

How to Support Your Child with Reading to Learn



South Network DLP
2022-2022

I Opened a Book, by Julia Donaldson

I opened a book and in I strode
Now, nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.

I'm wearing the cloak, I've slipped on a ring,
I've swallowed the magic potion.
I've fought the dragon, dined with a king
And dived in a bottomless ocean.

I opened a book and made some friends.
I shared their tears and laughter
And followed their road with bumps and bends
To the happily ever after.

I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same.
But I have a book inside me.



We want your child to enjoy reading and to thrive in their academic success because of this. To support you with supporting your child we have put together: **top tips** for encouraging your child to read at home, some of the latest **research** into why this is such an important daily habit to develop, and a whole section on reading recommendations for KS3, KS4 and caregivers. We hope that you find this useful and empowering.

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Top Tip #1

Let your child feel in charge of their reading.
Encourage them to read daily, but other than this,
let them make the decisions.

The Rights of the Reader

by Daniel Pennac
illustrated by Quentin Blake



1 The right not to read.



2 The right to skip.



3 The right not to finish a book.



4 The right to read it again.



5 The right to read anything.



6 The right to mistake a book for real life.



7 The right to read anywhere.



8 The right to dip in.



9 The right to read out loud.



10 The right to be quiet.

10 rights — 1 warning:
Don't make fun of people
who don't read —
or they never will.



Top Tip #2

Listening to audiobooks is as beneficial as reading paper or ebooks. Why not encourage your young reader to listen whilst going on a daily walk?

How to Listen to an Audiobook

1. Listen in 20-30 minute slots then take a break

It's important to take a break to absorb what you have been listening to and reflect.

2. Don't be afraid to rewind and re-listen

It's okay to occasionally miss pieces of the book. If you are unable to recall moments from a chapter simply rewind and listen again. It is just like re-reading part of a book that you have not followed or want to enjoy again.

3. Adjust the narration speed

You can speed the narrator's voice up to 3 times in all apps. This can shrink a book that is 9 hours long into 3 short hours. Avoid speeding the book up too fast though! Find a speed that is easy on your ear and that will help you focus on the narration.

4. Chat about what you are reading

Sharing what you think and feel about the book with others will help you understand and retain information. It's also a great way to hear others' opinions and have some fun chats!

5. Create a routine

We often use the excuse "I don't have enough time to read" but we all know that it is about building the time into our routine. Find a time of day that works for you and protect it. Some people find it relaxing to become absorbed in an audiobook first thing in the morning or last thing before sleep.

5. Get active!

Exercise, such as walking, is a great activity to pair with listening to your audiobook.



Top Tip #3

Talk to your child about a variety of weird and wonderful things. Chatting will develop their language and vocabulary skills, especially if you can throw in a few interesting words along the way.

Knowing how to talk to your teen can be tough. Here are a few top tips to allow conversation to flow easily...

1. **Choose the right time and place.** Are you both tired after a busy day? Try to think about your child, jumping on them as they walk through the door will probably not work. Try chatting as you do something else to make it less intense, e.g. cooking, driving etc.
2. **Lower your defences.** It's easy to always talk to children as the authority in charge. Try to be on their level.
3. **Listen, then talk.** Let them steer the conversation and always listen to their opinions and viewpoints with interest. You don't have to agree! Real joy and connection can come as you learn about each other's differences. Ask them what words they enjoy using.
4. **Use wonderful words.** As you talk, try to use an unusual word, even if it's slang. The idea is to create curiosity and a sense of fun around language.

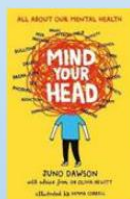
Top Tip #4

Non-fiction books can be a great tool to help teenagers explore and investigate problems in their lives and around the world.

The Book Trust recommend these fantastic books to explore the issues facing young people today - from the demonization of the working class to gang culture to sexuality, while others help explain how the world has ended up where it has.

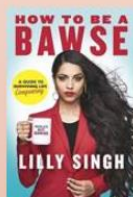
Mind Your Head

Author: Juno Dawson with advice from Dr Olivia Hewitt
Illustrator: Gemma Correll
Interest level: 12+
Reading age: 12+



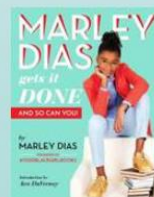
How to Be a Bawse

Author: Lilly Singh
Interest level: 12+
Reading age: 12+



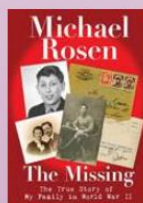
Marley Dias Gets It Done and So Can You!

Author: Marley Dias with Siobhan McGowan
Interest level: 10+
Reading age: 10+



The Missing: The True Story of My Family in World War II

Author: Michael Rosen
Interest level: 10-14
Reading age: 9+



The Bigger Picture: Women Who Changed the Art World

Author: Sophia Bennett
Illustrator: Manjit Thapp
Interest level: 9+
Reading age: 9+



Fearless! How to be your true, confident self

Author: Liam Hackett
Illustrator: Mike Perry
Interest level: 9-13
Reading age: 10+



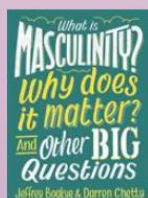
Managing Your Money

Author: Jane Bingham and Holly Bathie
Illustrator: Nancy Leschnikoff and Freya Harrison
Interest level: 9+
Reading age: 9+



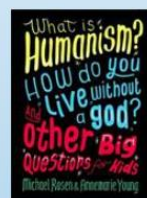
What is Masculinity? Why Does it Matter? And Other Big Questions

Author: Jeffrey Boakye and Darren Chetty with artwork by Oli Frape (Design by Rocket Design)
Interest level: 10-14
Reading age: 9+



What is Humanism?

