

# MANOR JUNIOR SCHOOL



## A PARENT'S GUIDE TO READING

# What do we do at Manor?

## Years 3 and 4

1. All children have a "reading" book. These are mainly fiction, although there are some non-fiction books available.

These are EITHER:

- Coloured-stickered levelled 'book-banded' books, available in the classroom OR
  - Dark blue stickered books indicating the books are above the level of the book-bands but have suitable content for y3/4 children OR
  - Special-needs scheme books which are organised and supervised by our special needs assistants and which either build sight vocabulary or build phonics, depending on your child's needs.
2. All children have a library book with a barcode, which they scan out of the school library. This book is freely chosen by the child.

## Years 5 and 6

Most children have a free choice of black-stickered classroom library books and/or library books. Children requiring extra practice or additional support may have a SEN scheme book. There are support schemes for upper school pupils which are aimed at the interest age of older children but have an appropriate reading level.

## All children

Children record home reading in their planner and are encouraged to read daily. They should record the book and the number of pages they have read.

They also have a reading award scheme card in school. The scheme is designed to encourage them to read **range** of reading material, as junior-aged children often become "stuck" in reading a single genre or author. A copy of the genre list is available on the school website or from reception. There are 5 cards in the challenge, which totals to 50 books. For each card the child completes a certificate and 5 achievement points are awarded.



## A little reading goes a long way!



Between the ages of 4 and 7 years old, most children learn to read. Even when they can read, they still enjoy being read to. Sharing stories or other texts with a grown-up will teach them new words and encourage them to become better readers.

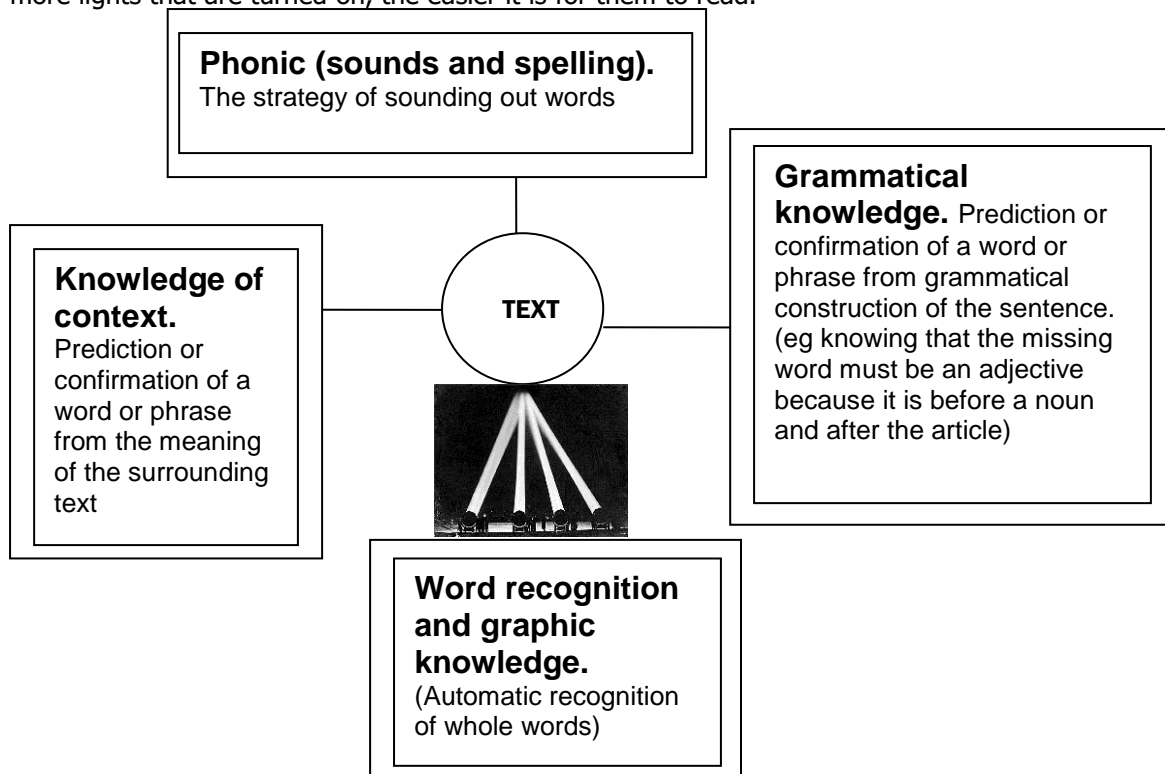
Children develop their reading skills in different ways. Some may want to get every word exactly right while other children will race to the end of a story. Other children may read hesitantly. Try to respond to your child's needs and let them read at their own pace.

