

# Time to Read

A resource to promote access to books and reading.



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# Introduction

This book is a resource for teachers interested in developing reading for pleasure among JCSP students. It is based on the experience of teachers and librarians working with students involved in the Junior Certificate School Programme. Advice is given on choosing appropriate books and organising successful reading time with students who may not usually read.

## Why Reading for Pleasure is important:

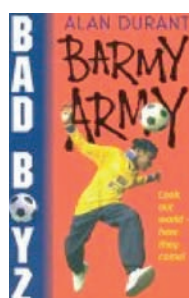
- ⚡ All time spent reading is practice. The more time a student spends practising reading the better they become;
- ⚡ Improved literacy helps students in all subject areas;
- ⚡ Improved literacy can impact positively on behaviour;
- ⚡ Students who have good literacy levels are less likely to drop out of school;
- ⚡ Reading is a hobby for life; benefiting a student far beyond their classroom and their school days;
- ⚡ Becoming a proficient reader raises a student's self-esteem;
- ⚡ Books and stories help adolescents grow up. In stories students learn about the world around them and have experiences beyond their own worlds. Teenage fiction deals with the real life issues facing students.

# Book Selection

## Choosing Books for Your Students

Putting time into choosing books is important, particularly when the budget for books in schools can be limited. The following tips on choosing books for students involved in JCSP should be useful in selecting relevant material that students will engage with and read.

- ⚡ Ask students about their interests. Books which reflect their interests will be more likely read. Consulting students encourages a sense of ownership. Showing book catalogues to students can be one way of involving them in this process. Often, the book that first hooks in the reluctant reader is not a novel but a book that reflects a student's general interests.
- ⚡ Old tatty books and books with dated covers will rarely be read, so be wary of donations.
- ⚡ Initially most students will find books, which reflect their own experiences more accessible than abstract books like science fiction and historical novels.
- ⚡ Consider "High-Interest Low-Reading Age" or "High Low" books when choosing books for students who are reluctant to read. Choose books they can read. (See pg 6)
- ⚡ There is always room for books with no words. E.g. "Where's Wally?", books of mazes and Jeannie Barker's picture books, "Window" and "Belonging". These books can be popular with students. They are valuable because they help students to initially get a feel for handling books, to concentrate on a book and to experience books as pleasurable. Also, they can keep students engaged while waiting for your attention.
- ⚡ Boys often prefer non-fiction or information books and short stories.
- ⚡ Don't be precious about "good writing". While some popular titles may not be considered "literature" students like them and read them.
- ⚡ Some students will prefer to read below their reading ability. Allowing readers to practice in this way can be important in developing speed, fluency and confidence.
- ⚡ Book suppliers will sometimes put laminate covers on books for a small extra charge. This more than doubles a book's lifespan.
- ⚡ Visual impact is important. Students with reading difficulties will often respond to books with colourful pictures that support the text.
- ⚡ Consider purchasing a class set of books. However, reading one book as a class should supplement student's individual reading time and not replace it.



### High Interest/Low Reading Age Books

These books are specifically written for students with a low reading age. High/Low books can be read by students with a low reading age while having an interest level suitable to the student's age group.

They are also appropriate for reluctant readers. There is a wide range of high/low series in fiction and non fiction. The features of high/low books include fast paced storylines, simple plots and cliffhanger chapter endings to hook in the reader. Non-fiction titles are on a wide range of subjects which interest students.

Some series, like "Barrington Stoke", have the look of individual mainstream titles. Calling these books "speed reads" or "short reads" can help students who may feel self conscious about reading "remedial" books. As some series have a recognisable style and look, students can tire of them after a few weeks. These series are best used for short-term literacy interventions.

See appendix for recommended titles.

### How to judge the difficulty level of a book

- ⚡ Use the JCSP SMOG card to find out the reading age of the text.
- ⚡ Long sentences can be hard to read.
- ⚡ Too many long words on a page can be difficult.
- ⚡ Text should not appear in heavy chunks. This is off putting for the reluctant reader. Look for books with lots of empty space surrounding the text and a double line space style.
- ⚡ Text size should not be too small.

### Steps in Buying Books

Included in the appendix are the details of some book suppliers. These companies specialise in supplying books to libraries and schools. If you contact a supplier they will send you publisher's catalogues. The suppliers will be able to guide you in choosing books.

It is sometimes necessary to set up an account before purchasing books from suppliers. This is a simple procedure and doesn't put you under any obligation to buy.



### Placing your order

- ⚡ If the supplier has a shop or showroom, you can visit and choose your books from the shelves. Some suppliers will be happy to bring a selection of their resources and catalogues to your school. Also, book orders can be given over the phone, by post, by email or fax.
- ⚡ When placing an order give as much information as you can. Give the title of the book or series and the ISBN number if you have it. The ISBN is each title's unique code. It is printed on the back cover of a book. One way to find an ISBN is to enter the title, author or keyword on [www.amazon.co.uk](http://www.amazon.co.uk).
- ⚡ Explain that the books are for a school and ask what discount they offer schools. It is normal to expect a 10 – 15 % discount.
- ⚡ There is no VAT on books in Ireland.
- ⚡ Some booksellers will put laminate covers on books for a small charge.
- ⚡ Most suppliers will deliver books free of charge.
- ⚡ Ask suppliers to keep you updated on the availability of suitable titles and series.

# Student Reading Time

A discussion on reading and its value, both in and out of school, can be useful in introducing the idea of 'reading time' in class. Brainstorm with students why they will be reading and why reading is important. Ask them *how* their reading could improve. Explain that having reading time in class will improve their reading and that this helps them in all their subjects.

The following outlines a plan for a reading session with students –

## A Sample Plan for a Reading Session of 35 – 40 minutes

Main aim is for all students to read an individual book of their choice for approximately fifteen minutes.

