



# Buckler's Mead Academy

**Curriculum Booklet: Reading**

**Subject Lead: Mr Yeates**



## Reading Curriculum Intent

*The best moments in reading are when you come across something – a thought, a feeling, a way of looking at things – which you had thought special and particular to you. Now here it is, set down by someone else, a person you have never met, someone even who is long dead. And it is as if a hand has come out and taken yours and said “you are not alone” — Alan Bennett*

At Buckler’s Mead Academy, our ambition is for all of our students to be reading at or above their chronological age by the end of Year 9. This will allow students to confidently access their Key Stage 4 curriculum and GCSE exams. Our comprehensive and rigorous approach to reading ensures that our students develop the knowledge, vocabulary and reading fluency to access the curriculum and their exams, so that they leave school with sufficient reading skills for future learning and employment. We ensure that our students read widely and constructively so that they leave with sufficient knowledge and cultural capital to succeed in life. Our approach to reading develops students’ reading skills, comprehension and accuracy, builds their confidence and develops enjoyment. Confidence and enjoyment in daily reading also leads to students reading regularly, which will increase their cultural capital, enhance their vocabulary and develop their imagination. We aim for all our students to become empathetic, critical and thoughtful communicators, both during their time at school and beyond. At Buckler’s Mead, our students engage with a diverse range of reading material which will give them the opportunity to explore different perspectives, cultures and time periods as well as engage with many of the issues and challenges that young people face in their lives. Ultimately, our ambition is to develop confident, capable and empathetic readers who have built a life-long love of reading.

## Reading Curriculum Implementation

Promotion of good reading skills is embedded across all subjects at Buckler’s Mead Academy through: keywords being made explicit at the start of new topics and revisited regularly; subject specific spellings being taught as well as general spelling tips being shared across the school and common misconceptions being corrected; and adaptation of texts to ensure access for every student. All staff recognise that reading is a vital part of every subject and reading is a common feature in the whole school. Every student at Buckler’s Mead reads every day as part of our tutor time Read to Succeed programme.

## Allocated Time for Reading

	Y7	Y8	Y9	Y10	Y11
Daily Read to Succeed programme	30 minutes				



## Reading Curriculum Implementation

### English Curriculum Set Texts - Key Stage 3

The KS3 English curriculum at Buckler's Mead Academy allows students to read and engage with a wide range of texts in more detail. Text choices are rooted in the National Curriculum and adapted to our school's context to ensure a wider and more developed SMSC experience.

Year	Text and Author	Themes and Ideas linked to SMSC
7	<p><b>A Monster Calls</b> By Patrick Ness</p> <p><b>Myths and Legends</b> Various classical writers</p> <p><b>Heroes and Villains</b> Various fiction and non fiction writing</p> <p><b>The Jungle Book</b> By Rudyard Kipling</p> <p><b>The Tempest</b> By William Shakespeare</p>	<p>Human emotion and personal tragedy.</p> <p>Biblical and Classical allusions linked to KS4 Texts.</p> <p>A diverse range of powerful and influential models who have spoken truth to power.</p> <p>Imperialism and colonialism, triumphantly facing fears and abandonment and fostering.</p> <p>Respect and empathy, betrayal and deceit and imperialism and colonialism.</p>
8	<p><b>The Merchant of Venice</b> By William Shakespeare</p> <p><b>Oliver Twist</b> Charles Dickens</p> <p><b>Words of War</b> Various Non-Fiction Writers</p>	<p>Anti-semitism, prejudice, comedy, tolerance and subversion of stereotypical gender roles.</p> <p>Poverty, prejudice towards the poor, criminality, the importance and power of religion within the community. Taking responsibility and tolerance of others.</p> <p>Understanding of democratic processes and propaganda.</p>
9	<p><b>Noughts and Crosses</b> By Malorie Blackman</p> <p><b>Romeo and Juliet</b> By William Shakespeare</p> <p><b>Romanticism</b> Canonical Romantic Poets</p>	<p>Strong female protagonist. Racism, terrorism, cultural diversity and tolerance.</p> <p>Strong female protagonist with links to elements of Tragedy.</p> <p>Individualism, industrialisation, exploration of emotion and passions - links to KS4 Poetry Anthology</p>



### English Curriculum Set Texts - Key Stage 4

The KS4 English curriculum is taken from the choice of texts offered in the AQA English Literature and English Language GCSE specification. Within that however there is a wide range of options from which we have chosen texts which we believe are relevant, educational and (most of all) engaging for our context of students. Parents are encouraged to be aware of the expected reading list at KS4 English and very much invited to read these texts along with their child to promote discussion and a shared reading experience.