If they get stuck, encourage them to use all the available information and everything they know to make a guess. They should look at the pictures and remember what has happened in the story. Their ability to predict and guess accurately will gradually improve.

Children use a range of strategies when reading. Remember that, although sometimes appropriate, "sounding out" words is the least helpful as many words aren't spelt how they sound and unless you are sure about all the ways of writing all the phonemes (sounds) you (and they) might get in a pickle! (See our booklet on spelling for all the correct sounds).

### THE READING SEARCHLIGHTS MODEL

Searchlights help us see in the dark!!! They throw light on things which are not clear. Children learn to read best when they have many ways of working out the meaning. These are like searchlights. The more lights that are turned on, the easier it is for them to read.



## **Some general dos and don'ts for reading with your child**

### **DO:**

- ✓ Remember that daily reading is an **essential and compulsory** part of your child's homework (see Home-School Agreement in planner). However, little and often is better than a long read in one go, for most children.
- ✓ Make reading enjoyable and carry on reading aloud from time to time, even once your child can read independently. Reading aloud enables children to interact by interrupting to comment or ask questions. It enables them to understand texts beyond their reading ability and make connections with other's personal experiences. The words children read or hear eventually become "absorbed" and give them a better vocabulary to draw on when writing.
- ✓ Make sure that your child has lots of texts to read. Farnborough library is excellent, friendly and free!! Choose books that your child will read themselves, with care. Books with lots of repetition or pictures can be fun and help their visual memory; and books should be manageable (if it's too hard tell your child you will read it to or with them).
- ✓ Choose a range of fact and fiction books and electronic texts.

### **DON'T**

- ☒ Force them to read the whole of a book they don't like or to read when they are too tired – try again in the morning or another day.
- ☒ Spend too long in one go unless your child is keen to carry on.
- ☒ Let your anxiety show if you are worried about their reading. Children pick up on it and it will undermine their confidence. Make a private appointment to see your child's teacher.
- ☒ Expect miracles. For some children learning to read can be a slow process as it is complex with many different skills.
- ☒ Worry if you are not a good or confident reader. Use text-to-speech systems on computers or borrow audio books from the library instead.
- ☒ Get cross!

## **SUPPORTING CHILDREN AT ALL STAGES:**

### **For less confident readers you can help by doing the following:**

- Make the most of books your child brings home from school. Read them, or parts of them, yourself and talk about them with your child.



- Check your child is really following what they're reading by asking them to tell you the story in their own words - who's it about? What happens?
- Allow your child to re-read favourite and familiar stories, or to hear you re-read them. Knowing a familiar book will help them notice more about the words on the page and they will start to recognise the patterns in new words and stories.
- Listen to stories learned by heart and encourage your child to re-tell them in their own words, or even act them out. Encourage this.
- Buy books as presents instead of toys. Select books which are colourful and illustrated (visual clues). Make sure the font is not too small. Choose fact as well as fiction. Picture books are available for older children and are not just for babies.
- Set up a special place for books from the library or their own books.
- Read lots of books with repeated phrases (eg The Gingerbread Man, Jack and the Beanstalk, The Dog Who Could Dig, and almost anything by Julia Donaldson!)
- Joke books and comic-strip layout (or Japanese Manga-style/ Graphic Novels for older children) are excellent.

**As they gain confidence you can help by doing the following:**

- Find books about something you know they like – maybe animals, or how other people live, or outer space.
- Read a story together, then read it out again, missing out words. Get your child to fill in the blanks. A different word that means the same thing may be suggested. That's good. It shows that your child is thinking about the story and words.
- Help your child see that they already know the biggest part of words like play-ing, eat-en, walk-ed by breaking the word down. If they read or write out the part they know, you can finish it letter by letter.
- Help with long words by clapping along together or counting out the different chunks of the word (for example, 3 for tram-po-line, 4 for al-li-ga-tor).
- Write out long words and cut them into bite-sized pieces. Get your child to put the pieces back together the right way round. (This will also help their spelling!)
- When your child reads and gets an occasional word wrong, let them finish the line before you put them right. Children often realise what the word should be, go back and correct themselves. If your child doesn't know a word in a sentence, get them to say 'something' instead. They can often work it out from other words around it.
- Try to keep cool! It's important not to get fed up if your child needs to practise things over and over again.

