

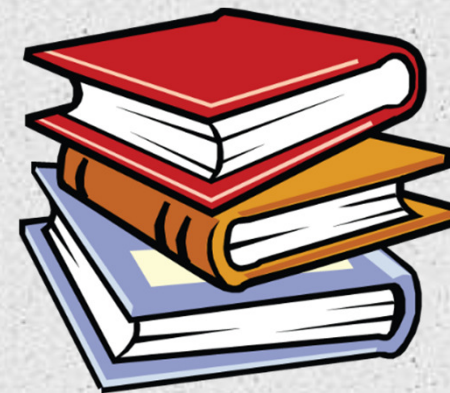
TGS KS3 English Ethos

We want to give our students:

Time to READ

Motivation to READ

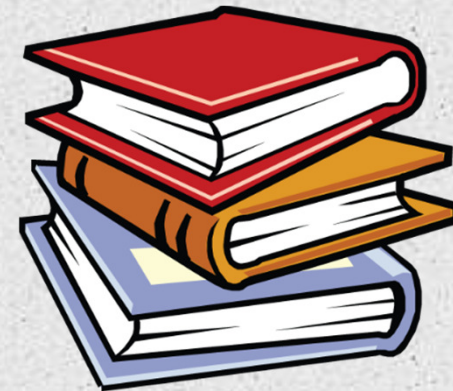
Joy in READING



What do we want from our young readers at TGS?

- o We want them to love language, reading and writing and the adventures it can take them on
- o We want them to be ready for the challenges which lie ahead

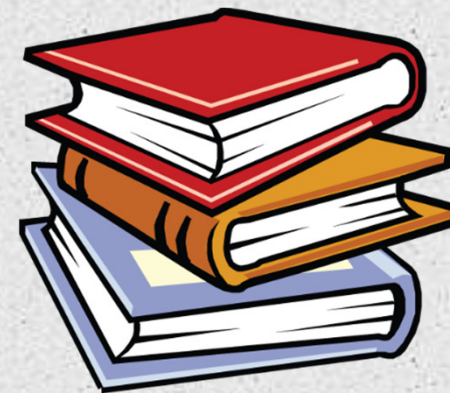
...and you can help!





The Value of Reading

- o Internal Word Bank development
- o General Literacy skills
- o Knowledge/Empathy/Compassion/Wider cultural awareness



Progress in reading stalls at secondary school. It should be a priority

Teenagers are falling below the expected reading level for their age - but good literacy is a key building block for all learning

**'The best way to start closing the attainment gap between poor kids and their peers?
Reading, reading, reading'**

Colin Harris
21st February 2018

Reading Fiction Improves Brain Connectivity and Function

Reading a novel has the power to reshape your brain and improve theory of mind.

What's the problem?

- o End of KS2 curriculum necessitates a narrowing away from personal responses to texts and books towards a mechanistic view of language.
- o We want to inform them about reading and its benefits and influences
- o BUT that isn't always easy on three hours a week!

Table 1: Enjoyment of reading and reading attainment in 2012 (N = 13,710)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Very much	2.4	63.5	34.2
Quite a lot	4.2	83.5	12.3
A bit	17.4	75.8	6.8
Not at all	37.0	54.9	8.1

Table 2: Reading frequency and reading attainment in 2012 (N = 13,710)

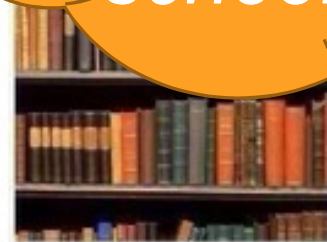
	Below expected level %	At expected level %	Above expected level %
Every day	3.7	68.3	28.1
A few times a week	7.1	81.7	11.2
About once a week	13.6	78.4	8.0
A few times a month	14.1	78.8	7.1
About once a month	18.9	72.2	8.9
Rarely	25.1	67.0	7.9
Never	36.2	59.3	5.4

Why should I read tonight?

