English Policy

Date	**June 2026**
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Approved by	**Joe Creswick**
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Review Date	**July 2027**

This policy applies to all stakeholders within Wooden Hill Federation

Vision Statement

Vision for Preparation for Adulthood (PfA): To transitions to adulthood at age 18, they will use their reading and writing skills to navigate the world with maximum independence, confidently accessing post-18 education, employment, and community life.

Reading Ambition: Students will independently read, decode, and interpret everyday texts. They will read for both purpose and pleasure, confidently extracting key information from timetables, work instructions, safety signs, and digital media to make informed choices. This will enable them to, for example, identify scams, understand a tenancy agreement/contract, send and receive emails, apply for bank accounts and read job adverts.

Writing Ambition: Student will communicate their thoughts, needs, and choices clearly through structured writing. They will express themselves effectively in real-world contexts, such as filling out applications, sending professional emails, and journaling for personal well-being. It will enable them to ensure written communication is clear and readable for formal adult environments (e.g medical forms). They will be able to write a multi-paragraph cover letter for a job, drafting an email to a landlord, or filling out a detailed personal profile.

Reading policy

Introduction and Aims

Wooden Hill Federation School and College's reading policy has the following aims:

- Ensure that reading remains a whole school priority
- Ensure that all pupils have access to books
- Support pupils' development of reading through Sounds-Write, a structured synthetic phonics programme
- Promote a love of reading for all pupils
- Ensure that staff have sufficient subject knowledge to support early reading
- Develop pupils' language comprehension and vocabulary

The Purpose of the Policy

The purpose of this policy is to ensure that there is a clear, consistent and evidence-informed approach to the teaching of reading across the federation. It outlines the principles, expectations and strategies used to support pupils in developing the knowledge and skills required to become confident and successful readers.

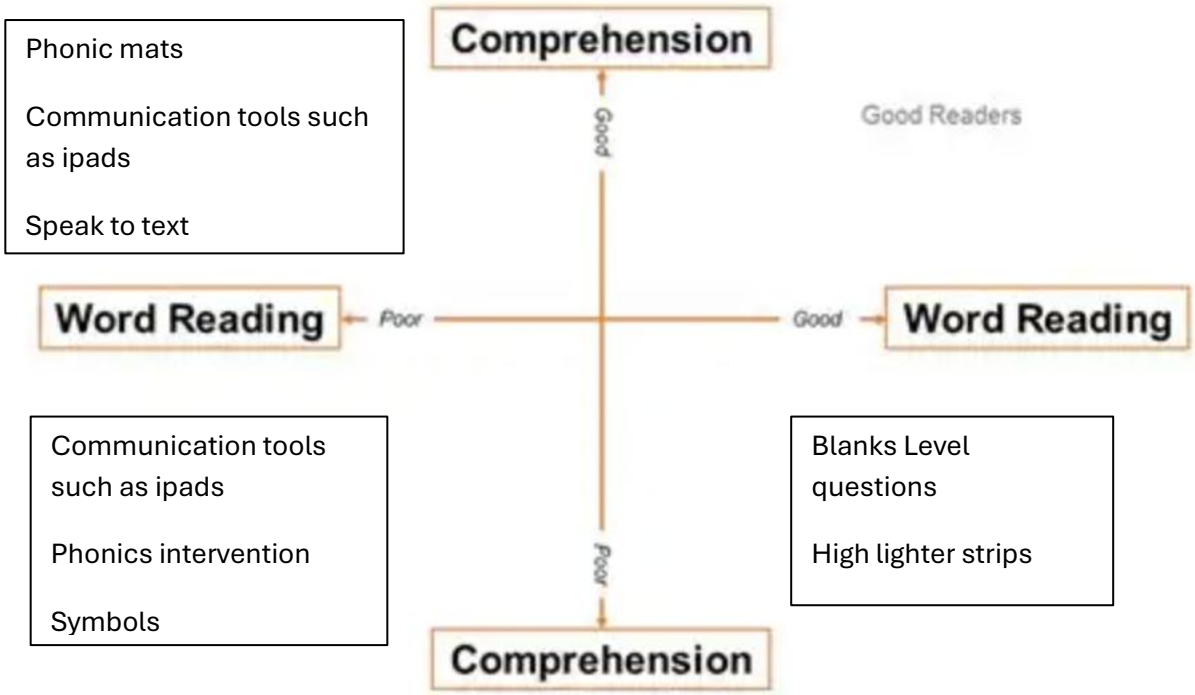
The policy reflects the needs of our pupils and recognises that reading development may look different for every individual. It promotes a consistent approach to the teaching of early reading, language comprehension and reading for pleasure, whilst ensuring that appropriate adaptations and support are in place for pupils with additional needs.

