



# Solent Junior School

## How to support your child with reading

Tuesday 23rd April 2024  
Monday 20<sup>th</sup> May 2024



CHILDREN ARE  
MADE READERS  
ON THE LAPS  
OF THEIR PARENTS.

- EMILIE BUCHWALD

 BilingualKidspot.com





- Look at what the research says about reading and its importance
- Understand the importance of fluency and how you can build this at home
- Have a clear understanding of reading strategies used at school
- Give hints and tips of how to get your child reading at home



The survey of 71,400 children and young people by the National Literacy Trust early in 2023 has revealed that **fewer than one in three children (28%) aged eight to 18 read daily for enjoyment**. While this remains the same as for 2022, the figure stood at 38% when the survey began in 2005, marking a 26% fall in those who read daily.

# Why is there a decline in reading for pleasure?

01 Games and online distractions

02 Rise in social media

03 Find books boring

04 Lack of time

05 Not being read to from an early age by adults (at home and school)

06 Seeing reading as a process for learning rather a pleasure activity





‘Reading for pleasure’ is being confused with ‘literacy’ by many parents at home who commonly don’t realise that the more it’s pushed as a school subject, the less likely a child is to choose to do it. In the school environment, the national curriculum focuses on reading skills above reading pleasure. However, when pleasure drives reading, children achieve more.



## Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

James

reads 20 minutes per night,  
5 times per week



Travis

reads only 4 minutes per night  
...or not at all



In one week:

100  
minutes of reading



20  
minutes of reading

In one month:

400  
minutes of reading



80  
minutes of reading

In one school year (9 months):

3600  
minutes of reading



720  
minutes of reading

By the end of eighth grade:

28,800  
minutes of reading



5760  
minutes of reading

Which student would you expect to read better?  
Which student would you expect to know more?  
Which student would you expect to write better?  
Which student would you expect to have a better vocabulary?  
Which student would you expect to be more successful in school and life?  
How do you think each student will feel about himself as a learner?



GREER GENIUS  
READING CULTURE IN THE 21ST CENTURY

# Why is reading for pleasure vital?

## HERE'S THE IMPACT OF READING 20 MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to  
**1.8 MILLION**  
words per year  
and scores in  
**90th PERCENTILE**  
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to  
**282,000**  
words per year  
and scores in  
**50th PERCENTILE**  
on standardized tests

A student who reads

1:00

minute per day




will be exposed to  
**8,000**  
words per year  
and scores in  
**10th PERCENTILE**  
on standardized tests

Source: Nagy, Anderson and Herman, 1987

## The Benefits of Reading 20 Minutes a Day

- 📖 IMPROVED VOCABULARY...
- 📖 BUILDING EMPATHY. ...
- 📖 SHARPENING READING COMPREHENSION. ...
- 📖 DEVELOPING WRITING SKILLS...
- 📖 SCORING HIGHER ON TOUGH EXAMS.



- 
- Reading from an early age is important as research shows that if children are not secure and fluent readers by Year 2, it is very difficult to then develop a love of reading going forward.
- 
- In order to get children fluent in reading, their phonic knowledge must be embedded within EYFS and KS1.
- 
- Read to children from day zero!

## Brain Development

Babies are born learning. From birth to age 3 are critical years for the development of language skills that are foundational for future learning success.

Parents are a child's first and most important teacher.

## Knowledge

Books are a pleasure, yes, and they are also informative. You and your child can learn something new when you read aloud.

## Language

The number of words that a child knows when he or she enters kindergarten is the most important predictor of a child's success or failure.

Reading aloud grows your child's vocabulary and introduces many words and concepts that you might not use in everyday conversation.



## Why Read Aloud?

## Love of Reading

Parents that read aloud demonstrate that reading is important, that reading is pleasurable, that reading is valued.

## Bonding

Is there anything better than sharing a good book with a child in your lap?

## Literacy Skills

Vocabulary. Phonics. Familiarity with the printed word. Storytelling. Comprehension. Reading aloud is invaluable for building literacy skills.



**Ten minutes a day could  
change everything...**

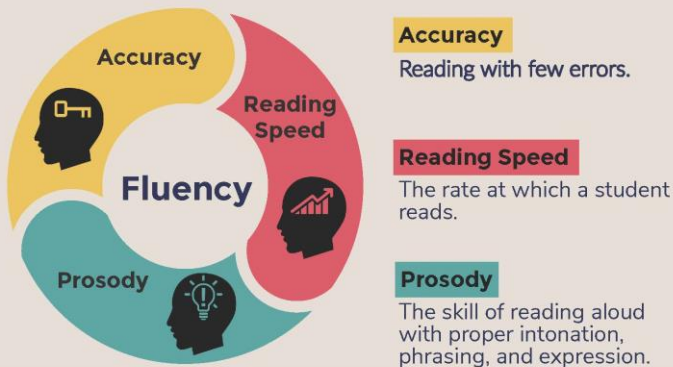




# What is fluency and why is it important?

## What is Fluency?

Oral reading fluency includes 3 parts.



**Why should we focus on Fluency?**

Fluency is not an end in itself but a critical gateway to comprehension. Fluent reading frees cognitive resources to process the meaning of what is being read.

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Basically, if the brain's processing power isn't being used up by working out how to read a word, it can concentrate on understanding and enjoying the text.



## Three ways you can help build fluency at home...



**Read and follow** – the adult reads the text and the child follows along with their finger. This helps the child with word recognition and models to them how they should read with fluency.



**My turn, your turn** – take turns reading a page or a paragraph. Here you are modelling how to read with fluency, flow and expression.



**Echo Reading** – as you read, the child copies. It is important here to pace yourself and read at a rate that your child can keep up with.



# Destination Reader

Destination Reader is an approach to teaching reading through engaging daily, structured sessions that support children to read with greater understanding, enjoyment and purpose.



# Destination Reader










The approach involves:

- 📖 Building a whole school reading ethos
- 📖 Progression and assessment of reading strategies
- 📖 Interactive lessons with clear modelling and discussion to develop comprehension
- 📖 Learning behaviours to ensure supportive and purposeful partner talk
- 📖 Teaching and modelling of written comprehension strategies to build active readers who can interpret questions

# Reading Strategies

Each day, children will focus on a different reading strategy. These include:

-  Predicting
-  Making connections
-  Asking questions
-  Evaluating
-  Inferring
-  Summarising
-  Clarifying












# Sentence Stems

Each reading strategy is accompanied by a different set of sentence stems.

These stems are displayed in the classroom for the children to refer back to.

We encourage them to use these sentence stems during their reading time with their partner, whilst we circulate the room listening to conversations.

This section of the lesson is also modelled during the input.