**With competent older readers with good comprehension skills you can help by doing the following:**



- Discuss the fiction they are reading. What are the characters like? Why do they act/ behave in particular ways? What evidence can your child find in the text to support their view?
- Predict what might happen next and justify their view by referring to character motives, the genre of text (eg what typically happens in an adventure story?) or other clues in what they have read so far.
- Ask them to locate the answer to a particular question in a reference (non-fiction) book or online factual website. Encourage them to use the contents and index and alphabetical order. Can they “scan” text for a useful key word which will help them find the answer?
- Let them read an article or section of non-fiction text silently and rapidly by skimming. Can they briefly sum up what they have just read? What was the “gist” of it?
- Discuss layout of a text and WHY the author/ publisher has chosen that layout. Is it because it is a particular type of text (eg letter, newspaper article, page in reference book?), and if so, can they name the main features of the organisation (eg headlines, sub headlines, introduction, quotes; or address, date, salutation, sign off; or headings, sub headings, bullet points, blocked text, diagrams, captions)? Is it easy to read/to locate information from or understand? Could it be improved in any way? For year six children, discuss issues of bias.
- Look closely at the text. How did the writer know when to start a new sentence? What about punctuation choices? How did the writer know when to start a new paragraph? (Understanding this helps ENORMOUSLY with children’s own writing).
- While looking closely at a small section of text, look at word choices and style. Why did the author choose that word and not another? What effect does it have (eg does it make the story sadder, more exciting or dramatic etc?) Why might a letter you receive from the bank or council sound more “formal” and less friendly than a postcard from a relative?
- Get your child a nice notebook to write reviews or card to make a nice bookmark.
- Junior aged children tend to stick to books that follow a formula, are in one genre, or are by the same author. This is fine, but to develop as competent readers and writers they need to read other types of text, even if they are wary or think they won’t enjoy it. Why don’t you read the book too and you can discuss it together? This can then be reviewed for the reading certificate scheme.

## **TYPICAL PROBLEMS AND HOW TO HELP OVERCOME THEM:**

### **Children with difficulties in reading tend to fall into one of two groups:**

1. Those who rely too heavily on sounding out words. These children tend to read slowly and painfully and often without much expression. They often do not notice if what they have read does not make sense. They need encouragement to use their knowledge of the story and their own experience to make the story meaningful. You can help by:
  - a. discuss what has just happened in the part you have read
  - b. encourage your child to predict what might happen next before turning each page
  - c. if the book has pictures, discuss what they are telling you (often a lot more than the text – books by Anthony Browne are excellent examples!)
  - d. ask them to think what word fits best if they are stuck, rather than just trying to sound it out.
  - e. cut up and jumble a short story or piece of text and then ask them to put the pieces into a meaningful order.
  
2. Those who rely too heavily on the meaning. These children can often appear to be very fluent and expressive but look closely and you will see that they often miss out words, rephrase things in their own words or substitute words with others of the same or similar meaning. Their reading makes sense but is not entirely accurate. You can help by:
  - a. pointing to the print as the child reads and stopping them if they rush ahead
  - b. encouraging them to think about letters, words, spaces, punctuation
  - c. encouraging them to use the first letter of words as a cue when they are stuck
  - d. encourage them to carefully build words up by sounding them out (if the word fits a common pattern eg “difficult” – is easy as it sounds d-i-f-i-c-u-l-t, whereas thought is harder – th – or – t. The or is spelled ough!)
  - e. play word and letter games like Junior Scrabble and I Spy.





## **How to build fluency and confidence or help your child read a book which is too difficult.**



### **You can help by using a system called Paired Reading**

Paired reading is a tried and tested method that you can use to help your child with reading. Research shows that paired reading can encourage children to read more independently and become more positive about reading in general as well as increasing fluency and accuracy. Used regularly, it can produce dramatic results. Paired reading can be a way of giving homework support, but you can also use a variety of reading material. Paired reading sessions can be just as effective when you read different texts like magazines, newspapers, non-fiction books and comics, even ones which are a bit beyond your child's reading skills. Your paired reading sessions should be fun and relaxed and should give the child the chance to practise their reading skills without fear of 'getting it wrong'.

### **How it works:**

#### **Before Reading**

It might seem obvious, but it's important that both you and your child are comfortable and sitting side by side so that you can read together. If you are reading something new, start by talking about the front cover, the illustrations and what they already know about the subject matter. This helps them to become more confident with the reading material.

#### **During Reading**

Start by reading aloud together at the same pace. If the child is reading too quickly, encourage them to mirror your pace. If they are slow, keep reading at a normal pace and hopefully they will start to chip-in with words when they recognise them. It might be a little tricky at first, but once you have tried it a few times you should both start to get into a good reading rhythm. If the child makes a mistake, pause and give them about four seconds to correct it. If they don't manage to, say the word for them and ask them to repeat it back to you (do not waste time sounding it out etc), then simply continue to read together, using praise as you read.

