

St Joseph's Catholic Academy



Literacy Policy

Alex Quigley:

Rich, structured talk is a solution to closing the vocabulary gap in our classrooms. If this is twinned with high-quality reading instruction, then we are well on the way to helping children thrive with any curriculum.

Updated: July 2022
Governors: July 2022

School context:

St Joseph's Catholic Academy is a Roman Catholic secondary school with academy status, located in Hebburn, South Tyneside. South Tyneside has a population where 20.6% of residents are living in an income deprived household and 17.2% of working age adults are in employment deprivation (2019). Our proportion of free school meals (16%), pupil premium (23%) and special educational needs (13%) is in line with the national average.

In 2020 our student survey of 400 responses told us that over 50% of students read less than a few times a month, with 17% saying they never read. 19.5% told us they didn't like reading at all and 41% told us they only like it a little. We know that the development of reading and literacy skills is enhanced by a love of reading and students regularly engaging with reading outside of the classroom. We believe that students have the right to develop confidence in reading and the use of spoken and written language across the curriculum, in order to prepare them for the challenges of the curriculum and wider world.

National Context

"Twice as many young people who don't read daily read below the average expected for their age compared with their peers who read daily. Conversely, nearly three times as many young people who read daily read above the expected level compared with their peers who don't read daily." *National Literacy Trust Report 2020*

"Good readers have a high quality word representation. These lexical representation have three parts - sounds, spelling and meaning - and in good readers each of these parts is robust" *Willingham D.T The Reading Mind*.

Our Overarching Intention - "The Why":

At St Joseph's we believe that education is about teaching children the knowledge, skills and values they will require to be effective life-long learners. Through our curriculum we embed our school principles of faith, learning and respect.

St Joseph's Academy is founded in its mission to support each member of our community to live life to the full. Our vision is for students to leave St Joseph's as resilient, confident and well-rounded individuals, with the knowledge to make informed future choices. This underpins the Bishop Chadwick Catholic Education trust vision of "Christ at the Centre".

We believe that students have the right to develop confidence in reading and the use of spoken and written language across the curriculum to prepare them for the challenges of the curriculum and wider world. This is embedded in our curriculum by:

- The development of spoken and written language across the curriculum to prepare students for the challenges of the curriculum and wider world.
- Creating a word rich school where students confidently understand and use more complex and sophisticated vocabulary related to context in order to close the vocabulary gap.
- Ensuring reading is part of the school culture where students read widely and with confidence and enjoyment.
- Scaffolding students' use of and response to questioning, in order to improve both their knowledge and communication skills.

St Joseph's and BCCET Curriculum Aims:

Our curriculum aims to ensure that:

- All learners, including the most disadvantaged students and students with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment.
- Academic rigour stretches and challenges as appropriate to each student and phase.
- Learners have access to a vibrant, broad and balanced curriculum for as long as possible, narrowing the curriculum for subject specialisms only when it is appropriate to do so.
- Educational enrichment opportunities, including experiences, visits and visitors are central to our vision.
- A clear strategy for pupil progression is in place.
- Teaching for mastery is promoted across all subjects and disciplines.
- A love of reading, for pleasure and academic excellence, is embedded throughout our school and curriculum.
- The mastery of grammar, spelling (including phonics) and vocabulary is developed to ensure accuracy of writing.
- Metacognition and critical thinking are planned for and taught across the curriculum.
- Learning as a shift of knowledge from short-term to long-term memory is prioritised.

BCCET Reading, Writing and Communication Guiding Principles

At all phases of education, we will develop academic excellence in all schools through:

1. A love of reading, for pleasure, with a rigorous approach to develop learners' confidence and enjoyment of reading, writing and communication.
2. A language-rich environment, in relation to the different tiers of vocabulary.
3. A rigorous approach to develop learners' confidence and enjoyment of reading, writing and communication
4. Reading materials closely matched to learners' knowledge and skills, ensuring sequential development and aiming for optimal stretch and challenge.
5. A highly targeted support programme for pupils who have gaps in reading, writing and communication.
6. All staff to confidently model excellent habits in reading, writing and communication.
7. Seamless transition between key phases.
8. Access to high quality stimulating reading materials for both pupils and parents.
9. Regular opportunities to develop writing across the sequenced curriculum.