Sentence Stems for DR	
Bookmark	
<b>Predicting</b>  <p>I wonder if I predict I think that I bet that I imagine I think * will happen I think I will learn I think it will be set out The next part will be about</p> <p style="text-align: center;">because</p>	<b>Inferring</b>  <p>The word * tells me The part * tells me This makes me think that I think this <b>character</b> because I think the <b>setting</b> is I think the <b>mood</b> is I think the writer's viewpoint is I think this character's viewpoint is</p>
<b>Asking questions</b>  <p>Who What When Where I wonder Why How What if Why do you think How do you think How do we know</p>	<b>Evaluating</b>  <p><b>Language</b> The word/phrase * works well because I like the way the author uses * it makes me think about I think it would have read better if It's very clever the way the author uses * because The sentence * has high impact because <b>Organisation</b> The text is organised well because The presentation helps the reader because The structure could be improved by</p>
<b>Clarifying</b>  <p>I think that means  I didn't understand What does * mean?  I need to reread this part because * is a tricky word so I  I didn't understand * so I  Let's reread because it didn't make sense.</p>	<b>Making connections</b>  <p><b>Text to self:</b> I know about this because I I've been to / seen I saw a programme about this I can identify with this character because <b>Text to text:</b> I think this book is a * (<i>genre</i>) book because This reminds me of * because This is similar to * because This character is similar to * because <b>Text to world:</b> This links to This is because</p>
<b>Summarising</b>  <p>The key idea is The most important ideas are * and I know that because This part is about The headline would be In 10 words The main theme is</p>	<b>Learning Behaviours</b> <p>Support and actively listen to others Discuss and explain our ideas Take responsibility for your own and your group's learning.</p>



# An Example from a Year 4 lesson



**Key Questions: What do you think the genre of this book is?**  
**Have you seen any TV programmes/films about the Amazon Rainforest?**

### Making connections Stems



#### **Links text to self:**

I know a lot about this because  
I've been to / seen ...  
I saw a programme about this  
I can identify with this character  
because .....

#### **Links text to text:**

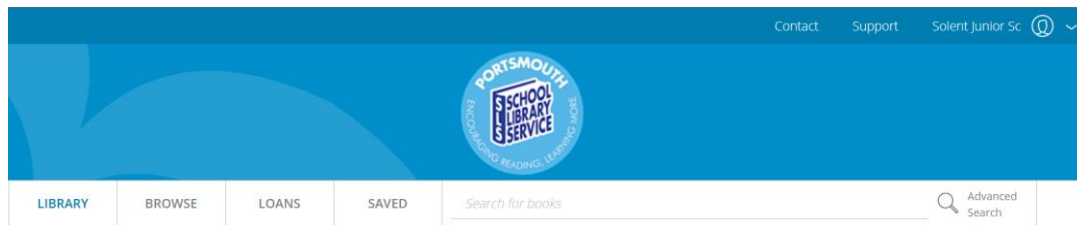
I think this book is a (genre) book.  
This reminds me of ...  
This is similar to  
This character is similar to ...  
because

#### **Links text to world:**

This links to ...  
This is because ...


# Helpful Links

- [www.booksfortopics.com](http://www.booksfortopics.com)
- [SLS library service- https://portsmouth.eplatform.co/](https://portsmouth.eplatform.co/)



- <https://literacytrust.org.uk/family-zone/5-8/useful-websites-5-8/>

# Reading at Home With Your Child



## Build

Build reading together into your daily routine.

## Find

Find a quiet, comfortable place to read together away from any distractions.

## Recap

If it is the same book, ask your child to **recap** what has happened so far.

## Start

If it is a new book, **start** by looking at the cover, title, pictures and blurb.

## Discuss

Discuss and research the meaning of any unfamiliar words or phrases.

## Allow

If your child mispronounces a word, do not interrupt. **Allow** them time to self-correct.

## Check

**Check** their understanding of the book. Ask questions - Why..? How..? Who..? When..? Where..? What..?

## Connect

Try to **connect** the story to your child's own world.

## Ask

Ask about their opinion of the book. Discuss story, style likes and dislikes.

## Predict

Ask your child to **predict** what they think is going to happen next.

# Supporting Reading at Home

## Reading: helping your child to read.

*"If you are going to get anywhere in life, you have to read a lot of books." Roald Dahl*

### Reading at Home

You as a role model in your child's life, play a vital part in developing your child's attitude to reading. To improve your child's chances of becoming a keen and confident reader, you must demonstrate an enthusiasm towards reading and encourage your child to take an interest in print around them.

- on packaging labels and instructions;
- on information boards and menus;
- comics, newspapers, magazines, websites, recipe books, birthday cards, and even shopping lists.

### How to support at your child at home:

- reading should be enjoyed! Find a comfortable place to read. Be patient and use praise often.
- make reading a daily routine. Aim to listen to your child read aloud for 10 or more.
- read to your child. Enjoying books together and model to them how an expert reads.

Remember praise is a great motivator! Always remind your child how well they are doing and how proud you are of their reading.

### The benefits of reading books.

- exercises your brain
- increases your ability to empathise with others
- reduces stress
- books are a good topic of conversation
- books are a window to the world
- provides knowledge and information
- free entertainment
- develops creativity
- good for memory
- enriches language and vocabulary
- better writing skills

### Discuss the text (book talk)

New book: Look at the cover. What is it about? Who is the author? What is the title? What type of book is it?

Partially read book: What have you liked so far? Can you explain what's happened? Who is the main character? Where does the story take place?

### Listen to your child read

You can:

- praise and encourage often
- check understanding of unfamiliar words and teach new vocabulary
- encourage them to re-read words and sentences to improve accuracy
- model reading with expression and ask your child to copy
- ask questions to check for understanding

They can:

- sound out unfamiliar words in chunks and blend them
- use pictures as clues to unfamiliar words or infer more information about the text

### Question for understanding

Ask a question or two using the example stems below:

	Year 2	Year 3 - Year 6
Vocabulary	What does the word ... mean in this sentence? What does this word or phrase tell you about ...?	What do the words ... and ... suggest about the character, setting and mood? Find one word in the text which means ... Which word tells you that ...?
Infer	Why was ...? feeling ...? What do you think the author intended when they said ...?	How can you tell that ...? What impression of ...? do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think that? What is happening? What do you think happened before?	Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
Retrieve	How many ...? What happened to ...? What happened after ...? What was the first thing that happened in the story?	How would you describe this story/text? opening/middle/end of the story? In what order do these chapter headings come in the story?
Sequence	Summarise	

# Supporting Reading at Home

This leaflet has been designed to give guidance to parents/carers on how to support reading at home, as well as explaining why it is important.

## Printing

Simply select the doubled sided printing option in your PDF reader and chose flip it on the long edge option.



