

Ages 11-12:

- Michael Morpurgo A selection of his novels, including *Born to Run*, *Shadow*, *Private Peaceful*, *Wide Sea* and *War Horse*.
- Darren Shan *The Darren Shan Saga*, *Lord Loss*.
- Anthony Horowitz A selection of his novels, including *South by South East*, *The Blurred Man*, *Scorpia*, *The Alex Rider* series.
- Louis Sachar *Holes*
- Jeff Kinney *Diary of a Wimpy Kid* series.
- Eva Ibbotson *The Dragonfly Pool*
- Jaqueline Wilson A selection of her novels, including *Sugar*, *Daydream*, *Lottie*, *My Sister Jodie*, *The Worst Thing About My Sister*, *The Suitcase Kid*, *Candyfloss*.

Age 12+

Beginner

- The *Harry Potter* Series by JK Rowling *The Perfect 10* by Chris Higgins
- Oliver Twisted* by JD Sharpe *Holes* by Louis Sachar
- Nightmare Stairs* by Robert Swindell *Toro Toro* by Michael Morpurgo

Intermediate

- His Dark Materials* by Philip Pullman *Airhead* by Meg Cabot
- Girl Missing* by Sophie McKenzie *Only the Good Spy Young* by Ally Carter

Advanced

- The Hunger Games* by Suzanne Collins *Gone* by Michael Grant
- The Enemy/ The Fear/ The Dead Trilogy* by Charlie Higson *Noughts and Crosses* by Malorie Blackman
- Ink Heart* by Cornelia Funke *The Twilight Saga* by Stephanie Meyer
- Thief Time* by John Boyne *Eragon* by Christopher Paolini
- The Missing* by Lisa McMann *Butterfly Tattoo* by Philip Pullman
- The Moth Diaries* by Rachel Klein *Legend* by Marie Lu
- The Dragonfly Pool* by Eva Ibbotson *Outsiders* by SE Hinton
- The Boy in the Striped Pyjamas* by John Boyne *The Girl in the Mask* by Marie Louise Jensen
- The Fault in Our Stars* by John Green *The Snow Child* by Eowyn Ivey
- Boys Don't Cry* by Malorie Blackman *Boy Soldier* by Andy McNab
- Aggie Lichen; Pilp Collector* by Debra Edwards *Skin Deep* by Laura Jarratt

How to support your child's reading

For the parents of children in Key Stage 3

"The biggest single indicator of whether a child is going to thrive at school and in work is whether or not they read for pleasure."

UNESCO, 2012





Supporting Literacy at Key Stage 3 (Years 7,8 & 9)

Reading is crucial to us all. It is a fundamental building block for learning. If you cannot read, there are many other things you cannot do, from form filling to reading road signs. Books teach us about the world around us, providing a wider perspective and greater understanding of ourselves and others.

All the evidence shows that children are much more likely to read if they grow up surrounded by books and are in the company of other children and adults who they see reading. Parents should never underestimate the positive influence they have in helping to create the next generation of readers. One of the best ways you can help your child to do well at school is by helping them to enjoy reading for pleasure – whether they like magazines, newspapers, novels or comics.

The aim of this booklet is to give ideas, strategies and suggestions for you to choose from to support your child's reading and literacy skills.



Reading Lists

The following lists are for suggested reading only.

Some useful websites!

www.teenreads.org which compiles a list of books for teens, by teens.

Another good site is www.cool-reads.co.uk which is actually run by teenagers and provides reviews by your child's peers.

The Guardian provide an excellent reading website, full of recommendations, new reviews, teen input and an opportunity for your child to publish their review of a book they've recently read. This can be found at www.guardian.co.uk/books.

www.cool-reads.co.uk has reviews of books for 10 -15 year olds, written by 10 -15 year olds. Children can send in reviews or comments as well as play book games and quizzes, or join the discussion forum.

www.achuka.co.uk is an independent children's book site that has something for everyone.

www.barringtonstoke.co.uk is an award winning publisher that makes books for reluctant, dyslexic, disenchanted and under-confident readers.

www.readon.org.uk promotes reading across all age groups.

Reading Champions celebrates positive male role models for reluctant readers.

www.bookheads.org.uk aimed at teenagers and produces a wide range of information for young readers, including booklists.





Strategies to promote effective fluency and expression:

Careful text selection: Make sure texts are at your child's independent reading level. Before you listen to your child reading, give them time to look at the passage first. They will read more fluently if they are given the chance to 'de-code' the language first.

Modelling: Model fluent reading. When modelling, pause to discuss your reading choices, E.g: Did you notice I paused there? Did you notice my voice got louder? That's because the author put in this exclamation mark...etc.