Reading is fundamental to accessing the wider curriculum and is a key life skill that supports preparation for adulthood. Through this policy, the federation aims to ensure that all pupils are provided with high-quality reading opportunities that develop independence, enrich vocabulary, foster a love of books and enable them to engage successfully with education, employment and everyday life.

Wooden Hill Federation School and College's adopt the model of the Simple View of Reading (Gough and Tunmer, 1986) as shown in the diagram below:

The reading framework: teaching the foundations of literacy, DfE, Jan 2022

The Simple View of Reading



Synthetic Phonics Programme – Sounds-Write

Sounds-Write promotes high quality systematic synthetic phonic work as the prime approach to decoding print. The materials provided in Sounds-Write are designed for regular periods of discrete teaching. The 'Sounds-Write' approach and materials also focus on showing teachers how to teach through children's errors and how to address the multisyllabic words which form such a large part of reading and writing as pupils' skills develop.

Sounds-Write provides a consistent approach to teaching phonics from early years to KS3 and beyond if required. It is a validated synthetic phonics programme. Pupils read books that match that grapheme-phoneme-correspondences that they have been previously taught.

High frequency words are cumulatively introduced through the programme, generally in the context of the recommended 'dictation' exercises. Learning is always through asking pupils to respond to the parts of the word they already know, and helping them with any 'tricky' sounds, so that they can still blend through the word. The Sounds Write programme ensures that the teaching of phonics is applied consistently across the school.

- *Pupils at stages 4 & 5 of the English curricula follow the IVSC phase 1 phonics document.*
- *Pupils will only move onto the extended code once they are secure on the initial code.*
- *Pupils will progress through the initial code even when they are not fully secure on taught GPCs. However, if they are not secure on the initial code pupils should repeat the code from the beginning.*
- *Pupils will spend roughly three weeks on each unit of the initial code, however, some units have more/less content and pupils will progress at varying rates.*

Reading Books

- Every pupil in the school and college has a book bag containing the following:
    - o a reading book that is matched to the pupil's stage of the Sounds Write programme (and is therefore matched to the taught grapheme-phoneme correspondences) – *this won't be included for pupils who have not begun working on the initial code of Sounds Write*
    - o a 'reading for pleasure' book that the pupil has selected
    - o a reading record book or Ivel Valley planner
- Pupils' synthetic phonics readers are matched to previously taught grapheme-phoneme correspondences [GPCs] and relate directly to the Sounds-Write sequence of teaching. Most of our pupils require opportunities to practise taught GPCs a number of times and by reading a wide range of synthetic phonics books, IVSC has therefore sought a number of reading schemes that support pupils to secure their early reading skills:
    - o Sounds-Write reading books
    - o Dandelion readers
    - o Totem series (*suitable for older readers)*
    - o That Dog! (*suitable for older readers)*
    - o The Moon Dog Series and Moon Dog Extras *(suitable for older readers)*
    - o Other PhonicBooks schemes that align to Sounds Write as required for practice and consolidation:
        - ▪ Alba Series *(suitable for older readers)*
        - ▪ Rescue Series (*suitable for older readers)*
        - ▪ Moon Dog Series and Moon Dog Extras (*suitable for older readers)*
        - ▪ Island Adventure series
        - ▪ Magic Belt
        - ▪ Talisman series *(suitable for older readers)*
        - ▪ Amber Guardians *(suitable for older readers)*
- Pupils with Sounds-Write reading books will read them every day
- Pupils who cannot yet access Sounds-Write readers will have a 'reading for pleasure' book and are also able to request that books are read to them by adults

See note below in 'Equalities and Inclusion' about 'sight readers.

