



Yavneh Girls High School

Student Guide

An explanation of Safeguarding, Behaviour, Attendance, Uniform and how to make the most of your time at Yavneh Girls

Safeguarding

We want Yavneh Girls High School to be a safe place. Staff in school will do everything they can to make sure you are protected and happy. We want to help you understand what Safeguarding means to you and to help you decide what could be a “problem” and whom you should talk to.

Staff in school know that Safeguarding means that they should:

- Protect you from harm.
- Make sure nothing stops you being healthy or developing properly.
- Make sure you are safely looked after.
- Make sure you have the best life chances and can grow up happy and successful.

Staff agree that to look after you, they will:

- Make the school a friendly, welcoming and supportive place to spend time in – somewhere you want to be.
- Be there for you to talk to if you need to and know who to ask for help.
- Give you safe messages in your lessons to help you learn how to look after yourself both online and in the real world.
- Have all the right rules in place to help look after you (these rules are sometimes called policies).

What do you need to understand about Safeguarding?

- That you should never have to experience behaviour from an adult or other young person that hurts you, makes you fear for your safety, makes you feel uncomfortable or pressures you to do something you do not want to do.
- That all staff can be approached with a concern and certain staff have specific responsibilities with safeguarding pupils.
- All Staff will listen to what you have to say with an open mind.
- You can talk about yourself, or if you worried about someone in your family, or a friend, you can trust us to listen.
- Staff will make accurate and specific notes of discussions to make sure that all concerns are recorded.
- Staff will not promise to keep secrets. They will explain that they have a responsibility to report what has been said to someone else if they are worried about your safety.
- All Staff will immediately tell the Safeguarding team if they are worried about your safety. If they are worried about your safety, they might invite other professionals to talk to you.

All the staff at Yavneh Girls will do their best to make sure the building is safe for you to learn in and spend time in. We will make sure that we know who everyone is in the school by asking visitors to sign in at reception. People that we do not know will never be allowed to spend time with you on your own and will not be allowed to walk around the school without a member of staff. When you leave school to go on a trip somewhere, the staff will make sure they can keep you safe wherever you are going.

In Summary:

- If you have a problem or issue you are concerned about you can speak to **any** member of staff in school.
- Try speaking to someone you see regularly such as your **Form Tutor, a Class Teacher or Head of Year.**
- There is a dedicated team of people to keep you safe and help protect you from harm this is the safeguarding team: **P Watson, L Brown, D Pell, J Burberry and G Leventhall** and they can be found in the Main School building, the Drama Block, Yavneh Boys and Yavneh Girls. They can be emailed directly: safeguarding@kdhigh.co.uk.
- The school office will be able to help you find members of staff or help with your concerns directly.
- If you are out of school there are lots of services that can help you, a list can be found here: <https://www.kdhs.org.uk/wellbeing.html>.
- **Childline** is a confidential helpline for a variety of problems: **0800 1111**.
- In an emergency or if you are in immediate danger, you should contact **999**.

Behaviour

Yavneh's aim is to cultivate an environment where our students can flourish and live a happy and successful life of תורה עם דרך ארץ. The emotional wellbeing of students is at the core of everything that we do. Our aspiration is to ensure that students are imbued with a love for Yiddishkeit, inspiring them to live a Jewish life with commitment to 'עבודת ה' and שמירת הלכה, whilst being respectful to others in the wider world they live in. Our teachers treat each student as an individual, delivering the highest standards of religious and secular education with care and proficiency, to maximise each student's potential in achieving their own personal and professional goals in life.

A variety of rewards will be given to students including verbal praise, recognition emails, praise in assembly, prizes, reward trips and special privileges.

To keep you safe and get the most from your learning in school there will be specific rules and instructions given to you throughout the day, however, the school has some simple expectations.