Evidence informed

The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. Some of the most promising approaches that emerge from the evidence so far include: phonics to support lower level readers; reading comprehension strategies, and oracy interventions. Evidence from the EFF challenges the notion of the English teacher as being the sole teacher of literacy. At St Joseph's, the emphasis on disciplinary literacy makes clear that every teacher communicates their subject through their use of specific academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing, whether it be in Science, Art, History, or any other subject in our school.

Reading

Reading is an element of the literacy building blocks which supports academic success, supports fulfilling careers and gives students tools to access a wide and rewarding life. To support a love of reading and develop a culture of reading for pleasure and within the curriculum, we aim to:

- Develop opportunities for learners to show confidence in reading and enjoy reading.
- Ensure reading is part of the school culture, our students read widely and often.
- Encourage all teachers to use a range of strategies to encourage reading with their classroom.
- Ensure that teachers model good reading.
- Ensure teachers understand how to adapt their teaching to support individual pupils so that they make progress in reading.
- Plan opportunities for pupils to develop their reading across a range of contexts with a view to progression.
- Ensure KS3 and KS4 tutors stop everything and read on the reading bell at 9:00.
- Ensure KS5 students use their scholarly reading materials on each Thursday registration.
- Ensure subject teachers use strategies and actions in the power of language department action plans.

Intent

Every teacher at St Josephs has a responsibility to support our literacy strategy, including reading. Students will explore reading through their curriculum diet and in the daily tutor time reading. This will develop their confidence in reading for different purposes.

Accelerated reader programme

All year 7 students take part in the accelerated reader programme. There are three school led strand to the programme in addition to independent reading. One morning per week, one lunch per week and one English lesson per timetable cycle.

Tutors, English staff, TA's the literacy led and librarian all support in the delivery of the programme.

Tutor led reading- The Reading Spine

Tutor led reading puts reading at the front and centre of each school day. With ideas taken from Westbrook, Jo, Sutherland, Julia, Oakhill, Jane and Sullivan, Susan (2019) *'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms*. Literacy, 53 (2). pp. 60-68.

The aims:

- Show how reading is a priority and important.
- Engage students with texts they may otherwise not have picked up.
- Create a community of readers with a shared text.
- All staff modelling reading.
- Students are supported with accessing material that is at or above their reading age and a full text.
- Discussion using review, reflect, recap strategies.

All texts are chosen where the use of language and vocabulary is challenging for students in that year group. i.e. the demand is above their current reading age. Texts from Key stage 2 were also looked at to ensure no cross-over and that our texts were more demanding.

Year	Book1	Rationale	Book2	Rationale
7	Northern Lights Philip Pullman	Fiction Male author Critically acclaimed fiction Modern classic	Chinese Cinderella Adeline Yeh Mah	Non-fiction Female author Modern Set in China
8	The Book Thief Markus Zusak	Fiction Male author It looks at accepting others' differences. Stand up for the oppressed and words have power. Critically acclaimed fiction Modern classic	I AM MALALA Malana Yousafzai	Non-fiction Female author Modern Set in Pakistan
9	Noughts and Crosses Malorie Blackman	Fiction Female author BAME author Looks at racism and prejudice, love and friendship Critically acclaimed fiction Modern classic	Diary of Anne Frank Anne Frank	Non-fiction Female author European Historical
10	The Woman in Black	Fiction Female author	Life on air David Attenborough	Non-fiction hardback Male author Geography links UK based book but also around the world Modern It looks at a popular UK figure. Travel and exploration. Links the natural world and to climate change.

Year 11

We recognise the vital role of reading and the importance of developing reading skills in Year 11, particularly in preparation for the academic demands of the summer exams and assessments, and, furthermore, for students' future Post-16 pathways. Year 11 students read a variety of texts and text types across the curriculum, as appropriate to the needs of the subject area and specification they are following. Teachers model reading skills with Year 11 - for example, the process of unpacking a question's command and key words; demonstrating how to summarise texts, and practising how to identify relevant quotations in a piece of writing.