### Session consists of:

- ❖ Books should be readily available for the beginning of class. A class library or book box system could be developed;
- ❖ The first few minutes are spent choosing new books and finding books (and the page) of books currently being read;
- ❖ Students read for ten to fifteen minutes;
- ❖ At end of reading time allow students to take a note of where they are in their books. Teachers should also note what students are reading and their page number;
- ❖ Collect books;
- ❖ For the last few minutes of class have a discussion on the books read. Some prompts for encouraging students to talk are given in the next section.

## Introducing the book

To begin it helps if students are familiar with some simple key words e.g. Title, Author, Fiction, Illustrator, Chapter, Blurb. This can be done using the following activities and ideas.

### Book Keywords

#### 1 Finish the words

Chap _ _ _ _	<b>oks</b>
Blur _	<b>tle</b>
Char _ _ _ _ _	<b>mation</b>
Ti _ _ _	<b>rary</b>
Bo _ _ _	<b>acter</b>
Fic _ _ _ _	<b>ding</b>
Infor _ _ _ _ _	<b>hor</b>
Lib _ _ _ _	<b>tion</b>
Rea _ _ _ _	<b>ters</b>
Aut _ _ _	<b>b</b>

#### 2 Write true or false next to the sentences below.

- a) Fiction books are true. \_\_\_\_\_
- b) The person who writes a book is called an illustrator. \_\_\_\_\_
- c) The blurb of a book tells you what the book is about. \_\_\_\_\_
- d) The table of contents is found at the back of a book. \_\_\_\_\_
- e) A book about someone's life is called a biography. \_\_\_\_\_

## Setting the Scene

- ∴ Reading time should be seen as precious so try not to use this time for anything other than reading, like checking homework or collecting notes etc.!
- ∴ Choose a time when there is as little disturbance as possible e.g. no students being withdrawn.
- ∴ If it is possible, try to have another teacher, classroom assistant or transition year student to help, at least in the beginning when students are getting use to the routines involved in reading time.
- ∴ Everyone reads better when they are comfortable. Is there anywhere in school with comfy chairs that could be used for reading? Could you get cushions for hard seats? Playing soft music can promote a relaxed atmosphere and become the signal for students to be quiet and begin reading.

## Reading Time



- ∴ Initially a reading time of ten to fifteen minutes duration is likely to be the maximum the group can sustain. Aim, in time, to bring this up to twenty-five or thirty minutes.
- ∴ Get students to read the back of any book that they select.
- ∴ Get them started. If possible read the first page or two with them, or get them to raise their hand after two pages. Then check to make sure they are okay. For example, can they read the names of the main characters, do they know where the book is set?
- ∴ Read for meaning and pleasure – not word for word accuracy. Tell the students if they don't know a word but still understand the story it is okay to guess it or skip it. This is normal fiction reading.
- ∴ Have a consistent approach to students giving up. *For example:*
  - If a student states that the book is too difficult, read with them for a few minutes, reading part yourself and giving them *the "3 trick"* for figuring out words -
    1. They are spelling it out loud.
    2. Reading to the end of the sentence for clues.
    3. Finally breaking down the word.

In nearly all cases the student realises that the book is not too difficult and starts to engage properly with the story.

## Student Reading Time

If the student is still not enjoying the book after a period of engagement (reading up to at least 20 pages, 10 if short) they can write a book review explaining why they are not enjoying it and change the book. Give assistance at this stage and read the blurb aloud to the student.

- ❖ Enable students to keep a record of the books they have read. Students could fill in a simple form detailing their book and insert this into an A4 folder filed under their name. Another way is to keep an index box with an index card for each student to detail the books they have read. This can build up to be evidence of their success at reading.
- ❖ If necessary keep an informal record yourself of what a student is reading and the page they are on after each class. This especially where students are absent from school often.
- ❖ Encourage some discussion of the books read. The following questions can be asked or, for more fun, picked from a hat.
  - *Could the story you are reading ever really happen?*
  - *If the character in your book was real, would you hang around with them?*
  - *If you could give the character in your story advice, what would it be?*
  - *Does the cover suit your book or should it be different?*
  - *Describe your book in one word.*
  - *Who would you recommend your book to?*
  - *What mark out of 50 would you give your book?*
  - *Who is the author of your book?*
  - *Is your book difficult to read?*
  - *How many pages are in your book?*
- ❖ Use attractive bookmarks and posters designed by students, available from the JCSP Support Service.
- ❖ Constantly praise and encourage the students.
- ❖ If a student is upset it can be difficult for them to read, they are unlikely to settle and may disrupt the class. This could be a good time for books with no words or for reading with a partner.
- ❖ Be aware of the student's real fear of having to read aloud. Reassure the students that they won't have to read aloud, during quiet reading time.



- ❖ If students don't need your help read yourself! It is important that you are familiar with the books and you will be setting a good example.

# Promoting Reading

Everyone can contribute to creating a reading culture across the whole school. This makes reading a normal activity for everyone. Make *all staff* aware what classes are reading and encourage them to take an interest. Everyone including teachers, principal, year head and tutor could take a couple of minutes in a class, on the corridor, in the canteen to ask what the students are reading and are they enjoying it. Reading for pleasure needs to be seen by all in the school community as a natural and valuable part of school.

## Some tips:

- ❖ Be a good example. Encourage teachers to bring their book or newspaper to class and just leave it on their desk. It sends a powerful message to students, particularly for boys to see that their male teachers read.
- ❖ Mark national and international events such as Children's Book Festival and World Book Day.
- ❖ Host your own in-house events to promote reading such as Drop Everything and Read (see pgs 13 + 14), Reading Challenge and Word Millionaire (see pg 44).
- ❖ Display posters promoting popular books around the school. Bookshops and publishers are often happy to give these away. Also, the JCSP Support Service has a wide range of posters promoting reading.
- ❖ Use "Top 10 Reads" posters, available from the JCSP Support Service, to promote books students enjoy. Dr Deirdre Haslett in her study, *"What's the Story? The reading choices of young people in Ireland"*, found that students are most likely to choose a book because a friend says it is good.
- ❖ Organise for an author or storyteller to visit a class. Poetry Ireland part fund these visits. (See pg 29)
- ❖ When organising short-term literacy interventions like Reading Challenge and Word Millionaire always publicise student's achievements widely, from school notice boards and announcements to using the local press!