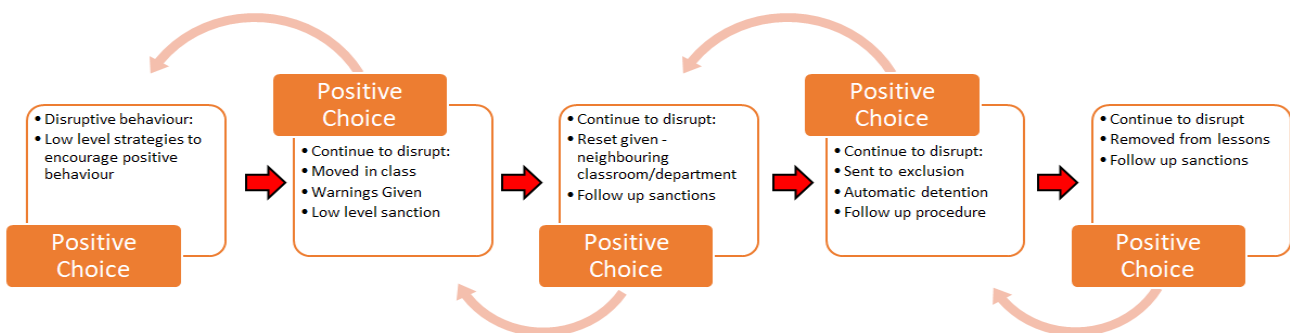
School expectations:

- Arrive on time
- Line up outside classrooms
- Listen attentively
- Sit up straight in chairs
- Put your hand up if you want to ask a question and wait for the teacher to invite you to speak
- Bring all necessary equipment to lessons
- Wear correct uniform
- Use respectful and courteous language
- Complete homework on time to a good standard
- Move around school in a calm and orderly fashion
- Interact positively with everyone in school

Teachers will focus on positive behaviour management, rewarding students who embody the values and behaviours expected of them. If you are not yet meeting these standards teachers will use a variety of interventions to encourage you to make a positive choice and correct your behaviour.

Remember there is always a way back; if you can demonstrate making a positive choice you can stop advancing along the pathway.

At each intervention, failure to make a positive choice will lead to the need for escalated interventions.



How do I make a positive choice?				
Stop the identified behaviour	Avoid arguing back	Take ownership of your behaviour –recognise what you have done wrong	Recognise why you cannot continue to disrupt others	Apologise

If you make mistakes with your behaviour, there are a variety of responses based on the level of negative behaviour these are known as **sanctions**.

- **Classroom Sanctions** – for example teacher reminders, being kept behind at break, asked to attend booster/intervention.
- **School Community Sanctions** – for example, litter picking, lunch duty, assisting staff etc.
- **Lunchtime Detention** – 30 mins: issued automatically for a student being sent from a lesson or accumulated negative points.
- **Tuesday and Wednesday Afterschool Detention** – 40 mins: Issued for accumulation of negative points or repeated offences.
- **Thursday After school Detention** – 50 mins: Issued for failure to attend other sanctions, not responding to sanctions or single instances of serious negative behaviour.
- **Sunday Morning Detention** – 1-3 Hours: Issued for repeated failure to attend sanctions, not responding to sanctions or single instances of serious extreme negative behaviour.

In addition to the above, interventions and support methods such as placing a student on report or assigning a mentor will be considered.

Suspension

Instances of serious extreme negative behaviour, repeated and sustained negative behaviour or failure to respond/attend previous sanctions.

At this point, if the behaviour is ongoing, a student will be placed on an individual behaviour plan. If this fails to have a positive outcome a meeting with a Governors behaviour panel will be considered. If previous sanctions and interventions have failed to improve behaviour or there are instances of extreme negative behaviour that warrant such a response, the school may consider Expulsion.

Restorative

In addition to sanctions, the school will employ a variety of restorative methods to help you learn from any mistakes and help you make positive choices in the future. These can be focused on classroom-based issues or negative interactions with peers.

Prohibited Items

The following items are prohibited from school and possession or supply of them will be dealt with by an appropriate sanction.

- knives, weapons or replica equivalents
- alcohol
- illegal drugs
- stolen items
- chewing gum
- tobacco, cigarette papers, vapes and lighters
- fireworks
- pornographic images
- food [except fruit and water]
- any items brought in to sell to other students

Toilet visits

Students without medical needs should not use the toilet during lessons.

This is to avoid you missing out on learning and help you develop responsibility for managing your needs at an appropriate time.

Mobile Phones

You may have your phone with you for the travel to and from school. However, the use of all phones is banned in years 7 to 11 and phones must be switched off during the school day. This includes before registration and at lunchtime. (Any student who needs to phone home may do so via the office). Sixth Form students are not permitted to use phones during lessons (unless specifically instructed by a teacher) or on corridors.

Attendance



Good attendance at The King David High School means...