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provides knowledge and information

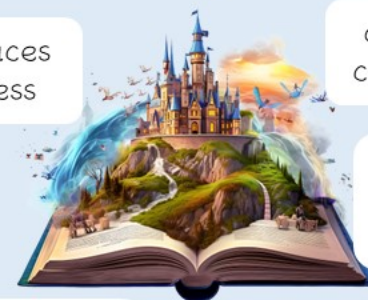
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reduces stress

develops creativity

good for memory



books are a good topic of conversation

enriches language and vocabulary

better writing skills

improves concentration and focus

books are a window to the world

books pose questions to stimulate further thinking



The ability to read fluently and with comprehension (understanding) is the most fundamental skill that children will learn. Children will first need to 'learn to read' to be able to 'read to learn'.

### Discuss the text (book talk)

**New book:** look at the cover. What is it about? Who is the author? What is the title? What type of book is it?

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Infer	Why was ...? feeling ...? What do you think the author intended when they said ...?	How can you tell that ...? What impression of ...? do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text? What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find the phrases which show this. How does the author engage the reader here? Why is the text arranged this way?
Retrieve	How many ...? What happened to ...?	How would you describe this story/text? What genre is it? How do you know?
Sequence Summarise	What happened after ...? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter heading come in the story?

### Discuss the text (book talk)

What did you like about it? Why?

Was there anything you disliked? Why?

Were there any parts that confused you?

Did it remind you of anything else you've read?





# 5 ways for families to have fun reading at home



## 1

### Be curious



Asking questions and talking about the book is a great way to form connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and what it suggests the book could be about. Then share ideas about what you've been reading. You could talk about the characters, something that has surprised you, what something reminds you of or how it made you feel.

**You might ask questions like, "how did it make you feel when....", "why do you think this happened?", or "what do you think will happen next?" then give children plenty of time to think and respond.**

Make sure you give your child the chance to ask questions too. Children, (and adults!), often enjoy reading the same book again and again – this provides an important opportunity for children to get to know the story well, develop confidence and increase comprehension and vocabulary.

## 2

### Be playful



Start by making a calm and comfortable place for your family to relax and read independently or together. You might be reading the same book together, reading different things at the same time or getting your children to read together. This can be relaxing and fun for you all and just a few minutes each day can have a big impact on children of all ages. Be guided by your child and when you feel is the best time to read together – what matters most is that they enjoy it.

**Why not try acting out your favourite parts of the story together, using different voices and dramatic actions. Have fun letting go!**

Helping your child to see reading as play time rather than work time is one of the most powerful ways to help your child engage in books and become a lifelong reader.

## 3

### Be creative



Bring reading to life by getting involved in some crafty activities related to the book. It provides the perfect opportunity to talk about the story you've been reading too.

**Why not try drawing some of the characters or creating a picture to show a different setting. You could then use these to retell the story or make up your own version.**

## 4

### Be imaginative







Help engage your child in a way that suits them. This could mean creating treasure hunts that include finding similar objects that were in the book you shared, making a recipe that you read together or play a game where you pretend to be the characters in the book. Try using different voices, sound effects or actions as you read. If that all sounds too much, how about making a book tent with a blanket and some pegs – it could be a cave, a den or a castle depending on the story you are sharing.

**Gift books as presents. Encourage book swaps between friends and family and encourage your child to always carry a book with them, so they are never bored! on the bus, while waiting for a sibling to do an activity, or when they need a bit of quiet in a busy household.**

## 5

### Be ready to read anywhere, anytime!

Reading isn't limited to storybooks! We are immersed in a world of print, which can be shared anywhere and at any time. Read yourself and help your child to join in, this could be anything, including...**magazines, postcards, comic books, travel brochures, sports programmes, toy boxes, or labels on clothing and food.** Local libraries are perfect for finding a rich and diverse mix of story and factual texts, as well as poetry and audiobooks.

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it.	  
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	
Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says... On the one hand you could say ... but on the other ... is similar to .... because ..... This character is .... because ..... The main idea is that .... In summary... because ...		
Building on other's answers	Agreeing	I agree with ... because ... I'd like to add to that point ....	
	Disagreeing / challenging and offering alternative	Or... It could be but..... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we thought about...? Another point I wish to make is ... On reflection I no longer think that .....	
Take responsibility for our own/group's learning			1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear about...? Does anyone feel they need some more explanation? We worked well today because we .... Today didn't work well because ..... Our target next time should be to ...		

# Destination Reader



## Predicting



- I wonder if
- I predict
- I think that
- I bet that
- I imagine
- The next part will be about



**because**

## Inferring



- This word tells me
- This part tells me
- This makes me think that
- I think this **character**
- I think the **setting** is



**because**

## Asking questions



- Who
- What
- When
- Where
- Why?
- How?

## Evaluating



### Language

- The word/phrase \* works well **because**
- I like the way the author uses \* it makes me think about
- The sentence \* has high impact **because**

## Clarifying



- I think that means
- I didn't understand
- What does \* mean?
- \* is a tricky word so I

## Making connections



### Text to self:

- I know about this **because** I
- I've been/seen
- I saw a programme about this
- I can identify with this character **because**

### Text to text:

- I think this book is a \* (*genre*) book **because**
- This reminds me of \* **because**
- This is similar to \* **because**

## Summarising



- This part is about
- The heading would be
- The main theme is

## Learning Behaviours

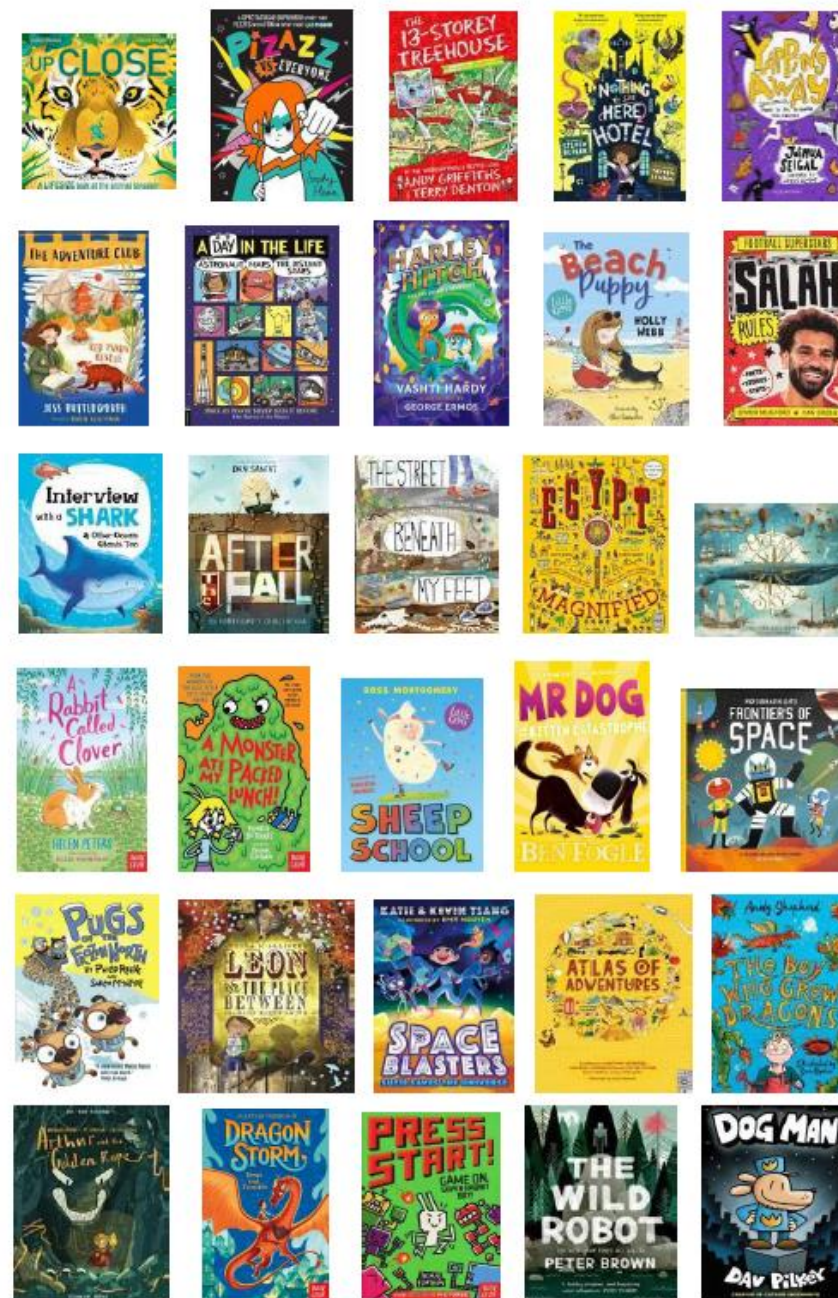
- ❖ **Support and listen to others**
- ❖ **Discuss and explain our ideas**
- ❖ **Take responsibility for your own learning.**