Author: Michael Rosen
Interest level: 8+
Reading age: 8



Politics - Cutting Through the Crap

Author: Bali Rai

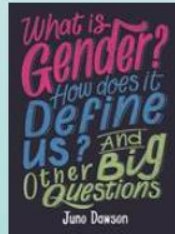


What is Gender?

Author: Juno Dawson

Interest level: 10+

Reading age: 10+



Persepolis

Author: Marjane Satrapi

Translator: Blake Ferris

Interest level: 13+

Reading age: 12+



Politics for Beginners

Author: Alex Frith and Rosie Hore and Louie Stowell

Illustrator: Kellan Stover

Interest level: 10+

Reading age: 10-12

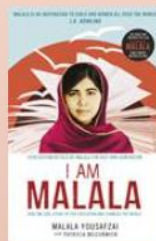


I am Malala

Author: Malala Yousafzai

Interest level: 13+

Reading age: 13+



The Girl Guide: 50 lessons in learning to love your changing...

Author: Marawa Ibrahim

Illustrator: Sinem Erkas

Interest level: 10-14

Reading age: 10-14



Don't Pick on Me!

Author: Rosemary Stones

Interest level: 9+

Reading age: 9+

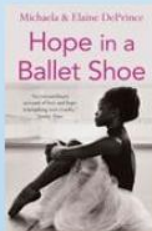


Hope in a Ballet Shoe

Author: Michaela and Elaine De Prince

Interest level: 11+

Reading age: 11+



You Are Awesome

Author: Matthew Syed

Illustrator: Toby Triumph

Interest level: 10+

Reading age: 9+



Top Tip #5

Let your child see you reading. Ask your child what they're reading and share what you read as a teen or what you're reading now.

The Reading Mother, Strickland Gillilan

I had a mother who read to me
Sagas of pirates who scoured the sea,
Cutlasses clenched in their yellow teeth,
“Blackbirds” stowed in the hold beneath.

I had a Mother who read me lays
Of ancient and gallant and golden days;
Stories of Marmion and Ivanhoe,
Which every boy has a right to know.

I had a Mother who read me tales
Of Gelert the hound of the hills of Wales,
True to his trust till his tragic death,
Faithfulness blent with his final breath.

I had a Mother who read me the things
That wholesome life to the boy heart
brings –
Stories that stir with an upward touch,
Oh, that each mother of boys were such!

You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be –
I had a Mother who read to me.



Top Tip #6: Plan for time spent reading



“Small, daily acts of reading matter”

This is the message from Alex Quigley who is an expert on ‘closing the reading gap’

To support your child in making daily reading a habit, they have been set a reading log to complete for their English homework at KS3. This should encourage them to read, or listen to an audiobook for at least twenty minutes a day. Your child should continue to do this in KS4 and beyond, even when not monitored by us in school.

You can support your child by talking to them about when they are planning to read.

Some of our pupils have shared that they like to read:

- As soon as they get home, with a hot drink and a snack;
- Before bed, to wind down and get away from screens;
- Together with a caregiver;
- With siblings after dinner.

Could any of these options work for your family and your household routine? Make a plan!

Expert Opinion 1

“Reading for pleasure has more impact on success than socio-economic background”

OECD – Reading for Change (2000)

An extract from 'Having a choice and how it relates to personal responsibility, achievement and effort,'

National Literacy Trust, July 2008

The logo for the National Literacy Trust, featuring the text "National Literacy Trust" in white on a dark red background, with a horizontal line underneath. The logo is set against a background of overlapping colored squares in purple, pink, and yellow.

National
Literacy
Trust

It is widely accepted in educational circles that providing students with choice and control over their reading material enhances their involvement with and enjoyment of reading. More generally, choice has been linked to increased educational outcomes, such as greater levels of intrinsic motivation, greater persistence, better performance, and higher satisfaction (e.g. Ryan and Deci, 2000).

Giving individuals control over aspects of their learning is also believed to lead to independent thinking, greater personal responsibility for the activity and feelings of autonomy (Guthrie and Davis, 2003). Indeed, the power of choice is regularly harnessed by teachers who provide choices because they believe it increases effort and learning (Flowerday and Schraw, 2000).

Regarding literacy, researchers have argued that, “including students in deciding which topics to explore, which texts to read the sequence of texts, and the particular skills to emphasize is empowering” (Guthrie and Davis, 2003: 75). Opportunities for students to select their own reading materials therefore promote positive feelings about reading and improved achievement (Worthy and colleagues, 1998). Pachtman and Wilson (2006) further detail that book choice not only fostered a sense of ownership, but “translated into students reading and enjoying more books” (p. 683).

Expert Opinion 2

The National Literacy Trust released the results of their research on audiobooks last month (February 2021) and it shows that engagement with audiobooks can benefit children's reading skills and enjoyment, as well as their mental wellbeing and emotional intelligence

"With audiobook sales predicted to overtake those of ebooks in 2020 and the popularity of the format amongst children increasing by 138% in the last year alone, we set out to explore existing evidence on the role of audiobooks in supporting children's literacy inside and outside of the classroom.