Reading Areas

School leaders ensure that pupils have access to high quality books throughout their time at IVSC. This includes access to books that support topic-based learning (fiction and non-fiction books), reading for pleasure and development of vocabulary.

The guidelines for reading areas around IVSC are set out below, these guidelines reflect our overall curriculum intent (*preparation for adulthood)* and our aim to encourage older pupils to access books through the school and college libraries:

Early Years and KS1	Reading area in continuous provision – books are a mixture of fiction and non-fiction picture books. Books include a mixture of topic related books and books selected by the teacher based on their knowledge of what may interest pupils.

Key Stage 2	Reading area in continuous provision – books are a mixture of fiction and non-fiction picture books; there may also be some 'chapter books' included (depending on pupil needs). Books include a mixture of topic related books and books selected by the teacher based on their knowledge of what may interest pupils.
Key Stage 3	Reading area available in the classroom – likely to consist of a bookcase with key books related to the topic. The reading area will also contain books that have previously been class readers during story time.
Key Stage 4	Reading area available in the classroom – likely to consist of a bookcase with key books related to the topic. The reading area will also contain books that have previously been class readers during shared reading.
Key Stage 5	Access to a range of fiction and non-fiction books through the college library.

Libraries

The school library is organised as follows:

- Theme based books – fiction and non-fiction books selected to support pupils' acquisition of knowledge and vocabulary related to teaching themes
- Fiction books – a wide variety of high-quality fiction books arranged by author (alphabetical order) including some 'focus' authors to support pupils' development of a love of reading

The college and Sixth form library are organised as follows:

- A variety of non-fiction books organised by subject to support students' learning, knowledge and interests
- A wide variety of quality fiction books that are 'high interest' for pupils in sixth form - including some 'focus books' that students are encouraged to access.

Pupils also have the opportunity to access the local library as required. However, trips to the library are undertaken where possible for all secondary aged pupils unless determined otherwise by a risk assessment around community access. The purpose of these visits is to develop pupils' love of reading and introduce them to the concept of a public library.

Staff and pupils are encouraged to request books for the library where a need is identified. Speak to the Early Reading Leader to request new books.

Storytime/shared books

We use the terms 'story time' with primary aged pupils and 'shared books' with secondary aged pupils. This is because 'story time' is a phrase more associated with younger children. Reading to the class has several benefits to pupils including developing pupils' love of reading, developing pupils' vocabulary and supporting pupils' social, emotional, spiritual and cultural development.

Teachers (or teaching assistants) read to pupils regularly and throughout the week as set out below:

Early Years/KS1	Pupils are read to once a day. Either before lunch and or before going home. One book is selected by the teacher (see notes below) and one is taken from the list of core texts in appendix 1. The 'core book' will be repeated for the entire week so that pupils can explore a range of aspects of the book. There is a focus on books that have interesting illustrations, elicit emotional responses and are engaging.
Key Stage 2	Pupils are read to once a day. Either before lunch or before going home. One book is selected by the teacher (see notes below) and one is taken from the list of core texts in appendix 1. The 'core book' will be repeated for the entire week so that pupils can explore a range of aspects of the book. There is a focus on books that have interesting illustrations, elicit emotional responses and are engaging. However, some pupils will want to listen to chapter books, teachers use their professional judgement to select a book that is of the right nature for their class.
Key Stage 3	Pupils are read to *at least* once a day. Pupils listen to chapter books that are read by the teacher where appropriate. Books are selected from the list of core texts in Appendix 1. Where a pupil *will not* engage with a chapter book, they will have a book of interest read to them by staff from the core book list. The focus of shared reading is to support pupils' development of a love of reading and their vocabulary.
Key Stage 4	Pupils are read to *at least* once a day. Pupils listen to chapter books that are read by the teacher. Books are selected from the list of core texts in Appendix 1. Where a pupil *will not* engage with a chapter book, they will have a book of interest read to them by staff from the core book list. The focus of shared reading is to support pupils' development of a love of reading and their vocabulary.
Key Stage 5	Students have access to books and reading materials throughout the week. Students read daily and are encouraged to access books that support their development of vocabulary and their love of reading. College and Sixth Form students may access texts through computers, apps, or other devices as well as magazines or other texts.