# 50 Recommended Reads for...

## Year 3

(ages 7-8)



SCAN ME

[www.booksfortopics.com/year-3](http://www.booksfortopics.com/year-3)

For more primary school booklists, visit [booksfortopics.com](http://booksfortopics.com)



## 50 Recommended Reads for ... Year 3

(ages 7-8)

Which ones have you read?



	<input type="checkbox"/> <b>The Mammoth Adventure</b> Philippa Gregory & Chris Chatterton		<input type="checkbox"/> <b>Varjak Paw</b> S F Said & Dave McKean
	<input type="checkbox"/> <b>The Worst Witch</b> Jill Murphy		<input type="checkbox"/> <b>The Iron Man</b> Ted Hughes & Chris Mould
	<input type="checkbox"/> <b>Charlotte's Web</b> E B White		<input type="checkbox"/> <b>Pizzaz vs Everyone</b> Sophy Henn
	<input type="checkbox"/> <b>The Creakers</b> Tom Fletcher & Shane Davies		<input type="checkbox"/> <b>A Rabbit Called Clover</b> Helen Peters & Ellie Snowden
	<input type="checkbox"/> <b>Kitty Quest</b> Phil Corbett		<input type="checkbox"/> <b>Dog Man</b> Dav Pilkey
	<input type="checkbox"/> <b>Mayor Bunny's Chocolate Town</b> Elys Dolan		<input type="checkbox"/> <b>The Three Billy Goats Gruff</b> Mac Barnett & Jim Klassen
	<input type="checkbox"/> <b>Charlie Changes Into A Chicken</b> Sam Copeland & Sarah Home		<input type="checkbox"/> <b>Sheep School</b> Ross Montgomery & Marisa Morea
	<input type="checkbox"/> <b>Game On, Super Rabbit Boy</b> Thomas Flinham		<input type="checkbox"/> <b>Faruq and the Wiri Wiri</b> Sophia Payne & Sandhya Prabhat
	<input type="checkbox"/> <b>My Encyclopedia of Very Important Sport</b> DK		<input type="checkbox"/> <b>Armstrong</b> Torben Kuhlmann
	<input type="checkbox"/> <b>Leonora Bolt</b> Lucy Brandt & Gladys Jose		<input type="checkbox"/> <b>The 13-Storey Treehouse</b> Andy Griffiths & Terry Denton
	<input type="checkbox"/> <b>Selfies with Komodos</b> Brian Moses & Ed Boxall		<input type="checkbox"/> <b>The Nothing to See Here Hotel</b> Steven Butler & Steven Lenton
	<input type="checkbox"/> <b>The Puffin Keeper</b> Michael Morpurgo & Benji Davies		<input type="checkbox"/> <b>Yapping Away</b> Joshua Seigal & Sarah Home
	<input type="checkbox"/> <b>A Wild Child's Book of Birds</b> Dara McNulty & Barry Falls		<input type="checkbox"/> <b>Red Panda Rescue</b> Jess Butterworth & Kirsti Beautyman

## 50 Recommended Reads for ... Year 3

(ages 7-8)



	<input type="checkbox"/> <b>Harley Hitch and the Fossil Mystery</b> Vashti Hardy & George Emros		<input type="checkbox"/> <b>Courage Out Loud</b> Joseph Coelho & Daniel Gray-Barnett
	<input type="checkbox"/> <b>A Day in the Life of an Astronaut, Mars and the Distant Stars</b> Mike Barfield & Jess Bradley		<input type="checkbox"/> <b>Professor Astro Cat's Frontiers Of Space</b> Dominic Walliman & Ben Newman
	<input type="checkbox"/> <b>The Beach Puppy</b> Holly Webb & Ellie Snowden		<input type="checkbox"/> <b>Dragon Storm</b> Alastair Chisholm, Eric Deschamps & Ben Mantle
	<input type="checkbox"/> <b>Salah Rules</b> Simon Mugford & Dan Green		<input type="checkbox"/> <b>Leon And The Place Between</b> Angela McAllister & Grahame Baker-Smith
	<input type="checkbox"/> <b>Interview with a Shark &amp; Other Ocean Giants Too</b> Andy Seed & Nick East		<input type="checkbox"/> <b>A Monster Ate My Packed Lunch</b> Pamela Butchart & Thomas Flinham
	<input type="checkbox"/> <b>After The Fall</b> Dan Santat		<input type="checkbox"/> <b>Atlas Of Adventures</b> Lucy Letherland
	<input type="checkbox"/> <b>The Street Beneath My Feet</b> Charlotte Gullian & Yuval Zommer		<input type="checkbox"/> <b>The Boy Who Grew Dragons</b> Andy Shepherd & Sara Ogilvie
	<input type="checkbox"/> <b>Egypt Magnified</b> David Long & Harry Bloom		<input type="checkbox"/> <b>The Wild Robot</b> Peter Brown
	<input type="checkbox"/> <b>Ocean Meets Sky</b> The Fan Brothers		<input type="checkbox"/> <b>Arthur and the Golden Rope</b> Joe Todd-Stanton
	<input type="checkbox"/> <b>Pugs of the Frozen North</b> Philip Reeve & Sarah McIntyre		<input type="checkbox"/> <b>Up Close</b> Isobel Thomas & Dawn Cooper
	<input type="checkbox"/> <b>Mr Dog and the Kitten Catastrophe</b> Ben Fogle, Steve Cole & Nicolas Ilic		<input type="checkbox"/> <b>Libby And The Parisian Puzzle</b> Jo Clarke & Becka Moor
	<input type="checkbox"/> <b>Suzie Saves the Universe</b> Katie Tsang, Kevin Tsang & Amy Nguyen		<input type="checkbox"/> <b>Rainforest Warrior</b> Anita Ganeri & Margaux Carpenter