Key Stage 5

Students in key stage 5 are provided with scholarly reading packs by the curriculum leads for the subjects the student studies. The reading materials go beyond the core components of the curriculum to develop a wider awareness of the subject and how their subject links to the real world. Scholarly reading takes place during one tutorial per week.

Reading interventions

In addition to reading in the curriculum we have a range of interventions to support individuals and cohorts in gaining confidence in reading skills and to continue to foster the love of reading for those already meeting age related expectations. These strategies are relevant to individual's needs.

- Year 9 students supporting reading for pleasure with higher end year 7 to foster continued love of reading and help develop the culture of reading.
- KS3 Lexia programme.
- TA registration reading groups.
- Exam command word pre teaching.
- Phonic teaching strategies. We have a number of key members of staff trained in Smart Phonics. These staff specialise in providing strategies to allow pupils to develop the phonic knowledge required to read and access the curriculum.
- Year 7 English lessons - listening to pupils read aloud fortnightly.

Writing and Vocabulary

It is essential to develop pupil use of spoken and written language across the curriculum to prepare them for the challenges of the curriculum and wider world. Developing a word rich school where students confidently understand and use more complex and sophisticated vocabulary related to context is a key strategy in closing the vocabulary gap and giving our pupils the best possible chance at meeting their God given potential. In developing independent writers, we aim to address social disadvantage and to develop cultural capital with pupils. Pupils are exposed to academic texts beyond the curriculum and given opportunities to learn writing processes which enable them to turn their voice into powerful writing, thus promoting positive self-esteem and improved confidence. Pupils who are knowledgeable about the craft of writing are equipped to fully engage in society, not only in preparing for further study or the world of work, but empowered with the skills needed to communicate effectively when writing for a range of purposes. Through extended writing pupils can demonstrate their understanding of the taught curriculum, in addition to developing their skills as a writer.

Each subject area has an explicit "writing like a" lesson delivered each cycle across the year. Our KS3 writing end points support a shared understanding of the quality and expectation of writing in the curriculum.

Our minimum expectations of opportunities for extended writing across the curriculum are:

- Once per term per subject.
- Organised into well-sequenced paragraphs and provides pupils with the opportunity to sustain and develop their writing.
- The writing should be linked to the taught curriculum with the opportunity for pupils to apply their knowledge and skills and make reference to academic reading, where appropriate.
- Scaffolding should be used to stretch and challenge and enable all learners, particularly those with specific learning needs, to deepen their understanding.

There is a shared expectation across the school for students' writing and use of vocabulary:

- There is consistent feedback in terms of literacy on key tasks.
- Teachers model good written expression.
- Opportunities are planned for students to develop their writing stamina and expression in a range of contexts with a view to progression.
- Word rich classrooms explore tier 1, 2 and 3 vocabulary.

- All teachers use subject specific vocabulary effectively in their lessons to support their teaching and model academic vocabulary in context.
- Vocabulary is visible in classrooms (for example, displays to support speaking and listening)
- Opportunities are planned for pupils to explore the difference between everyday talk and academic talk.
- Teachers use a range of strategies to enrich students' use of sophisticated vocabulary.

Interventions

- Lexia
- Individualised programmes relating to SEND students outlined in pupil passports, including appropriate access arrangements.
- Exam command word pre-teaching.

Oracy and communication

We strive for a shared language across the school, used by teachers and students, to describe and give feedback on the components of good oracy. These include the following aims to ensure that there are high expectations amongst staff of students' oracy.

- All teachers use oracy effectively in their lessons to support their teaching.
- Teachers model good oracy.
- Teachers understand how to adapt their teaching to support individual pupils to make progress in oracy.
- Oracy is visible in classrooms (for example, displays to support speaking and listening).
- Curriculum and planning maps opportunities for students to gain confidence in oracy skills.
- Opportunities are planned for pupils to develop their oracy across a range of contexts with a view to progression.
- Teachers assess and give feedback on students' oracy and use this information when planning their teaching.
- Students frequently give each other kind, specific and helpful feedback on their oracy and are provided with structured opportunities to reflect on their oracy.