Our review, *Audiobooks and literacy*, shows how audiobooks can widen children's access to literature. Audiobooks offer easy access on many devices to a wide range of texts. They are also able to access more of a book than reading alone, as the listening experience deepens their understanding of tone, pronunciation, accents and dialects.

Our review also includes evidence that listening to an audiobook requires the same cognitive skills as reading in print, and also supports the development of skills that children need to read including language comprehension and the ability to understand and retain information.

Some of the research we reviewed showed that listening to a human voice can elicit a stronger emotional response than reading a written narrative or watching a film, indicating that audiobooks have the potential to support a child's emotional intelligence.

We also found audiobooks were effective at engaging reluctant, struggling and developing readers. Children are able to access a wider range of stories through audiobooks, where difficulty understanding a written text is a barrier, with stories beyond their reading level made accessible. The 'cool factor' of listening to stories on a digital device is also particularly appealing to reluctant readers.

The ability to listen to a book as a family was found to be an important way of getting books into the home. Audiobooks can also help parents who themselves struggle to read or lack confidence reading to share stories with their children. The rise of smart speakers has also facilitated the sharing of stories, with many services now launching storytelling apps"

"Audiobooks can be the key to unlocking a child's love of reading. Their very nature enables all children, regardless of their reading ability, to access and explore the incredible world of stories, which are brought to life by a range of exciting voices, different accents and sound effects. One of the best things about audiobooks is that you can listen to them almost anytime and anywhere, and in the days of tablets, smartphones and smart speakers, listening to stories is easier than ever before."

Emily Best, our Audio Research Lead

National
Literacy
Trust



Expert Opinion 3

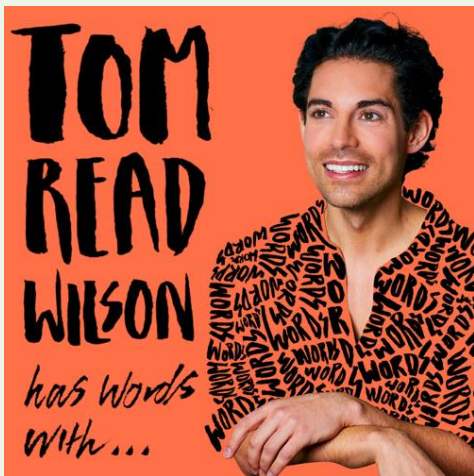
Why Closing the Word Gap Matters: An Extract from the Oxford Language Report, 2018

Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.

There is abundant evidence that the rate at which children develop language is sensitive to the amount of input that they receive from parents and primary carers. A strong correlation can be made between the number of words a child comes in contact with on a daily basis and the breadth of their vocabulary.

Alongside quantity, the quality of parent-child interactions is also an important factor. High quality interactions include talking about the child's focus of interest, varying vocabulary, and using words in different contexts. These interactions give children a stronger grasp of language by the time they start school, an advantage which stays with them throughout their education. If it is not dealt with in the early years, the word gap is shown to widen as the child gets older. Quantity and quality of parent-child communication interactions are vital.

Try listening to this fun and inspiring podcast which explores the wonder of words:



Tom Read Wilson is joined by guests from around the UK (and beyond!) as he explores the fascinating world of local lingo, everyday slang, accents, and words. What unique phrases define your hometown? Tom, with the help of celebrity guests and listeners, is on a mission to discover them all!

[Tom Read Wilson has words with... on acast](#)



Expert Opinion 4

This expert opinion is abridged from the article 'Nonfiction in the Early Grades: A Key to Reading Success' from The Global Reading Network



Nell Duke (2000) discovered that in year one, only 3.6 minutes per day were dedicated to reading informational text and that only 10% of books in classroom libraries were informational. She made the point clearly and convincingly that reading and writing informational text is critical in this information age. She presents seven reasons:

1. Nonfiction prepares students for later years and the information age.

Nonfiction becomes increasingly important to students as they progress through school, and it represents the vast majority of adult usage. For children to read and learn from nonfiction books they must be exposed to nonfiction regularly,

2. Nonfiction is an important resource for children of low socio-economic status.

Duke (2000) and others have found that children of lower socio-economic status are disproportionately under-exposed to informational text, which could partly explain stubborn achievement gaps. Background knowledge can be a particular challenge for children of low socio-economic status (Neuman, 2006). Lack of background knowledge is a major barrier to reading, and to participation in subjects across the curriculum. Informational text provides new knowledge (think science, history and maths), supports the development of new concepts and enables readers to develop more diverse reading comprehension strategies.

3. Nonfiction bursts with rich vocabulary.

Vocabulary knowledge is key to academic achievement, comprehension and the general ability to speak, read and write. Nonfiction text integrates vocabulary in an accurate and natural manner. While this vocabulary can be complicated, as in books about geology, it is also possible to integrate correct terms into fun books for children. For example, such vocabulary appears in books that focus on daily phenomena like cloud formation, local pottery and the habits of desert animals. Children easily absorb new words, and nonfiction has a special role to play in both learning words and connecting those words to related concepts.