If you start now,
by the time you
get to year 11
you will have
read for the
equivalent of 60
school days

*Who will have the better
vocabulary?*

*Who will do better at
school?...and in life?*



90th percentile



50th percentile



8,000 words

10th percentile



This student will
only have read
for 12 school

What does the research tell us...

- o In Year 6 pupils are reading at their chronological age. In Year 7 pupils are suddenly a year behind their chronological age, in Year 8 two years behind, and in Years 9-11 at least three years behind.*



‘What are kids reading?’ report

- o There is a marked downturn in difficulty of books at secondary transfer*
- o The difficulty even of highly motivating books declines in secondary school*
- o The difficulty of books (Year 7) averages 5.0 for both boys and girls, the same as last year, but still suggesting these pupils are reading at over a year below their chronological age.*

What the research also tells us...

- Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.

EEF

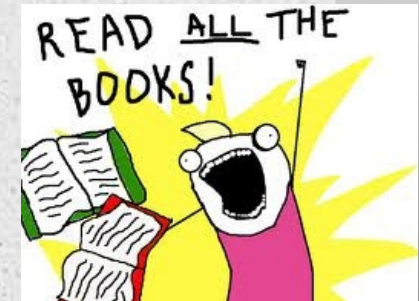


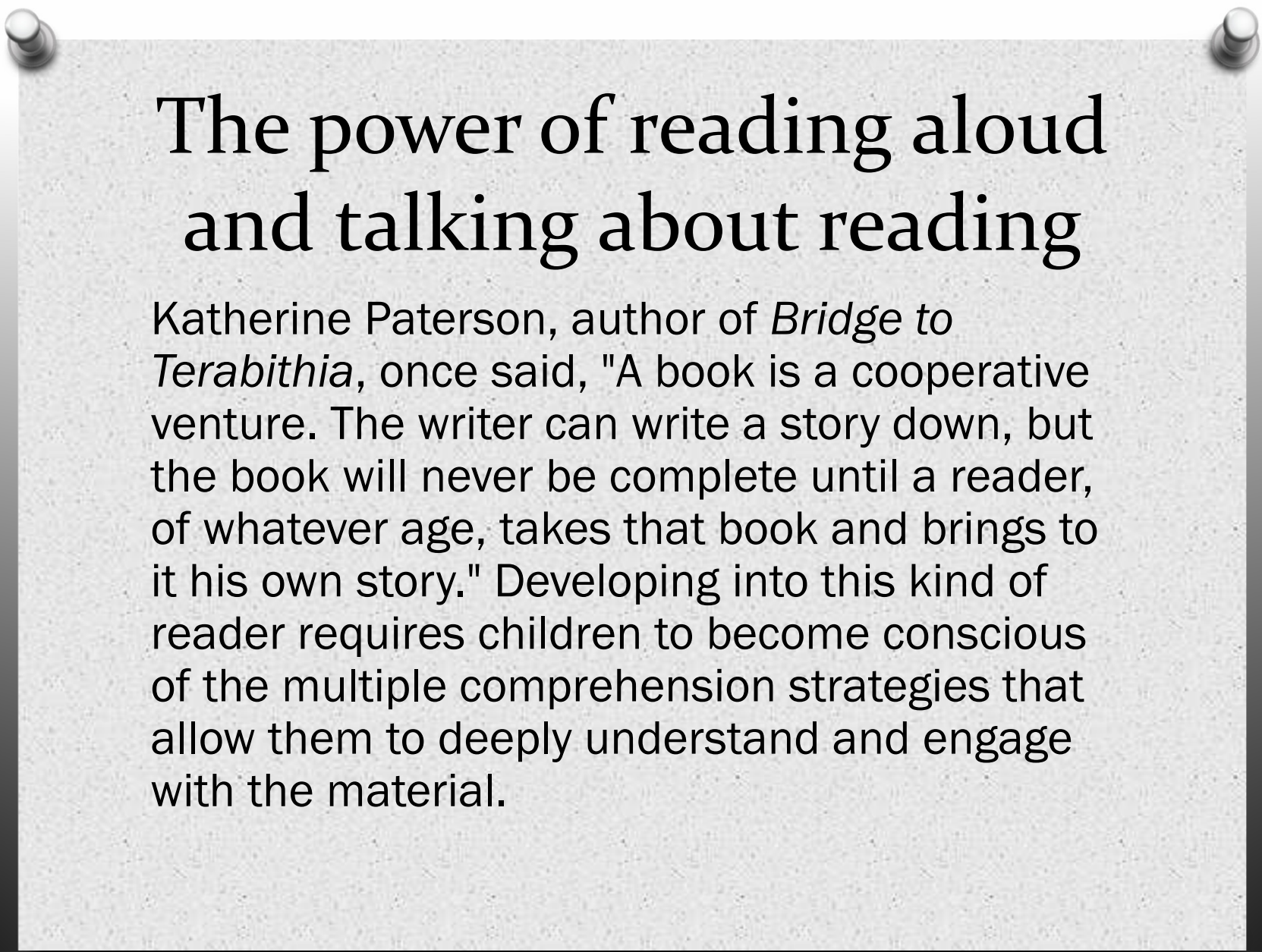
How to support your child at home



So what can you do?

- Read to them
- Read with them
- Talk to them about books, films,
- Make reading an interactive experience – have a competition – who can read this book the quickest?
- Listen to audiobooks in the car, in the kitchen, in the bath and talk to them about them
- Take them to the library and talk to them about the books they are drawn to.
- Encourage them to read books which challenge them – are they still reading 'Wimpy Kid'? No wonder they find reading 'boring'. Their lives and minds are changing rapidly at this point and so should their reading habits.





The power of reading aloud and talking about reading

Katherine Paterson, author of *Bridge to Terabithia*, once said, "A book is a cooperative venture. The writer can write a story down, but the book will never be complete until a reader, of whatever age, takes that book and brings to it his own story." Developing into this kind of reader requires children to become conscious of the multiple comprehension strategies that allow them to deeply understand and engage with the material.

What should you talk with them about?

- o Connecting books to children's own life experience
