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## Information and Advice for Parents of Higher Level Learners

Spring 2018

Dear Parent/Carer,

Reading is an essential skill as well as a pleasurable activity. The reading ability of your child is vital in bringing about the success at school and in future life. At Sale High School we are committed to continuing to develop your child's reading abilities and challenging them to help them to develop into active readers who can face the demands of a modern world with confidence. We would like to take the opportunity to share with you some of our advice on reading and help you to further develop and challenge your child outside of the classroom.

A well-stocked library with computer facilities is open to your child every day and we ask for your help in encouraging your child to make the most of the marvellous facilities available to them whilst they are in school.

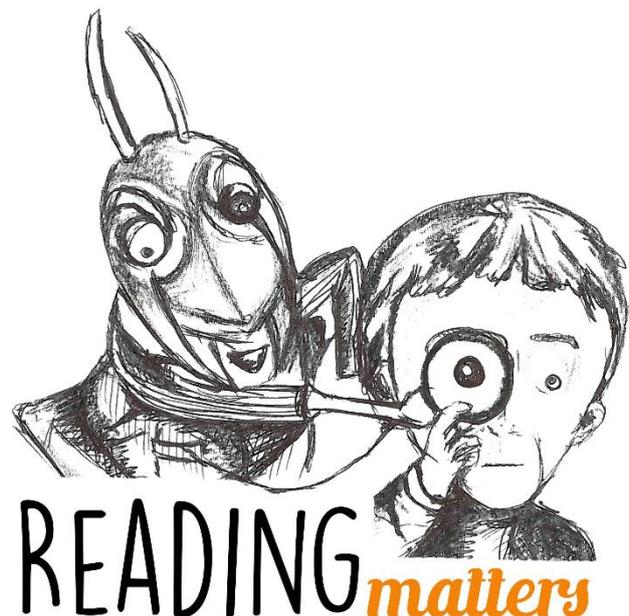
A partnership between home and school is the best way to ensure your child's success. We want you to help us get reading back as part of everyday lives of young people. For this reason, you will find in this leaflet practical tips and advice as well as a booklist for Higher Level Learners.

We hope you find this booklet helpful and informative. Please do not hesitate to contact me if you have any further questions.

Yours sincerely,

S. Beswick

Lead Teacher, Higher Level Learners





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## Which skills do I need to practice?

### Advice for Parents

The four ingredients for reading progress are:

- ✓ Practice
- ✓ Praise
- ✓ Pleasure
- ✓ Success

### Suggested strategies to develop your child's reading abilities

Select an appropriate book:

Part of the pleasure is choosing a book. It is important that you allow your child to choose what to read, rather than you choosing what you think they should read. That is not to say, however, that you cannot act as a guide for their reading selection. Remember that the appearance of the book is important. For more able readers, stamina will be increased through selecting books with more complex sentence structures and a wider vocabulary although this should not be at the expense of enjoyment.

Prediction:

Reading books together could stimulate discussion.

Above all, be enthusiastic. Make it fun.

Give lots of praise.

Go along to an event at the local library together. Most libraries run a Summer Reading Challenge, a fun scheme that encourages children to read by giving them rewards like stickers, bookmarks and medals.

Never use reading as a punishment. Foster an ethos where reading matters. Include books or book tokens as a present or reward.



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## English Programme of Study: Key Stage 3 (Yrs 7-9)

National Curriculum in England  
September 2013

### Reading

Pupils should be taught to:

develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
  - English literature, both pre-1914 and contemporary, including prose, poetry and drama
  - Shakespeare (two plays)
  - seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.

read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.



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### KS3 Reading List for Higher Level Learners

Richard Adams	Watership Down Louisa
Alcott	Little Women
John Buchan	The Thirty Nine Steps
Robert Cormier	The Chocolate War Charles
Dickens	Great Expectations
Conan Doyle	Hounds of the Baskervilles Anne
Frank	The Diary of Anne Frank Leon
Garfield	Smith
Penelope Lively	Going Back
C.S. Lewis	The Chronicles of Narnia
Ellen Raskin	The Tattooed Potato and Other Stories
John Wyndham	The Chrysalids / The Triffids

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### Useful Organisations and Websites

**Booktrust** promotes children's reading and produces a wide range of information for young readers including booklists.

[www.bookheads.org.uk](http://www.bookheads.org.uk)

**Cool-reads** features hundreds of cool reads reviewed by 10-15 year olds. Children can send in reviews or comments as well as play book games and quizzes, or join in the cool-talk discussion forums.

[www.cool-reads.co.uk](http://www.cool-reads.co.uk)

**The National Literacy Trust** is a charitable organisation providing up-to-date information about literacy for all age groups in the UK.

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

**Reading is Fundamental, UK** is an initiative of the National Literacy Trust that gives children the opportunity to choose and keep free books. It offers advice and help on reading and has a section for teenagers featuring author interviews, competitions and book giveaways.

[www.rif.org](http://www.rif.org)