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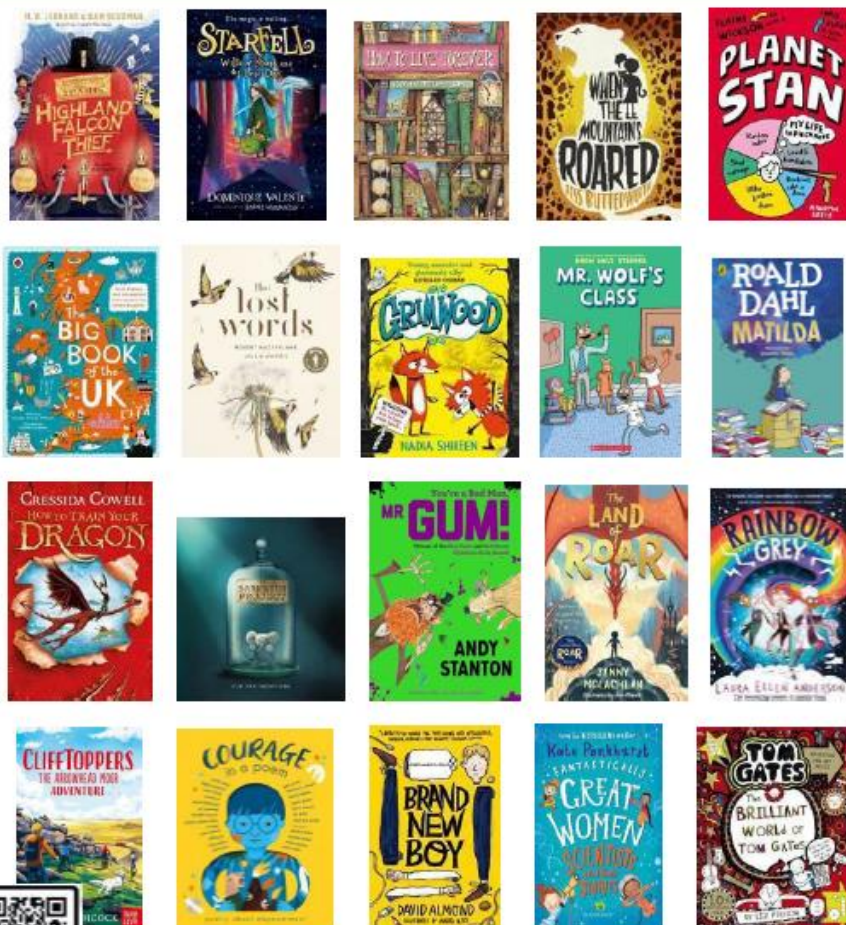
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# 50 Recommended Reads for...

# Year 4

(ages 8-9)



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## 50 Recommended Reads for... Year 4

(ages 8-9)

Which ones have you read?



	<input type="checkbox"/> <b>The Lion, The Witch And The Wardrobe</b> CS Lewis		<input type="checkbox"/> <b>The Land of Roar</b> Jenny McLachlan & Ben Mantle
	<input type="checkbox"/> <b>Willow Moss and the Lost Day</b> Dominique Valente & Sarah Warburton		<input type="checkbox"/> <b>Rainbow Grey</b> Laura Ellen Anderson
	<input type="checkbox"/> <b>How To Live Forever</b> Colin Thompson		<input type="checkbox"/> <b>The Arrowhead Moor Adventure</b> Fleur Hitchcock
	<input type="checkbox"/> <b>The Queen's Nose</b> Dick King-Smith		<input type="checkbox"/> <b>Unbelievable Football</b> Matt Oldfield
	<input type="checkbox"/> <b>Planet Stan</b> Elaine Wickson & Chris Judge		<input type="checkbox"/> <b>Brand New Boy</b> David Almond & Marta Altés
	<input type="checkbox"/> <b>The Lost Words</b> Robert Macfarlane & Jackie Morris		<input type="checkbox"/> <b>Call Me Lion</b> Camilla Chester
	<input type="checkbox"/> <b>The Big Book of the UK</b> Imogen Russell Williams & Louise Lockhart		<input type="checkbox"/> <b>The Brilliant World of Tom Gates</b> Liz Pichon
	<input type="checkbox"/> <b>A Street Through Time</b> DK & Steve Noon		<input type="checkbox"/> <b>The Great Barrier Reef</b> Helen Scales & Usk Feng
	<input type="checkbox"/> <b>Greek Heroes</b> Marcia Williams		<input type="checkbox"/> <b>Grimwood</b> Nadia Shireen
	<input type="checkbox"/> <b>Bunny vs Monkey</b> Jamie Smart		<input type="checkbox"/> <b>Apes To Zebras</b> Liz Brownlee, Sue Hardy-Dawson & Roger Stevens
	<input type="checkbox"/> <b>How To Train Your Dragon</b> Cressida Cowell		<input type="checkbox"/> <b>Welcome To My Crazy Life</b> Joshua Selgal & Chris Plascik
	<input type="checkbox"/> <b>The Barnabus Project</b> The Fan Brothers		<input type="checkbox"/> <b>Wild Animals of the World</b> Dieter Braun
	<input type="checkbox"/> <b>Matilda</b> Roald Dahl & Quentin Blake		<input type="checkbox"/> <b>Anisha Accidental Detective</b> Serena Patel & Emma McCann

## 50 Recommended Reads for ... Year 4

(ages 8-9)