4. Language learners can do well with nonfiction.

In developing countries, children are often challenged to learn new languages and function academically in languages that are not their mother tongue. Second language learning is enhanced when the subject of reading and discussion is concrete and oral interactions are scaffolded. Nonfiction books provide realistic pictures to talk about, aiding pupils to use familiar ideas to connect what they know in their native language to words in the new language.

Expert Opinion 4 Continued...

5. Nonfiction connects children with their world.

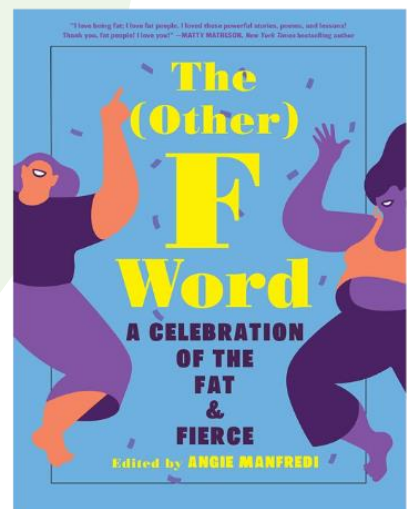
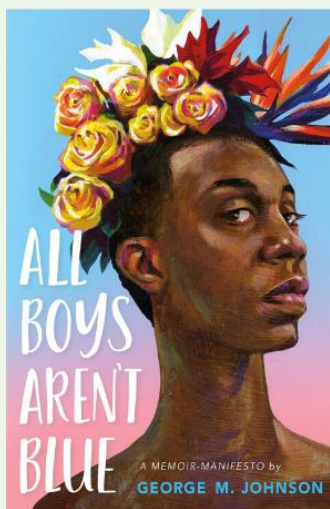
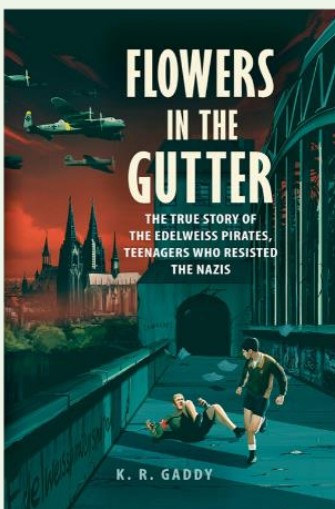
Children everywhere have “funds or knowledge,” or simply put, a wealth of experience, before they start school. Most of it is from real life—for example, listening to parents at the market, participating in ceremonies and celebrations etc. Nonfiction can connect children with the world around them. Fun and exciting nonfiction links to children’s informal experiences, gives children accurate vocabulary to describe what they see, deepens conceptions about the *why* and *how*, and extends what they know into the unknown.

6. Life-improving information and voice is enabled by nonfiction.

Children in many contexts are faced with difficult situations and choices (displacement, hunger, corporal punishment or a heavy burden of chores and sibling care). Informational text can give children strategies to improve their health and safety. Text with analysis and argument can give students a new perspective and allow them to begin to explore ways to improve their situation. As Malala rightfully expressed, the voice of children armed with information and a firm grasp of their context can be a powerful force for change.

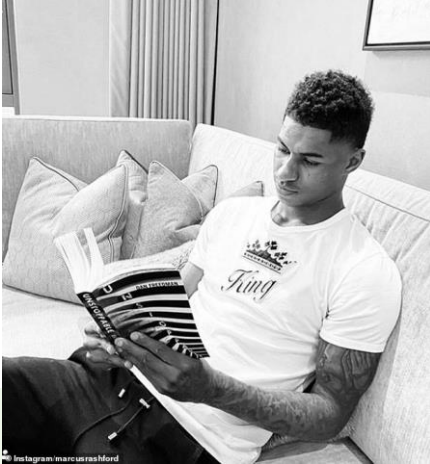
7. Nonfiction motivates reading.

Did you ever wonder “Why”? All of us do, and it starts early. Why don’t snakes have legs? Why do the rains come at the same time each year? Despite the adult misconception that kids are only interested in fantastical worlds, many children are awed by their own world and have a deep thirst for information. Research confirms that when adults show they care about nonfiction, and students have good quality books, many prefer it to fiction, and most children want to read both.



Expert Opinion 5: Susan Elkin, The Guardian

Boys are generally less enthusiastic than girls to spend their time reading – but all they need are a few bookworm male role models



‘Boys need to see older males reading joyfully.’

A recent study has shown what every teacher and parent knew: most boys read less enthusiastically and thoroughly than girls. Sue Palmer, in her book *21st Century Boys* attributes this to brain development. Testosterone accelerates right brain growth and makes boys more interested in overview, movement and space for longer. The effects have now been confirmed in two [big studies led by Keith Topping](#), professor of education and social research at the University of Dundee.

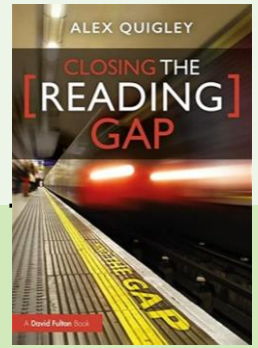
So what can we do to stimulate the left brains of squirmy boys and get them reading with as much commitment as their sisters? Don't underestimate the power of example, for a start. Boys need to see older males reading joyfully – otherwise they risk writing it off as a “girly” thing. So that's down to dads and other male role models. Primary schools – female dominated environments, usually – should regularly invite in male authors, librarians and volunteers to talk about reading and share books. A footballer with a passion for books would be good, for instance.