- Books can be given as prizes and to mark special occasions. Book plates can be downloaded from the internet or made up e.g.

*This book is presented to \_\_\_\_\_ to say thanks for her help in organising the Christmas Show.*

- Celebrate achievements around reading in the same way as, for example, the hurling team or debating team is celebrated. Awards such as Reader of the Year, Reader of the Week, Class Readers of the Year could be established.
- Use JCSP postcards to relate student's reading achievements to their families.



## Reading Aloud to Your Students

Consider **reading aloud** regularly to your class. Students are never too old to be read to. It can take time to be successful as students learn to be quiet. Ensure students understand the setting and the general gist of the story before you begin and throughout the reading. Students can be encouraged to engage with the story by discussing ideas such as "what will happen next?" and "what would you do?"

The benefits of reading aloud:

- Students become familiar with the language of books, which is different to speech e.g. "I replied to him" instead of "and then I goes to him".
- You are teaching students to read with intonation and expression. Struggling readers tend to read in flat, deadpan voices. Reading with expression makes books more interesting and their meaning more clear. Your modelling of this helps students develop these skills.
- Students are given an opportunity to experience books and stories as pleasurable.
- It helps student's listening and concentration skills; they learn to sit still and be quiet while hearing a story.
- It is an advertisement for reading; by making students aware of interesting books you are encouraging them to read.

## Drop Everything and Read Week (DEAR)

This is a great way of promoting reading across the whole school. The idea is that at a set time everyday for a week *everyone* stops what they are doing and reads for fifteen minutes. It is a shared experience, gets people talking about books and reading while conveying a strong message that the school believes in reading.

The atmosphere in a school where everyone is reading simultaneously is magical. In the science labs students in white coats sit at high benches reading, PE classes read, principals read, teachers in the staff room read, phones are taken off the hook and secretaries read, the caretaker reads and all visitors to the school are offered books to read or magazines to look through.

## Planning and Organising a Drop Everything And Read Week

The logistics of getting a book or magazine into the hand of every student, staff member and visitor involves organisation. Each schools' facilities and circumstances will be different therefore individual schools will have to figure out what works best for them.

- ⚡ Choose your week carefully; try to find a week where there will be least disruption e.g. work experience, football matches.
- ⚡ Choose your time carefully; avoid the beginning of classes when there will be latecomers. The last fifteen minutes before lunchtime has been found to be ideal in some schools.
- ⚡ Give lots of notice to students and staff both, for their information, and to create a build-up. Display posters and make announcements.
- ⚡ Ask for help; it is a lot for one person to organise. Recruiting one volunteer to help organise each year group would be ideal.
- ⚡ If you have a library or the facility to lend students books to read for the week, do so. Remember the public library can block lend books to schools.
- ⚡ Organise a box of books, magazines, and newspapers per class. On the box write the days of the week next to the name of the class's teacher for that particular day. Ask teachers to bring the box to class and pass it on to the next teacher afterwards.
- ⚡ Leave a box of books and magazines in the staffroom, office and waiting areas.
- ⚡ Ask the principal to endorse it so everyone feels they can legitimately stop work.

## What Happens?

- ⚡ At the same time everyday everyone will be told to "Drop Everything And Read".
- ⚡ Ideally it is announced over the intercom. It is nice to include in the announcement a little quote on reading.
- ⚡ A relaxed atmosphere can be created by playing soft music. If possible, play it over the intercom to the whole school.

### Above all:

Take a chance but keep it manageable! It may be more appropriate to organise your first Drop Everything And Read for one year group or just for junior cycle students.

# Book Activities and Reviews

There are certain key words a student needs to be familiar with. The most basic include, Title, Author, Illustrator, Fiction, Blurb, Introduction and Character/Main Character. More complex ones are Plot, Table of Contents and Series. Initially some students may need to learn to recognise the title and author on the cover of a book.

The following are simple and interactive exercises for students to familiarise themselves with these keywords.

- ❖ Give pairs of students a number of books and ask them to write down the title and author of each one.
- ❖ Give pair of students a pile of books and ask them to separate them into two piles; one fiction and one non-fiction or information books.

It is valuable for students to respond to a book they have read by doing an activity such as a book review. This gives a sense of achievement in finishing a book. It also causes a student to be reflective on what they read, to learn what they like to read and to be able to talk and write about their choices. It is also a way to check if the student has been reading their book and whether they can read it. There are a wide variety of book activities students can do.

## Blurb Writing

Examining the blurb and the cover of a fiction book often gives clues as to what type of book it is e.g. a love story, a horror story, a teenager story etc. Ask students to choose two words from the blurb, which give clues as to what type of book it is.

The **blurb** of a book is writing on the back cover. It tells us a little bit about the story. It usually tells us the name of the main character. The blurb gives us clues about what type of book it is. Often people decide to read a book because they like the sound of the blurb.

## My Blurb

The title of a fiction book I have read is called

\_\_\_\_\_

The author's name is \_\_\_\_\_

**Look at the blurb and answer these questions.**

Does the blurb give the names of any of the characters? \_\_\_\_\_

Choose three words from the blurb, that tells you what type of book this is and what it is about.

\_\_\_\_\_

Write a new short blurb for the book.

## Cartoon spreads

Students draw a cartoon strip of the key scenes from a book they have read. This can be done before the book is finished, perhaps chapter-by-chapter as a form of summary.