When selecting storytime/shared reading books teachers should consider the following (adapted from *the reading framework: teaching the foundations of literacy, DfE, January 2022*.

Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend pupil's vocabulary
- have illustrations which are engaging and reflect people from all backgrounds and cultures?
- help pupils to connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

Staff professional development

All primary teaching staff have either accessed Sounds-Write training *or* are due to participate in Sounds-Write training delivered online. All secondary teaching staff have attended (or will attend) online Sounds-Write training.

All primary and secondary teaching assistants have been trained on the basics of Sounds-Write and received class based synthetic phonics training. Leaders ensure that they regularly remind staff about synthetic phonics sounds.

Roles and Responsibilities

Head teacher – Early Reading lead, overall responsibility for school and college reading strategy including monitoring and progress, share an enthusiasm for reading

Gail Larkman and Lisa Willoughby - Reading Leads

Class teachers – Adhere to the early reading strategy and the Sounds Write synthetic phonics programme, share an enthusiasm for reading

Teaching assistants – Support the teaching of synthetic phonics through the structured Sounds Write programme and early reading, share an enthusiasm for reading

All staff - share an enthusiasm for reading and for books with pupils

Legal Framework & Statutory Guidance

The National Curriculum for England: framework for key stages 1 to 4; 2014

SEND Code of Practice; 2015

Statutory framework for the early year's foundation stage: Setting the standards for learning, development and care for children from birth to five; 2021

The reading framework: Teaching the foundations of literacy; 2022 *non-statutory*

Equalities and Inclusion

Some pupils at Wooden Hill Federation have memorised words (also known as sight reading), this is often associated with pupils who have Autism. However, this tendency to memorise words should not be confused with the development of an effective reading strategy. Therefore, it is important that teachers devise teaching that supports the phonic knowledge acquisition of all pupils. Readers who have memorised words will still access the phonics scheme books and staff will remain focussed on developing their phonic knowledge through Sounds Write.

However, some pupils, for whom Phonics has not worked for a number of years (e.g. by the end of year 9) *may* access the 'See and Learn' programme. This will only be in place when agreed by the Headteacher.

We recognise that some disadvantaged pupils will have limited access to books. In order to support disadvantaged pupils' development in reading, all pupils who are eligible for pupil premium will receive copies of books from the appendix one reading list. Books that will be purchased for pupils are marked with an *. The funding for this initiative comes from the school's pupil premium allocation.

Safeguarding Implications

There are limited safeguarding implications for this policy. However, staff should be mindful that some of the books read or taught (particularly those about different families) may cause pupils to recall previous trauma. Some of the books may also make pupils feel comfortable to disclose personal information, for example, about sexuality. This information should be treated with sensitivity and care.

Writing Policy

Introduction and Aims

This policy promotes a consistent approach to writing across the school. It aims to:

- ensure writing is a whole-school priority;
- develop transcription and composition skills;
- provide meaningful writing opportunities;
- support pupils through adaptive teaching and assistive technology;
- prepare pupils for adulthood through functional writing experiences.