	<input type="checkbox"/> <b>Courage in a Poem</b> Various Poets		<input type="checkbox"/> <b>Illumanatomy</b> Kate Davies & Camovsky
	<input type="checkbox"/> <b>Song of the Dolphin Boy</b> Elizabeth Laird & Peter Bailey		<input type="checkbox"/> <b>Picture Perfect</b> Serena Patel & Louise Forshaw
	<input type="checkbox"/> <b>When The Mountains Roared</b> Jess Battenworth		<input type="checkbox"/> <b>The Girl Who Stole an Elephant</b> Nizvana Farook
	<input type="checkbox"/> <b>The Boy at the Back of the Class</b> Onjali Q Rauf		<input type="checkbox"/> <b>Space Band</b> Tom Fletcher
	<input type="checkbox"/> <b>The Highland Falcon Thief</b> MG Leonard, Sam Sedgman & Elsa Paganelli		<input type="checkbox"/> <b>The Monster Maker</b> Gareth P Jones & Louise Forshaw
	<input type="checkbox"/> <b>Peanut Jones and the Illustrated City</b> Rob Biddulph		<input type="checkbox"/> <b>Sky</b> Holly Webb
	<input type="checkbox"/> <b>Squid Happens</b> Isabel Roxas		<input type="checkbox"/> <b>Fantastically Great Women Scientists and Their Stories</b> Kate Pankhurst
	<input type="checkbox"/> <b>I Talk Like a River</b> Jordan Scott & Sydney Smith		<input type="checkbox"/> <b>Shackleton's Journey</b> William Gill
	<input type="checkbox"/> <b>You're a Bad Man Mr Gum</b> Andy Stanton		<input type="checkbox"/> <b>The Great Chocoplot</b> Chris Callaghan
	<input type="checkbox"/> <b>Race to the Frozen North</b> Catherine Johnson		<input type="checkbox"/> <b>Earth is Big</b> Steve Tomecek & Marcos Farina
	<input type="checkbox"/> <b>Magicat</b> Jennifer Gray, Amanda Swift & Richard Watson		<input type="checkbox"/> <b>What it was like to be a Viking</b> David Long & Stefano Tambellini
	<input type="checkbox"/> <b>Joan Procter, Dragon Doctor</b> Patricia Valdez & Felicitia Sala		<input type="checkbox"/> <b>Mr Wolf's Class</b> Aron Nels Steinkke

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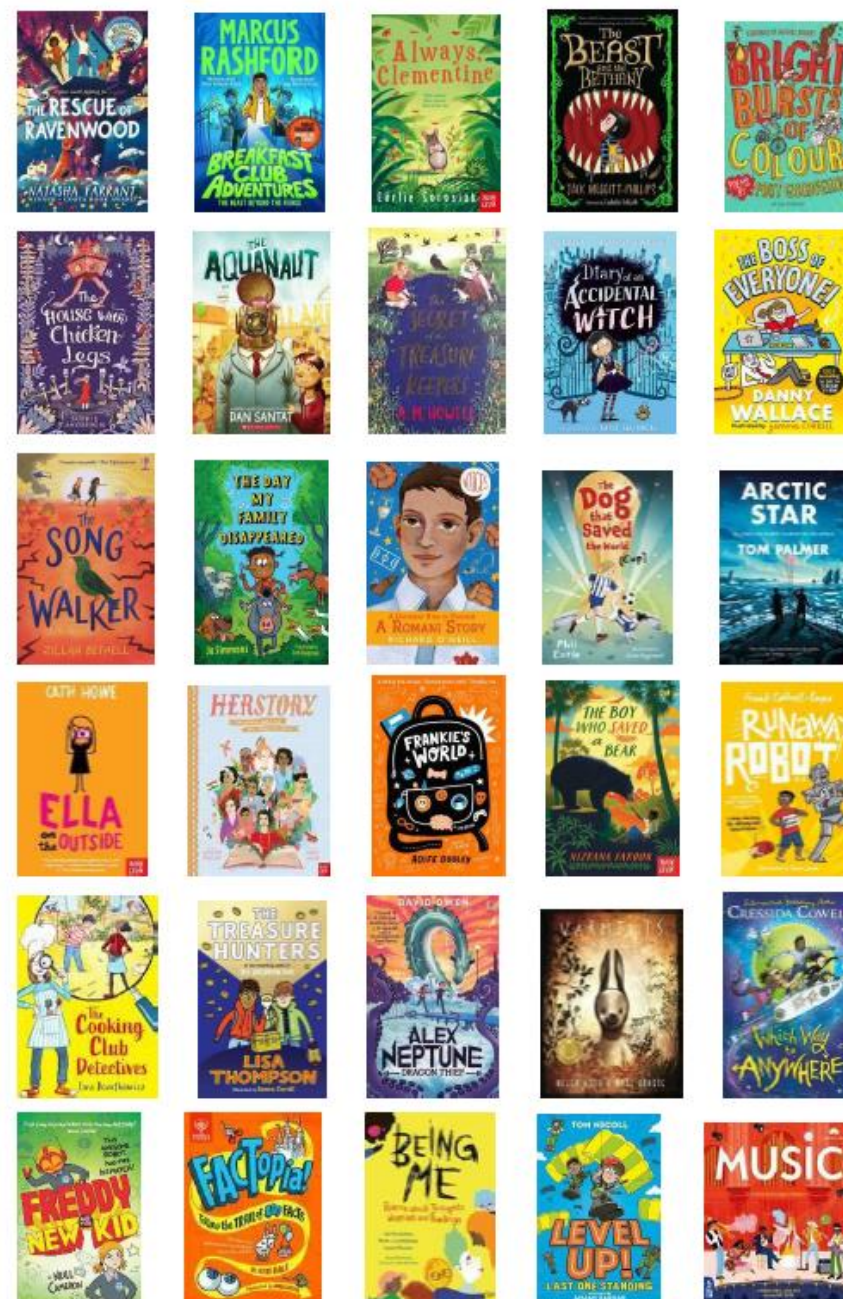
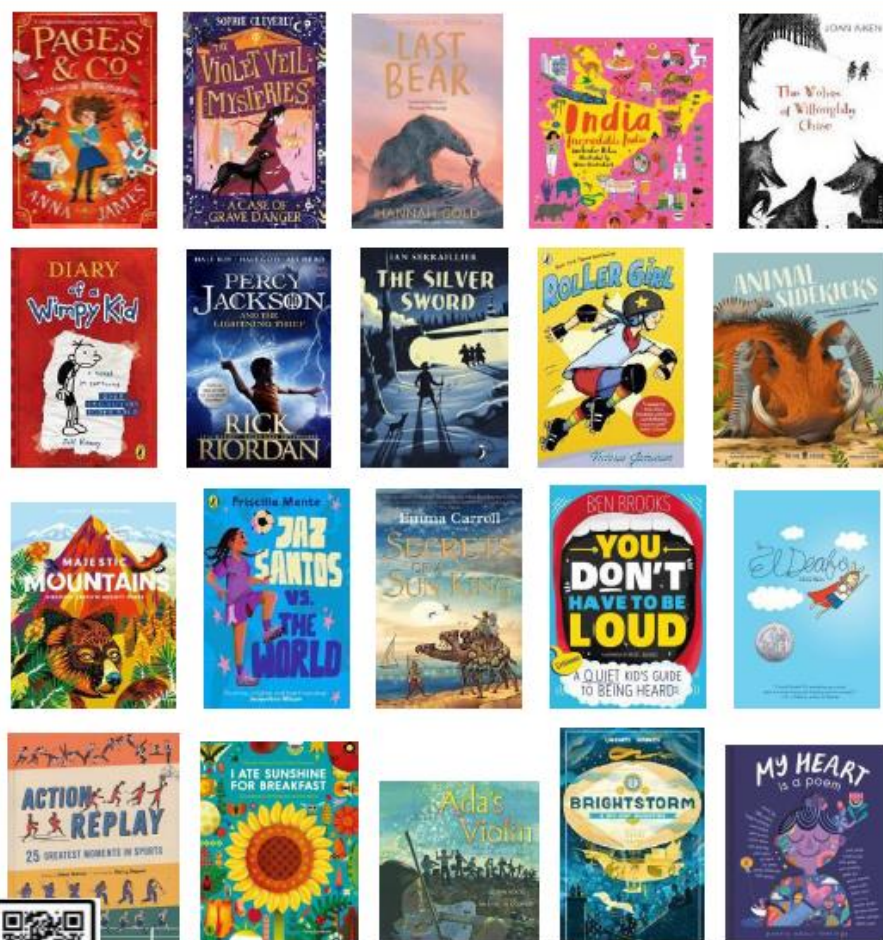
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# 50 Recommended Reads for...

