**Walthamstow Academy**

**Key Stage 3 Reading Programme**

**2020-2021**

**A. Introduction**

Years 7, 8 and 9 will have two reading lessons a week during the academic year 2020-2021, which will be taught by a teacher different to their English teacher, in which they will read a series of fiction and non-fiction books over the course of the academic year. Each class will aim to read at least three books over the course of the academic year.

**B. Rationale**

We are introducing this Key Stage 3 reading programme in order to improve our Key Stage 3 students’ reading ages and their enjoyment of literature. Each reading lesson, the teacher will read aloud to the class for 30 minutes (split across two chunks of 15 minutes within the lesson). The combination of the books chosen and the teacher reading to the class (rather than students reading aloud to each other or reading in silence) will ensure that students:

* are exposed to texts above their reading level and unfamiliar tier 2 vocabulary in particular
* are modelled what fluent and expressive reading sounds like and aim to emulate it themselves in their own reading
* broaden and deepen their understanding and exploration of the world and people’s experiences within it
* build character as part of our character education programme
* develop a love of reading for life.

**B. The Books**

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| **Year 7** |  | **PURPOSE/ EXPLORES** | **Value** |
| Greek Myths | Geraldine McCaughrean | understand Greek myths (important literary and cultural knowledge) | Determination |
| Skellig | David Almond | Coming of age novella Themes of life and death; family; care; nurture | Determination |
| Dream On | Bali Rai | Asian experience of growing up in London; own dreams vs family's dreams | Respect |
| Oh My Gods | Alexandra Sheppard | Black British author; builds on knowledge of Greek Gods | Determination |
| Northern Lights | Phillip Pullman | First book of a trilogy | Ambition |
| Chinese Cinderella | Adeline Yen Mah | Different cultural experiences; autobiographical; struggle and survival | Respect |
| Darkside | Tom Becker | Science fiction/ fantasy | Ambition |
| Refugee Boy | Benjamin Zephaniah | Refugee experience | Respect |
| Blood Brothers - The Play | Willy Russell | Intro to plays for pleasure; class divides | Determination |

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| **Year 8** |  |  |  |
| Noughts and Crosses | Malorie Blackman | Addresses systemic racism and notion of white privilege | Respect |
| Wonder | R.J. Palacio | bullying; disability; acceptance | Determination |
| Stone Cold | Robert Swindells | homelessness in London; child poverty | Determination |
| A Little History of the World | E.H. Gombrich | Non-fiction; important world cultural and historical knowledge; links to geog and hist | Ambition |
| The Pearl | John Steinbeck | Canonical American literature; good vs evil; intro to adult fables | Respect |
| The Hunger Games | Suzanne Collins | Intro to dystopia; capitalism; hope; survival; first book of a trilogy | Determination |
| English and Media Centre - Diverse Shorts | Various | Short stories; diverse cultural voices | Respect |
| Where the River Runs Gold | Sita Brahmachari | Environmental dystopia | Ambition |
| Face - The Play | Benjamin Zephaniah | Black British author; continuation of plays for enjoyment; disability and acceptance | Respect |

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| **Year 9** |  |  |  |
| The Knife of Never Letting Go | Patrick Ness | First book of a trilogy; intro to gender politics; good vs evil | Ambition |
| The Curious Incident of the Dog in the Night Time | Mark Haddon | Narrator with Aspergers; exploring world through an alternate world view; acceptance | Determination |
| The Illustrated Man (short stories) | Ray Bradbury | short stories continuation | Determination |
| The Hate U Give | Angie Thomas | Black Lives Matter; the experience of black people in America; racism and anti-racism | Respect |
| Things Fall Apart | Chinua Achebe | African author; the experience of colonialism from the perspective of an African tribe | Respect |
| Pigeon English | Stephen Kellman | Black British teenager in London; home and immigration; innocence and guilt | Ambition |
| Animal Farm | George Orwell | Novels as allegories; communism | Respect |
| Aristotle and Dante Discover the Secrets of the Universe | Benjamin Alire Saenz | LGBT issues | Respect |
| Pig Heart Boy | Malorie Blackman | Moral issues and ethical debates; friendship betrayal; illness | Ambition |
| The Lost | Alex Shearer | Friendship and loyalty; loss and bereavement; abduction | Determination |
| Brother in the Land | Robert Swindells | Dystopian fiction | Determination |
| Diary of an UnTeenager | Pete Johnson | Teenage issues; growing up; puberty | Respect |

**C. The Structure of a Reading Lesson**

**i) DO NOW – 10 minutes**

Word of the Week (etymology) activities

There is a pre-prepared set of PPT slides to guide the Word of the Week Do Nows. Complete one slide per Do Now, completing the slides in order over the course of the reading lessons across the academic year.