...being in school at least 95% of the time (180-190 days)



A little late?

Being a little late to class can seem harmless, however, overtime it all adds up.



Being **5 minutes** late a day can lead to **3.4 days** missed a year.



Being **10 minutes** late a day can lead to **6.9 days** missed a year.



Being **15 minutes** late a day can lead to **10.3 days** missed a year.



Being **20 minutes** late a day can lead to **13.8 days** missed a year.



Being **25 minutes** late a day can lead to **17.25 days** missed a year.



Being **30 minutes** late a day can lead to **20.7 days** missed a year.

Ensuring Good Attendance and Punctuality	Rewarding Good Attendance
Reminders Attendance/Punctuality Report Parental Meetings Home visits Catch up sessions Sanctions	Personal success Achievement points In school rewards Reward trips Permission to attend school trips

Pupils with attendance of 95% gained an average of 2 levels higher in their GCSEs than those with attendance below 80%.

How to get the most from your learning

If you are attending every lesson and behaving positively you are setting yourself up for getting the most from each lesson.

But there are many more things you can do to get the most from your learning at YAVNEH GIRLS.

In school:

- Be prepared for each day make sure you bring the correct equipment and books.
- Listen carefully and contribute your ideas and answers when asked.
- Ask for help but try to work on problems on your own at first – this will help you to learn.
- Listen and act on feedback.
- Understand that getting things wrong is part of the process of learning.

At home:

- Ensure you complete homework, giving it enough time and effort to help you learn from it.
- Read around your subjects and learn independently.
- Try to do things to deepen your understanding of your subjects, like watching documentaries, visiting museums, art galleries etc. Subject pages on the school website will give you some specific ideas.

Revising for exams

- Have a nice, well-lit place to work at home if possible (natural light is best).
- Turn your phone off and put it in another room.
- Aim to revise in 1 hour sessions with a break of 5 to 10 minutes.
- Try to avoid late nights: get into a routine and wind down before bed. Do a 'digital detox', staying off your phone and devices for an hour before you go to sleep.
- Try to exercise.
- Get someone (friend/parent etc.) to hold you accountable. Write down or tell them what you're going to do that day.
- Reward yourself after a good revision session.

A good principle for revision is that 'memory is the residue of thought': We remember what we think about, so your revision must make you think.

These are some of the best revision strategies, as proven by educational research:

- **Distributed practice** - You're best planning to revise stuff several times.
- **Retrieval practice** - Practice reviewing knowledge from memory (even 15 minute a day is great). Do it throughout the year, not just when you have exams or assessments.
- **Elaboration** - This is explaining material out loud. You can use a friend, a parent, or even explain it to yourself.
- **Making flashcards and testing yourself** - You can carry your flashcards around in case you have 5-10 minutes spare waiting for a bus, in a commercial break etc.
- **Practice testing** - This is one of the most effective techniques. Basically, you're testing yourself, from memory, on what you need to know for the exams. It can be just quizzes or, particularly in the final run up to exams, past paper questions.

Think about the future

Throughout your time at YAVNEH GIRLS staff will give you examples and advice around your future and careers. Ask questions and engage with information that can help you think about what you might want to do in the future. This website has careers profiles on it: www.prospects.ac.uk.

Informed Choices is a document produced by the Russell Group (traditional universities) on the subjects that they recommend for particular university degrees: <https://www.informedchoices.ac.uk/>.

Uniform and Personal Appearance Policy

Yavneh Girls High School believes that our school uniform:

- Is practical and smart
- Promotes a sense of pride in the school
- Helps create a sense of community and belonging towards the school
- Promotes a sense of equality amongst peers
- Helps identify and represent the school

All pupils are required to wear the standard uniform and must conform to the following rules. Sanctions may be applied for failure to meet Yavneh Girls High School standard.

Student Emails

Accessing Email:

- To access school emails externally go to: <https://www.office.com/> and sign in with your school username i.e. username@kdhigh.co.uk and your school password. Alternatively, you can download Outlook for android/mac.
- Pupils can also access it through a link on the school website www.kdhs.org.uk.
- From this point, they should select Outlook Web Access from the left-hand pane to access their e-mails.

Giving Out E-Mail Addresses:

- All pupils have their own e-mail address. In almost all cases, the address is their full first name then surname:

name.surname@kdhigh.co.uk eg jonathan.smith@kdhigh.co.uk.