### A Cartoon Scene from my Book

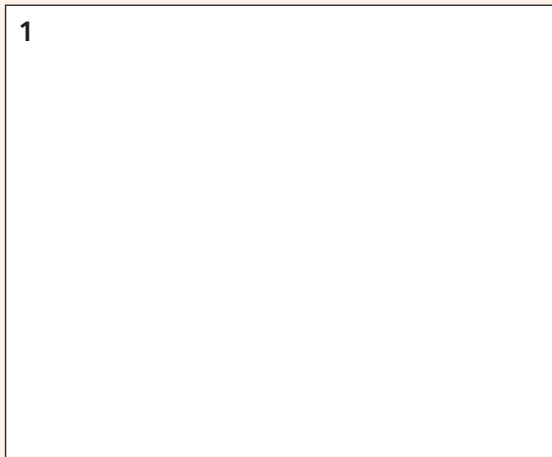
Title \_\_\_\_\_

Author \_\_\_\_\_

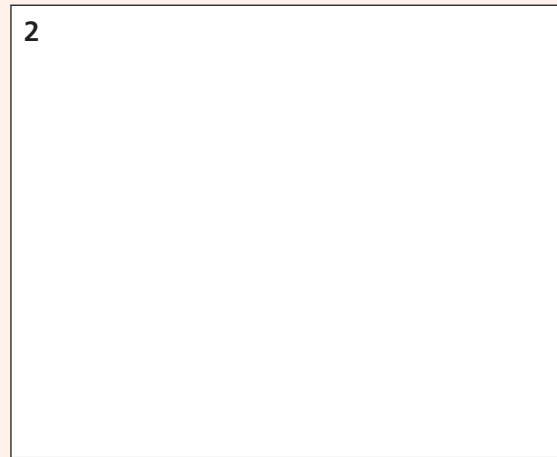
Student \_\_\_\_\_

In each box draw a scene from your book.

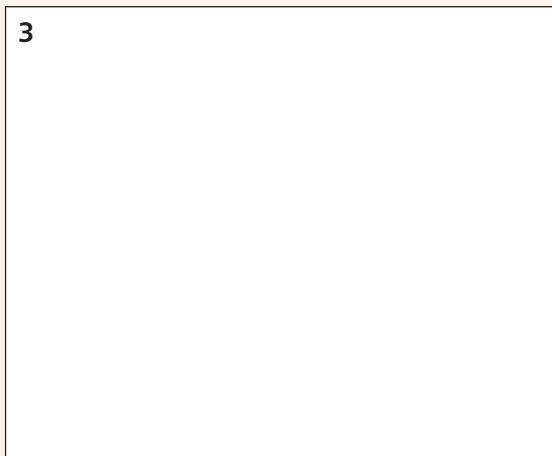
1



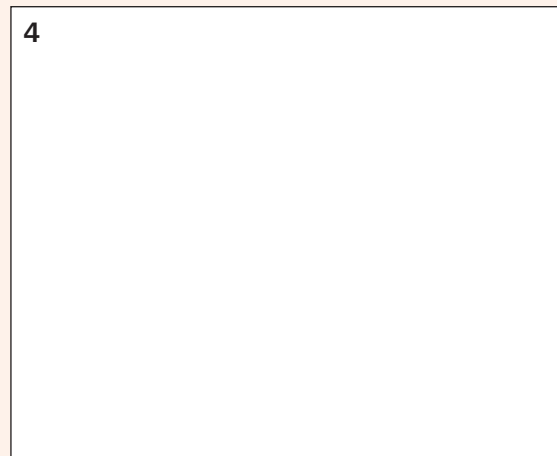
2



3



4



Now write a sentence about each scene on the lines below.

Scene 1: \_\_\_\_\_

Scene 2: \_\_\_\_\_

Scene 3: \_\_\_\_\_

Scene 4: \_\_\_\_\_

## Write a letter to a character or to the author

This encourages students to give a personal response to a book. Writing to a character can be done before a book is finished and may help a student engage with the story. Authors can be written to care of their publishers. They do sometimes write back.

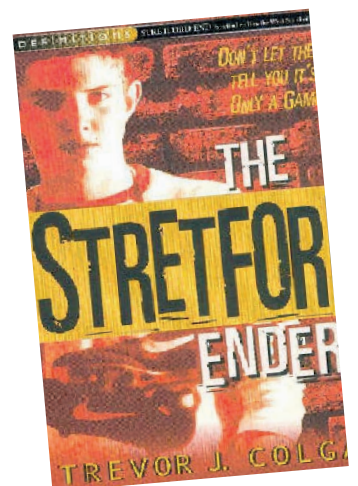
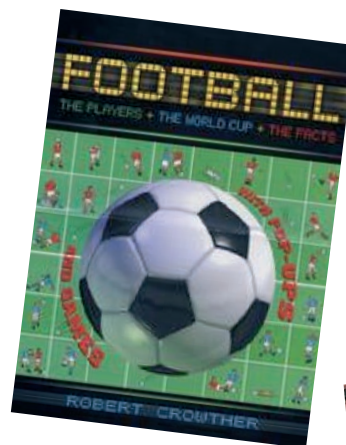
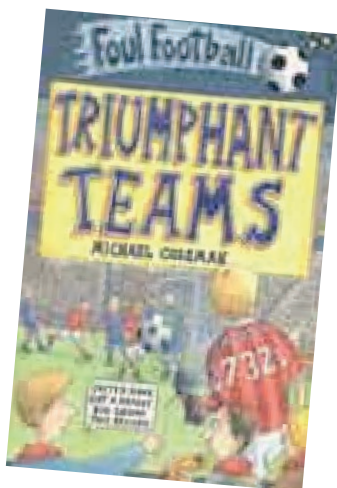
## Design a new cover

Students design an alternative cover for a book they have read. These can then be displayed. A back cover could be also designed with the students' own blurb for the book.