# Year 5

(ages 9-10)



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## 50 Recommended Reads for... Year 5

(ages 9-10)

Which ones have you read?



	<input type="checkbox"/> <b>Tilly And The Bookwanderers</b> Anna James		<input type="checkbox"/> <b>Diary of an Accidental Witch</b> Honor and Perdita Cargill & Katie Saunders
	<input type="checkbox"/> <b>A Case Of Grave Danger</b> Sophie Cleverly & Hannah Peck		<input type="checkbox"/> <b>Always Clementine</b> Carlie Sorosiak
	<input type="checkbox"/> <b>The Last Bear</b> Hannah Gold & Levi Pinfold		<input type="checkbox"/> <b>Runaway Robot</b> Frank Cottrell-Boyce & Steven Lenton
	<input type="checkbox"/> <b>El Deafo</b> Cece Bell		<input type="checkbox"/> <b>Ada's Violin</b> Susan Hood & Sally Wern Comport
	<input type="checkbox"/> <b>The Wolves of Willoughby Chase</b> Joan Aiken		<input type="checkbox"/> <b>Frankie's World</b> Aoife Dooley
	<input type="checkbox"/> <b>Diary of a Wimpy Kid</b> Jeff Kinney		<input type="checkbox"/> <b>Brightstorm</b> Vashti Hardy
	<input type="checkbox"/> <b>Percy Jackson and the Lightning Thief</b> Rick Riordan		<input type="checkbox"/> <b>My Heart is a Poem</b> Various Poets
	<input type="checkbox"/> <b>The Silver Sword</b> Ian Serraillier		<input type="checkbox"/> <b>The Beast and the Bethany</b> Jack Meggitt-Phillips & Isabelle Follath
	<input type="checkbox"/> <b>Roller Girl</b> Victoria Jamieson		<input type="checkbox"/> <b>The Song Walker</b> Zillah Bethell
	<input type="checkbox"/> <b>Action Replay</b> Adam Skinner & Mai Ly Degnan		<input type="checkbox"/> <b>Freddy and the New Kid</b> Neill Cameron
	<input type="checkbox"/> <b>The Day My Family Disappeared</b> Jo Simmons & Lee Cosgrove		<input type="checkbox"/> <b>A Different Kind of Freedom: A Romani Story</b> Richard O'Neill
	<input type="checkbox"/> <b>Jaz Santos vs The World</b> Priscilla Mante		<input type="checkbox"/> <b>Bright Bursts Of Colour</b> Matt Goodfellow & Aleksei Bitskoff
	<input type="checkbox"/> <b>Secrets of a Sun King</b> Emma Carroll		<input type="checkbox"/> <b>The House With Chicken Legs</b> Sophie Anderson & Elisa Paganelli

## 50 Recommended Reads for... Year 5

(ages 9-10)



	<input type="checkbox"/> <b>You Don't Have to be Loud</b> Ben Brooks		<input type="checkbox"/> <b>I Ate Sunshine for Breakfast</b> Michael Holland & Philip Giordano
	<input type="checkbox"/> <b>The Secret of the Treasure Keepers</b> AM Howell		<input type="checkbox"/> <b>Majestic Mountains</b> Mia Cassany & Marcos Navarro
	<input type="checkbox"/> <b>Breakfast Club Adventures</b> Marcus Rashford, Alex Falase-Koya & Marta Kissi		<input type="checkbox"/> <b>The Cooking Club Detectives</b> Ewa Jozefkiewicz
	<input type="checkbox"/> <b>Alex Neptune, Dragon Thief</b> David Owen & George Ermos		<input type="checkbox"/> <b>The Treasure Hunters</b> Lisa Thompson & Gemma Correll
	<input type="checkbox"/> <b>Animal Sidekicks</b> Macken Murphy & Dragan Kordic		<input type="checkbox"/> <b>Which Way to Anywhere</b> Cressida Cowell
	<input type="checkbox"/> <b>The Aquanaut</b> Dan Santat		<input type="checkbox"/> <b>Varmints</b> Helen Ward
	<input type="checkbox"/> <b>The Boss of Everyone</b> Danny Wallace & Gemma Correll		<input type="checkbox"/> <b>India, Incredible India</b> Jasbinder Bilan & Nina Chakrabarti
	<input type="checkbox"/> <b>The Dog That Saved the World (Cup)</b> Phil Earle & Elsa Paganelli		<input type="checkbox"/> <b>The Rescue of Ravenwood</b> Natasha Ferrant
	<input type="checkbox"/> <b>Arctic Star</b> Tom Palmer		<input type="checkbox"/> <b>FACTopia!</b> Kate Hale & Andy Smith
	<input type="checkbox"/> <b>Ella on the Outside</b> Cath Howe		<input type="checkbox"/> <b>Being Me</b> Liz Brownlee, Matt Goodfellow & Laura Mucha
	<input type="checkbox"/> <b>Herstory</b> Katherine Halligan & Sarah Walsh		<input type="checkbox"/> <b>Level Up: Last One Standing</b> Tom Nicoll & Anjan Sarkar
	<input type="checkbox"/> <b>The Boy Who Saved a Bear</b> Nizrana Farook		<input type="checkbox"/> <b>Music</b> Susan Hayes, Nicholas O'Neill & Ruby Taylor