- In exceptional cases, where two or more pupils share the same name, pupils are distinguished by an extra number after their surname (from 1 onwards) e.g. jonathan.smith1@kdhigh.co.uk.

EduLink One

EduLink One brings together the things you need to manage daily school life. It is a complete engagement and management solution that supports parents, staff and students in and out of the classroom. It is accessible anywhere and on any device.

From the first week of term your son or daughter will be able to access EduLink to monitor behaviour, achievement, detentions, timetable and attendance. It will also allow monitoring of pupils' homework. Teachers will begin to log homework for classes online, and this will appear on both parent and pupil EduLink logins. It will allow all pupils to have a digital record of what homework has been set. It also gives the option for teachers to add links and attachments to instructions. Additionally, pupils who have been absent will be able to receive notifications of homework from their different subjects.

Information and login details are sent automatically at the beginning of term.

What to do if:

You are a victim of bullying - Yavneh Girls High School does not tolerate any form of bullying. You must report any incidents of physical or verbal bullying to your form tutor, or anyone you feel comfortable speaking to. Teachers cannot do anything about it unless you tell them!

You are late for school - Before going to your class, report to the office and sign your name in the late register. The school will then know you are on the premises in the event of a fire.

You miss your bus - Most importantly, don't panic. Let the school and your parents/carers know as soon as possible to make alternative arrangements to get you to or from school. Don't accept lifts from people you don't know!

You lose/forget your dinner money - Go to the school office. In most cases you will be given money that you must pay back as soon as possible.

You lose personal property - Report lost property to the school office to check this hasn't been handed in. Check the lost property area under the stairs and inform the school office. Keep expensive items at home or insure them if they must be taken to school.

You are ill - Let the school office know as soon as possible. For long term absences let the school office know by telephone. Any time off school that you have, needs to be covered by a note from your parents/carers. This must be handed to your form tutor when you return.

You cannot do your class work - Tell your teacher during the lesson; you might not be the only student struggling. Don't leave the problem to go away. Usually, unsolved problems lead to more difficulties later on. If you feel you cannot ask for help during the lesson, see the teacher at the end of class and arrange a convenient time to sort your work out. If you do not want to tell your teacher, tell your form teacher you are having difficulties in a particular lesson.

You cannot do your homework - Tell your teacher as soon as possible. Teachers are here to help you and will provide you with some assistance. If you cannot see your class teacher, then tell your form tutor. Never wait until your next lesson to tell your teacher if you cannot do your homework.

You have a problem with your teacher in class - Tell your form tutor as soon as possible. They will try and resolve the situation quickly. Don't put yourself in a position where you are disrupting classes by having disagreements with your teachers.

You forget your Computing password - See one of the Computing Staff or technicians. Don't use other people's user codes.

You have a problem with your computer in school - Tell your teacher. Don't try and repair hardware or software faults yourself.

You accidentally damage school property - Report any damage as quickly as possible. You will not be in trouble for accidents that occur. It is important we know about damage so that we can repair it as soon as possible. If you do witness vandalism, then report it, Yavneh Girls is your school as well as everybody else's.

Sickness - If a pupil feels unwell, they must report to the school office. One of the office staff will contact home. Pupils must not make direct contact with home. Should this happen, we would ask that the parent informs the school office. If a pupil needs medication, it must be kept in the school office. If your child has a medical condition, please inform the school. If they need to use the toilet frequently, they will be issued with a pass, as pupils are discouraged from leaving lessons.

The Lift - There are lifts available for pupils with injuries to use where necessary with parent notification.

You need someone to talk to in school - Should you want to talk about something that is troubling you, there are people in school who are there for you.

What can we talk about - We can talk about everything. Some of the topics are:

- Home life
- Feeling anxious
- Feeling down or depressed
- Problems with eating
- Loss or bereavement
- Self-esteem
- Self-harm
- Suicidal thoughts
- Physical abuse
- Emotional/mental abuse
- Sexual abuse
- Neglect
- Alcohol or drugs
- Sexuality
- Transgender
- Experiencing traumatic events

- Any thoughts or feelings that worry or concern you

To whom can you talk? - There are signs up around school identifying who to talk to for example your Form Tutor or Head of Year.

If you feel unsafe or concerned about another pupil being unsafe you can speak to the Safeguarding Team: P Watson, L Brown, D Pell, J Burberry and G Leventhall.

