



A reading guide for parents and carers

Why is reading so important?

Research says that children who read are more likely to:

- Overcome disadvantage caused by inequalities
- Be healthier and happier with better mental wellbeing and self-esteem
- Do better at school and make more progress across all subjects
- Develop creativity and empathy

You can read more about this research from the BookTrust [here](#).

In this guide we will explore how we support and promote reading in school and offer guidance on how you can support your children at home.

What do we do in school?

- Our **'reading rich' curriculum** makes sure we use high quality texts in lessons. Teachers show children how to read fluently and teach them ways to understand better by asking them to predict what comes next, ask questions, explaining difficult parts, and summarising what's just been read.
- Teachers use **before/during/after reading strategies**, with the aim of supporting them to understand the texts they teach better. Teachers plan to overcome barriers in taught texts before they teach them, guide students during their reading and then support them to think about what they have read afterwards.
- When reading we **'track the text'** using a ruler to stay focussed on the words.

- Our **whole-school literacy (reading and writing) policy, 'Keys to Success,'** our literacy policy, is embedded in teaching and is visible in every classroom and exercise book.
- We have a whole school focus on oracy (**speaking and listening**) to support students to improve their vocabulary and be able to articulate what they have read.
- We encourage **reading in tutor time** through our whole class reading texts.
- Students can borrow books from our **well-resourced library** at break and lunch times.
- We share further **reading recommendations on Student POD** for every subject.
- Our **book swaps and subject libraries** allow students to access free, good quality books covering a wide range of topics.
- We run a **'Readathon'** each year where students have the opportunity to read to raise money for charity.
- We run a regular **reading club** each Monday after school.
- **For homework we use knowledge organisers** to consolidate vocabulary.
- We organise **Scholastic book fairs and author visits**.
- We have **regular reading fluency lessons** each week in Key Stage 3.

How do we support our less confident readers?

Reading fluency intervention

Reading fluency intervention is a highly effective programme that offers high quality non-fiction texts that not only help with fluency, but also enhance pupils' cultural capital and knowledge of the wider world.

Year 7 students who have been identified as finding reading challenging are supported with regular sessions from our reading fluency specialist.

Structured resources are used to develop students' reading fluency through repeated reading and other fluency specific strategies. Intervention regularly assesses their reading, fluency and comprehension of the texts.

Moving Up

Moving Up is a reading fluency intervention for students in Year 7, 8 and 9. Working in small classes, students practise reading a range of appropriately challenging fiction and non-fiction texts. Moving Up lessons use evidence-based strategies to boost reading fluency, such as echo, choral and repeated reading.

Moving Up also helps to enrich our students' cultural knowledge through the reading of texts covering key themes and ideas, including the nature of heroes, power and the presentation of gender.

20/20/20

The 20/20/20 programme is designed to support students with small bursts of learning and reading.

Students use spelling strategies based on sounds, high frequency (words that appear the most in texts) and the ACE spelling programme and common spelling errors.

Some numeracy lessons are also related to reading topics to consolidate learning. Literacy intervention enables students to improve their English grades and feel more confident in their usual lessons.

** Phonics involves matching the sounds of spoken English with individual letters or groups of letters - for example, the sound k can be spelled as c, k, ck or ch.*



Reading for pleasure

At Biddick Academy, you can tell we love reading as soon as you enter the school. Our classrooms are full of lively discussions about books, and students can explain how their reading is supported in class.

Every staff member encourages reading, and we celebrate it throughout the school, in lessons and beyond. Here's how we encourage reading for fun:

- **Book swaps** – students can swap books they are finished with for new books.
- **Subject libraries** – more free books linked to different subject areas.
- Our **school library** is open every break and lunch time
- **Readathon** to raise money for books for children in hospital.
- **Scholastic Book Fairs.**
- Our **extracurricular reading club.**
- **Recommended reading lists** for every subject
- **Reading lessons in English** with carefully chosen class novels.
- **'World Book Day'** – activities including author visits and workshops.
- **Book of the week** - shared in tutor time and on social media.
- **Parent information events** to promote the value of reading and how to support your child.
- **Reading competitions.**
- **Rewards** - including reader of the week.



How can parents support their children with reading at home?

Access Student Pod – this is a website just for our students which houses lots of resources, including a dedicated reading page where you will find recommended reads, competitions and much more. You can access Student Pod via a link on the home page of EASI.