Every so often (eg at the end of a short book, after a few pages of a longer book), pause to ask questions, look at illustrations and discuss interesting points or words in the text. Questions should be open, using words like 'who', 'what' and 'why' - open questions help you avoid short yes and no answers.

At some point the child might want to take over and read aloud alone. (They might want to read the whole text together too – this is fine). They can simply tell you they want to do this, or use a signal such as a tap on your arm or a thumbs up. If, when reading alone, they make a mistake, give them about four seconds to put it right. If they correct the word on their own, they can continue to read alone. If they are still stuck on the word, then read the word for them (as you do when reading together) and ask them to repeat it. Without criticising or commenting, you then go

back to reading aloud together until the child signals again that they want to read alone.

### **After Reading**

When you have finished reading, praise them for their efforts! There are also many fun things that you can do to give the child a chance to reflect on what they have read. Here are some things you can try:

- Make up quizzes for each other.
- Draw or make models of the characters or setting.
- Use the internet to find out about the author and other things they have written.
- Create a poster advertising the text you have read.
- Compare your opinions - would you recommend what you have read to others? Why?
- Design a cartoon strip about the character.

## **SOME MORE IDEAS TO HELP YOUR CHILD TO READ WHEN YOU HAVEN'T GOT A BOOK TO HAND!**

- **At breakfast time**

Look at the words on cereal packets, milk and fruit juice cartons. Get them to see how many words they can make out of the letters. What information is there? How useful is it? How could it be better?



- **Look in the papers**

If your child recognises a famous face (e.g. a footballer or a TV star) it will make them want to try to read the story. Use websites like Newsround, or buy the paper for Junior children called First News. Children's magazines can be good sources of different text types.

- **In the streets**

You'll see advertising posters and place names. Discuss whether the pictures help to make sense of the text (sometimes with adverts this is not the case!!)

- **In the shops**

Your child can help you find things in the supermarket by reading out what's in the aisles. Read adverts and packaging. This can help get the healthy eating message across too!!

- **DVDs**

DVD boxes usually tell you the story. Get your child to read what's on the box as well as just watching the film. DVD "extras" often have things to read too.

- **On a bus or train trip**

Place names on the front of the bus or train, posters on the bus or tube. Even the ticket is worth reading to a child.

- **Look at holiday brochures together**

Help your child read about other places.

- **Unpacking the shopping**

Your child can read the words on your groceries while helping you put things away.

- **Some CDs have song words printed on them or you might be able to download them.**

Your child will probably find it easier to follow words if they hear them at the same time.

- **Junk mail and mail order catalogues.** Researching their own clothes or toy choices in terms of what they can do, comparing prices, accessories etc to compile a present list is a great motivator!!! Junk mail can also be fascinating to a child, if not to you!

- **Games consoles**

Rather than rushing ahead, how about getting them to read the menus and instructions? Nintendo DS do a good range of books by various authors (created by Puffin books) called "Flips" or perhaps they'd like a Kindle for Christmas or their birthday?

## **SUGGESTED BOOKS/ AUTHORS FOR THE READING AWARD SCHEME**

### **Note:**

**Please bear in mind that and that there are many other good authors out there!  
Many of the books fall into more than one section. Books particularly suited to  
y3/4 or 5/6 are indicated.**

### **FANTASY/ IMAGINARY WORLDS STORIES**

JK Rowling – Harry Potter series  
Jill Murphy - The Worst Witch series (y3/4)  
CS Lewis – The Chronicles of Narnia (The Lion, The Witch and the Wardrobe etc)  
Eoin Colfer – Artemis Fowl series (some are also time travel stories)  
Angie Sage – Septimus Heap series  
Cressida Cowell – How to Train your Dragon series  
Cornelia Funke – Dragon Rider; Inkspell series (y5/6)  
Catherine Storr – Marianne Dreams  
Ursula Le Guinn – A Wizard of Earthsea  
Lucy Boston – Children of Green Knowe series  
JRR Tolkein – The Hobbit  
Enid Blyton – Magic of the Faraway Tree series  
Brian Jacques – Redwall series  
Phillip Pullman – Northern Lights series (y5/6)  
Phillip Pullman – Clockwork, The Firework Maker's Daughter (y4/5)  
Christopher Paolini – Eragon  
Rick Riordan – Percy Jackson and the Olympians series  
Adam Blade - Beast Quest series (y3/4)  
Daisy Meadows – Rainbow Fairies series (y3/4)  
Tony DiTerlizzi – The Spiderwick Chronicles  
Garth Nix – Keys to the Kingdom series  
Kate O'Hearn – Pegasus series  
Michelle Paver – Chronicles of Ancient Darkness series  
Dianne Wynne Jones – Chrestomanci series  
William Nicholson – The Wind Singer  
Kiran Millwood Hargreaves – The Girl of Ink and Stars  
Abi Elphinstone – Sky Song (includes a character with Downs Syndrome)  
Jessica Townsend – Nevermoor: The Trials of Morrigan Crow