Who else can I talk to? - Kooth is a confidential, anonymous and free website where young people can go for help via Drop-in chats, booked 1:1 sessions and themed message forums. These can be accessed via kooth.com.

For confidential support with mental wellbeing, Early Break are available Mon - Sat 8 am – 8 pm on 0161 464 3679 www.earlybreak.co.uk.

Health For Teens is a school nurse service available for confidential advice on matters such as healthy eating, emotional health, relationships, smoking, bullying, self-harm, alcohol and drugs, anxiety and many other areas Telephone 07507 330205. Please click on the link for the website. www.healthforteens.co.uk.

Young Minds is a service providing support for parents whose children are suffering with Depression. www.youngminds.org.uk. Mind give advice and support to empower anyone experiencing a mental health. You can call them from 9 am – 6 pm Mon - Fri on 0300 123 3393 or text 86463. You can also email on info@mind.org.uk or visit their website by using the link: www.mind.org.uk

Instrumental and Vocal Tuition

The music department offers the following:

Individual and group lessons

- Woodwind – Flute, Clarinet, Bassoon, Oboe, Saxophone.
- Brass – Trumpet, Trombone, French Horn, Euphonium, Tenor Horn.
- Strings – Violin, Viola, Cello, Double Bass.
- Voice.
- Guitar – Acoustic Guitar, Electric Guitar, Bass Guitar.

Individual lessons only

- Piano.
- Percussion- Drum Kit.

Lessons

- Lessons last half an hour (both individual and group).
- Lessons are taught during the school day on a rotational basis to minimise repeated absence from a single subject lesson. Only GCSE and A-level students are given fixed lesson times.
- Timetables are displayed on the notice board in the music block from the beginning of each half term. Updates to times will be posted on the notice board.
- Lessons missed due to pupil absence or school trips will not be re-scheduled.
- Lessons missed due to staff absence will be re-scheduled if it would result in less than 30 lessons per year.
- Pupils may be offered individual lessons if there are not enough students to form a group.
- For further information on lessons, please contact Mr Rushworth on c.rushworth@kdhigh.co.uk.

Instruments

- Pupils must provide their own instrument for lessons and bring it each week.
- We have a small selection of instruments available to borrow from school (mainly for year 7 pupils), please contact the music department for further information.
- Pupils may be asked to return instruments if they have been borrowed for over one year if required for new starters.
- Pupils are responsible for the upkeep and repair of instruments that have been borrowed from school.
- Any repairs required for an instrument that has been returned in a damaged condition will be charged to parents.

Pupils must:

- Practice regularly and as their teacher advises.
- Check the music notice board at least weekly to check their lesson time.
- Excuse themselves at the beginning of school classes before their music lesson.
- Label their instrument cases and music folders.
- Store instruments in the locked facilities provided.
- Take their instrument home on the day of their lesson. The school cannot except responsibility for instruments left outside of normal school hours.
- Take part in at least one of the school ensembles. The school heavily subsidises lesson fees, so it is expected that all pupils contribute to the musical life of the school.

The fine print

- **Parents must sign up to Music Lessons via ParentPay. Lessons will not be scheduled until parents have signed and paid for at least the first term of lessons. To cancel lessons a notice period of one half-term (approximately 6 weeks) is required. Please submit a request in writing to c.rushworth@kdhigh.co.uk otherwise full payment for the term will be incurred.**
- All lessons will be offered on a first come-first-served basis. If an instrument is oversubscribed a waiting list will be started.
- Pupils may study up to two instruments in school, as long as academic work does not suffer.

Payment information

- The cost of group lessons is £100 per term and individual lessons is £140 per term.
- Fees are charged based on 30 lessons over the 38 weeks in school (averaged at 10 lessons per term).
- All payments must be made directly to the school using ParentPay.
- Payments must be made for the full term or the full academic year in advance.
- Payments for each term **must be received in full at the beginning of each term** in order for your child to continue with lessons, otherwise lessons may be stopped.
- Please contact Mrs Rose for further information on payments: l.rose@kdhigh.co.uk