Every topic we teach has an accompanying **one-page summary document called a 'Knowledge Organiser'**. These include key vocabulary and are excellent resources for parents and carers. You can access them via Student Pod.

Encourage your child to use our **school library, Washington Library, school book swaps, subject libraries** and the **BorrowBox reading app**.

You can access the **'Student Curriculum Overviews' on Student Pod** to see what students are currently studying in school then have discussions about what they are learning. You could also encourage reading around the topics through recommended books or websites like BBC Bitesize.

Read books for pleasure with your children or listen to audio books together.

Before, during, after – reading strategy for parents

By using some of the techniques on the opposite page, you can help your child understand and enjoy their books more through reading together at home.

The 'before,' 'during,' and 'after' reading strategy helps to improve your child's confidence in reading by preparing them

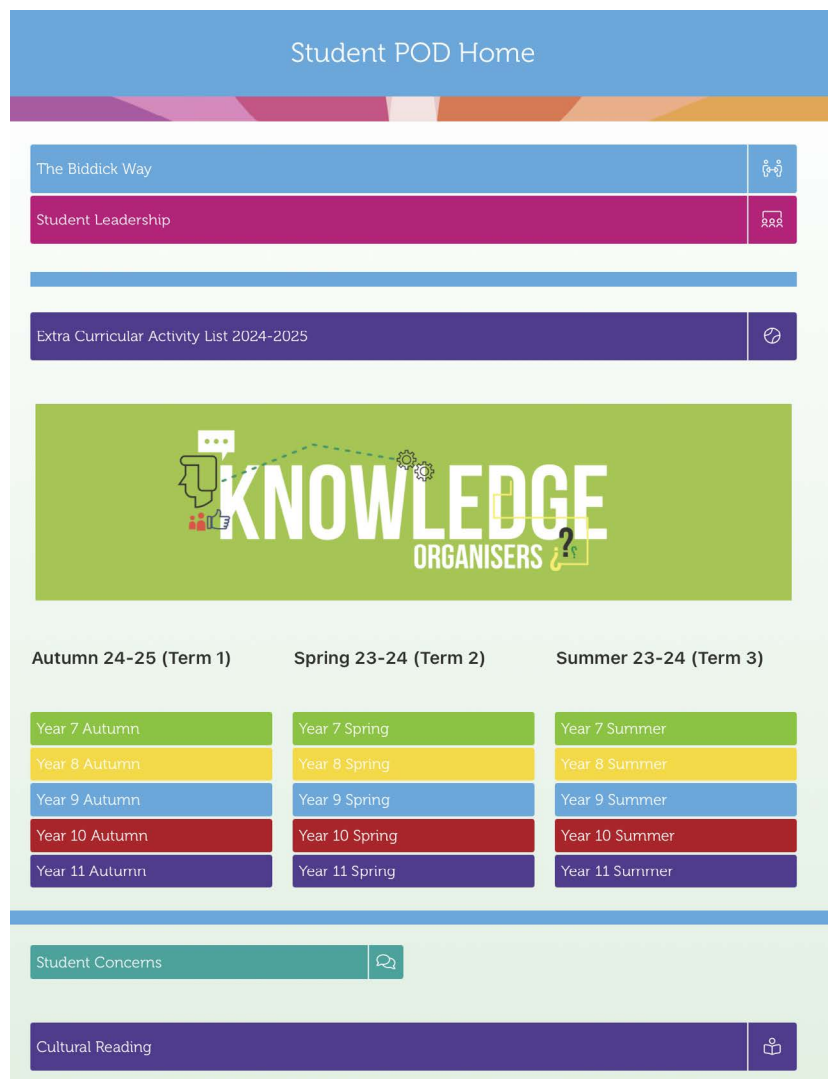
for the reading experience, enhancing the reading process itself, and reflecting on the text you have just read together afterwards.

Before	During	After
Question and discuss what your child already knows about the topic you are about to read about.	Chunk the reading into smaller pieces – after each paragraph stop and discuss what is happening. Pick out some key words to learn.	Ask your child questions to check they have understood what they have just read.
From the title or images – ask your child to predict what the text might be about - why do they think this?	Track the Text – use a ruler or finger to keep your child focussed on the words.	Explain anything they don't understand.
Try and teach them some words that could be associated with the text before you start reading – this is called creating a vocabulary bank.	Pause to address anything your child does not understand.	Further clarify the meaning of challenging words.
Address any misunderstandings they might have about the topic before you start.	The best readers are curious readers. Ask your child: <ul style="list-style-type: none">• what is happening in the text.• to predict what they think will happen next, based on what they know so far• how they feel about the people or characters they read about, based on what they know about them.	Have a discussion based on the topic.
	Choral reading – read the text aloud at the same time.	Ask your child to summarise the text they have just read – verbally or in writing to consolidate understanding.
	Echo reading – read a sentence out loud, then have your child read it back.	