## **FAIRY TALES, MYTHS, FABLES, TRADITIONAL STORIES, SHAKESPEARE**

Rosemary Sutcliff – The Odyssey; The Iliad  
Geraldine McCaughrean - The Orchard Book of Greek Myths, The Orchard Book of Roman Myths, The Orchard Book of Stories from the Ballet  
Laurence Anholt – Seriously Silly Stories (alternative Fairy Tales) (y3/4)  
Andrew Matthews and Angela Barrett – The Orchard Book of Classic Shakespeare Stories  
TH White - The Once and Future King (King Arthur)  
Hans Christian Andersson – The Little Mermaid, The Snow Queen  
Korky Paul - Aesop's Funky Fables  
Terry Jones and Michael Foreman – The Saga of Erik the Viking  
Marcia Williams – Mr William Shakespeare's Plays, King Arthur and the Knights of the Round Table,  
Leon Garfield / Michael Foreman – Shakespeare Stories  
Helen Oxenbury – The Three Little Pigs and The Big Bad Wolf  
Jon Scieszka – The True Story of the Three Little Pigs, Squids will be Squids (fables)  
Ian Whybrow – Little Wolf's Diary of Daring Deeds  
Michael Morpurgo – Beowulf  
Kevin Crossley-Holland – Norse Myths: Tales of Odin, Thor and Loki

## **SCI-FI/ FUTURISTIC STORIES**

Frank Cottrell-Boyce – Cosmic!  
HG Wells – War of the Worlds, The Time Machine, The Invisible Man (y6)  
Madeleine D'Engle - A Wrinkle in Time  
John Carpenter – The Tripods series  
Ted Hughes – The Iron Man, The Iron Woman (y3/4)  
Suzanne Collins – The Hunger Games trilogy (y6)  
Veronica Roth – Divergent series (y6)  
James Dashner – The Maze Runner series (y6)  
Pittacus Lore – I am Number Four (y5/6)  
Simon Mayo – Itch series  
Star Wars novels by various authors  
Nick Butterworth – Q Pootle 5 series (y3)  
Mark Walden – H.I.V.E. series  
Andrew Norris – Aquila  
David Orme – Boffin Boy series  
Jane and Stephen Hawking - George's Cosmic Treasure Hunt  
Christopher Edge – The Many World's of Albie Bright, The Jamie Drake Equation  
Peter Bunzl – Cogheart (Steampunk)  
Vashti Hardy – Brightstorm (Steampunk)  
Phillip Reeve and Sarah McIntyre – Cakes in Space

## **POEMS OR RHYMING STORIES**

Colin McNaughton – Have You Seen Who’s Just Moved In Next Door To Us?  
Jonathan Long and Korky Paul – The Dog who could Dig, The Fish who could Wish, A Cat called Scratch  
Ruth Whenham – My Crazy Purple Pen  
Alan Ahlberg – It Was A Dark And Stormy Night, Please Mrs Butler, Heard it in the Playground.  
Alfred Noyes – The Highwayman (Y5/6)  
Julia Donaldson – Charlie Cook’s Favourite Book, A Squash and a Squeeze  
Clement C Moore – The Night Before Christmas  
Roald Dahl – Revolting Rhymes  
Steve Turner –The Day I fell Down the Toilet and other poems  
T S Eliot – Old Possum’s book of Practical Cats  
Michael and Clare Morpurgo –Where My Wellies Take Me  
Michael Rosen’s A to Z (of children’s poets)  
Charles Causley – Figgie Hobbin and other poems  
RL Stevenson – A Child’s Garden of Verses  
Hilaire Belloc – Cautionary Tales