Year	Text and Author	SMSC Links
10 - 11	<b>A Christmas Carol</b> By Charles Dickens	Canonical/tolerance/ reading engagement/ historical interest.
	<b>Power and Conflict Poetry</b> Various poets	Canonical/ historical interest /loss and bereavement/cultural diversity.
	<b>An Inspector Calls</b> By J.B. Priestley	Canonical/ historical interest /strong female protagonist/reading engagement/ liberty.
	<b>Macbeth</b> By William Shakespeare	Canonical/reading engagement/ historical interest/challenge text.
	<b>19th Century &amp; Modern Prose</b> Various authors (Unseen)	Canonical/reading engagement/ historical interest/cultural diversity.
	<b>19th Century &amp; Modern Non-Fiction</b> Various authors (Unseen)	Historical interest/challenge text/ cultural diversity.
	<b>19th Century and Modern Poetry</b> Various Poets (Unseen)	Canonical/reading engagement/ historical interest/challenge text/cultural diversity.

#### Links to AQA English Websites

- English Literature AQA: [AQA English Literature GCSE](#)
- English Language AQA: [AQA English Language GCSE](#)



## Read to Succeed

For students to most effectively develop in their reading confidence and ability, they should be reading as frequently as possible. With that in mind, we have prioritised time to ensure that reading is a daily occurrence at Buckler's Mead, and we foster strong habits of reading for pleasure. All students will read 5-6 novels across the course of the year in tutor time as part of the Read to Succeed model. Books have been carefully chosen by the school to develop a love for reading, as well as engage with key social, moral, cultural and spiritual issues. Equally, the themes and content of these books, allows students to engage with and discuss relevant challenges and concerns facing adolescents; recognising the difference between right and wrong and applying this understanding in their own lives. The Read to Succeed Model encourages all students to read aloud across the course of the year as well as having strong reading modelled by tutors. This confirms for our students that all adults are readers and normalises reading as a daily occurrence.

## Read to Succeed Set Texts

### Year 7 Reading List

Name of novel	Author	Themes linked to SMSC	Topics to be discussed linked to SMSC
<b>Boy 87</b>	Ele Fountain	Loyalty, kindness and strength of human spirit.	Refugees and fleeing war.
<b>The Graveyard Book</b>	Neila Gaiman	Community, Identity, and Coming of Age, Parents/guardians, life and death, good, evil and assumption.	Attempted murder, blood, bones, child death, hallucinations, skeletons and snakes.
<b>Witch Child</b>	Celia Rees	Witchcraft.	Treatment of 'witches'.
<b>Star Girl</b>	Jerry Spinelli	Conformity, kindness, bullying, and love.	Homeschooling.
<b>Chinese Cinderella</b>	Adeline Yen Mah	Family & relationships, abandonment & loneliness, self-esteem and history.	Emotional abuse and death in childbirth.
<b>The Hobbit</b>	JRR Tolkien	Heroism, quest, greed, trust, coming of age, home and birthright.	Personal challenge and growth.
<b>Wizards of Once</b>	Cressida Cowell	Fantasy and magic.	Friendship and tolerance of difference.
<b>Goodnight Mr Tom</b>	Michelle Magorian	Wartime Britain and evacuees.	Physical and emotional abuse.
<b>Skulduggery Pleasant</b>	Derek Landy	Magical and fantasy.	Battling evil and friendship.
<b>Wonder</b>	R J Palacio	Disfigurement, bullying and friendship.	Embracing differences and acceptance.
<b>The Lion, The Witch and the Wardrobe</b>	C S Lewis	Fantasy land and heroic deeds.	Self-sacrifice, loyalty and religious symbolism.