- o Connecting the books children are reading to other literature they have read
- o Connecting what children are reading to universal concepts

Techniques for reading with them

- o Five finger rule
 - o Choose a book that you think you will enjoy.
 - o Read the second page.
 - o Hold up a finger for each word you are not sure of, or do not know.
 - o If there are five or more words you did not know, you should choose an easier book.
 - o Still think it may not be too difficult? Use the five finger rule on two more pages.
- o Help them to work out the meanings of difficult words rather than telling them
 - o What word might they replace it with?
 - o Which words are similar

Questions to ask when reading with your child

Can your child find evidence directly from the story to answer your questions?

The answer is right there in the text.

What did..... do? Who did..... do it to there?

How many..... were/are

Who are.....?
..... is that?

Can you tell me what this word/bit means?

What kind of

Can your child think and search for the answer?

The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer.

How do you make/do.....?

What happened when..... did.....?

What happened to.....?
before?

What do you think might happen next OR what happened

How many times...?

What examples can you find?

Where did this happen?

Where was..... when this was happening?

Can your child answer questions without referring to the story?

The answer is not in the story, it is your child's opinion and thoughts.

Have you ever...

If you could...

If you were going to...

In your opinion...

Do you agree with.....? Why?

Do you know anyone who.....?

How do you feel about.....?

What about boys?

Studies find whilst there is '*strong evidence of male preference*' for non-fiction books that '*boys did not understand non-fiction as well as fiction, and this is getting worse. girls understood non-fiction better than boys. They also understood fiction better than boys*'

What can we do to tackle the gender gap?

- o Types of text chosen:
 - o Fiction is key, but search by topic to get them interested.
 - o Think of the genre they are most drawn to – fantasy, thrillers, sport?
- o Boys need reading role models – dads, teachers, grandparents, male friends – encourage adult males in their life to model reading and talk to them about books.