## **PICTURE BOOKS FOR JUNIOR READERS**

Lauren Child – Who’s afraid of the Big Bad Book?  
Shaun Tan – The Arrival, Lost Thing , Rules of Summer, The Red Tree,  
Anthony Browne – You and Me, Zoo, Gorilla, Piggy Book, The Tunnel, Voices in the Park  
Uderzo and Goscinny – Asterix books (y5/6)  
Raymond Briggs – The Man, Fungus the Bogeyman, Father Christmas (y5/6)  
Colin and Jacqui Hawkins – School, Vampires  
Keith Graves – The Monsterator  
Michael Foreman – War Game, Dolphin Boy, A Child’s Garden, The Little Ships (y5/6)  
Jeannie Baker – Window, Belonging, Where the Forest Meets the Sea  
Colin Thompson – How to Live Forever, Falling Angels, The Paperbag Prince, Castles  
David Weisner – Tuesday, Flotsam, Hurricane, Free Fall  
Helen Ward –The Tin Forest  
Chris Van Allsburg – The Mysteries of Harris Burdick, Just a Dream, Jumanji, Polar Express  
Elys Dolan - Weasels  
Emily Gravett – Wolves, Meerkat Mail, The Rabbit Problem  
Oliver Jeffers – It wasn’t me, The Day the Crayons Quit (y3/4)  
Armin Greder – The Island (y6)  
Mini Grey –The Pea and the Princess, Traction Man series  
Paul Fleischman – The Matchbox Diary, The Dunderheads series  
Gary Northfield - Derek the Sheep  
Neil Gaiman – Wolves in the Walls, The Sleeper and The Spindle  
Herge – Tintin books

## **FUNNY/ HUMOROUS STORIES**

Roald Dahl – The Twits, Charlie and The Chocolate Factory, Matilda, George’s Marvellous Medicine, The BFG etc  
Roger Hargreaves –The Mr Men and Little Miss series (y3/4)  
Betty G Birney – The World According to Humphrey stories  
Steve Cole – Astrosaurs and Cows in Space series (y3/4)  
Jeremy Strong – The Hundred Mile an Hour Dog series; My Brother’s Famous Bottom series (y3/4)  
David Walliams – Gangsta Granny, Demon Dentist, Mr Stink, Ratburger etc  
Neil Gaiman – Fortunately, the Milk  
WC Flushing (aka Susan Gates) – Time Travelling Toilet series  
Liz Pichon - The Brilliant World of Tom Gates series (y5/6)  
Dave Pilkey – Captain Underpants stories  
Louis Sachar – Holes, There’s a boy in the girl’s bathroom (Y6)  
Lauren Childs – Clarice Bean stories  
Andy Stanton – Mr Gum series (y3/4)  
Kes Grey – Daisy series (y3/4)  
Dianne Wynne Jones – The Merlin Conspiracy series  
Jonathan Meres – The World of Norm series (y5/6)  
Chris Riddell – Ottoline series  
Lincoln Pierce – The Big Nate series  
Stephan Patis – Timmy Failure series  
Michael Lawrence – The Killer Underpants (Jiggy McCue series)  
Beverley Cleary – The Ramona stories (y3/4)  
Phillip Ardagh – The Grubtown Tales  
Dorothy Edwards – My Naughty Little Sister series (y3/4)  
Elizabeth Beresford – The Wombles series (y3/4)  
Francesca Simon – Horrid Henry series (y3/4)  
David Walliams – Gangsta Granny, Billionaire Boy etc  
David Baddiel – The Birthday Boy  
Guy Bass – Noah Scape Can’t Stop Repeating Himself

## **REAL LIFE/ ADVENTURE STORIES**

Judy Blume – Superfudge, It's not the End of the World  
Michael Morpurgo – Out of the Ashes, The Long Way Home, The Butterfly Lion, The Amazing Story of Adolphus Tips  
Bear Grylls – Mission Survival series  
Willard Price – Adventure series  
Lauren St John – The White Giraffe  
Malorie Blackman – Hacker (Y5/6)  
Eve Ibbotson – Journey to the Riversea, One Dog And His Boy  
Jacqueline Wilson – The Worst Thing About My Sister, Dustbin Baby, Double Act, Bad Girls, Sleepovers  
David Almond – My Name is Mina (Y5/6)  
Beverley Naidoo – Journey to Jo'burg (Y5/6)  
Giles Andreae – Billy Bonkers series (funny)  
Hiliary McKay – Casson Family  
Jean Ure – Ice Lolly, Jelly Baby  
Alan Gibbons – Total Football series  
Noel Streatfeild – Ballet Shoes, White Boots, Thursday's Child (historical)  
Lisa Thompson – Goldfish Boy, The Light Jar  
RJ Palacio – Wonder  
Beverley Naidoo – The Other Side of Truth (about immigration) (y6)  
Geraldine McCaughrean – Where the World Ends  
Anne Booth – Across the Divide  
Stewart Foster – Bubble Boy (y6)  
Natasha Farrant – The Children of Castle Rock  
MG Leonard – Beetle Boy series