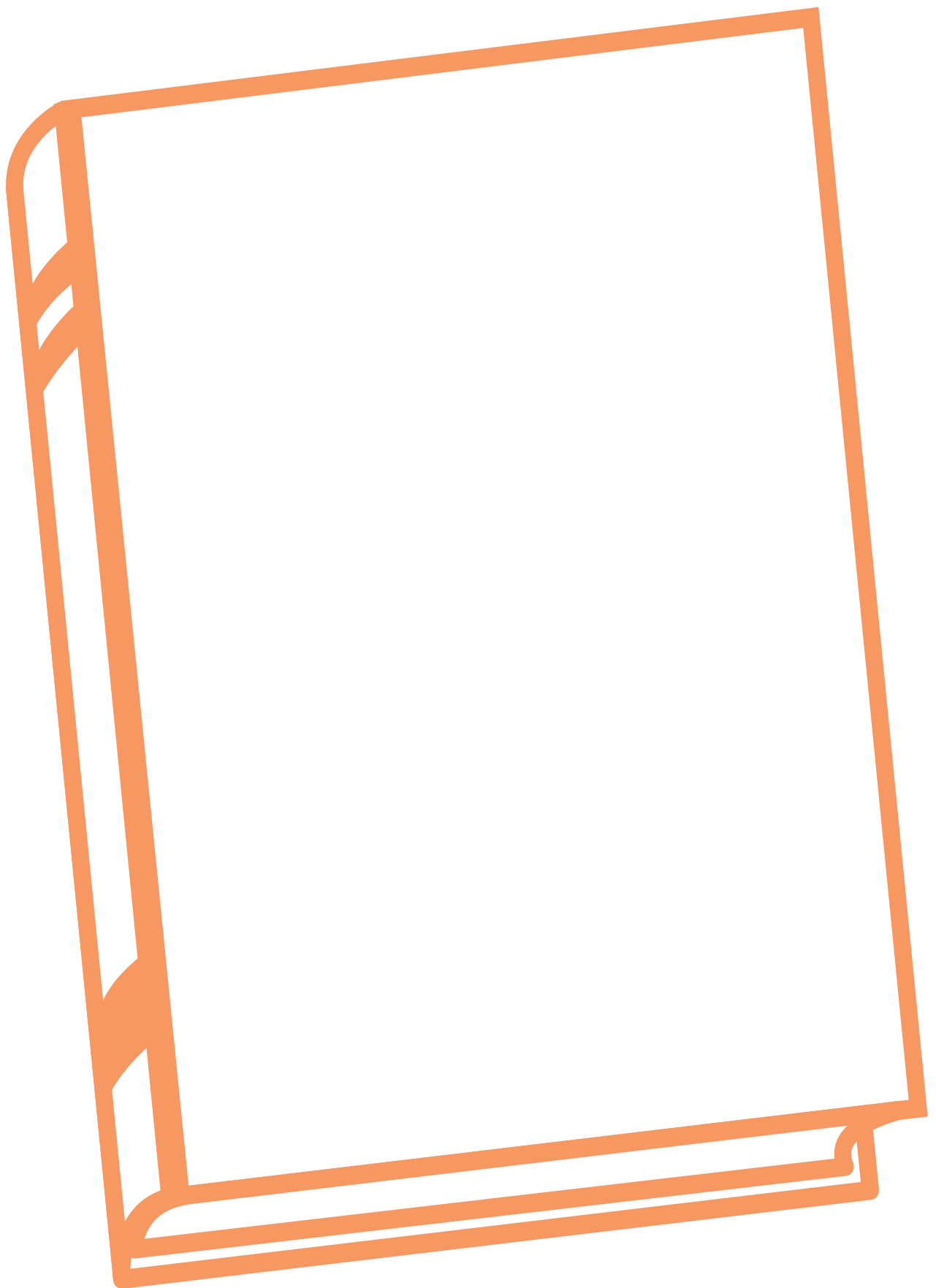
### Design a New Cover

#### Some ideas:

- ⚡ Don't forget to write the title and author on the cover.
- ⚡ Consider the type of writing to use, for a scary book you could use scary writing.
- ⚡ The cover does not have to have a picture; it could just be writing and a design.
- ⚡ You could draw your favourite scene or character from the book.
- ⚡ Look at other book covers for ideas.



## My Front Cover Design



## Video diary

Film students talking about the book they have read. A big sheet of prompts can be stuck above the camera. The video can then be used to promote books peer to peer.

For example:

The book I read is called \_\_\_\_\_

It was written by \_\_\_\_\_

The main character is \_\_\_\_\_

I thought this book was \_\_\_\_\_

I would give it \_\_\_\_\_ marks out of 10.

## A Cross Curricular Approach to Reading Books

The reading of books and related activities can be carried out as a cross curricular project. Some ideas for different subject teachers to encourage reading. For example:

- |                |  |
|----------------|--|
| <b>Art</b>     | <ul style="list-style-type: none"> <li>:: Examine the design of book covers.</li> <li>:: Study typography of lettering on book covers.</li> <li>:: Design alternative book covers.</li> <li>:: Examine picture books.</li> <li>:: Create a display for book reviews.</li> <li>:: Make masks of book characters.</li> </ul> |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>:: Figure out what are the class top 10 books.</li> <li>:: If I read ten pages a day, how long will it take to finish the book?</li> <li>:: Statistics: make pie charts and bar charts etc. explaining what books / types of books the class has read.</li> </ul>                   |
| <b>History</b> | <ul style="list-style-type: none"> <li>:: Books such as <i>The Diary of a Young Girl</i> by Anne Frank and <i>Under the Hawthorn Tree</i> (Irish famine) by Marita Conlon McKenna, can be used to explore a topic.</li> </ul>  |

### Book Reviews

Book reviews can be really simple. The most simple involve the student filling in a form of details about the book. As the students get better they can do more detailed reviews. Reviews can be displayed attractively; skeleton shaped reviews for Halloween, Christmas decoration reviews, springtime flower reviews, reviews that snake around a room etc.

The following guide can be discussed with students and given as a checklist for students to check each other's reviews.