A few books to get you started:

- o Philip Pullman – His Dark Materials trilogy (Northern Lights), The Ruby in the Smoke
- o Malorie Blackman – Pig Heart Boy, Noughts and Crosses series
- o Patrick Ness – A Monster Calls, The Knife of Never Letting Go
- o Jamila Gavin – Coram Boy
- o Mark Haddon – The Curious Incident of the Dog in the Nighttime
- o Anne Fine – Goggle Eyes, Madame Doubtfire

Great websites to help

- o Reading lists

- o <http://www.readingrockets.org/books/booksbytheme>

- o <https://schoolreadinglist.co.uk/>

- o <http://www.startwithabook.org>

What are we doing in school?

- o Quality first teaching
- o Varied and engaging curriculum
- o Library lessons and DEAR time
- o Competitions and programs such as Carnegie
- o Accelerated reader for year 7



Adventures around the world

People and voice

Magic and mayhem: stories from our past

Social issues: an imperfect world

Mystery and macabre

	1	2	3	4	5
Year 7	Journeys of discovery	Exploring poetry from other cultures	Nature documentaries – environment	Myths and legends: Skellig (The Odyssey)	Modern play
	Skills: Reading and writing	Skills: Literature Speaking and listening	Skills: Reading and writing non fiction Speaking and listening	Skills: Reading and writing	Skills: Literature
	Assessment: Travel writing	Assessment: Reading a poem	Assessment: Reading Non Fiction	Assessment: Writing creative	Assessment: Writing a play script - drama
Year 8	Detective Fiction	This sceptred isle – Journeys around the UK	Story and voice – poetry – voices for justice	Roll of Thunder – novel and society	Twelfth Night
	Skills: Reading and Writing	Skills: Reading and writing non fiction	Skills: Literature	Skills: Reading and writing Speaking and listening	Skills: Literature
	Assessment: Writing creative	Assessment: Reading non fiction	Assessment: Reading a poem	Assessment: Writing a speech (non-fiction)	Assessment: Drama
Year 9	Power and conflict poetry	Gothic	The Tempest	Of Mice and Men	Writer's viewpoints - explorers
	Skills: Literature	Skills: Writing	Skills: Literature	Skills: Literature	Skills: Reading and Writing non fiction
	Assessment: Reading – poetry comparison	Assessment: Writing a gothic story	Assessment: Reading (Literature)	Assessment: Writing	Assessment: Reading/ Writing End of year 9 assessment (P2)

Year 9

Reading Classroom

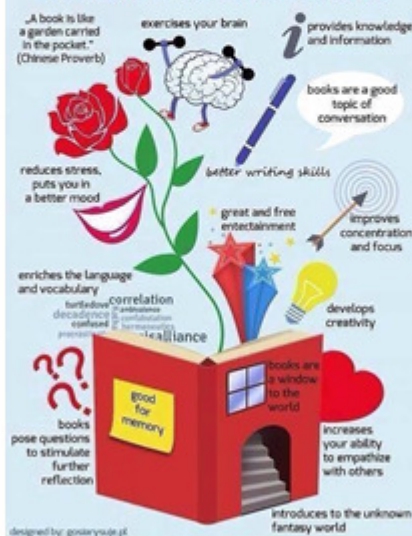
Name:

Class:

Teacher:



THE BENEFITS OF READING BOOKS



Over the year you need to read a book from each 'theme' or genre. Obviously we want you to read hundreds of books of your own choice too, but we think that reading books from this list will help prepare you for the rigours of your GCSE course

Reading List

Adventures around the world

Explore ideas around the types of journeys we make, why do people take journeys? Why are they important? What do we learn from them? Consider why humans feel the need to explore and push themselves beyond their comfort zones. Encourage students to consider when and how they have done the same

- On the Road by Jack Kerouac (Penguin Modern Classics)
- Catcher in the Rye by J D Salinger (Penguin)
- The Hitchhiker's Guide to the Galaxy by Douglas Adams (Gollancz)
- The Thirty-Nine Steps by John Buchan
- The Adventures of Huckleberry Finn by Mark Twain



People and voice

Explore how people present their experiences to the world, considering personal perspective, emotion and how people translate difficult experiences. What makes us human? What effect do good and bad experiences have on us?