## **DIARIES (fiction)**

Jeff Kinney – Diary of a Wimpy Kid series  
Rachel Renee Russell – Dork Diary series  
Jacqueline Wilson – The Story of Tracey Beaker, Daydreams and Diaries  
Steven Butler – The Diary of Dennis the Menace  
Marcia Williams – My Secret War Diary by Flossie Albright, Archie's War  
Holly Webb – Perfect Puppy: My Secret Diary  
Marcus Emerson – Diary of a 6<sup>th</sup> Grade Ninja series  
Jim Benton – Dear Dumb Diary series  
Jim Smith – Barry Loser series  
Tim Collins and Andrew Pinder – The Diaries of Dorkius Maximus series  
Meg Cabot – The Princess Diaries (y5/6)  
Dee Shulman – Polly Price's Totally Secret Diary  
Jean Ure – Shrinking Violet  
James Patterson – Middle School: How I Got Lost In London



## **MYSTERY/DETECTIVE/SPOOKY STORIES**

Enid Blyton - Famous Five or Secret Seven series  
Penelope Lively - The Wild Hunt of Hagworthy, The Ghost of Thomas Kempe (y5/6)  
Emil and the Detectives – Erich Kastner (classics)  
Lemony Snicket – A Series of Unfortunate Events books  
Janni Howker – The Nature of the Beast  
Siobhan Dowd – The London Eye Mystery  
Lauren St John – Rendezvous in Russia  
Neil Gaiman – The Graveyard Book, Coraline  
Derek Landy – Skulduggery Pleasant series (humorous) (y5/6)  
Caroline Lawrence - The Roman Mysteries series  
Louise Cooper – Short and Scary  
R L Steine – Goosebumps series (y5/6)  
Ali Sparkes – Shapeshifter series  
Gillian Cross – The Demon Headmaster series  
Lauren Child –Ruby Redfort series  
Andrew Cope – Spy Dog series (y3/4)  
Charlie Higson – The Young Bond series  
Anthony Horowitz – Alex Rider series  
Chris Ryan – Alpha Force series  
Robin Stevens – Murder Most Unladylike  
H S Norup -The Missing Barbegazi

## **TRUE STORIES, DIARIES (non-fiction) BIOGRAPHY/AUTOBIOGRAPHY**

Roald Dahl – Boy, Going Solo  
James Bowen – Bob: No Ordinary Cat, For the Love of Bob (y5/6)  
Anne Frank – Diary of a Young Girl (y6)  
Steve Backshall – Deadly Diaries, Deadly Pole to Pole Diaries  
Judith Kerr – When Hitler Stole Pink Rabbit  
John Boyne –The Boy in the Striped Pyjamas (y5/6)  
Maggie Fergusson - Michael Morpurgo: War Child to War Horse  
Michael Rosen - Fantastic Mr Dahl  
Michael Foreman -War Boy, After the War was Over; Memories of Childhood  
Megan M Gunderson – Jeff Kinney  
Michael Morpurgo – War Horse (WW1), Running Wild (Asian Tsunami)

## **CLASSICS (written 50+ years ago)**

Alan Garner – Weirdestone of Brisingamen, Elidor, The Owl Service (fantasy),  
Johanna Spyri – Heidi (historical real life)  
Frances Hodgson Burnett – The Secret Garden, The Little Princess, Little Lord Fauntleroy  
(historical real life)  
E Nesbit – The Bastable Series (eg Treasure Seekers, The Wouldbegoods); The Psammead  
Series (eg The Phoenix and the Carpet, Five Children and It – historical fantasy); The  
Railway Children (historical real life)  
R L Stevenson – Treasure Island, Kidnapped, Dr Jekyll and Mr Hyde (historical adventure)  
Mark Twain – Huckleberry Finn, Tom Sawyer (US historical); The Prince and the Pauper  
(historical – Tudors)  
Joan Aitkin – The Wolves of Willoughby Chase (historical fantasy)  
AA Milne – Winnie the Pooh  
Margery Williams – The Velveteen Rabbit (talking animals)  
Joyce Lankaster Briesley – Milly Molly Mandy series (historical, real life)  
Rev W Awdry – Little Trains series (historical)  
Ursula Moray Williams – The Adventures of the Little Wooden Horse, Gobbolino the Witch's  
Cat  
Clive King – Stig of the Dump (adventure)  
P L Travers – Mary Poppins (historical)  
Astrid Lindgren – Pippi Longstocking series (funny)  
Mary Norton – Bednobs and Broomsticks, The Borrowers series  
Lewis Carroll – Alice in Wonderland (Fantasy/ Imaginary Worlds)  
John Masefield – The Box of Delights (fantasy)  
Captain F Marryatt – The Children of the New Forest (Historical adventure – set in Stewart  
times)  
Daniel Defoe – Robinson Crusoe (adventure)  
J M Barrie – Peter Pan (fantasy/ imaginary worlds)  
Frank L Baum – The Wizard of Oz (fantasy/ imaginary worlds)  
Anna Sewell – Black Beauty (talking animal stories)  
Oscar Wilde – The Happy Prince  
Tove Jansson – Finn Family Moomintroll series (fantasy)  
Henry Williamson – Tarka the Otter (animal)