English Texts for each year group

Yr 7	'Prince of Mist' Carlos Ruiz Zafon The Tempest Shakespeare A range of poetry, prose and non fiction which explores the theme of culture and cultures around the world
Yr 8	'Animal Farm' George Orwell Macbeth Shakespeare A range of poetry, prose and non fiction which explores the narrative voice
Yr 9	LOTF William Golding The Crucible Arthur Miller A range of poetry, non fiction and prose which explores the theme of war
Yr 10 and 11	Dr Jekyll and Mr Hyde RL Stevenson Macbeth Shakespeare An Inspector Calls JB Priestley Anthology of 15 poems which explore the theme of power and conflict.

	A range of high quality fiction and non fiction texts to prepare them for the rigours of the GCSE Language exams.
--	---

Curriculum Reading

All subjects have carefully selected texts built into curriculum planning, linked to subject specific writing and communication. Reading and writing is integrated into sequences of learning and short-term teacher planning. This is supported with staff continued professional development. Lessons are planned to include structured questioning to develop reading comprehension and vocabulary with appropriate etymology and morphology strategies embedded.

Below are texts where subjects make explicit links to their curriculum areas.

Subject	Texts
English	The Tempest. Romeo and Juliet, Henry V, Macbeth Animal Farm. Lord of the Flies The Curious Incident of the Dog in the Night Time, An Inspector Calls Great Expectations, A Christmas Carol A range of poetry on the theme of power, conflict and war
H&SC	BTEC Tech Award H&SC Student Book Revise BTEC Tech Award H&SC revision guide Pearson BTEC National H&SC Student Book 1 & 2
Psychology	AQA Psychology for A Level Year 1 & AS Student Book AQA Psychology for A Level Year 2 & A2 Student Book
Sport	BTEC Tech Award Sport Student Book (available Sept 2022) Revise BTEC Tech Award Sport revision guide (available Sept 2022) Pearson BTEC National Sport Student Book 1 & 2
Chemistry	AQA A level chemistry Oxford
Physics	AQA A level Physics CGP Student book The complete A-level Course for AQA
RE	The Bible The 4th Gospel Diary of Anne Frank
Geography	Raging rivers (Anita Ganeri), Cracking coasts (Anita Ganeri), Stormy weather (Anita Ganeri), Violent volcanoes (Anita Ganeri), Bloomin' rainforests (Anita Ganeri), Plate tectonics (Ian Stewart), Our Planet (Matt

	<p>Whyman), English Pastoral (James Rebanks), The great flood (Edward Platt), Behind the beautiful forevers (Katherine Boo), Turning the tide on plastic (Lucy Siegle).</p> <p>We also cover a range of GeoFile case studies, News(paper) articles and academic articles.</p>
ICT & Computing	<p>GCSE Computer Science (CGP) Revise BTEC Tech Award - Digital Information Technology (Pearson) A Level Computer Science - Course Companion (ZigZag education)</p>
History	<p>Oxford AQA GCSE History (9-1): Britain: Health and the People c1000-Present Day.</p> <p>Oxford AQA History for GCSE: British Depth Studies c1066-1685</p> <p>Oxford AQA GCSE History: America 1920-1973: Opportunity and Inequality</p> <p>Oxford AQA GCSE History: Conflict and Tension between East and West 1945-1972</p> <p>Oxford AQA History for A Level: Revolution and Dictatorship: Russia 1917-1953</p> <p>The Tudors: England, 1485-1603 A/AS Level History for AQA Student Book.</p>
Biology	<p>Glenn & Susan Toole, 2015. AQA Biology A-level. Oxford University Press.</p>
Applied Science	<p>Annets et al, 2016. Pearson BTEC National Applied Science Student Book 1. London: Pearson.</p>
Art	
DT/Engineering	<p>CGP Grade 9-1 GCSE Design & Technology AQA Revision Guide BTEC Level 1/Level 2 Tech Award Engineering Student Book</p> <p>BTEC National Engineering Student Book: For the 2016 specifications</p> <p>AQA AS/A-Level Design and Technology: Product Design</p>
Law	<p>EDUQAS Law for A Level Book 1 EDUQAS Law for A Level Book 2</p>
Politics	<p>AQA UK Government and Politics AQA USA Government and Politics AQA Political Ideas</p>

Business Studies	Exploring Business 1 Pearson Textbook Personal and Business Finance Pearson Textbook
MFL	Un Sac de Billes Como Agua para Chocolate
Sociology	AQA A-Level Sociology Book 1 - Webb, Westergaard, Trobe & Townend AQA A-Level Sociology Book 2 - Webb, Westergaard, Trobe & Townend

Below are the texts made reference to in our curriculum and those shared with students for wider reading.