#### A Guide to Writing Book Reviews

- ❖ Always use capital letters, full stops and full sentences when you are writing your book review.
- ❖ Write a sentence about the type of book you have chosen.  
Is it a fiction book or an information book?  
Is it horror/romance/historical/sport/biography?
- ❖ Give reasons why you chose the book.  
Did you read the blurb?  
Did you like the cover?
- ❖ Write a few sentences that say what the book is about.
- ❖ If you choose a fiction book, describe the main characters in the story.  
Who are they?  
What are they like?
- ❖ Write about the type of person who would enjoy reading this book.  
Is it for boys/girls/children of all ages?  
Who would you recommend this book to?
- ❖ Give the book a mark out of ten and say why you decided to give the book this mark.  
If you give the book ten out of ten say why.  
If you deduct (take away) marks, explain why.



## My Book Review

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Name the main characters: \_\_\_\_\_

\_\_\_\_\_

Who is your favourite character/s: \_\_\_\_\_

What was the story about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did you like the book? \_\_\_\_\_ Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What age person do you think would like this story? \_\_\_\_\_

Would you recommend this book to your friends? \_\_\_\_\_

Would you like to read more books by this author? \_\_\_\_\_

## Fiction Book Review

The title of the book I choose is

---

The author's name is \_\_\_\_\_

I chose this book because \_\_\_\_\_

---

*(Maybe you liked the cover / friend said it was good / you like this author or type of book?)*

The book is about

---

---

---

---

*(You only have to write 2 or 3 sentences about the story)*

The main character in the book is called \_\_\_\_\_

I \_\_\_\_\_ *(like / don't like)* this character. He / She is: \_\_\_\_\_

---

---

*(Write 2 or 3 sentences about the character. You could say what they look like, what age they are, what they like or don't like and if they are good or kind etc.)*

I would recommend this book to \_\_\_\_\_ *(girls or boys or both)* of around \_\_\_\_\_ years of age. I would give this book \_\_\_\_\_ stars out of 10.



## Information Book Review

The title of the book is

---

The name of the author who wrote it is

---

There are \_\_\_\_\_ pages and \_\_\_\_\_ chapters in the book.

It is about

---

---

---

Two new things I learned from this book are:

**1**

---

---

**2**

---

---

I would give this book \_\_\_\_\_ out of 10.

# The Local Public Library

Your local public library can provide you with access to books for your students. It is possible for teachers to get “block loans”; loans of up to approximately 50 books, which can be kept for extended periods of time. A library account is set up in the name of the school. If you give library staff notice, they will ensure they have lots of books to suit your needs. It is accepted that the odd one or two books go missing or get damaged so don’t be afraid! Most county councils have a dedicated youth librarian who can advise you on book selection. They can be contacted through your library head quarters.

## Bringing students to the local public library

Learning about the resources available in the local public library is a valuable life lesson. You could bring a group to the library to choose their own books for reading time. The class could be involved in choosing titles for a block loan. Consider visiting the library to get information for a project and even do some work on the project in the library. Libraries are different places to what they used to be! While a certain level of quiet is expected they won’t expect silence.

### Some tips:

- ⚡ Always call ahead and arrange the best time to visit.
- ⚡ Given notice, the library staff will be very happy to show your group around.
- ⚡ Tell the librarian what level of literacy the group have so he/she can direct them to appropriate material.
- ⚡ The visit should have a purpose. Students could have worksheets to fill in details about the library, e.g. our local library is open from 10 a.m. until \_\_\_\_\_ on a Saturday. How many books can you borrow? How do you join?
- ⚡ Ask the librarian for advice on activities.
- ⚡ Public libraries regularly have author visits and workshops suitable for students, especially at book festival times. Ask for details of forthcoming events. The library may invite your class group along.

The following activities can be used with students involved in a visit to the local library.

## Know Your Library Activities

Put a circle around the correct spelling

- |   |            |             |             |
|---|------------|-------------|-------------|
| 1 | Libery     | Lybery      | Library     |
| 2 | Libeerean  | Librarian   | Lyberein    |
| 3 | Page       | Pege        | Pag         |
| 4 | Ficton     | Fiction     | Ficion      |
| 5 | Informaion | Information | Infarmation |

## Fiction or Information Book

Information books are about facts or things that have really happened. You can use information books for projects. Fiction books are made up stories. Decide whether the following books are fiction or information. Write fiction or information in the blank next to each title.

- |    |       |  |
|----|-------|--|
| 1  | _____ | A History of American Indian Tribes      |
| 2  | _____ | The Secret Unicorn                       |
| 3  | _____ | A Guide to the Engine of a BMW 3 Series  |
| 4  | _____ | Learn How to Draw Cartoons               |
| 5  | _____ | Lord of the Rings                        |
| 6  | _____ | Harry Potter and the Philosopher's Stone |
| 7  | _____ | Photography: A Beginner's Guidebook      |
| 8  | _____ | The Life of Martin Luther King, Jr.      |
| 9  | _____ | World Atlas                              |
| 10 | _____ | Dracula                                  |

# Organising an Author Visit

Author visits have proven very worthwhile and popular with JCSP students. Students feel very important when they have a real life author visit them. Books can seem more accessible to students when they meet an author.

Most authors contacted through Poetry Ireland's Writers in Schools scheme will be well used to visiting schools. They all have their own style and format that they are comfortable with. They also have their own preferred audience. Students often respond well to an interactive format. Darren Shan, author of *'The Darren Shan Vampire Saga'* series, gets student volunteers to act out gruesome scenes from his books. Martina Murphy, author of *'Livewire'* etc. also uses drama and does warm up games to get students relaxed and the imagination fired up. Dermot Bolger tells students his personal story of growing up wanting to be a writer and then thinking people from Finglas couldn't be writers.

## Tips for preparing for a visit:

- ⌘ Tell your visitor about the audience; their age, literacy levels, interests and any other important issues. The author can tailor their visit accordingly.
- ⌘ Discuss with the author what format the visit will take. Decide how the room should be laid out.
- ⌘ Decide with the visitor how best to prepare the students.
  - It is not necessary to have read the authors books but do show the books to the students and tell them about them.
  - The author or publisher may have a website with information.
  - Students may need to be familiar with keywords e.g. fiction, publisher etc.
  - Brainstorm and discuss with the students about writing and books. Prepare questions that students can ask the author.