Partner reading: Take turns to read aloud together. This helps with word recognition and provides feedback and encouragement to the less fluent partner. Listen to your child reading, but try not to intervene immediately when mistakes are made; wait for an appropriate pause in their reading to clarify any misread words.



So what are the benefits of your child reading for enjoyment?

Research has shown that children who read often have a better knowledge of language and a wider vocabulary.

Reading also makes the student more knowledgeable about issues facing the wider world and helps them to understand the complicated nature of human relationships.

The Barriers Preventing Children from Reading:

- **Reading alone** can be daunting for many children, even though they seem to be beyond the age of 'being read to.'
- The temptation to fill their time with other activities, such as **technology**, becomes more appealing.
- They don't know **what to read**- if books selected are too hard or of little interest, they can turn a child off.
- Children need to feel motivated and successful when they read; many feel lost and **lacking in confidence**.



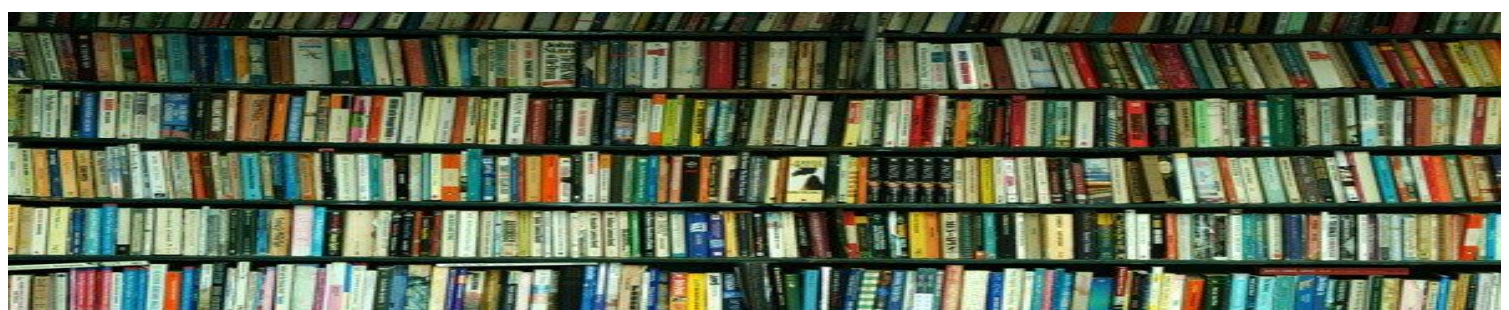


Reading means achieving:

Research shows that children who enjoy reading do better at school and that parents play a key role in helping to develop this love of reading.

Some ideas for you to try...

- Let your child choose what to read, rather than choosing what you think they should read.
- Children often re-read books they have enjoyed, or will stick to a particular genre or series. Reading the same book or type of book over and over helps to build reading confidence, and children will usually move on at their own pace.
- Encourage your child to also read magazines, comics, newspapers and the internet.
- Remember, they are reading when they are looking at: bus timetables, menus, instructions, booklets, travel brochures, TV guides.
- Don't stop them reading the same book again – interfering with what children choose to read can put them off.

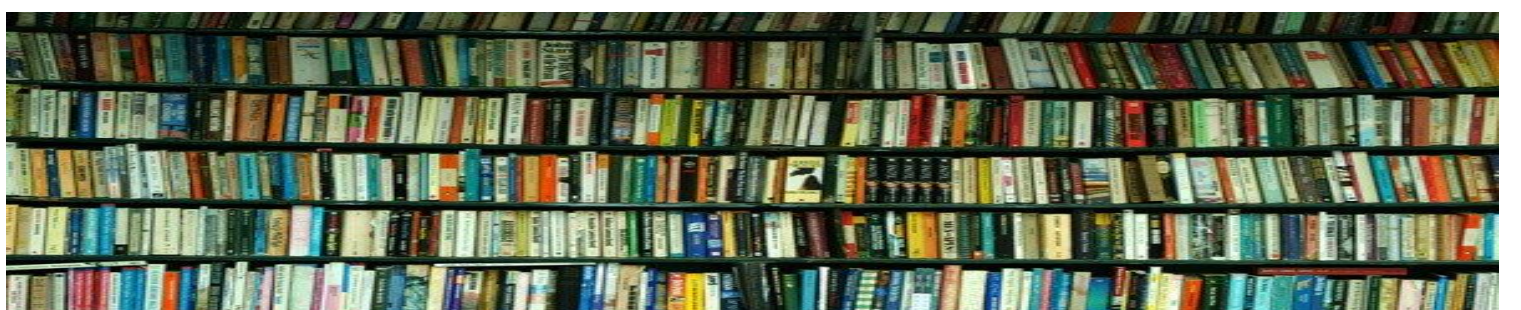


Fluency and expression reinforces the understanding and use of punctuation in a text.