Where to find materials:

You will find a wealth of materials on Pupil Pod – a website just for Biddick Academy pupils.

All subjects on Pupil Pod have a Curriculum Overview, which includes a list of recommended further reading for each topic.



Recommended reading lists

Year 7 (Key Stage 3)

- **The Owl Service** by Alan Garner
- **Grendel** by John Gardner
- **Diary of a Young Girl** by Anne Frank
- **Straight Outta Crongton** by Alex Wheatle
- **Frankenstein** by Mary Shelley
- **The Raven** by Edgar Allan Poe
- **The Woman in Black** by Susan Hill
- **Twelfth Night** by William Shakespeare
- **Songs of Innocence and Experience** by William Blake
- **Ruby in the Smoke** by Phillip Pullman
- **Sherlock Holmes** by Arthur Conan Doyle
- **Freedom (1783)** by Catherine Johnson
- **Kick** by Mitch Johnson
- **The Dark is Rising** by Susan Cooper
- **Goldfish Boy** by Lisa Thompson

Recommended reading lists

Year 8 (Key Stage 3)

- **Are You Really Ok?** by Roman Kemp:
- **You are a Champion** by Marcus Rashford:
- **Our Day Out** by Willy Russell
- **The Curious Incident of the Dog in the Night-time** by Mark Haddon
- **Noughts and Crosses** by Malorie Blackman
- **A Thousand Splendid Suns** by Khaled Hosseini
- **Hamlet** by William Shakespeare
- **A Wrinkle in Time** by Madeline l'Engle
- **In the Sea, there are Crocodiles** by Fabio Gada
- **Flowers in the Gutter** by K R Gaddy
- **The Great Gatsby** by F Scott Fitzgerald
- **To Kill a Mockingbird** by Harper Lee
- **The Icarus Show** by Sally Christie
- **I Must Betray You** by Ruta Sepetys
- **Chinese Cinderella** by Adeline Yen Mah

Recommended reading lists

Year 9 (Key Stage 3)

- **Lord of the Flies** by William Golding
- **Fahrenheit 451** by Ray Bradbury
- **A Brave New World** by Aldous Huxley
- **Angela Carter's Fairy Stories**
- **Death on the Nile** by Agatha Christie
- **Brick Lane** by Monica Ali
- **White Teeth** by Zadie Smith
- **Telling Tales** by Patience Agbabi
- **I Am Malala** by Malala Yousafzai
- **The Handmaid's Tale** by Margaret Atwood
- **We Should All Be Feminists** by Chimamanda Ngozi Adichie
- **The Midwich Cuckoos** by John Wyndham
- **Every Line of You** by Naomi Gibson
- **Catch-22** by Joseph Heller
- **The Catcher in the Rye** by J.D. Salinger

Recommended reading lists

Years 10 & 11 (Key Stage 4)

- **Women and Power** by Mary Beard
- **Dr Faustus** by Christopher Marlowe
- **King Lear** by William Shakespeare
- **Nietzsche Frankenstein** by Mary Shelley
- **Dracula** by Bram Stoker
- **The Fall of the House of Usher** by Edgar Allan Poe
- **Brighton Rock** by Graham Greene
- **Sketches by Boz** by Charles Dickens
- **Alias Grace** by Margaret Atwood
- **Jane Eyre** by Charlotte Bronte
- **And Then There Were None** by Agatha Christie
- **Where the Crawdads Sing** by Delia Owens
- **Americanah** by Chimamanda Ngozi Adichie
- **The Grasmere Journals** by Dorothy Wordsworth
- **Crossing the Line** by Tia Fisher
- **Paper Butterflies** by Lisa Heathfield
- **Never Let Me Go** by Kazuo Ishiguro
- **Happy Head** by Josh Silver
- **The Westing Game** by Ellen Raskin
- **The Kite Runner** by Khaled Hosseini