If you have copies of the author's books nominate a student to ask for them to be signed at the end. This is a good photo opportunity.

## Funding and Organising

The Writers in School Scheme part-funds visits by writers to primary and post primary schools in Ireland. It is run by Poetry Ireland and funded by the Arts Council of Ireland. Any school can apply for an author visit. The scheme also includes storytellers, poets and illustrators. There are two types of visit you can apply for; one lasts 120 – 150 minutes and the second type is a 300 minutes visit, which can be spread over two weeks. If writers have to travel long distances you may also have to pay their expenses, it is advisable to discuss this prior to a visit. Poetry Ireland also part fund Author in Residence schemes, which involve weekly visits, spread over eight weeks. Due to demand, not all requests are met. Contact writers email: [writersinschools@poetryireland.ie](mailto:writersinschools@poetryireland.ie) or phone 01 475 8601.

Your local public library can be a great help in organising an author visit. They will have good local knowledge and can offer you advice and recommendations. It may be possible to share the cost of a visit. The public library is often an ideal venue. Public libraries regularly host author visits themselves, especially during book festivals. Sometimes they are just looking for an audience. Public Libraries usually bring some very successful big names in children's literature during festivals. Talk to your local branch librarian.

## Local Arts Office

Individual county arts offices make their own arrangements for funding and facilitating cultural projects in schools. It is always worth enquiring about support available for organising activities such as writer workshops/readings etc.

# The Reading Programme at Liberties College

## The Reading Programme at Liberties College

By Statia Somers

The following is an article written by Statia Somers on the reading programme that was designed and implemented with students in the Liberties College, Dublin 8. We would like to thank Statia for contributing this article and sharing her ideas on, and experience of, encouraging students to read.

- 1 Background**
- 2 Research**
- 3 The reading programme**
- 4 Evaluation of reading programme**
- 5 Encouraging reading**
- 6 Who reads and what do they read?**
- 7 Reading resources**
- 8 Tips for teachers running a reading programme**

## Background

### The school and staff

We were working in a vocational school in an inner city disadvantaged area. We were one part of a large Further Education and Adult Education College. The school had a long history of devising and implementing new curricula and programmes and was used to alternative approaches. The school had a library, taken care of by a B post-holder, but there was no librarian. The staff was experienced, creative, flexible and familiar with the Junior Certificate School Programme. They had undertaken school-based in-service training in literacy and also subject-based in-service through the JCSP support service. The staff was aware of the literacy and numeracy difficulties of the students and subjects were delivered with these limitations in mind. They were very supportive of any intervention to improve literacy levels. Most importantly, the teachers were readers and books were often passed around the staff-room!

### The teachers

We were two learning support teachers and worked together teaching English and ESS (Environmental & Social Studies) to JSCP classes. We did some team-teaching, testing and generally worked with small groups, usually withdrawn from mainstream classes. Our efforts were concentrated on students with the greatest needs i.e. those identified with special needs or specific learning needs and those students with the least reading ability.

### The students

The average student arrived in first year with a reading age of between 8.5 / 9 years, while many read below 8 years and a few read at or above 12 years. They came from homes that were disadvantaged both economically and educationally and did not have a positive experience of reading and books. In fact books generally represented schoolwork and hardship and all things unpleasant!

### The problem

We began to question our approach as we were unhappy about spending so much time focusing on reading only with the “weaker” readers, while the “average” students received no help. These were often poor readers and if they were competent readers, they were definitely not actively engaging with books! We decided to change our approach.

## The Research

We began by reading about the teaching and fostering of reading. We identified some key factors common to schools, which were effective in developing reading skills and habits. These were:

- ⌘ Systematic assessment
- ⌘ Professional development of teachers
- ⌘ Collaboration across subjects
- ⌘ School organisation
- ⌘ Time given to independent reading
- ⌘ Small group instruction
- ⌘ Approaches to word recognition

We then decided to propose a school strategy to promote literacy to include:

- ⌘ Whole-school approach to the development of literacy
- ⌘ Targets for reading
- ⌘ Monitoring and evaluating
- ⌘ Timetabled reading programme
- ⌘ Use of information technology

## The Reading Programme

Our priority was to create time and space for reading by requesting that 3 timetabled periods per week be allocated to a Reading Programme. In reality one period came from the 5 English periods and 2 more were 'squeezed' from other subject areas. This programme required 3 teachers in 3 rooms working with 3 groups of students, using 3 methods, throughout the 3 terms.

This programme was proposed as part of our literacy strategy, approved by the Principal, accepted by the staff and funded by the School Completion Project.

### The timetable

*The original structure for a week looked like this:*

Group	Mon	Wed	Fri
<b>A – Teacher 1</b>	Reading Group	Reading Group	Readalong
<b>B – Teacher 2</b>	Independent Reading	Readalong	Reading Group
<b>C – Teacher 3</b>	Readalong	Reading Group	Independent Reading

We soon realised that this model was not realistic in terms of time and the following fortnightly structure emerged:

Group	Mon	Wed	Fri	Mon	Wed	Fri
<b>A</b>	Reading Group	Reading Group	Ind. Reading	Readalong	Readalong	Ind. Reading
<b>B</b>	Ind. Reading	Readalong	Readalong	Ind. Reading	Reading Group	Reading Group
<b>C</b>	Readalong	Readalong	Ind. Reading	Reading Group	Reading Group	Ind. Reading

### The Methods

#### Independent reading

The student chose whatever s/he wanted to read; book, magazine, newspaper, etc. Students kept a brief record and comment on their reading. Students were encouraged to take books home but they rarely did. Our aim was to match the right student with the right book so we required a wide selection of reading materials to appeal to all tastes and levels of reading.