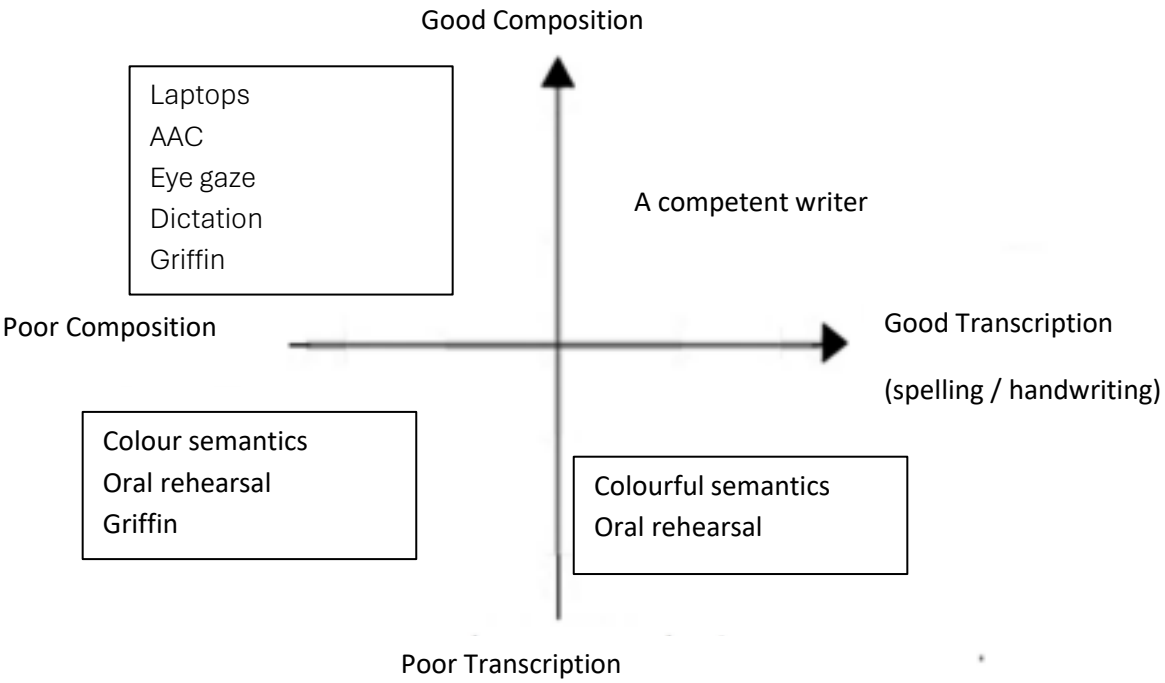
The Purpose of the Policy

The purpose of this policy is to ensure that there is a clear, consistent and evidence-informed approach to the teaching of writing across the federation. It outlines the principles, expectations and strategies used to support pupils in developing the skills and confidence to communicate effectively through writing.

The policy recognises that pupils follow a range of developmental pathways and that successful writing may be achieved through handwriting, symbols, assistive technology or alternative methods of recording. It promotes a consistent approach to the teaching of transcription, composition and purposeful writing, whilst ensuring that appropriate adaptations are made to meet individual needs.

Writing is an essential life skill that enables pupils to express themselves, communicate with others and participate successfully in education, employment and the wider community. Through this policy, the federation aims to ensure that all pupils are provided with meaningful and motivating writing opportunities that develop independence, foster creativity and prepare them for adulthood.

The Simple View of Writing



Writing Across the Curriculum

Writing is taught explicitly through English lessons but is also embedded throughout the wider curriculum.

Pupils are provided with frequent opportunities to write for authentic purposes across all subject areas including:

- recording investigations in science
- completing forms in life skills lessons
- writing instructions in design technology
- producing recounts in history
- labelling diagrams in geography
- creating shopping lists and recipes
- writing letters, emails and messages
- completing vocational documentation
- recording personal reflections and journals

Writing opportunities are carefully matched to pupils' developmental stage whilst maintaining high aspirations for independence.

Early Writing and Mark Making

Early writing begins with communication, exploration and purposeful mark making.

For pupils working at the earliest developmental stages, staff provide opportunities to:

- develop gross and fine motor control
- explore marks in a range of sensory media
- recognise that marks carry meaning
- imitate adult writing behaviours
- make choices through symbols and marks
- engage in shared writing experiences with adults

Mark making is valued as an important developmental stage and forms the foundation for later conventional writing.

