



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,**

The **'Keys to Success,'** ensures that reading 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 Sept time** through our 20 Unmissable Short Stories campaign.
- Students can borrow books from our **well-resourced library**.
- We partner with Durham Online Library – students are signed up to become members of **Peterlee library** which then allows them to access an app called BorrowBox and giving access to thousands of online books and audiobooks.
- 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 **'Reading Race' competition** where students have to ask staff about their favourite books.
- We run a regular reading club called **'Sweet Reads'** and share reading recommendations on our Sweet Reads Instagram page.
- For **homework** we use knowledge organisers to consolidate vocabulary.
- We organise **charity book sales and Scholastic book fairs**.
- We have regular **reading fluency lessons in English**.

How do we support our less confident readers?

For less confident readers we offer the peer tutoring programme called 'Fluency For All', Moving Up and 2020/20.

Peer tutoring

Peer tutoring is a highly effective mentoring programme that offers high quality non-fiction texts that not only help with fluency, but also enhance students' cultural capital and knowledge of the wider world. Research tells us that peer tutoring has a positive impact on both the tutor and tutee.

Year 7 students who have been identified as finding reading challenging are paired with trained reading mentors from years 8 and 9. During Sept time, readers are allowed to choose the non-fiction extract they wish to read and sit with their mentor for 20-30 minutes reading.

Mentors use structured resources to develop their students' reading fluency through repeated reading and other fluency-specific strategies. They also support them to remember key knowledge through oral quizzing and comprehension. will regularly assess 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 (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 The Academy at Shotton Hall, you can tell we love reading as soon as you enter.

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:

- **'What are Staff Reading?' posters** – staff around the school display what they are currently reading and what their favourite book is.
- **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 night after school**.
- **Book sales** to raise money for the Book Trust.
- **Scholastic Book Fairs**.
- Weekly **'Reading Race'** where students must quiz teachers about their favourite books.
- The **'Sweet Reads'** extracurricular reading club.
- **Recommended reading lists** for every subject.
- **Reading lessons in English** with carefully chosen class novels.
- **'Reading Rocks' Week and 'World Book Day'** – activities include author visits and workshops.

- **Whole day reading activities** at key points throughout the academic year.
- **Parent information events** to promote the value of reading.
- **Jolabokaflod** – Christmas book flood.
- **'20 Unmissable Short Stories'** in Sept.
- Membership of Durham Online Library with access to the BorrowBox app.
- Performing **Shakespeare** activities and events.



How you can support your child with reading at home

1. **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.
2. 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.
3. Encourage your child to use our **school library, the Durham Online Library, school book swaps and subject libraries**. Then, download the **BorrowBox reading app**. The app is a fantastic, free reading resource where you can download books, audiobooks and more, all for free. All you need is your library card and pin number. You can also join your local library online, if you aren't able to visit them in person and it takes just a few minutes. Using BorrowBox will enable your child to access a diverse range of great reading material on any electronic device, all from home.
4. 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.
5. **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
<p>Question and discuss what your child already knows about the topic you are about to read about.</p> <p>From the title or images – ask your child to predict what the text might be about - why do they think this?</p> <p>Try and teach them some words that could be associated with the text before you start reading – this is called creating a vocabulary bank.</p> <p>Address any misunderstandings they might have about the topic before you start.</p>	<p>Chunk the reading into smaller pieces – after each paragraph stop and discuss what is happening. Pick out some key words to learn.</p> <p>Track the Text – use a ruler or finger to keep your child focused on the words.</p> <p>Pause to address anything your child does not understand.</p> <p>The best readers are curious readers. Ask your child:</p> <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. <p>Choral reading – read the text aloud at the same time.</p> <p>Echo reading – read a sentence out loud, then have your child read it back.</p>	<p>Ask your child questions to check they have understood what they have just read.</p> <p>Explain anything they don't understand.</p> <p>Further clarify the meaning of challenging words.</p> <p>Have a discussion based on the topic.</p> <p>Ask your child to summarise the text they have just read – verbally or in writing to consolidate understanding.</p>

Where to find materials:

You will find a wealth of materials on Student Pod – a website just for Shotton Hall students.

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

Shotton Hall Student POD Home Year 7 Year 8 Year 9 Year 10 Year 11

Year 7 - History

In year 7, you will gain a broad chronological overview of British history, looking at key turning points which focus on power, the church and the state such as: The Roman Empire and its decline, The Battle of Hastings, The Black Death and The Spanish Armada. You will ask big historical questions such as 'who really held the power in Medieval England?' and 'Who should we identify as the British?' You will explore the society we once were, and how different races, religions and cultures made modern Britain. Year 7 you will develop a range of historical skills such as the ability to analyse historical sources and question their reliability. You will be introduced to interpretations and historical judgments along side the study of historical scholarship

- National Curriculum
- 39 Week Plan (Year Overview)
- Curriculum Overview
- Subject Resources

Y7	Topic: Title & Synopsis	Enrichment	Cultural Capital British Values	Cross Curricular (schema)	Further Reading	POST-16 and Careers
1.1 Autumn	Roman, Anglo-Saxon and Norman England An exploration of how the Romans through to Normans established control of England. An examination of how this control changed English society.	History Club Visit local Castles such as Durham, Hylton and Alnwick.	Exploring ideas of hierarchy, religion, and invasion. Why would anyone want to come to England? Understanding of the rule of Law and the lack of democracy!	English Geography P4L	<i>Stormin' Normans, Horrible Histories</i> By Terry Deary	Study A-Level History looking at Norman England with OCR. Career in museums and archaeology
1.2 Autumn	The Middle Ages What were the middle ages? You will study life, death, dirt and disease. Looking at the power struggle between the church and the crown. Turning points in the period such as the Black Death and the Peasants Revolt!	History Club Virtual tour of the British Museum.	Exploring in greater depth the idea of power, should the church have more power than the king, why were peasants seen as less worthy? Understanding the rule of law, democracy and liberty.	English Science- medicine	The Secret Diary of John Drawbridge: Medieval Knight in Training by Philip Ardagh	A-Level history Career in Politics
2.1 Spring	The Reformation Why was religion so important? You will study life during the Renaissance looking further at the power struggle between the church and monarch. The Tudor Kings and Queens- how bloody was Mary?	History Club Monastery ruins- Whitby, Carlisle Castle.	Where does power lie?— conflict and political challenges. Balance of power in Europe. Mutual respect and tolerance of different religion	English P4L	Tudor Tales: The Actor, the Rebel and the Wrinkled Queen by Terry Deary	A-Level History/University Options in Medieval/Renaissance History Historian
2.2 Spring	The Reformation Why was religion so important? You will study life during the Renaissance looking further at the power struggle between the church and monarch. The Tudor kings and Queens- how bloody was Mary?	History Club	Where does power lie?— conflict and political challenges. Balance of power in Europe. Mutual respect and tolerance of different religion	English P4L	Tudor Tales: The Actor, the Rebel and the Wrinkled Queen by Terry Deary	A-Level History/University Options in Medieval/Renaissance History Historian
3.1 Summer	Elizabethan England Assess Elizabeth's Religious settlement and the impact it has on England's relationship with the wider world. The Renaissance, science and technology for exploration, trade.	History Club Virtual tour of the golden hind.	Exploring Gender and Womens roles in society. Mutual respect, rule of Law and tolerance of different religions	English Science Design and technology P4L	Eliza Rose & Lady Mary by Lucy Worsley	A-Level History/University Options in Medieval/Renaissance History Historian

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