Maths	Inspired by Genius: How a Mathematician Found His Way Making up numbers: A history of invention in Mathematics
English	A range of poetry from other cultures: The British – Benjamin Zephaniah, Checking out me History – John Agard, Blessing – Imtiaz Dharker, We Refugees – Benjamin Zephaniah, Island Man – Grace Nichols Touching the Void – Joe Simpson Notes from a small Island – Bill Bryson The Prince of Mist – Carlos Ruiz Zafon Great Expectations – Charles Dickens The Banana Tree – James Berry Forbidden Clothes – Anne Williams The Laboratory Browning 'Brothers' by Andrew Forster Beowulf Education For Leisure - Simon Armitage Hitcher- Simon Armitage The Hero - Rabindranath Tagore Not my Best Side by U. A. Fanthorpe On My First Sonne Ben Johnson Medusa Carol Anne Duffy To My Dear and Loving Husband Anne Bradstreet Animal Farm George Orwell The Curious Incident of the Dog in the Nightime Macbeth Shakespeare Extracts from Dracula Bram Stoker Extracts from War of the Worlds Extract from The Lord of the Rings J. R. R Tolkein War Photographer- Carol Anne Duffy Charge of the Light Brigade-Tennyson Dulce et Decorum Est- Wilfred Owen The Soldier-Brooke My Boy Jack -Kipling Nettles-Vernon Scannell Who's for the Game-Jessie Pope Exposure -Wilfred Owen Suicide in the Trenches-Sassoon The Tell Tale Heart- Poe

	<p>Lord of the Flies William Golding Macbeth Shakespeare The Crucible Arthur Miller Charge of the Light Brigade Storm on the Island-Bayonet Charge Remains Poppies War Photographer Tissue Exposure The Emigrée Checking Out Me History Ozymandias-London Extract from, The Prelude My Last Duchess Kamikaze Macbeth-full text An Inspector Calls-full text Dr Jekyll and Mt Hyde-full text Extract from Julius Caesar (William Shakespeare) Extract from 'A Sound of Thunder' by Ray Bradbury Extract from 'Birdsong' Sebastian Faulkes Extract from Labyrinth Kate Mosse Extract from Brighton Rock Graham Greene A further range of fiction extracts taken from exam papers We Choose to go to the Moon speech (John F. Kennedy) Gender Equality is Your Issue Too speech (Emma Watson) Speech on Receipt of Honorary Doctorate (Dr. Martin Luther King Jr.) We Shall Fight on the Beaches speech (Winston Churchill) Ain't I a Woman speech (Sojourner Truth) A further selection of transactional texts taken from exam papers</p>
Religious Studies	<p>The Bible KS5: The 4th Gospel, "Finding your way through John's Gospel" - By John Fenton, "The Puzzle of Ethics" by Peter Vardy, "The Puzzle of Sex" by Peter Vardy, "Ethics matters" by Charlotte Vardy, "An introduction to the New Testament and the Origins of Christianity" by Delbert Burkett</p>
History	<p>Anglo-Saxon Boy or Viking Boy by Tony Bradman The White Horse King: King Alfred by BR Merkle (non-fiction) The 1,000 Year Old Boy by Ross Welford 1066: Oxfordshire and the Norman Conquest – Why It All Started and Finished in Our County by JA Godson (non-fiction) The Battle of Hastings: Double Take (Two Sides, One Story) by Chris Priestley The Great Revolt by Paul Dowswell All Fall Down by Sally Nicholls Crusade by Elizabeth Laird Treason by Berlie Doherty The Executioner's Daughter by Jane Hardstaff Diver's Daughter: A Tudor Story by Patrice Lawrence Rivals for the Crown: Double-Take (Mary and Elizabeth Tudor) by Margaret Simpson Transatlantic Slave Trade/Slavery Copper Sun by Sharon Draper Day of Tears by Julius Lester Cane Warriors by Alex Wheatle Lightning Strike by Tanya Landman Son of the Circus: A Victorian Story by E.L. Norry World War I The Skylarks' War by Hilary McKay</p>