Transcription

Handwriting

Handwriting is explicitly taught using the Griffin Handwriting approach.

Teaching focuses upon:

- correct posture and positioning
- appropriate pencil grip
- letter formation
- orientation
- consistency
- fluency
- presentation

Where handwriting presents a barrier due to physical need or disability, appropriate adaptations and assistive technology will be implemented.

Spelling

Spelling is taught progressively alongside Sounds-Write and follows the school's writing curriculum progression.

Teaching includes:

- phoneme-grapheme correspondence
- common exception words
- spelling rules and patterns
- morphology and word families
- dictation
- application within meaningful writing

Pupils are encouraged to apply taught spelling knowledge within independent writing while celebrating phonically plausible attempts.

Composition

Composition is developed through explicit teaching of:

- oral language
- vocabulary
- sentence construction
- grammar
- punctuation
- organisation
- planning
- drafting
- editing
- proof-reading

Teachers model the writing process through shared and guided writing before pupils move towards increasing independence.

Colourful Semantics, visual supports and structured scaffolds are used where appropriate to develop sentence construction and language.

Writing for Purpose

At Wooden Hill Federation, pupils are given regular opportunities to write for real and meaningful purposes. Wherever possible, writing activities are linked to everyday life and provide pupils with a clear audience and reason for writing.

Writing opportunities may include:

- Shopping lists
- Menus and recipes
- Letters and postcards
- Emails and messages
- Invitations
- Diaries and journals
- Instructions
- Reports and recounts
- Forms and applications
- CVs and cover letters
- Labels and signs
- Personal profiles

As pupils progress through the school, writing tasks become increasingly focused on developing the functional skills needed for adulthood, helping pupils to communicate independently in education, employment and the wider community. Where appropriate, pupils may use assistive technology or alternative methods of recording to achieve these outcomes.

Inclusion and Assistive Technology

Wooden Hill Federation recognises that not all pupils will access writing through traditional handwriting.

Alternative methods may include:

- Clicker
- speak-to-text software
- eye gaze technology
- AAC devices
- symbol-supported recording
- keyboards
- touchscreens
- adapted pens
- alternative recording systems

These approaches are viewed as equally valid methods of producing written communication where appropriate.

All pupils are expected to communicate their ideas using the method that enables maximum independence.

Staff Professional Development

All teaching staff receive training appropriate to their role in:

- Sounds-Write
- Griffin Handwriting
- Colourful Semantics
- assistive technology
- adaptive teaching
- writing assessment
- curriculum progression

Leaders ensure that staff knowledge is regularly updated to maintain consistency and high-quality provision.

Roles and Responsibilities

Headteacher – Overall responsibility for the school's writing strategy and monitoring.

English Subject Leaders – Lead curriculum development, monitor provision, provide professional development and support staff.

Class Teachers – Deliver high-quality writing teaching in line with this policy and adapt provision to meet individual needs.

Teaching Assistants – Support pupils through agreed teaching approaches and encourage independence.

All Staff – Promote positive attitudes towards writing and celebrate all successful communication.

Equalities and Inclusion

Every pupil has the right to become an effective communicator.

The school recognises that pupils may require different pathways to achieve success and values all forms of communication equally.

Reasonable adjustments, specialist equipment and personalised approaches will be implemented to ensure full access to writing opportunities.

Safeguarding

Writing activities may provide opportunities for pupils to disclose concerns or experiences.

Staff must remain vigilant and follow the school's safeguarding procedures where any written or recorded communication raises concerns regarding a pupil's welfare.

Legal Framework

National Curriculum, SEND Code of Practice, EYFS Framework, Equality Act 2010 and Ridgeway School curriculum guidance.

Appendix

Core Texts for Story time/shared reading - under development for each year in cycle

Core texts are chosen based on the following factors taken from the reading framework: teaching the foundations of literacy, DfE, January 2022.

- leaders have identified a core set of stories for each year group.
- consider a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction.
- leaders will refresh each year and consider newly published books.
- leaders will ensure that teachers know which books have been planned in/read in previous years.
- leaders will share the list with parents, and explaining its purpose, so parents can consider buying or borrowing books.

pupils who are eligible for pupil premium will be given a selection of core books.

Early Years and Key Stage 1 Core Texts

Two-year cycle:

Year a:

(Nadia Shireen author focus)

The Very Hungry Caterpillar - Eric Carle - repetition and vocabulary

Billy and the Beast - Nadia Shireen - racially diverse characters

Billy and the Dragon - Nadia Shireen - racially diverse characters

Billy and the Pirates - Nadia Shireen - racially diverse characters

Heather Has Two Mummies - Leslea Newman - diverse families (LGBTQ+)

Up and Down - Oliver Jeffers - friendship

Worm Loves Worm - J.J. Austrian - LGBTQ+

Year b:

(Oliver Jeffers author focus)

Lost and Found - Oliver Jeffers - friendship

The Way Back Home - Oliver Jeffers - friendship

How to Catch a Star - Oliver Jeffers - challenging perceptions

Nimesh the Adventurer - Ranjit Singh

Super Duper You - Sophy Henn - celebrating individuality - racially diverse

Look Up! - Nathan Byron - racially diverse characters

Little Smudge - Lionel Le Néouanic - celebrating diversity

Year c:

(Benji Davies author focus)

Tad- Benji Davies- growth and change

The Great Storm Whale- Benji Davies- friendship

Grandad's Island- Benji Davies- loss

The Storm Whale- Benji Davies- friendship

Elmer- David Mckee- celebrating difference
Listening to the Quiet- Cassie Silva and Frances Ives- hearing impairment

Key Stage 2 Core Texts

Four Year Cycle

Year a:

The Gruffalo - Julia Donaldson - rhyme and repetition

The Gruffalo's Child - Julia Donaldson - rhyme and repetition

Ketchup on Your Cornflakes? - Nick Sharratt - Interactivity and vocabulary

The Smartest Giant in Town - Julia Donaldson

Polonius the Pit Pony - Richard O'Neill - racial diversity (travellers)

My Daddies - Gareth Peter - diverse families (LQBTQ+)

Little Red - Bethan Woollvin - traditional tale and gender roles

Year b:

Stick Man - Julia Donaldson - rhyme and repetition*

Room on the Broom - Julia Donaldson - rhyme and repetition*

Spaghetti Hoop Boy - Lara Williamson - diverse families (adoption)

The Pirate Mums - Jodie Lancet-Grant - diverse families - LGBTQ+

My Shadow is Pink - Scott Stuart - gender identity - LQBTQ+

The Dot - Peter H Reynolds - Creativity and confidence

Rooster Wore Skinny Jeans - Jessie Millar - diversity and celebrating individuality

Year c:

The Highway Rat - Julia Donaldson - rhyme and repetition*

Charlie Cook's Favourite Book - Julia Donaldson - rhyme and repetition*

Julian is a Mermaid - Jessica Love - LGBTQ+

Llama Glamarama - Simon James Green - diversity and celebrating individuality

And Tango Makes Three - Justin Richardson & Peter Parnell - diverse families - LGBTQ+

All Are Welcome Here - Alexandra Penfold – diversity and celebrating individuality

Year d:

Tabby McTat - Julia Donaldson – rhyme and repetition*

The Snail and the Whale - Julia Donaldson - rhyme and repetition*

Hello, Sailor - Ingrid Godon - LGBTQ+

The Proudest Blue - Ibtijah Muhammad - religious and racial diversity (wearing hijab) **It's Okay to be Different** - Sharon Purtill

The Visible Sounds - Yin Jianling

Key Stage 3 Core Texts

Three-year cycle:

Year a:

Frank Cottrell-Boyce- chapter books

- **Millions**
- **Cosmic**
- **The Wonder brothers**

The Wonderful Wizard of Oz - Robert Sabuda - L. Frank Baum - traditional tale

The Boy At the Back of the Class - Onjali Rauf - refugees

Or if more appropriate author focus could be Benjamin Zephania

- **Nature Trail**
- **People need People**
- **Funky Chickens** - Benjamin Zephania - poetry

The Hospital Dog - Julia Donaldson

All People are Beautiful – self-esteem and diversity

Home - Carson Ellis – different home/lifestyles

Peter Pan - Robert Saduba - traditional tale

Year b:

Michael Lawrence - author focus

- **The Toilet of Doom**
- **Maggot Pie**
- **The Killer Underpants** (if time)

Or if more appropriate author focus could be Anthony Browne

- **Gorilla**
- **The Tunnel**
- **Little Beauty**

Wonder - RJ Palacio - diverse abilities and appearances

Harriet Versus The Galaxy - Samantha Baines - diverse abilities

Counting on Katherine: How Katherine Johnson Put Astronauts on the Moon – Helaine Becker - racial diversity - human achievement **Why Not?** - George Webster- diversity and inclusion

The Colour Monster - Anna LLenas – emotions

Fantastic Families - Omari McQueen

Girls of the World: Doing More Than Ever Before - Davis and Linsey

Year c:

Roald Dahl - author focus

- **Fantastic Mr Fox**
- **Charlie and the Chocolate Factory**
- **George's marvellous medicine**

Or if more appropriate author focus could be Emily Gravett

- **Meerkat Mail**
- **Tidy**
- **Monkey and Me**

Beauty & the Beast - Robert Sabuda - traditional tale

Freddie and the Fairy - Julia Donaldson – diversity and inclusion

Amazing - Steve Anthony – diversity and inclusion

Mixed - Arree Chung – emotions

Two Nests - Laurence Anholt – parents separating

Key Stage 4 Core Texts

Two-year cycle:

Year a:

JK Rowling - author focus

- **Harry Potter and the Philosopher's Stone**
- **Harry Potter and the Chamber of Secrets**
- **Harry Potter and the Prisoner Azkaban** - if there is sufficient time

Or if more appropriate author focus could be Benji Davies

- **The Storm Whale**
- **Grandad's Island**
- **The Storm Whale in Winter**

Hamlet: Shakespeare Stories for Children - Andrew Matthews – Shakespeare

African Tales: A Barefoot Collection - Gcina Mhlophe – tales from around the world

Anansi the Clever Spider - Susie Linn – tales from around the world

The Music in me - Sophy Henry – emotions

The Same but Different too - Karl Newson – inclusion/diversity

Florence Frizzball - Claire Freedman – racial diversity

Year b:

Michael Morpurgo- author focus

- **War horse**
- **Outlaw: the story of Robin Hood**

Or if more appropriate author focus could be Nicola Davies

- **Perfect**
- **The Promise**
- **The Day the War Came**

Macbeth (A Shakespeare Story) - Andrew Matthews - Shakespeare

Mr William Shakespeare's Plays - Marcia Williams

Steve Jobs: A kids book about changing the world - Mary Nhin, Yuliia Zolotova – inspirational people

Marcus Rashford, Little People, Big Dreams – inspirational people

Uncle Bobby's Wedding - Sarah Brannnen – LGBQ

I Remember - Jeanne Willis and Raquel Catalina - dementia

Key Stage 5 Focus Texts

Flexible cycle according to student interests and stage of the reading curriculum

Year a

Heartstopper Series Volume 1-4 - Alice Oseman - *same-sex relationships*

Noughts and Crosses - Mallory Blackman - *acceptance of diversity*

Or if more appropriate author focus could be Shaun Tan

- **The Red Tree**
- **The Lost Thing**
- **Cicada**

Year b

The Sad Ghost Club series 1-4

The Hunger Games series 1-5

Or if more appropriate author focus could be Peter H Reynolds

- **Ish**
- **Say Something!**
- **Be you!**