Ah, football ... When I worked as a teacher-librarian in a challenging inner-city boys school I quickly learned to tap into their interests and show a real interest in them. Last week I gave a visiting seven-year-old boy a review copy I had of [Chris Hoy](#)'s *On Your Bike*. He opened the book and disappeared into it, because bikes and cycling are his current “thing”. Of course, his parents are now encouraging the cycling *and* the reading.

There's much to be said for blocks of dedicated reading time, both in school and at home. Simply set aside half an hour when silence falls and every adult and child dives into a book of choice. It used to be called Eric (Everyone Reads in Class) and it's vital that “everyone” means exactly that, so that children see adults they respect immersed in reading. And don't worry if some boys choose “easy” material. You have to build the habit and reading stamina before you can start – very gently and unjudgmentally – trying to nudge them towards anything more challenging. We all read at different levels at different times, and boys are no different.

Expert Opinion 6

Extracts from 'Alex Quigley, Closing the Reading Gap'



If you can read this, thank a teacher

Anonymous

As you begin to read this book – word by word, page by page – with seeming effortlessness, you are in fact enacting one of the greatest inventions, and achievements in human history.

Take a moment to process that fact, as you sit reading on the settee in your pyjamas, or as you ride the train on the way home from work. Enacting this everyday magic is something that you likely take for granted, given that it is so much part of who we are and what we do. Plucking a book from our bookshelves and reading it can prove a daily, near-automatic act for the majority of adults.

In what amounts to only a mere sliver of our evolutionary history – a paltry few thousand years – we have developed our ability to read. As a result, It has propelled our civilisation into modernity.

And so, now, for a mere 250 milliseconds, you will fixate on each word you read – before sweeping automatically from left to right – then near instantly processing these inky marks into sounds, then transforming them into a rich web of interconnected meaning. That meaning will be plundered from a vast store of knowledge accrued over a lifetime that you'll unlock with apparent ease.

For many of us, ruminating on the word 'reading' can unlock potent memories of reading in the cosy lap of a loved one. For me, it evokes a hazy image of my father reading to me at my bedside. Early reading, whether it is in a parent's lap, on the carpet in the classroom, or a snug reading corner, gently but indelibly imprints upon us the mould from which will cast a lifetime of communication in the world.

Beyond powerful personal experiences, reading will prove the master skill of school, unlocking the academic curriculum for our pupils. Though the majority of children will go on to learn to read, it will not prove as 'natural' as we think. Yes – many will read fluently and make rapid reading gains, often regardless of the quality of instruction in the classroom – but this will not be the case for all. For too many children, reading is not a right that they acquire with anything like ease. This reality can crash into our consciousness when our pupils struggle to read in our class, or sit an exam, and are barred from understanding words and concepts that we assume every child will know.

For many children in England, their reading ability is steadily improving, yet there are also critical markers to indicate fundamental reading gaps. For example, only 73% of pupils leaving primary school reached the expected level for reading in 2019. Put simply then, one in four children will not read well in school and likely beyond. **This reading gap between primary and secondary school can see many pupils unprepared for the changing demands of academic reading in secondary school.**

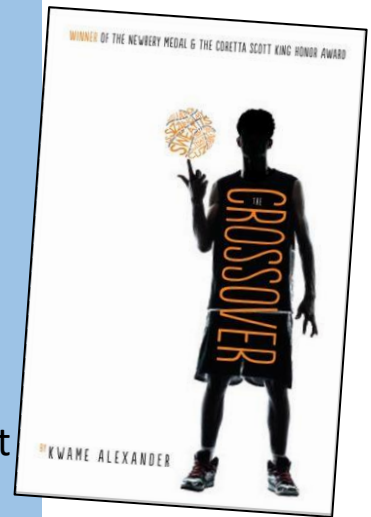
We also know that children of all backgrounds who were read to regularly by their parents at age 5 perform better in maths, vocabulary and spelling at age 16, compared to those who were not read to at home. A Department of Education poll of 2,685 parents also revealed that only a third (31%) of children are read to at home daily. And so, before a child ever sets foot in our schools, with each library that goes unvisited and each story characters that goes unmet, the reading gap is opened. **If it grows during schooling there is the threat of damaging consequences for individuals and our society.**

Small, daily acts of reading matter.

Reading Recommendations

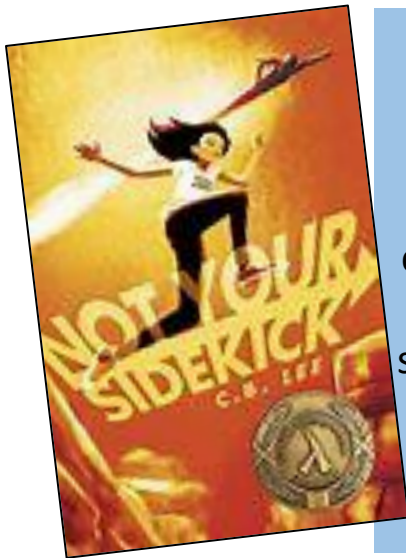
KS3 Recommendation: Crossover by Kwame Alexander

'With a bolt of lightning on my kicks . . The court is SIZZLING. They're kings of the court, star players for their school team. Both on and off the court, there is conflict and hardship which will test Josh's bond with his brother. In this heartfelt novel in verse, the boys find that life doesn't come with a play-book and it's not all about winning'