## Year 8 Reading List

Name of Novel	Author	Themes linked to SMSC	Topics to be discussed linked to SMSC
<b>Malala and Greta</b>	Malala Yousafzai, Greta Thunberg	Educational activism, ecology, pollution, climate and activism.	Taliban, global terrorism and climate change.
<b>Northern Lights</b>	Philip Pullman	Love, betrayal, religion and science.	Religion and experimentation.
<b>Stone Cold</b>	Robert Swindells	Threat , homelessness ,injustice, hopelessness, exploitation, vulnerability and prejudice.	Homelessness and murder.
<b>Once</b>	Morris Glietzman	Tolerance, human rights, racism, survival and morality.	Holocaust, racism, war and anti-Semitism.
<b>The Curious Incident of the Dog in the Night</b>	Mark Haddon	Family, honesty, trust and braving the unknown.	Violent behaviour, domestic violence, self-injury, meltdowns, sensory overload and negative attitudes towards people with autism portrayed by some characters.
<b>When Hitler Stole Pink Rabbit</b>	Judith Kerr	Survival, politics' incursion on domestic life and the challenges of growing up.	Holocaust, racism, war, anti-Semitism and displacement.
<b>The Tulip Touch</b>	Anne Fine	Morality and accountability, as well as exploring the question of nature versus nurture.	Friendship, manipulation, homelife and nature vs nurture debate.
<b>Boy in the Striped Pyjamas</b>	John Boyne	War and friendship	Genocide and holocaust.
<b>Refugee Boy</b>	Benjamin Zephaniah	Refugees and boyhood.	Racism and asylum.
<b>Framed</b>	Frank Cottrell-Boyce	Art and community.	Community.
<b>Al Capone Does My Shirts</b>	Gennifer Choldenko	Alcatraz Prison.	Additional needs and organised crime.
<b>King of Shadows</b>	Susan Cooper	Time Travel.	Shakespeare and Elizabethan England.



## Year 9 Reading List

Name of Novel	Author	Themes linked to SMSC	Topics to be discussed linked to SMSC
<b>Things a Bright Girl Can Do</b>	Sally Nicholls	Gender equality, voting, growing up and politics.	Feminism, suffragettes, bullying, violence and abuse.
<b>The Hunger Games 1</b>	Suzanne Collins	Love, courage and survival.	Media exploitation, teenage disaffection and dystopia.
<b>The Boy who Harnessed the Wind</b>	William Kamkwamba	Education, famine, invention and Science.	The power of education, motivation, aids, drought and famine.
<b>We are all Made of Molecules</b>	Susan Nielson	Bullying, homophobia, divorce, death and grief.	Blended families, step parents, sexual assault, homophobia and sharing of photographs.
<b>Of Mice and Men</b>	John Steinbeck	Dreams, loneliness and companionship.	Racial language, ableism, sexism, death and sexual assault.
<b>Saint Death</b>	Marcus Sedgwick	Friendship, class, responsibility, destiny and choice.	Gang warfare, exploitation, drug running and prostitution.
<b>How I Live Now</b>	Meg Rosoff	Love, courage and survival.	Media exploitation, teenage disaffection, hierarchical societies and dystopia.
<b>Pig Heart Boy</b>	Maloria Blackman	Organ harvesting, use of animal organs and friendship.	Terminal illness and animal organ harvesting.
<b>Anne Frank (Diary of)</b>	Anne Frank	The futility of war and how it can lead to unnecessary, extreme destruction and devastation. How isolation amplifies the feelings of difference and disconnection from family that often accompany adolescence.	Adolescence (physical and emotional), war, disconnection from family (typical of adolescence).
<b>Boys Don't Cry</b>	Malorie Blackman	Fatherhood and responsibility.	Gender stereotypes.



