by Alyson Gerber
When Life Gives You Mangoes; If You Read This -
Getten
George; Rick; Alex Austin Lived Here by Alex Gino
Tall Story or Shine by Candy Gourlay
Proud of Me, Just Like Everyone Else by S Hagger-Holt
Julia and the Shark by KM Hargrave
After the Fire by Will Hill*
Fish in a Tree; Shouting at the Rain by Lynda M Hunt
When Our Worlds Collided by Danielle Jawando*
Mark My Words by Muhammed Khan*
How to Look for a Lost Dog; Rain Reign by Ann Martin
Brock, Pike, Rook & Lark by Anthony McGowan *
A Kind of Spark by Elle McNicholl
A Monster Calls by Patrick Ness
No Fixed Address; Tremendous Things – S Nielsen*
It's Trevor Noah: Born a Crime (YA)–Trevor Noah*
Wonder or *Pony* by R.J. Palacio
Ellie Pillai is Brown by Christine Pillainayagam*
The Star Outside My Window by Onjali Rauf
When I Was the Greatest by Jason Reynolds*
Ghost Boys; Black Brother; Paradise on Fire JP Rhodes
Can You See Me (+) by Libby Scott & Rebecca Westcott
The Boxer; Stand Up by Nikesh Shukla*
Counting by 7's; Elephant in the Room by H G Sloan

Stargirl; Dead Wednesday by Jerry Spinelli*
Clean Getaway; Dear Justyce by Nic Stone*
Jemima Small vs the Universe by Tamsin Winter

Sports

Finding Her Feet; Kicking Off (+) by Eve Ainsworth
Booked, Crossover or Rebound by Kwame Alexander*
Inspirational Sports Stories for Kids by Ben Bye
Unstoppable or The Kick Off (+) by Dan Freedman
50 Times Football Changed the World by G Linneker
Ultimate Football Heroes collection – M&T Oldfield
Foul Play; Black Op; Combat Zone (+) by Tom Palmer
Becoming Muhammed Ali by J Patterson & K Alexander
Starting Eleven; Dream On (+) by Bali Rai
You Are a Champion & You Can Do It by M Rashford
Ghost, Patina, Sunny, Lu (Track series) by J Reynolds
Macbeth United: A Football Tragedy by Michael Rosen
Rugby Spirit; Football Fiesta by Gerald Siggins
Striking Out by Ian Wright & Musa Okwonga

History, War & Conflict

The Door of No Return by Kwame Alexander (VN)*
Rasputin Dagger; Remembrance by Theresa Breslin*
Brothers of the Buffalo; Code Talker; Geronimo-
Bruchac
The Short Knife by Elen Caldecott*
Wolf Children, Red Shadow, Eleven Eleven -Dowswell
Copper Sun; Fire From the Rock by Sharon Draper*
The Last Paper Crane by Kerry Drewery
When the Sky Falls, Until the Road Ends --Phil Earle
Under a War-Torn Sky; Walls; Suspect Red - L.M. Elliott*
Hide and Seek; Sweet Skies by Robin Scott-Elliot
Call of the Titanic; Darwin's Dragons by Lindsay Galvin
Never Forget You; Coram Boy by Jamila Gavin*
Once (+) by Morris Gleitzman



Bone Talk, Wild Song by Candy Gourlay
Grenade, Ground Zero or ***Allies*** - Alan Gratz
Journey Back to Freedom; Sawbones (+) -C Johnson
When the World Was Ours by Liz Kessler*
Orphan Monster Spy, Devil, Darling, Spy - Matt Killeen*
Buffalo Soldier, Apache, Lightning Strike- T Landman*
The Skylarks' War, The Swallows' Flight- Hilary McKay
Red Stars by Davide Morosinotto*
Shadow; In the Mouth of the Wolf by M Morpurgo
Sunrise Over Fallujah by Walter Dean Myers*
We Are Wolves by Katrina Nannestad
Things A Bright Girl Can Do; All Fall Down by S Nicholls*

Resist; After the War; Armistice Runner -Tom Palmer
Salt to the Sea, I Must Betray You by Ruta Sepetys *
Eagle of the Ninth (+) by Rosemary Sutcliffe
The Land, Roll of Thunder by Mildred D Taylor*
African Town by Charles Waters & I Latham* (VN)
Code Named Verity (+); ***Last Hawk; Stateless*** by E Wein*
Cane Warriors by Alex Wheatle*
The Book Thief by Marcus Zusak*

+ = sequels/other books in the series available

***** = content is more mature (12/13+)

Literacy Calendar:

Month	Theme
September 2024	Back to school: Reading for pleasure
October 2024	National Poetry day 3 rd October Dyslexia Awareness Week 7 th – 13 th October
November 2024	Non-fiction November - Remembrance theme
December 2024	Mini Winter Reading Challenge
January 2025	National story telling week (date TBC)
February 2025	Poetry by Heart competition
March 2025	'Read like a specialist' National Careers week 3 rd – 8 th March and British Science Week 7 th - 16 th March
April 2025	Foyle Young Poets of the Year award
May 2025	Mental Health Awareness Week 13 th – 19 th May
June 2025	National Writing Day (Date TBC)
July 2025	Young Writers
August 2025	Summer Reading Challenge

Library Events:

Month	Event
September 2024	The World of Graphic Novels (National Literacy Trust)
October 2024	Black History Month Libraries week (7 th – 13 th October) World Mental Health Day 10 th October
November 2024	Fireworks and Festivals: Diwali 1 st November and Bonfire Night 5 th November Anti bullying week 11 th – 15 th November
December 2024	Christmas and the festive season
January 2025	Chinese New Year 29 th January Holocaust memorial day 27 th January
February 2025	Safer Internet day 11 th February
March 2025	World Book Day 6 th March International Women's Day 8 th March Shakespeare Week 24 th – 30 th March
April 2025	Earth Day 22 nd April
May 2025	Mental Health Awareness Week



June 2025	Refugee Week 15 th – 21 st June Pride Month
July 2025	Young Writers
August 2025	Summer Reading Challenge

Reading Strategy Roles and Responsibilities:

