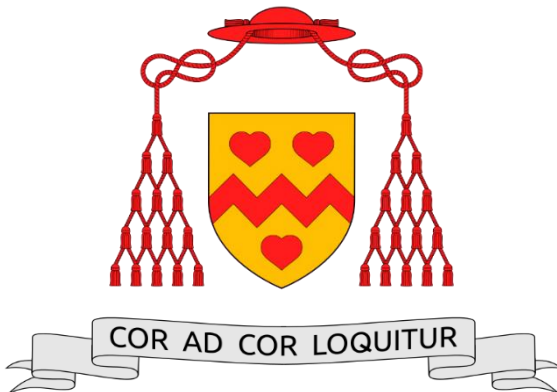


St John Henry Newman
Catholic School

Reading Challenge

Intent

We want our pupils to read beyond their comfort zone. To have their eyes opened to a wide range of authors and literature, including those of BAME backgrounds. We want them to see that reading isn't limited to fiction texts, and that people from other cultures can have heartfelt, inspiring and interesting stories to tell. Our careers programme seeks to broaden horizons and improve aspirations, it is therefore fitting that our reading programme should feature texts by and about entrepreneurs and women in STEM. We want our pupils to read widely and avidly, with fluency and precision, and the skill set to decode unfamiliar words by exploring the root of vocabulary and considering the context of a wider sentence. Most of all, we want our pupils to have a love for reading that succeeds their time at our school and stays with them as a fundamental foundation for both work and pleasure in future life.



Implementation

Pupils receive 30 minutes of reading time in form per week. They receive a further 20 minutes daily in DEAR time. They have 5 minutes of private reading at the start of every English lesson. We have added a 15-minute reading homework task to every evening after school. This means that pupils in KS3 have approximately 3 hours and 45 minutes of dedicated reading time on their curriculum every week!

During tutor time, our tutors are expected to select excerpts from the novel that they feel are the most note-worthy and poignant. Pupils may also be called upon to read their favourite excerpts. This helps to promote a shared reading experience whilst acknowledging that pupils will move at different pace with the reading of their books.

Research suggests that if pupils are afforded the opportunity to follow a text whilst listening to an expert, fluent reader, they make greater gains in their reading ages. Therefore, we ask that tutors read to pupils in Form time. During DEAR time, teachers may listen to pupils reading aloud. When at home, pupils are encouraged to listen to the audiobook versions of their prescribed reading challenge text. This is especially the case for our weaker readers and readers with SEND, to allow for a more inclusive approach to the texts.

Tutors might periodically ask questions of pupils throughout the term to check their comprehension of the text. After each reading text has been finished, pupils will quiz on them using our Accelerated Reader software, so that we can measure pupils' understanding and retention of the text.

The texts have been chosen to reflect the range of literature available to pupils within the 21st Century. They are designed to deal with a range of themes including, but not limited to, growing up, navigating human relationships, experiences of childhood and youth in other cultures and different time periods. Moreover, they have been selected to reflect a diverse range of authors including BAME authors, to show children the rich cultural diversity that our country celebrates.

Year 7

Text	Author	Pages	Curriculum Links including BAME writers
The Graveyard Book	Neil Gaiman	312	Community, identity, coming of age; Parents and guardians; life and death; good and evil
Skellig	David Almond	128	Life and death; alternative forms of education (homeschooling); coming of age; dealing with change;
The Boy Who Made Everyone Laugh	Helen Rutter	256	Hopes, dreams and aspirations; Living with SEND; transition to secondary school; forging friendships between peers and adults; faith; ambiguity and lack of closure
Beowulf	Michael Morpurgo	96	Michael Morpurgo was the third Children's Laureate. His storytelling is vivid and compelling. Beowulf is a classic story, retold in Morpurgo's vivid prose.
Boy: Tales of Childhood (non-fiction)	Roald Dahl	176	Childhood; children's experiences of school growing up in another time period; family and relationships; coming of age
Hidden Figures (non-fiction)	Margot Lee Shetterly	349	BAME writer; Racism and inequality; community; Luck, persistent action and hard work; Scientific Progress vs Social and Political Progress; Women in STEM;