## Year 10 Reading List

Name of novel	Author	Themes linked to SMSC	Topics to be discussed linked to SMSC
<b>Looking for Alaska</b>	John Green	Grief, hope and friendship.	Coming of age, Rites of Passage and adolescent relationships.
<b>Everyday</b>	David Levithan	Romance and fantasy.	Complexity of love.
<b>Moonfleet</b>	John Meade Falkner	Treasure, shipwreck and adventure.	18th century context - smuggling and anti-Semitic stereotypes.
<b>Miss Peregrine's Home for Peculiar Children</b>	Ransom Riggs	Fantasy, photography and curiosities.	Embracing differences.
<b>About a Boy</b>	Nick Hornby	Sex, manliness (stereotypes-link to 'toxic masculinity)and fatherhood.	Single parents and sexual content.
<b>To Kill a Mockingbird</b>	Harper Lee	Coming of age, anti-racism and courage.	Rape and racial injustice.
<b>The Girl in the Broken Mirror</b>	Savita Kalhan	Indian culture and coming of age.	Female abuse, rape, suicide and suicidal thoughts.
<b>7 Days</b>	Eve Ainsworth	School life and bullying.	Body image and abuse.
<b>Uglies</b>	Scott Westerfeld	Dystopian and coming of age.	Body cosmetics.
<b>Daz 4 Zoe</b>	Robert Swindells	Dystopian and teenage love.	Ghettos and segregation.



## Year 11 Reading List

Name of novel	Author	Themes linked to SMSC	Topics to be discussed linked to SMSC
<b>One Day</b>	David Nicholls	Romance and friendship.	Commitment and relationships.
<b>The Hate U Give</b>	Angie Thomas	Coming of age and police violence.	Justice, racism, class and inequality.
<b>The Teenage Guide to Stress</b>	Nicola Morgan	Self help, empowering and teenage angst.	Emotional and physical stress.
<b>The Bell Jar</b>	Sylvia Plath	1950s society and journalism.	Mental illness and semi-autobiographical.
<b>Fahrenheit 451</b>	Ray Bradbury	Dystopian America.	Book-burning, protests and censorship.
<b>Things Fall Apart</b>	Chinua Achebe	Nigeria, post colonialism and courage.	Protecting the community.
<b>Never Let Me Go</b>	Kazuo Ishiguro	Dystopian England, love and friendship.	Fragility of life, relationships and sexual content.
<b>Lord of the Flies</b>	William Golding	Survival.	Collapse of society and lost innocence.
<b>The no57 Bus</b>	Dashka Slater	Homophobia and crime.	Forgiveness and justice.



## Testing for Testing Reading Ages and Intervention

Buckler’s Mead delivers a comprehensive and regular process for measuring progress in reading ages for all students in all year groups. This follows an annual timeline with additional testing and screening in place as necessary.

### Process of testing Reading ages

- All Students complete a reading test twice a year to determine their reading age and monitor their progression.
- Following initial testing, students are placed into 1 of 3 Reading Waves, set by results against age related expectations (ARE).
- Test results in Year 7 are screened by the Leadership and SENCO using KS2 data to ensure the weakest readers are identified and fully supported.
- Each Wave is given targeted intervention, support or challenge to promote meaningful progress in reading age regardless of their ability - see table below:

Reading Wave Profile	Intervention/Support/Challenge
Wave 1 (Students are testing on or above their ARE)	<ul style="list-style-type: none"> <li>• Directed towards more ambitious books which add extra challenge.</li> <li>• Monitored and supported through the Read to Succeed Programme for 30 minutes each day of the week.</li> </ul>
Wave 2 (Students are below their ARE)	<ul style="list-style-type: none"> <li>• Monitored and supported through Read to Succeed Programme.</li> <li>• Fluency and Reciprocal Reading interventions.</li> <li>• IXL targeted intervention (inc. KS4 foundation learners).</li> </ul>
Wave 3 (Students are significantly below their ARE)	<ul style="list-style-type: none"> <li>• Direct and Individualised Reciprocal Reading to weakest readers in this wave.</li> <li>• Short intervention for fluency and comprehension where required with re-testing to screen and measure progress.</li> <li>• Monitored and supported through Read to Succeed Programme.</li> <li>• Read/Write/Inc programme.</li> <li>• Integrated Literacy intervention (ILI).</li> </ul>

### Intervention for weaker readers

We are very aware that students join Buckler’s Mead with a range of reading ages and many will require a programme of more rapid catch-up to ensure all students are on or above their chronological reading age and can access their KS4 curriculum.

Wave 3 students who are considerably below their Age Related Expectation are supported directly by our Learning Support Department under the guidance of the SENCO, where direct intervention by trained specialists in phonics and dyslexia will target and rapidly address each student’s needs. This will be structured through specific reading recovery programmes.