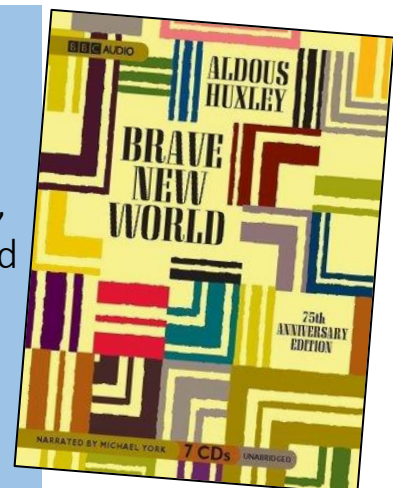
KS4 Recommendation: Not Your Sidekick by C.B. Lee

Welcome to Andover, where superpowers are common, but internships are complicated. Just ask high school nobody, Jessica. Resigned to a life without superpowers, Jess and is merely looking to enhance her college applications. Jess finds the perfect internship- but who is it for?



Parent/Carer Recommendation: Brave New World by Aldous Huxley

Brave New World is a dystopian novel by Aldous Huxley, written in 1931. Set in a futuristic World State, inhabited by genetically modified citizens, the novel anticipates huge scientific advancements. This is about a frightening, dystopian society which is challenged by only a single individual: the story's protagonist.



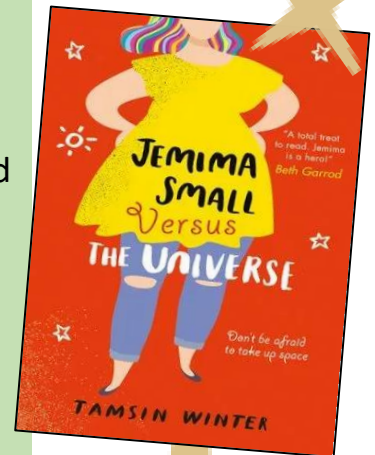
Reading Recommendations

KS3 Recommendation: Jemima Small Versus The Universe by Tamsin Winter

Jemima Small is brilliant. She knows more stuff about more things than almost anyone she knows. Which means she should be an ideal candidate to make be on the TV quiz show, Brainiacs.

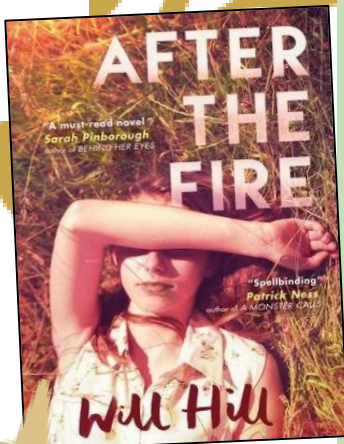
But being mocked by bullies and selected for the school's healthy lifestyle group (aka Fat Club) have made her feel invisible. After all, why on earth would anyone want to watch a girl as big as her on TV?

A compelling, empowering tale about a big girl, small minds and self-discovery.



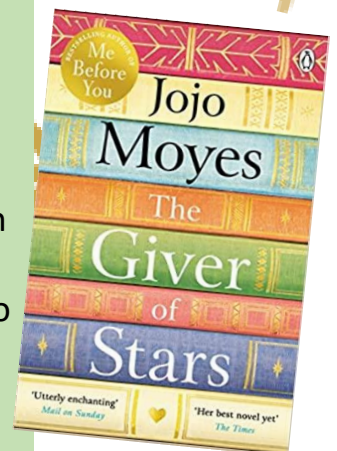
KS4 Recommendation: After the Fire by Will Hill

A gripping and unforgettable story of survival. Before, she lived inside a fence with her family. After, she's trapped, now in a federal facility. Before, she was never allowed to leave the property, never allowed to talk to Outsiders, never allowed to speak her mind. After, there are too many people asking questions, wanting to know what happened to her, trying to find out who she really is. Before, she thought she was being protected from something. After, people are telling her that now she's finally safe. She isn't sure what's better, before or after, all she knows is that there are questions she can't answer, and if everything she's been told is a lie, how can she know who's telling the truth now?



Parent/Carer Recommendation: The Giver of Stars by Jojo Moyes

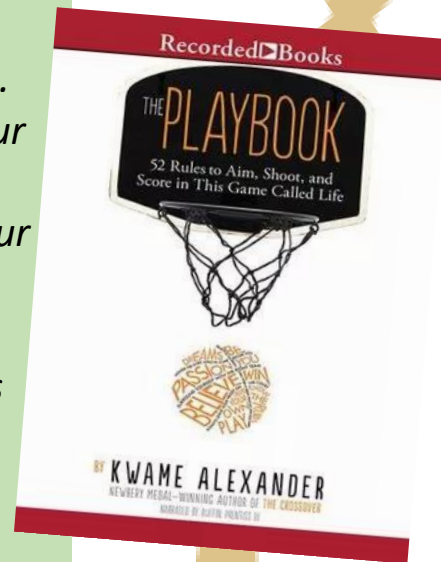
Set in Depression-era America, a breathtaking story of five extraordinary women and their remarkable journey through the mountains of Kentucky and beyond. Alice Wright marries American Bennett Van Cleve hoping to escape her stifling life in England. But small-town Kentucky quickly proves equally claustrophobic. So when a call goes out for a team of women to deliver books as part of Eleanor Roosevelt's new traveling library, Alice signs up. Joined by a small group of women, they become known as the Packhorse Librarians of Kentucky.