BAME = Black, Asian & minority ethnic writers

Year 8

Text	Author	Pages	Curriculum Links including BAME writers
Chinese Cinderella (non-fiction)	Adeline Yen Mah	205	BAME writer; Physical and emotional abuse; coming of age; self-worth; The power of storytelling; Toxic relationships; friendships; individual liberty
A Street Cat Named Bob	James Bowen	279	Human bonds with animals; Charity; homelessness; mental health; drug abuse
Noughts and Crosses	Malorie Blackman	479	BAME writer; racism; the importance of education; equality and social mobility; racism; rule of law; democracy
Private Peaceful	Michael Morpurgo	202	The Injustice of War; Courage; Cruelty and Power; Grief Guilt and Family; Religion and Faith
A Monster Calls	Patrick Ness	237	Death, Denial and Acceptance; The power of storytelling; Isolation; Family and Growing up;
The Boy Who Harnessed the Wind (non-fiction)	William Kamkwamba	270	BAME writer; Magic/Superstition; Innovation; Perseverance; Individual Vs Society; Society; Community; Education

Year 9

Text	Author	Pages	Curriculum Links including BAME writers
Stone Cold	Robert Swindells	100	Threat; homelessness; Injustice; Hopelessness; Exploitation; Vulnerability; Prejudice; the dangers of reckless ambition;
The Hate U Give	Angie Thomas	444	BAME writer; Racism and Police Brutality; Dual identities/double consciousness; The Power of Language; Community and Loyalty; The Cycle of Poverty and Crime; Rule of Law; Individual Liberty
I Am Malala (non-fiction)	Malala Yousafzai	327	BAME writer; Women's rights; The Power of Education; Islam and its interpretations; Goodness; Fame, power and the importance of role models; Democracy
The Curious Incident of the Dog in the Night Time	Mark Haddon	226	Growing up; rust; Truth, love and safety; Logic Vs. Emotion; Perspective and the absurdity of the world; Living with SEND
The Book Thief	Markus Zusak	552	Death; Words and Language; the Importance of Literature; Stealing and Giving; Colour, Beauty and Ugliness; War; Holocaust; Democracy; Individual Liberty
A Short History of Nearly Everything (non-fiction)	Bill Bryson	672	Science, discovery and mystery; Writing, wonder and inspiration; Progress & Sexism; Existence, Awe and Survival

Year 7 – Timetable of Texts

Year	Form	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	7API	Boy	Beowulf	The Graveyard Book	The Boy Who Made Everyone Laugh	Skellig	Hidden Figures
	7SJG	The Graveyard Book	The Boy Who made Everyone Laugh	Skellig	Hidden Figures	Boy	Beowulf
	7SVB	The Boy Who made Everyone Laugh	Skellig	Hidden Figures	Boy	Beowulf	The Graveyard Book
	7SMH	Skellig	Hidden Figures	Boy	Beowulf	The Graveyard Book	The Boy Who Made Everyone Laugh
	7RLT	Hidden Figures	Boy	Beowulf	The Graveyard Book	The Boy Who Made Everyone Laugh	Skellig

Year 8 – Timetable of Texts

Year	Form	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	8KJF	Chinese Cinderella	A Street Cat Named Bob	Noughts and Crosses	Private Peaceful	A Monster Calls	The Boy Who Harnessed the Wind
	8KAB	The Boy Who Harnessed the Wind	Chinese Cinderella	A Street Cat Named Bob	Noughts and Crosses	Private Peaceful	A Monster Calls
	8KAM	A Monster Calls	The Boy Who Harnessed the Wind	Chinese Cinderella	A Street Cat Named Bob	Noughts and Crosses	Private Peaceful
	8LMC	Private Peaceful	A Monster Calls	The Boy Who Harnessed the Wind	Chinese Cinderella	A Street Cat Named Bob	Noughts and Crosses

Year 9 – Timetable of Texts

Year	Form	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	9LDM	Stone Cold	The Hate U Give	I am Malala	The Curious Incident of the Dog in the Night-Time	The Book Thief	A Short History of Nearly Everything
	9ERL	The Hate U Give	I am Malala	The Curious Incident of the Dog in the Night-Time	The Book Thief	A Short History of Nearly Everything	Stone Cold
	9CMM	I am Malala	The Curious Incident of the Dog in the Night-Time	The Book Thief	A Short History of Nearly Everything	Stone Cold	The Hate U Give