**ii) Class reading of the novel – 15 minutes**

The teacher reads the novel to the class for 15 minutes. No one other than the teacher reads (unless the class are reading a play).

Students follow what the teacher is reading by holding a ruler over their books and tracking what the teacher is reading. This also enables teachers to track the class and ensure that all students are focusing on their books, listening and following the text.

The teacher may pause the reading briefly to define a tier 2 vocabulary word, or ask a brief question to ensure the class understand what is happening at that point in the book. However, these pauses must be brief and teacher-led.

**iii) Comprehension and Inference Task – 10 minutes**

The teacher leads a pre-prepared comprehension and inference task to check for student understanding of the book. There is a resource bank of suggested comprehension and inference tasks provided by Louise Hare Dhoomun in the KS3 Reading Programme PPT, slides 84 – end.

**iv) Class Reading of the novel – 15 minutes**

The teacher reads the novel to the class for 15 minutes. No one other than the teacher reads.

Students follow what the teacher is reading by holding a ruler over their books and tracking what the teacher is reading. This also enables teachers to track the class and ensure that all students are focusing on their books, listening and following the text.

The teacher may pause the reading briefly to define a tier 2 vocabulary word, or ask a brief question to ensure the class understand what is happening at that point in the book. However, these pauses must be brief and teacher-led.

**v) Comprehension and Inference Task – 10 minutes *(if there is time)***

**D. The First Three Books which will be Read by each Form Group**

This is a rough guide to the order each form group should read their first three books of the academic year. This may not be possible based on the books that are being read by other classes. Once the first three books have been read, it is at the reading teacher’s discretion as to what book is chosen next to read.

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| **Year 7** |  |  |  |  |
| **Form** | **Tutor** | **Book One** | **Book Two** | **Book Three** |
| **7F** | *Mobeen Sultan* | Greek Myths | Oh My Gods | Chinese Cinderella |
| **7C** | *Haddi Jallow* | Chinese Cinderella | Greek Myths | Oh My Gods |
| **7G** | *Stephanie Silva* | Northern Lights | Refugee Boy | Greek Myths |
| **7D** | *Waqas Ashgar* | Refugee Boy | Chinese Cinderella | Northern Lights |
| **7A** | *Hannah Alberman* | Darkside | Northern Lights | Refugee Boy |
| **7E** | *Lauren Lucien* | Blood Brothers - The Play | Skellig | Dream On |
| **7B** | *Nick Turnbull* | Dream On | Blood Brothers - The Play | Skellig |

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| **Year 8** |  |  |  |  |
| **Form** | **Tutor** | **Book One** | **Book Two** | **Book Three** |
| **8E** | *Yonca Nacak* | A Little History of the World | Where the River Runs Gold | The Pearl |
| **8C** | *Georgina St Louis* | Where The River Runs Gold | The Pearl | A Little History of the World |
| **8B** | *Leo Andrews* | The Pearl | Wonder | Where the River Runs Gold |
| **8A** | *Ishtiaq Raza* | The Hunger Games | Noughts and Crosses | Wonder |
| **8G** | *Momina Raza* | Wonder | The Hunger Games | Stone Cold |
| **8F** | *Caryn Coley* | Stone Cold | Wonder | Face - The Play |
| **8D** | *Ruel Gibson* | Face - The Play | Stone Cold | Wonder |

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| **Year 9** |  |  |  |  |
| **Form** | **Tutor** | **Book One** | **Book Two** | **Book Three** |
| **9C** | *Natalie Quow* | Things Fall Apart | Aristotle and Dante… | The Curious Incident… |
| **9E** | *Sylwia Urbaniak* | The Curious Incident… | Things Fall Apart | Aristotle and Dante |
| **9B** | *Paul Axford* | Pigeon English | The Curious Incident… | The Hate U Give |
| **9G** | *Munaza Arif* | The Hate U Give | The Knife of Never Letting Go | Pigeon English |
| **9A** | *Michael Adamson* | Noughts and Crosses | Animal Farm | The Knife of Never Letting Go |
| **9F** | *Emma Cooper* | Pig Heart Boy | Brother in the Land | The Lost |
| **9D** | *Tamara Watson* | The Diary of an UnTeenager | The Lost | Pig Heart Boy |

Year 7 has ‘Face – The Play’ as a text which can be read whilst waiting for another class to finish the book a class needs next.

Year 8 has ‘English and Media Centre – Diverse Shorts’ as a text which can be read whilst waiting for another class to finish the book a class needs next.

Year 9 has ‘The Illustrated Man’ as a text which can be read whilst waiting for another class to finish the book a class needs next.