Holiday List 2024/2025

Term Begins	School Closes (pm)	School Re-opens (am)
		Monday 2nd September 2024 Years 7 return Year 12 register
		Tuesday 3rd September 2024 Whole school return
Rosh Hashana	Wednesday 2nd October	Monday 7th October
Succot	Tuesday 15th October	Monday 28th October
Winter Holiday	Thursday 19th December	Monday 6th January 2025
Half Term	Friday 14th February	Tuesday 25th February
Pesach	Tuesday 8th April	Tuesday 22nd April
Bank Holiday	Friday 2nd May	Tuesday 6th May
Half Term	Friday 23rd May	Wednesday 4th June
Teacher Training Day	Thursday 19th June	Monday 23rd June
Summer Holidays	Tuesday 22nd July	

Please note the following days school is open for staff training only:

Thursday 29th August 2024

Friday 30th August 2024

Monday 24th February 2025

Friday 20th June 2025

Wednesday 23rd July 2025

Early Closing Times

Rosh Hashana	Wednesday 2nd October	1.30
Yom Kippur	Friday 11th October	1.30
Succot	Tuesday 15th October	1.30
Shabbat	Friday 1st November & Friday 8th November	2.00
Shabbat	Friday 15th November to Friday 13th December	1.30
Shabbat	Friday 10th January 2025	1.30
Shabbat	Friday 17th January & Friday 24th January	2.00
Shabbat	Friday 31st January & Friday 7th February	2.30
Shabbat	Friday 14th February	3.00
Shabbat	Friday 28th February	3.00
Purim	Friday 14th March	1.00
School Closes	Tuesday 22nd July	1.30

These arrangements are subject to alteration.

Please note that dates may differ with the Primary School.

King David High School English Department Y6 Transition Booklet



Why is reading so important?

Reading for pleasure has been proven to significantly improve:

- *Mental wellbeing. Reading can be a relaxing activity which is often a 'pause for thought' in your otherwise hectic day*
- *Your general knowledge, cultural awareness, self-knowledge and understanding of others*
- *Your reading and writing ability in all areas and subjects, including your range of vocabulary, text comprehension and grammar*
- *Self-confidence in de-coding, implementing, and generating ideas*

As such we are committed, as a department and as a school, to trying to encourage reading across all year groups.

At parents' evening the question we are most commonly asked as English teachers is: *Is there anything else my child could be doing in order to help him/her improve in English?* The answer, invariably but very simply, is: **Read.**

The benefits of reading **extend far beyond English** as a subject. Reading, for personal enjoyment has far-reaching and positive effects which are well-documented and supported by a great deal of research.

Perhaps the second most commonly asked question we get is: *“How can we encourage reading and what should they be reading?”* This is more difficult to answer. Reading for pleasure cannot be enforced – otherwise it becomes a chore. Our advice is always to read... anything! Read as widely as you possibly can and anything that interests you.

To help you find something that might appeal we have put together a list of contemporary fiction books which are (in the vast majority) written specifically for young people; we hope that you find something that excites and interests you. If you already have something on your ‘to be read’ list you are more than welcome to read other texts not on this list; in fact, we would welcome any of your recommendations.

This booklet also contains some optional activities that may encourage and support your reading over the summer.

Happy reading and we can't wait to hear all about your chosen books in September!

Summer Reading Bingo

Reading widely is proven to be one of the best ways to improve your work across all subjects. We get students arriving every year who just do not know where to start when it comes to choosing a new book to read.

We have put together a challenge to help you set a target and get you reading more. The following grid challenges you to read books from a variety of genres, subjects, writers, and time periods.

Read a book that has been made into a movie.	Read a book that has been recommended by a friend or family member	Read a book from the school recommended reading list.	Read a book that is the first in a series of books.
Read a book with a colour in the title.	Read an autobiography.	Read a book that involves a natural catastrophe/ disaster.	Read a non-fiction book.
Read a book set in another country.	Read a book published in the last year.	Read a book that has won an award.	Read a book that is set in the past.

When moving up to high school lots of students want to try and address any areas of reading and writing that they feel less confident with. The following table offers some suggestions about where you may find some useful websites and tasks that can help you to improve some of these skills.

If you want to improve your spelling:

The following websites contain a range of resources and interactive tasks that can help improve your spelling:

<https://www.educationquizzes.com/11-plus/english/>

<https://uws.n-yorks.sch.uk/wp-content/uploads/2018/09/KS3-Spelling-Lists.pdf>

<https://wordwall.net/en-gb/community/ks3/spelling>

<https://www.bbc.co.uk/bitesize/topics/zbm2sq>

Reading is a brilliant way to improve your spelling and broaden your vocabulary.