Reading Recommendations

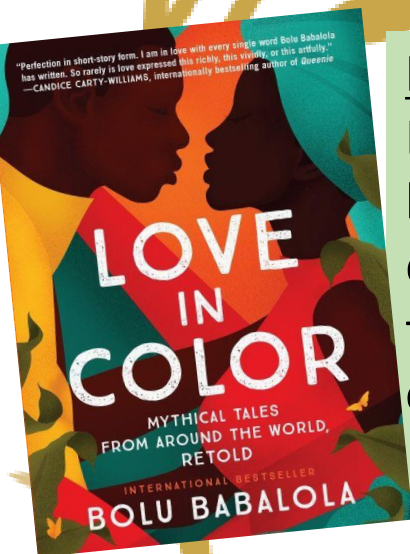
KS3 Recommendation:

You gotta know the rules to play the game. Ball is life. Take it to the hoop. Soar. What can we imagine for our lives? What if we were the star players, moving and grooving through the game of life? What if we had our own rules of the game to help us get what we want, what we aspire to, what will enrich our lives? The Playbook provides inspiration on the court of life, this motivational and inspirational book is for for anyone needing a little bit of encouragement.



KS4 Recommendation:

Love in Color showcases love stories from history and mythology retold with new detail. These are captivating stories that travel across different perspectives, continents, and genres.



Parent/Carer Recommendation:

Small lives, love and loneliness, wit and despair all wrapped in an unexpected mystery and placed in a perfectly-realised 50s setting. Effortless to read, but every sentence lingers in the mind.

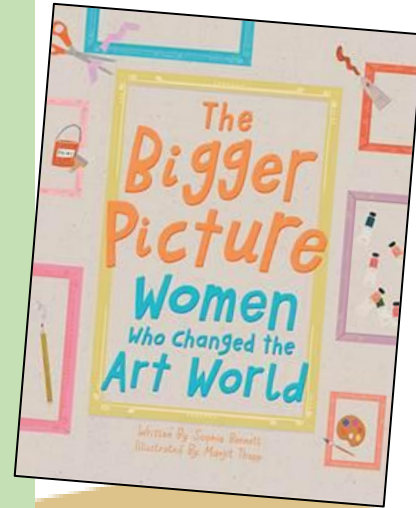


Reading Recommendations

KS3 Recommendation:

For thousands of years, predominantly female makers have created beautiful objects with great skill and artistry. In the West, weaving, sewing, embroidery and painting on crockery were considered crafts, and not fine art like painting or sculpture. This wasn't the case all over the world: in China, arts such as calligraphy and embroidery were always considered as important as painting and sculpture. Islamic art has always prized garden design, carpet making and architecture.

In this fascinating book, women artists from all over the world and their work are profiled - from Sonia Boyce, a contemporary London artist whose art considers the depiction of the black female figure, to the art activist group the Guerrilla Girls, famous for their subversive posters, and Paula Rego, Cindy Sherman, Louise Bourgeois and Ana Mendieta among many others.



KS4 Recommendation:

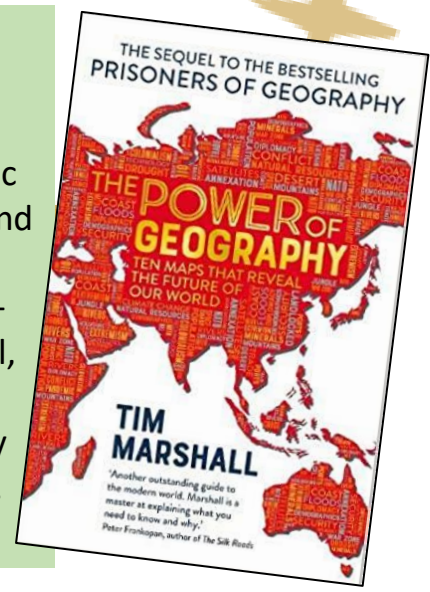
From Laura Bassi, an 18th-century Italian physicist, to Phyllis Wheatley, a pioneer of the Black American literary tradition, the book crosses the globe and the centuries to tell the stories which don't usually make the history books. It's a great addition to the "herstory" movement, with a list of recommended resources for readers to find out more about the lives of their favourite heroines.

Featuring a truly diverse range of women, and written in a chatty, engaging style, this book will inspire any young person to go out there and rock the world themselves.



Parent/Carer Recommendation:

The prequel to this book, Prisoners of Geography, was a bestseller thanks to the way that it so clearly identified the huge (and often undervalued) significance of those geographic staples (mountains, rivers, deserts, seas) in forming nations and alliances, and governing politics. Here, Tim Marshall returns with The Power of Geography, offering ten new case studies – Australia, Iran, Saudi Arabia, the UK, Greece, Turkey, the Sahel, Ethiopia, Spain and space. Once again, he demonstrates how his chosen states have been, and always will be, influenced by geography, although this time with a closer eye on the future.



