

Michael Morpurgo's "100 books every child should read" – Part 2 - MIDDLE YEARS			Checklist
15	Stig of the Dump	Clive King	
16	Ballet Shoes	Noel Streatfeild	
17	Howl's Moving Castle	Diana Wynne Jones	
18	Just So Stories	Rudyard Kipling	
19	The Borrowers	Mary Norton	
20	Struwwelpeter	Heinrich Hoffman	
21	The Magic Faraway Tree	Enid Blyton	
22	Danny, the Champion of the World	Roald Dahl	
23	George's Marvellous Medicine	Roald Dahl	
24	Underwater Adventure	Willard Price	
25	Tintin in Tibet	Herge	
26	Fairy Tales	Brothers Grimm	
27	Eric the Viking	Terry Jones	
28	When the Wind Blows	Raymond Briggs	
29	Old Possum's Book of Practical Cats	T S Eliot	
30	The Iron Man	Ted Hughes	
31	The Owl and the Pussy Cat	Edward Lear	
32	The Wind in the Willows	Kenneth Grahame	
33	The Worst Witch	Jill Murphy	
34	Peter Pan	J M Barrie	
35	Mr Majeika	Humphrey Carpenter	
36	The Water Babies	Charles Kingsley	
37	A Little Princess	Frances Hodgson Burnett	
38	I'm King of the Castle	Susan Hill	
39	The Wave	Morton Rhue	
40	Pippi Longstocking	Astrid Lindgren	
41	Charlie and the Chocolate Factory	Roald Dahl	
42	Bambert's Book of Missing Stories	Reinhardt Jung	
43	The Firework Maker's Daughter	Philip Pullman	
44	Tom's Midnight Garden	Philippa Pearce	
45	The Phantom Tollbooth	Norton Juster	
46	The Silver Sword	Ian Serrallier	
47	Cue for Treason	Geoffrey Tease	
48	The Sword in the Stone	T H White	
49	A Wizard of Earthsea	Ursula Le Guin	
50	Harry Potter and the Prisoner of Azkaban	J K Rowling	
51	His Dark Materials	Philip Pullman	
52	The BFG	Roald Dahl	
53	Swallows and Amazons	Arthur Ransome	
54	Clarice Bean, Don't Look Now	Lauren Child	
55	The Railway Children	E Nesbit	
56	The Selfish Giant	Oscar Wilde	
57	Black Beauty	Anna Sewell	
58	Just William	Richmal Crompton	
59	Jennings Goes to School	Anthony Buckbridge	
60	Comet in Moominland	Tove Jansson	
61	The Bad Beginning	Lemony Snicket	



Supporting Learning

Hearing older  
children read

Questions to ask to promote reading skills.

Even though these children are older, it is still really important to continue supporting and developing their skills and understanding. It is my hope that the suggestions and advice offered here helps each child to make excellent progress in their reading development, and enables each adult to feel that the time 'invested' in reading is both effective and enjoyable.

CLASSES 3 and 4                      FICTION

Introduction It's always nice to ask how a child is feeling before you start.

Did you choose it yourself or did someone else choose it?  
Have you read it before today or is it a new book?  
Do you know anything about it already? / What has happened so far?  
What are the characters like?  
Have you read any other books by the same author?  
[Differences / similarities ]  
Have you read any similar books or stories?  
Who would you recommend this book to?

Moving on Ask the child to begin reading. Listen to the child read some text

If they are stuck on a word, encourage them to recall for themselves the strategies they have been taught.

What part of the word do you look at first? [Check that the child starts at the beginning.]

What sounds in the word do you already know? [ You might want to help break the word down into recognisable syllables. Having a pencil and paper is useful for exploring other words with the same letter patterns ].

What might the word be when we put those sounds together?

Are there any clues in the picture?

Can you guess the word by reading what comes before and after?

Don't be afraid to tell them the word if this is taking a long time.

Ask the child to re-read some text putting in expression – dialogue is particularly useful for this.

## Comprehension

Ask the child about what they have just read. Include factual questions, about the characters, the setting or the things that have happened, as well as questions which explore language and motivation. Please use terms like – “character”, “plot”, “setting”, “atmosphere” and “resolution” so the children learn what they mean.

Where did [a character] go?

What did they see / do / say ?

What happened after [an event]?

ALSO...

Did you read any words you've not heard before?

[Explore the meaning of new words]

AND

Why do you think [a character] did that?

Why do you think [an event] happened?

What do you think will happen next?

## Opinion

Do the first few pages make you want to carry on reading? Why ?

Was that a good ending? Why?

Which part of the story do you think is the funniest/saddest/most interesting? Why?

Did the book make you think of something that has once happened to you?

What is your personal opinion of the book?

## The intentions of the author

Why do you think the story is called... ?

How does the author make you curious / scared / excited / sleepy... ?