Keep your own, personal dictionary. If you come across a word that interests you or that you don't know; make a note of it. You could then use it to impress in your next piece of writing!

If you want to improve your punctuation and grammar:

The following websites contain a range of resources and interactive tasks to help improve your punctuation and grammar:

<https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>

<https://www.bilsthorpeflyinghighacademy.co.uk/spag/>

<https://www.educationquizzes.com/11-plus/english/>

<https://www.educationquizzes.com/11-plus/english/>

<https://stphilips-chessington.org/wp-content/uploads/2020/03/Improving-Your-SPaG.pdf>

Reading is one of the best ways of improving your punctuation and grammar too.

If you want to improve your comprehension skills:

<https://www.educationquizzes.com/11-plus/english/>

Read lots! The following websites have book lists that might interest you:

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/booklists/>

<https://schoolreadinglist.co.uk/>

Try reading a book with either a friend or family member and then discuss what you have read.

Consider joining or setting up a book club to discuss what you are reading. There are some excellent resources online.

Visit local bookshops and browse the shelves. You may be surprised at what appeals to you. Also, staff are always more than welcome to offer recommendations.

Read different text types. You have more than just novels to choose from. You could try: articles, plays, diaries, autobiographies etc.

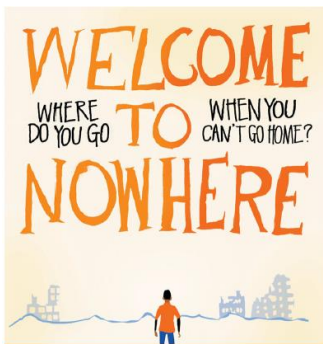
Set yourself a personal target for Year 7:

In year 7 I am looking forward to...

I would like to improve on...

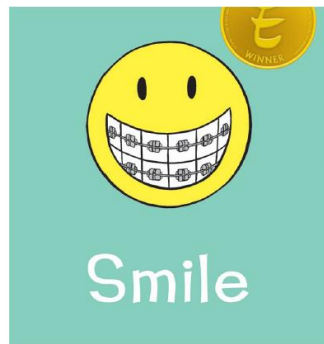
To do this I am going to ...

Some recommended reads...



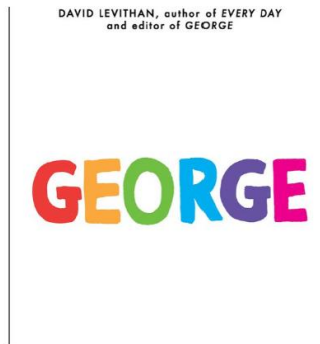
Welcome To Nowhere - Elizabeth Laird

- Best book for empathy
- Great characters and plot
- Based on real life accounts of life as a Syrian refugee



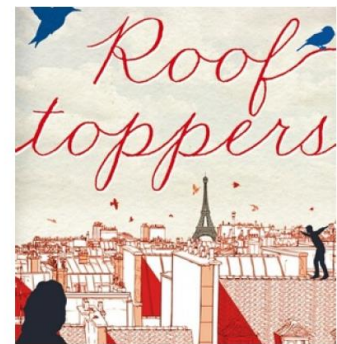
Smile - Raina Telegmeier

- Graphic novel (comic book)
- About life with braces
- Funny & heartwarming it's unlike anything you've read before



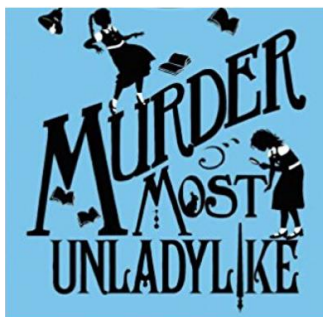
George - Alex Gino

- Simply told but powerful
- Warm, funny and inspiring
- "When people look at George, they think they see a boy. But she knows she's not a boy. She knows she's a girl."