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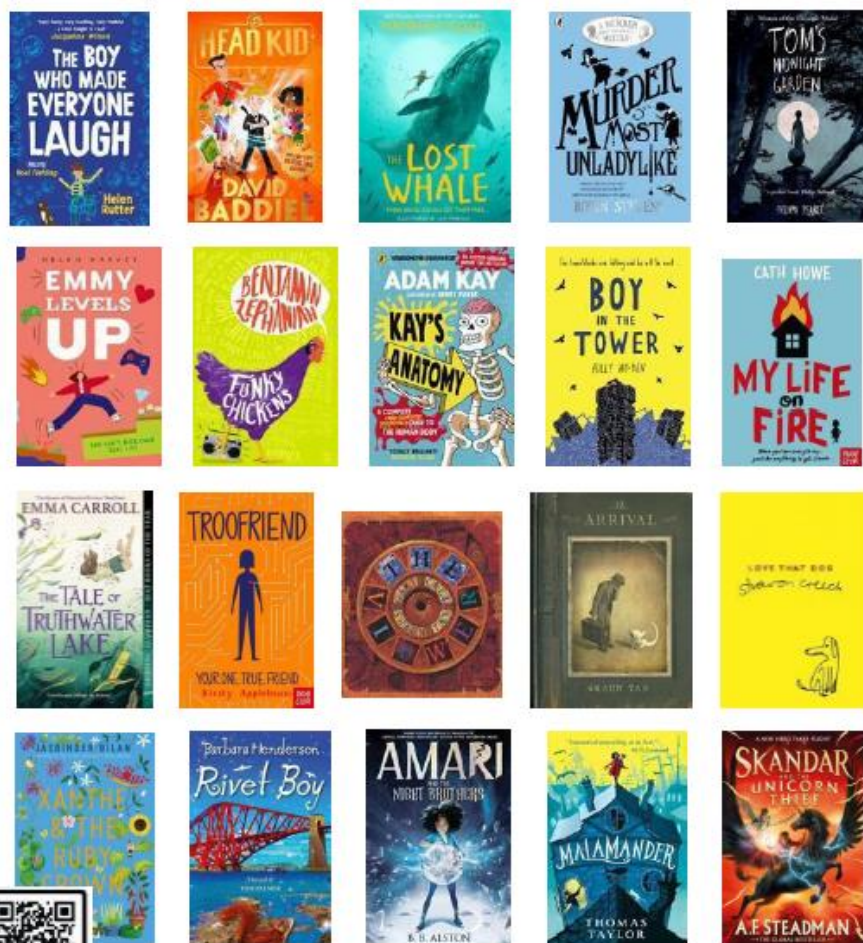


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# 50 Recommended Reads for...

## Year 6

(ages 10-11)



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## 50 Recommended Reads for ... Year 6

(ages 10-11)

Which ones have you read?



	<input type="checkbox"/> <b>When Hitler Stole Pink Rabbit</b> Judith Kerr		<input type="checkbox"/> <b>The Arrival</b> Shaun Tan
	<input type="checkbox"/> <b>Head Kid</b> David Baddiel		<input type="checkbox"/> <b>Love That Dog</b> Sharon Creech
	<input type="checkbox"/> <b>The Lost Whale</b> Hannah Gold & Levi Pinfold		<input type="checkbox"/> <b>Gamer</b> Chris Bradford & Andres Frang
	<input type="checkbox"/> <b>Murder Most Unladylike</b> Robin Stevens		<input type="checkbox"/> <b>The Tale of Truthwater Lake</b> Emma Carroll
	<input type="checkbox"/> <b>Tom's Midnight Garden</b> Philippa Pearce		<input type="checkbox"/> <b>Amari And The Night Brothers</b> BB Alston
	<input type="checkbox"/> <b>Emmy Levels Up</b> Helen Harvey		<input type="checkbox"/> <b>Malamander</b> Thomas Taylor
	<input type="checkbox"/> <b>Funky Chickens</b> Benjamin Zephaniah		<input type="checkbox"/> <b>Artemis Fowl</b> Eoin Colfer
	<input type="checkbox"/> <b>Kay's Anatomy</b> Adam Kay & Henry Parker		<input type="checkbox"/> <b>The Explorer</b> Katherine Rundell
	<input type="checkbox"/> <b>Boy In The Tower</b> Polly Ho-Yen		<input type="checkbox"/> <b>New Kid</b> Jerry Craft
	<input type="checkbox"/> <b>The Boy Who Made Everyone Laugh</b> Helen Rutter		<input type="checkbox"/> <b>Smile</b> Raina Telgemeier
	<input type="checkbox"/> <b>Troofriend</b> Kirsty Applebaum		<input type="checkbox"/> <b>The Shark Caller</b> Zillah Bethell
	<input type="checkbox"/> <b>Xanthe and the Ruby Crown</b> Jasbinder Bilan		<input type="checkbox"/> <b>Can You Feel the Noise</b> Stewart Foster
	<input type="checkbox"/> <b>The Viewer</b> Gary Crew & Shaun Tan		<input type="checkbox"/> <b>When Stars are Scattered</b> Victoria Jamieson, Omar Mohamed & Iman Geddy

## 50 Recommended Reads for ... Year 6

(ages 10-11)



	<input type="checkbox"/> <b>By Ash, Oak and Thom</b> Melissa Harrison		<input type="checkbox"/> <b>No Ballet Shoes in Syria</b> Catherine Bruton
	<input type="checkbox"/> <b>Nevermoor: The Trials of Morrigan Crow</b> Jessica Townsend		<input type="checkbox"/> <b>You Can Do It</b> Marcus Rashford & Carl Anka
	<input type="checkbox"/> <b>Rivet Boy</b> Barbara Henderson		<input type="checkbox"/> <b>Running Out Of Time</b> Simon Fox
	<input type="checkbox"/> <b>How Everything Works</b> DK		<input type="checkbox"/> <b>Power Up</b> Neill Cameron
	<input type="checkbox"/> <b>My Life on Fire</b> Cath Howe		<input type="checkbox"/> <b>A Beginner's Guide to Ruling the Galaxy</b> David Solomons
	<input type="checkbox"/> <b>I am the Subway</b> Kim Hyo-eun		<input type="checkbox"/> <b>Skandar and the Unicorn Thief</b> A.F. Steadman
	<input type="checkbox"/> <b>The Invasion Of Crooked Oak</b> Dan Smith & Chris King		<input type="checkbox"/> <b>Tales Of Ancient Worlds</b> Stefan Milosavljevic & Sam Caldwell
	<input type="checkbox"/> <b>Tutankhamun's Treasure</b> David Long & Stefano Tambellini		<input type="checkbox"/> <b>The Mountain Rescue Dog</b> Juliette Forrest
	<input type="checkbox"/> <b>When The Sky Falls</b> Phil Earle		<input type="checkbox"/> <b>Space Maps</b> Lara Albanese & Tommaso Vidus Rozin
	<input type="checkbox"/> <b>How to be a Human</b> Karen McCombe		<input type="checkbox"/> <b>Belonging Street</b> Mandy Coe
	<input type="checkbox"/> <b>Oceanarium</b> Teagan White & Loveday Trinick		<input type="checkbox"/> <b>Front Desk</b> Kelly Yang
	<input type="checkbox"/> <b>Amistice Runner</b> Tom Palmer & Tom Ciohosy Cole		<input type="checkbox"/> <b>Show Us Who You Are</b> Elle McNicol

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