- Lord of the Flies by William Golding
- The Secret Diary of Adrian Mole Aged 13 3/4 by Sue Townsend
- Jane Eyre by Charlotte Brontë
- I Know Why the Caged Bird Sings by Maya Angelou



Magic and mayhem: stories from our past

What can magic and fantastic tell us about the world we live in? How can we make links between an imagined past and the world we live in now? Why do humans feel the need to create magical and fantastic worlds?

- The Lord of the Rings – JRR Tolkien
- The Three Musketeers – Alexandre Dumas
- Gormenghast by Mervyn Peake



Social issues: an imperfect world

We will explore big issues that the global community has faced and continues to face; the environment, world conflict, poverty and its effects, racism and other forms of bigotry. We will also explore how writers use language, use their voices and their mediums to reach their audiences and to express their ideas or maybe even to campaign

- Oliver Twist by Charles Dickens
- Animal Farm by George Orwell
- Of Mice and Men by John Steinbeck
- To Kill a Mockingbird – Harper Lee
- Roll of Thunder, Hear My Cry by Mildred D. Taylor



Mystery and macabre

Explore why humans are so fascinated with the macabre and with the mysterious. Why do we like being scared? Explore the idea of the Gothic, and as we develop through the years explore the social and contextual influences which influenced the ideas of the gothic – why did people become so fascinated with the macabre, with science, with the power of nature, with man vs God.

- Wuthering Heights by Emily Brontë
- The Spy Who Came in from the Cold by John le Carré
- The Turn of the Screw – Henry James
- Frankenstein – Mary Shelley



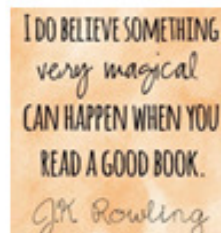
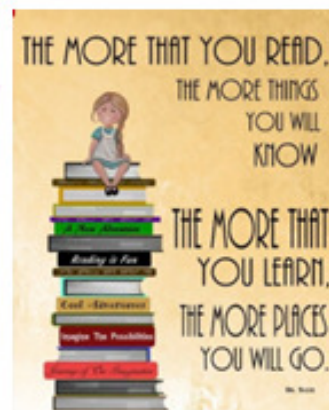
Year 9

Reading Classroom

Assignments

Over this year, alongside your class work, you will be having a fortnightly reading lesson. During this lesson, we would like you to read novels and other things that you enjoy. However, over the year we would also like you to read one of the suggested novels from each of the Key Stage 3 'Themes'. Over the course of the year, you need to submit the following assignments, each on a different novel. Your teacher will let you know when the deadline for each assignment. We have set a 'Reading classroom' up on Google Classroom, which you can join by entering the code _____.

1. Creative writing: Write a poem/short story inspired by a novel you have read
2. Write a book review
3. Create a VLOG about your Top 5 Books
4. Do an individual presentation on a book (Teachers can tell the students in advance when their presentation will be.)
5. Create a board game/quiz about the book
6. Write a diary entry by a key character from three key points in the novel



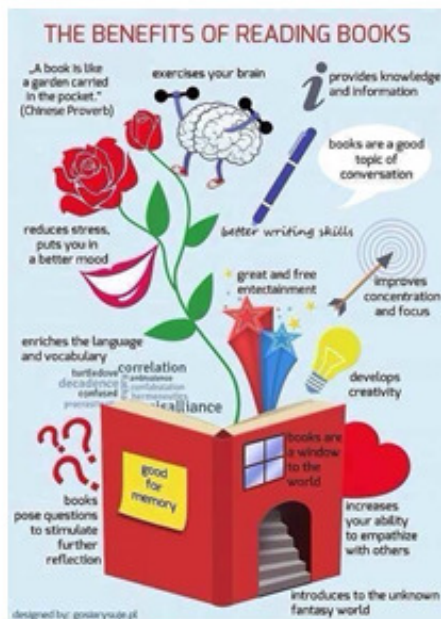
Year 8

Reading Classroom

Name:

Class:

Teacher:



Over the year you need to read a book from each 'theme' or genre. Obviously we want you to read hundreds of books of your own choice too, but we think that reading books from this list will help widen your reading horizons.

Reading List

Adventures around the world

Why do people take journeys? What types of journeys we make? Why are they important? What do we learn from them? Why do humans feel the need to explore and push themselves beyond their comfort zones?

Genres: Adventure stories, spy thrillers, historical

- I am Number Four – Pittacus Lore
- Lies We Tell Ourselves – Robin Talley
- The Kingdom by the Sea – Robert Westall
- Stormbreaker – Anthony Horowitz
- Percy Jackson series – Rick Riordan



People and voice

How do people present their experiences to the world? How do we understand personal perspective, emotion and how people translate difficult experiences so others can understand them? What makes us human? What effect do good and bad experiences have on us?

Genres: Coming-of-age narratives, romance

- The Book Thief – Marcus Zusak
- Paper Towns – John Green
- The Fault in Our Stars – John Green
- Wonder – R.J. Palacio
- Noughts and Crosses – Malorie Blackman
- Tender Earth – Sita Brahmachari

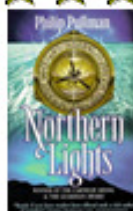


Magic and mayhem: stories from our past

What can magic and fantasy tell us about the world we live in? How can we make links between an imagined past and the world we live in now? Why do humans feel the need to create magical and fantastic worlds?

Genres: Steampunk, historical fiction, fantasy

- The Hobbit - JRR Tolkien
- Twilight series - Stephanie Meyer
- Northern Lights trilogy - Philip Pullman
- Leviathan series - Scott Westerfield
- Artemis Fowl series - Eoin Colfer



Social issues: an imperfect world

The global community faces huge issues; the environment, world conflict, poverty and its effects, racism and other forms of bigotry. How do these translate to the everyday lives of people and their own struggles?

Genres: Dystopian fiction, contemporary fiction

- Hunger Games - Suzanne Collins
- The Death House - Sarah Pinborough
- Matched - Ally Condie
- Geek Girl - Holly Smale
- The Perks of Being a Wallflower - Stephen Chbosky
- Orangeboy - Patrice Lawrence



Mystery and macabre

Why are humans so fascinated with the macabre and with the mysterious? Why do we like being scared? Why are we so fascinated with the macabre, with science, with the power of nature, with man vs God?

Genres: Mystery and crime, horror.

- Coraline - Neil Gaiman
- The Stone Child - Dan Bobboki
- Girl, Missing - Sophie McKenzie
- Genuine Fraud - E Lockhart
- The Ultimate Truth - Kevin Brooks
- Running Girl - Simon Mason



Year 8 Reading Classroom Assignments

Over this year, alongside your class work, you will be having a fortnightly reading lesson. During this lesson, we would like you to read novels and other things that you enjoy. However, over the year we would also like you to read one of the suggested novels from each of the Key Stage 3 'Themes'.

Over the course of the year, you need to submit the following assignments, each on a different novel. Your teacher will let you know when the deadline for each assignment. We have set a 'Reading classroom' up on Google Classroom, which you can join by entering the code _____.

1. Creative writing: Write a poem/short story inspired by a novel you have read
2. Write a book review
3. Create a VLOG about your Top 5 Books
4. Do an individual presentation on a book (Teachers can tell the students in advance when their presentation will be.)
5. Create a board game/quiz about the book
6. Write a diary entry by a key character from three key points in the novel