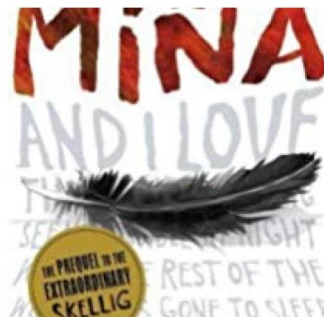
Rooftoppers - Katherine Rundell

- Classic adventure
- About life with braces
- Funny & heartwarming it's unlike anything you've read before



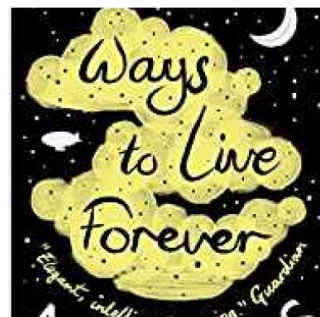
Murder Most Unladylike - Robin Stevens

- First in a fantastic series
- Friendship, boarding school and a murder worthy of the best crime writers
- Part murder mystery & part diary



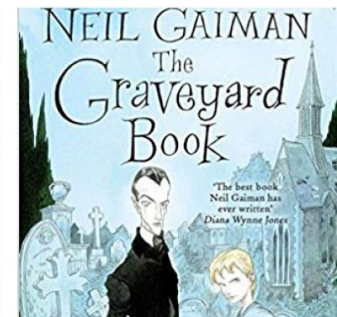
My Name Is Mina - David Almond

- Uplifting read about creativity and the fun you can have with words
- A must read for any budding writers
- Mina is SUCH a good character



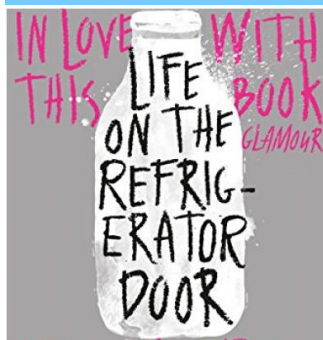
Ways To Live Forever - Sally Nicholls

- Will is 11 and has Leukaemia. He knows he will die soon.
- Written as a collection of thoughts, experiences and questions.
- It's funny, angry, thoughtful and uplifting



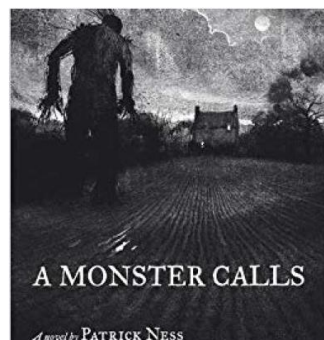
The Graveyard Book - Neil Gaiman

- Best opening line ever!
- Winner of the Carnegie Medal
- Bod is brought up in a graveyard by ghosts - a wonderful story of life, death and coming-of-age



Life On The Refrigerator Door - Alice Kuipers

- Sad but in the best way!
- Told entirely through notes between a mum and her daughter
- A fast paced 'quick read'



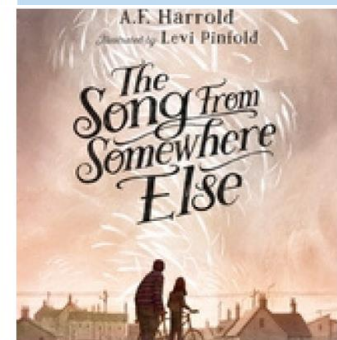
A Monster Calls - Patrick Ness

- Genre defying brilliant book!
- Has won LOTS of awards for brilliant writing
- About loss, being angry, bullying, fairytales and so much more!



The House with Chicken Legs - Sophie Anderson

- Carnegie Shortlisted
- Based on Baba Yaga Folktales
- Imaginative with great themes of friendship, destiny and a house with a mind of its own!



The Song From Somewhere Else - A F Harrold

- Magical realism perfect for fans of Roald Dahl and Neil Gaiman.
- A brilliantly atmospheric and poignant story
- About finding friendship where you least expect it

Reading Journal

As you complete your reading for pleasure, use the following journal to help you keep track of what you have read and enjoyed.

Title _____

Author _____

Illustrator _____

Fiction Non-Fiction Poetry Other

Topic or Genre _____

What did I like best about this book?

What did I not like about this book?

Title _____

Author _____

Illustrator _____

Fiction Non-Fiction Poetry Other

Topic or Genre _____

What did I like best about this book?

What did I not like about this book?

'My Bookshelf'

A lovely way to keep track of your reading is to keep a visual log. Colour in a book each time you finish a novel/article/short story etc. How colourful can you make your bookshelf by the end of the summer, term or even year?