Can you find interesting words or phrases the author put in? What effect does that have?

ALWAYS ASK THEM TO POINT TO THE RELEVANT TEXT  
THAT CONFIRMS THEIR IDEAS.

Finally write a brief comment in the child's record book.  
Thank the child for their time and effort! THANK YOU!

Introduction It's always nice to ask how a child is feeling before you start.

Did you choose it yourself or did someone else choose it?  
Have you read it before today or is it a new book?  
Do you know anything about it already?  
What have you learnt so far?  
Have you read any other books by the same author?  
[Differences / similarities]  
Have you read any similar books? How are they alike?  
How are they different?  
What is your personal opinion of the book?  
Who would you recommend this book to?

Moving on Ask the child to begin reading. Listen to the child read some text

If they are stuck on a word, encourage them to recall for themselves the strategies they have been taught.

What part of the word do you look at first? [Check that the child starts at the beginning.]  
What sounds in the word do you already know? [You might want to help break the word down into recognisable syllables. Having a pencil and paper is useful for exploring other words with the same letter patterns].  
What might the word be when we put those sounds together?  
Are there any clues in the picture?  
Can you guess the word by reading what comes before

Don't be afraid to tell them the word if this is taking a long time.

Ask the child to re-read some text putting in expression – dialogue is particularly useful for this.

## Comprehension

Ask the child about what they have just read. Please use terms like heading, sub-heading, caption, diagram, label, fact-box, map, index, glossary etc so the children learn what they mean.

Can you find a word which means the same as... ?  
What do you think this page will be about?  
Is there an index?  
How would you use it to find something out?  
When should you use a glossary?

## Opinion

What did you find out that you did not know before you read it?  
What fact(s) did you enjoy learning about the most?  
Of the information you learned, which would you like to share with someone else?  
Would you like to read more books about this topic?  
What else would you like to learn about this topic?  
What pictures or illustrations did you find interesting? Why?

## More questions that require an opinion

What kind of research do you think the author had to do to write this book?  
What questions would you ask the author if you ever had the opportunity to meet him/her?  
Did you discover anything that may help you outside of school?

## The intentions of the author

Do the pictures/layout help you to understand the ideas better? How?  
Can you find interesting words or phrases the author put in? Do they help you to understand?  
How does the author help you understand the most important ideas?  
Does the author try to persuade you to accept or reject their ideas?

ALWAYS ASK THEM TO POINT TO THE RELEVANT TEXT THAT CONFIRMS THEIR IDEAS.

Finally write a brief comment in the child's record book.  
Thank the child for their time and effort! THANK YOU!

## Michael Morpurgo's "100 books every child should read" – Part 3.

These books are intended for more advanced / mature readers and parents/carers may want to assure themselves that their child is emotionally ready for some of the issues explored.

			Checklist
62	Call of the Wild	Jack London	
63	Alice in Wonderland	Lewis Carroll	
64	The Outsiders	Alice Hinton	
65	I Capture the Castle	Dodie Smith	
66	The Wolves of Willoughby Chase	Joan Aiken	
67	To Kill a Mockingbird	Harper Lee	
68	Great Expectations	Charles Dickens	
69	The Owl Service	Alan Garner	
70	The Hound of the Baskervilles	Arthur Conan Doyle	
71	Wuthering Heights	Emily Bronte	
72	The Diary of a Young Girl	Anne Frank	
73	Roll of Thunder, Hear My Cry	Mildred D Taylor	
74	A Kestrel for a Knave	Barry Hines	
75	The Hobbit	J R R Tolkien	
76	War Horse	Michael Morpurgo	
77	Beowulf	Michael Morpurgo	
78	King Solomon's Mines	H Rider Haggard	
79	Kim	Rudyard Kipling	
80	The Road of Bones	Anne Fine	
81	Frenchman's Creek	Daphne Du Maurier	
82	Treasure Island	R L Stevenson	
83	Little Women	Louisa M Alcott	

84	Anne of Green Gables	L M Montgomery	
85	Junk	Melvin Burgess	
86	Cider with Rosie	Laurie Lee	
87	The Go-Between	L P Hartley	
88	The Rattle Bag	Seamus Heaney & Ted Hughes	
89	The Song of Hiawatha	H W Longfellow	
90	Watership Down	Richard Adams	
91	The Adventures of Tom Sawyer	Mark Twain	
92	True Grit	Charles Portis	
93	Holes	Louis Sachar	
94	Lord of the Flies	William Golding	
95	My Family and Other Animals	Gerald Durrell	
96	Coraline	Neil Gaiman	
97	Carrie's War	Nina Bawden	
98	The Story of Tracy Beaker	Jacqueline Wilson	
99	The Lantern Bearers	Rosemary Sutcliffe	
100	The Hunger Games	Suzanne Collins	