	<p>Private Peaceful or War Horse by Michael Morpurgo All Quiet on the Western Front by Erich Maria Remarque (original or Real Reads) World War II or the Holocaust When the Sky Falls by Phil Earle When the World Was Ours by Liz Kessler Diary of a Young Girl by Anne Frank After the War by Tom Palmer Salt to the Sea by Ruta Sepetys The Book Thief by Markus Zusak Civil Rights Era/Race Discrimination Ghost Boys by Jewell Parker Rhodes Lies We Tell Ourselves by Robin Talley Windrush Child by Benjamin Zephaniah 1066: Oxfordshire and the Norman Conquest – Why It All Started and The Conqueror by Georgette Heyer The Bastard King by Jean Plaidy The Plague Cycle: The Unending War Between Humanity and Infectious Disease by Charles Kenny The Butchering Art: Joseph Lister’s Quest to Transform the Grisly World of Victorian Medicine by Lindsey Fitzharris</p>
Science	<p>A brief history of everything - Bill Bryson Horrible sciences Catalyst magazine (www.nationalstemcentre.org.uk/catalyst) Discovermagazine.com Popsci.com BBC operation ouch Scholarly articles- A Level- Updated each year</p>
Sport	<p>KS4: The Sports Book: The Sports, The Rules, The Tactics & The Techniques - Ray Stubbs, Game Changer - Neal Shustermann, All American Boy - Jason Reynolds, The Fix - Sophie McKenzie, The Football Trials: Dangerous Play - John Hickman. KS5: Mechanics of Sport Performance - P. Walder, Journal of Sports Science, Endure: Mind, Body and the Curiously Elastic Limits of Human Performance – Alex Hutchinson, The Sports Gene: Talent, Practice and the Truth About Success – David Epstein, Black Box Thinking: Marginal Gains and the Secrets of High Performance: The Surprising Truth About Success – Matthew Syed, Bounce: The Myth of Talent and the Power of Practice – Matthew Syed, Outliers: The Story of Success – Malcom Gladwell, Luck: A Fresh Look At Fortune – Ed Smith, The Secret Race: Inside the Hidden World of the Tour de France: Doping, Cover-ups, and Winning at All Costs – Daniel Coyle, Racing Through the Dark: The Fall and Rise of David Millar – David millar, Born to Run: The hidden tribe, the ultra-runners, and the greatest race the world has never seen – Christopher McDougall,</p>
Geography	<p>‘Great Adventurers’ - Alastair Humphreys ‘The Boy who Cycled the World’ - Alastair Humphreys ‘Horrible Geography’ series of books - Anita Ganeri ‘Shackleton’s Journey’ - William Grill ‘Plate Tectonics’ - Iain Stewart ‘Shackleton’ - Ben Saunders ‘Climate Change’ - Charles, Prince of Wales ‘Evolution’ - Steve Jones ‘How bad are bananas?’ - Mike Berners-Lee ‘I am Malala’ - Malala Yousafzai</p>