More fluent readers understand that punctuation is there to help them make sense of a text-the way it makes a reader pause, use intonation, speed up or slow down. Less fluent readers don't understand that punctuation is there to help-they often ignore it and don't realise that punctuation can alter the meaning and sound of a text.

Fluency and expression are skills for life.

More fluent readers are more confident; are more likely to develop into independent, book loving readers; are more likely to be engaged by the school curriculum and are more likely to perform better in interviews and read to their own children.





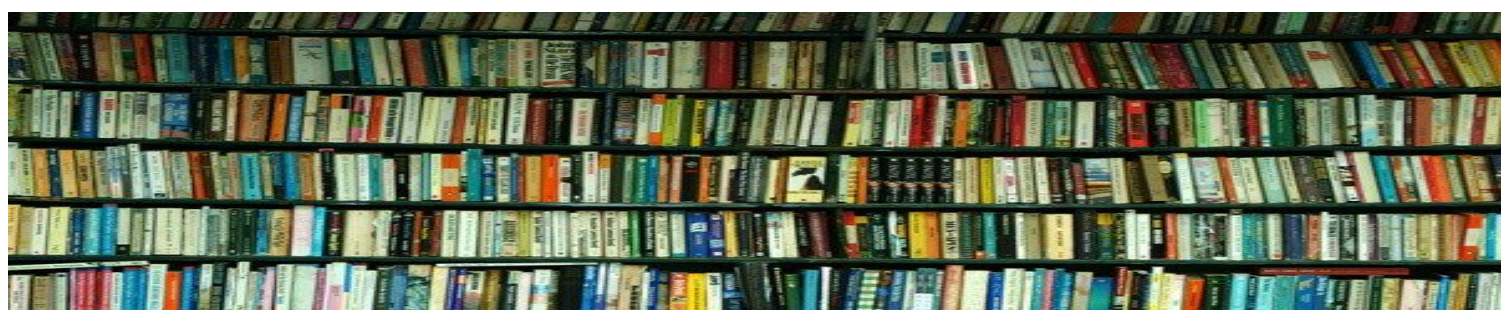
Why focus on Fluency and Expression?

There is great pleasure to be gained from reading aloud effectively.

More fluent readers enjoy the text in their heads (if reading silently) and enjoy the sound of words and the intonation when reading aloud. Less fluent readers cannot make sense of the text and feel awkward and foolish when they are reading aloud and know they are making mistakes.

Fluency and expression also provides a bridge between word recognition and comprehension.

More fluent readers focus their attention on making connections among the ideas in a text and between these ideas and their own background knowledge. Therefore they are able to focus on comprehension. Less fluent readers must focus their attention primarily on decoding individual words and therefore have little attention left for comprehending a text.



- Make suggestions. If they are enjoying Goosebumps then they might enjoy the Series of Unfortunate Events books.
- Talk to your child about books or magazines you haven't enjoyed, as well as the ones you loved.
- Make time to read together. Try picking reading material about interests or hobbies you share.
- Buy books, book tokens or magazines as presents or rewards. Don't forget TV and film tie-ins and books related to interests and hobbies.
- If you have internet access, set your homepage to a website your child might enjoy.
- For example, you could try a skateboarding site or the homepage of a favourite TV programme.
- Praise your children for any reading they do and make sure s/he sees you reading too.
- Offer to read a challenging text with your child and do not be afraid to abandon a book if it is not enjoyable.

Ten minutes every day will make a difference.





Three things to remember:

1. **Discussion** is just as important as reading. As well as developing confidence and articulacy, it is also what your child will be marked on as they move through secondary school.
2. Even reading for as little as **10 minutes a day** counts as having a consistent reading habit.
3. Reading isn't just something which has to be done for school, it is also something which can be **enjoyed!**



Developing Fluency and Expression:

Reading is a complex process. It involves more than just reading words; it involves getting at the message behind words. Fluency is defined as the ability to read with speed, accuracy and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases, understand the importance of punctuation and add intonation appropriately. Their reading is smooth and has expression.

Learners who do not read with fluency sound choppy and awkward. Fluency is also important for motivation; children who find reading laborious tend not to want to read. As children head into Key Stage 3/4, fluency becomes increasingly important and expression goes hand in hand with fluency. Children need to be explicitly taught that how they use their voice, whether that is reading aloud or silently, aids understanding and enjoyment of a text.