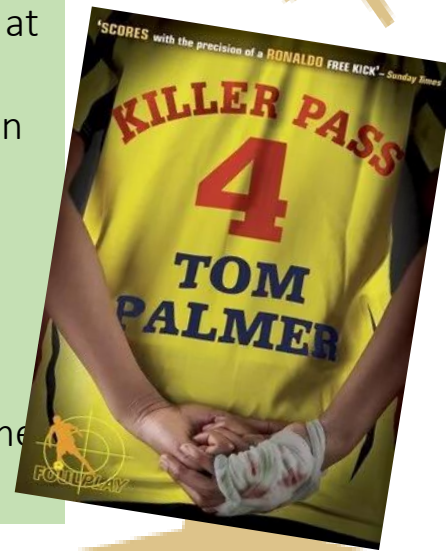
Reading Recommendations

KS3 Recommendation:

In recent months there has been a spate of burglaries at the houses of players from Danny's favourite football club. Danny wants to know who's behind it all and is on the case.

But after scouting out the crime scenes, there are newspaper reports of a young boy having been seen hanging around.

Danny needs to find out who's behind these crimes - and fast. If he doesn't, he might have turned from crime detective into the biggest suspect of them all...



KS4 Recommendation:

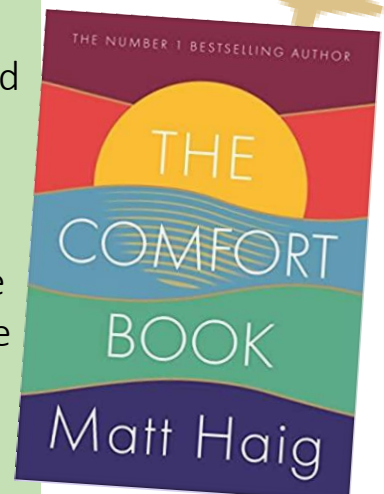
Growing up, Liz Prince wasn't a girly girl, dressing in pink tutus or playing Pretty Pretty princess like the other girls in her neighborhood. But she wasn't exactly one of the guys either, as she quickly learned when her Little League baseball coach exiled her to the outfield instead of letting her take the pitcher's mound. Liz was somewhere in the middle, and Tomboy is the story of her struggle to find the place where she belonged.



Parent/Carer Recommendation:

The Comfort Book is a collection of ideas learned in hard times and suggestions for making the bad days better. Drawing on maxims, memoir and the inspirational lives of others, these meditations celebrate the ever-changing wonder of living. This is for when we need the wisdom of a friend or a reminder we can always nurture inner strength and hope, even in our busy world.

A book of timeless comfort for modern minds.



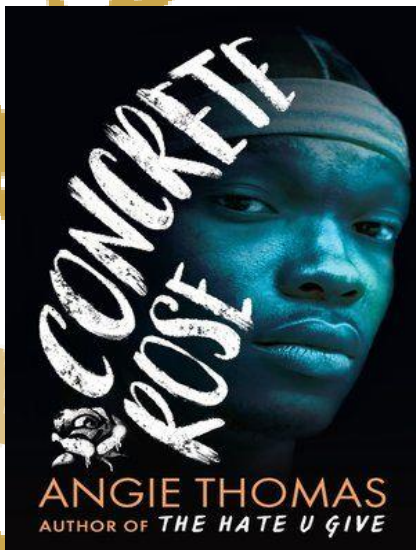
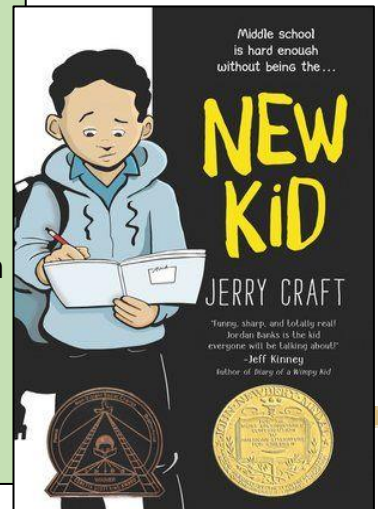
Reading Recommendations

KS3 Recommendation:

Perfect for fans of Raina Telgemeier (Smile, Drama), *New Kid* is a graphic novel about starting over at a new school where diversity is low and the struggle to fit in is real.

Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enrol him in a prestigious private school known for its academics, where Jordan is one of the few kids of colour in his entire grade.

As he makes the daily trip from his Washington Heights apartment to the upscale Riverdale Academy Day School, Jordan soon finds himself torn between two worlds—and not really fitting into either one. Can Jordan learn to navigate his new school culture while keeping his neighbourhood friends and staying true to himself?



KS4 Recommendation:

From international phenomenon Angie Thomas comes a hard-hitting return to Garden Heights with the story of Maverick Carter, Starr's father, set seventeen years before the events of the award-winning *The Hate U Give*.

With his King Lord dad in prison and his mom working two jobs, seventeen-year-old Maverick Carter falls further into his life on the street. Life's not perfect, but he's got everything under control. Until he finds out he's a father...

Parent/Carer Recommendation:

One of the most dynamic and globally recognized entertainment forces of our time opens up fully about his life, in a brave and inspiring book that traces his learning curve to a place where outer success, inner happiness, and human connection are aligned. Along the way, Will tells the story in full of one of the most amazing rides through the worlds of music and film that anyone has ever had.

The combination of genuine wisdom of universal value and a life story that is preposterously entertaining, even astonishing, puts Will the book, like its author, in a category by itself.