	<p>'Factfulness' - Hans Rosling 'Prisoners of Geography', 'Worth Dying For' and 'Divided' - Tim Marshall 'Off the Map' - Alastair Bonnett 'The Human Planet' - Simon Lewis and Mark Maslin 'The Almighty Dollar - Dharshini David</p>
Computer Science	<p>Computational Fairytales by Jeremy Kubica The Thrilling Adventures of Lovelace and Babbage by Sydney Padua The Secret Life of Bletchley Park by Sinclair McKay</p>
Technology	<p>Railhead Philip Reeve Where Futures End Parker Peevyhouse Success Through Failure: The Paradox of Design Henry Petroski Engineering in Society Rob Lawlor The New Science of Strong Materials – or Why You Don't Fall Through the Floor J.E. Gordon Mortal Engines Philip Reeve Ready Player One Ernest Cline How to Fail at Almost Everything and Still Win Big Scott Adams How Do Wings Work? Holger Babinsky Cats' Paws and Catapults: Mechanical Worlds of Nature and People Steven Vogel Structures – or Why Things Don't Fall Down J.E. Gordon The Design of Everyday Things Don Norman Sustainable Energy – Without the Hot Air David J.C. MacKay Engineering: A Beginner's Guide Natasha McCarthy The Gecko's Foot: How Scientists are Taking a Leaf from Nature's Book Peter Forbes Engineer to Win Carroll Smith An Astronaut's Guide to Life Chris Hadfield Sustainable Materials – With Both Eyes Open Julian Allwood and Jonathan Cullen</p>
Music	<p>KS3 'Music and How it Works: The Complete Guide for Kids'. - DK Children Turn it Up!: A pitch-perfect history of music that rocked the world' - National Geographic Kids Help Your Kids with Music, Ages 10-16 (Grades 1-5): A Unique Step-by-Step Visual Guide - Carol Vorderman KS4 Film Music: A Very Short Introduction (Very Short Introductions) - Kathryn Kalinak. 'Yeah, Yeah, Yeah: The Story of Modern Pop' - Bob Stanley Music: The Definitive Visual History - DK The Rest is Noise - Alex Ross</p>
Art	<p>The Looking Book-Lucia Vinti-7-13-year-olds 13 Artists Children Should Know- Angela Wenzel- KS-3 Modern Art Explorer-Alice Harman-8-13-year-old We Are Artists-Kari Herbert-8-14-year-olds Bitter Akwaeke Emezi-Y9-11-year-old-The Goldfinch The Andy Warhol Diaries Edited by Pat Hackett pub by Warner Books The American Leonardo: A Tale of 20th Century Obsession, Art and Money by John Brewer I Was Vermeer: The Forger Who Swindled the Nazis by Frank Wynne The Shock of the New, by Robert Hughes Girl with a Pearl Earring by Tracy Chevalier Arts and Ideas by William Fleming Design as Art by Bruno Munari</p>

	<p>The Design of Everyday Things by Don Norman This Is Modern Art by Matthew Collings A World History of Art by Honour and Fleming Ways of Seeing by John Berger A Big Important Art Book (Now with Women): Profiles of Unstoppable Female Artists--And Projects to Help You Become One. By Danielle Krysa Art: The Definitive Visual Guide by Andrew Graham Dixon How to Read Paintings: Western art explored through a close-reading of painted masterpieces (Looking at Art) by Christopher P Jones</p>
Health and Social Care	<p>Physical health:</p> <p>Unnatural causes – Dr Richard Shepherd – insight into the work of a forensic pathologist The Prison Doctor – Dr Amanda Brown The Body – Bill Bryson ‘Twas the night before Christmas – Adam Kay – stories from an A&E doctor Do no harm – Henry Marsh – Stories from a leading brain surgeon</p> <p>Mental health:</p> <p>Henry’s Demons – A Father and son’s journey out of madness (Schizophrenia) by Patrick and Henry Cockburn The Curious Incident of the Dog in the Night-time by Mark Haddon (links to Autistic Spectrum Disorders (ASD) / Asperger’s Syndrome) Prozac Nation by Elizabeth Wurtzel (Breakdowns, suicide attempts, drug therapy, depression) The Bell Jar by Sylvia Plath ‘A woman falling into the grip of insanity’ Girl, interrupted by Susanna Kaysen (Mental illness and recovery) Sharp objects by Gillian Flynn (Self harm) The locked ward – memoirs of a psychiatric orderly – Dennis O’Donnell – Experience of working on a psychiatric ward Again, Rachel - Marion Keyes (recovery from alcohol addiction)</p> <p>Other:</p> <p>Ghosts by Dolly Alderton – relationships Past mortems – Carla Valentine – Life and death behind the mortuary doors</p>
Law and Politics	Newspapers and News websites. Articles in the Year 12 and 13 Scholarly Reading Packs
Psychology	Articles in the year 12 and 13 scholarly reading packs
Business	Marketing Lessons from the Grateful Dead by David Meerman Scott, Creating a World Without Poverty by Muhammad Yunus, Moneyball: The Art of Winning an Unfair Game by Michael Lewis.