## **HISTORICAL STORIES (set in the past)**

Michael Morpurgo – My Friend Walter, Private Peaceful, War Horse etc (y5/6)  
Jacqueline Wilson – Hetty Feather, Opal Plumstead (Victorian)  
Michelle Magorian – Goodnight Mr Tom (y5/6) (WW2)  
Eve Garnett – The Family from One End Street  
Leon Garfield – Smith (y5/6)  
Arthur Ransome – Swallows and Amazons series (also real life/adventures)  
Susan Coolidge – What Katy Did series (classics)  
Louisa M Alcott – Little Women (classics – American Civil War)  
J Meade Faulkner – Moonfleet (classics)  
Jack London – Call of the Wild (classics)  
L M Montgomery – Anne of Green Gables (classics)  
E H Porter – Pollyanna (classics)  
William Mayne – The Earthfasts trilogy (King Arthur)  
Rosemary Sutcliff – The Eagle of the Ninth (Romans)  
Robert Swindells – Blitzed! (WW2)  
Ian Serrailier – The Silver Sword (WW2) (y5/6)  
Jamila Gavin – Coram Boy (Victorian)  
Berlie Doherty – Street Child (Victorians)  
Maz Evans – Who Let the Gods Out? (Ancient Greece)  
Katherine Rundell – Rooftoppers  
Emma Carroll – Letters from the Lighthouse (WW2)  
Jeremy Strong -There's a Viking in my Bed, Romans on the Rampage

## **TIME SLIP/ TIME TRAVEL/ FLASHBACK STORIES**

Alex Scarrow – The Time Riders series  
Rick Riordan – Percy Jackson series, Trials of Apollo series.  
Nina Bawden – Carrie's War  
Michael Morpurgo – Kensuke's Kingdom  
Phillippa Pearce – Tom's Midnight Garden  
Alison Uttley – A Traveller in Time  
Penelope Lively – A Stitch in Time  
HG Wells – The Time Machine (y6)  
Julia Jarman – Time Travelling Cat series  
Charles Dickens - A Christmas Carol  
Ronald Welch – The Gauntlet  
Various authors – Dr Who series  
Malorie Blackman – Thief!  
Dave Pilkey - Captain Underpants and the Revolting Revenge of the Radioactive Robo-Boxers  
Christopher Edge – The Infinite Lives of Maisie Day (y5/6)  
Fleur Hitchcock – The Yoghurt Plot  
Ross Welford – Time Travelling with a Hamster  
Helen Cresswell - Moondial

## **TALKING ANIMAL STORIES**

Kenneth Grahame – The Wind in the Willows  
Richard Adams - Watership Down (y4+)  
EB White – Charlotte’s Web, Stuart Little  
Robert C O’Brien – Mrs Frisby and the Rats of NIMH  
Dick King Smith – The Sheep Pig, The Hodgeheg (and many other books)  
Hugh Lofting – Dr Dolittle series  
George Orwell – Animal Farm (y5/6)  
Roald Dahl – The Fantastic Mr Fox  
Dodie Smith – 101 Dalmations  
Katie DiCamillo- Tales of Despereaux, Flora and Ulysses  
Beatrix Potter – Any of her series  
Michael Bond – Paddington series  
Colin Dann – The Animals of Farthing Wood  
Anne Fine – The Diary of a Killer Cat (diary)  
Jill Tomlinson – The Owl who was Afraid of the Dark series  
Erin Hunter – Warriors series  
S F Said – Varjak Paw  
Kieran Larwood – The Legend of Podkin One Ear

## **NEWSPAPERS**

Most adult newspapers are unsuitable for children. We recommend the children’s newspaper First News (available from newsagents or to borrow from school) or the BBC Newsround website.



# Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*