#### Advantages:

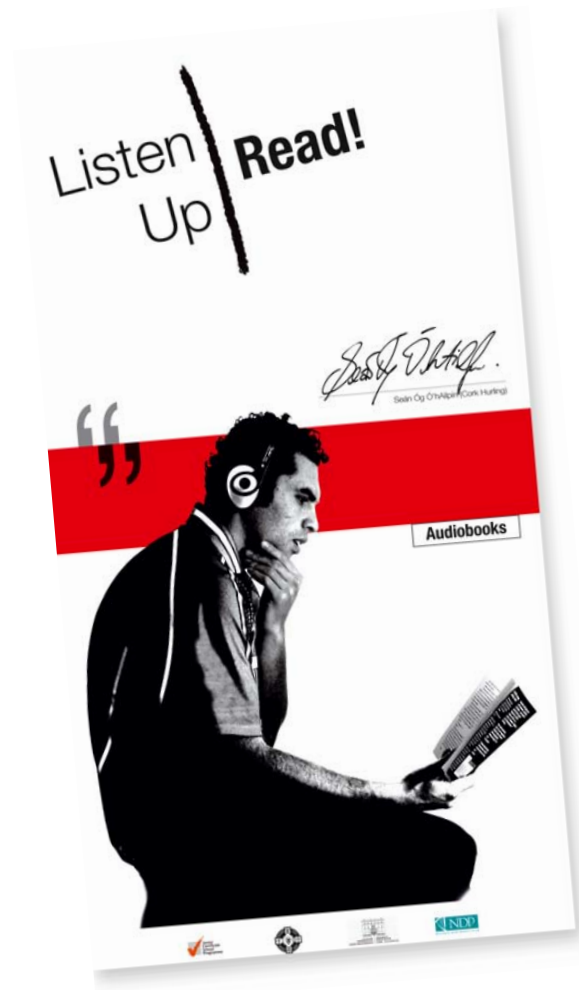
- ∴ Students usually chose their own reading material while the teacher acted as an 'adviser'.
- ∴ Students read at their own pace and level.
- ∴ Students could sit apart and did not 'interfere' with each other's reading.

#### Disadvantages:

- ∴ Wide range of materials required.
- ∴ Involved the teachers carrying boxes of books around the school!
- ∴ Teacher had to know students very well i.e. interests, hobbies, reading level, and likes and dislikes in books, genres, authors etc.
- ∴ Difficult to get some readers to expand and develop their reading habits.
- ∴ There was a limited amount of discussion of the reading material.
- ∴ One 'unhappy or unsettled' student could disrupt everything.

### Readalong

This method allows students to follow/read the book while listening to a reader reading the text on an audio tape. This required books with accompanying audio tapes and a set of walkmans. Students kept a brief record and comment on their reading. We purchased 15 walkmans with a grant from the JCSP support service.



#### Advantages:

- ⚡ Students chose a story to suit themselves.
- ⚡ Students could participate at their own level and pace.
- ⚡ Students worked apart from each other and were not distracted.
- ⚡ Students could enjoy stories that were normally too difficult for them.

#### Disadvantages:

- ⚡ Students wasted time fiddling with the technology rather than reading.
- ⚡ Batteries had to be replaced regularly.
- ⚡ Students got bored with one story, changed to another and so on, never settling to complete a book.
- ⚡ Teachers had to carry boxes of books and machines around the school.

### Reading Group

This involved the teacher and all students reading the same book and taking turns to read aloud. Group discussion took place before and after the reading. This was by far the preferred method of students and teachers, probably because we shared our opinions and experiences of stories in order to understand the story.

As Aidan Chambers said

*"In any group of children, no matter what their supposed cleverness or lack of cleverness, we find that if they begin by sharing their most obvious observations they soon accumulate a body of understanding that reveals the heart of a text and its meaning(s) for them all. Furthermore, even quite complicated or abstract ideas are approached this way. There is little that children cannot grasp."*

Aidan Chambers, *Tell me: Children, Reading and Talk*, 1993, p.44

### Before reading we talked about:

- ⌘ The title
- ⌘ The front cover
- ⌘ The blurb

### During and after reading:

We used a technique called "Tell me...", a method devised by Aidan Chambers, author and teacher. He believes that all children can become literature critics with adult help and guidance. He devised a series of key ideas or prompts to generate disclosure and discussion rather than using questions, which can seem like an interrogation to the student!

### Examples of key ideas/prompts

- ⌘ Tell me what you liked about this story...
- ⌘ Tell me what you disliked about this story...
- ⌘ Tell me what puzzled you about this story...
- ⌘ Tell me what patterns you noticed in this story...
- ⌘ Tell me what different stories you found in this story...
- ⌘ Tell me what words or phrases or anything about the language that you liked...

**Advantages:**

- ⌘ The most popular method; students liked reading together
- ⌘ Teachers also took turns to read
- ⌘ Group discussion helped everyone's understanding
- ⌘ Students became confident in expressing opinions and ideas
- ⌘ Most students liked reading aloud – some even used expression and accents
- ⌘ It was enjoyable and created a good atmosphere
- ⌘ The stories chosen could be read in either one or two class periods (40mins).

**Disadvantages:**

- ⌘ Everyone was reading the same story, chosen by the group
- ⌘ Some students were initially uncomfortable reading aloud
- ⌘ Sets of books were required

**Evaluation of the reading programme**

We decided to evaluate the programme using a number of methods

- ⌘ On-going standardise testing
- ⌘ Survey of attitudes to reading
- ⌘ Teachers' feedback
- ⌘ Reading records or logs
- ⌘ School test

In practice we usually tested three times a year, October, December and May, using the Gap test and kept records of progress. These records were available to tutors and teachers. Most students' reading improved, but not all, especially those students with a poor attendance record. The staff emphasised that the attitudes to reading had become more positive and this justified our approach. In fact some classes on moving to senior level, Leaving Certificate Applied, actually asked to have books in their classrooms.

## Encouraging reading

The Department of Education circular 16/99 had identified some key points in fostering the reading habit:

- ⌘ Suitable resources
- ⌘ Forum for discussion
- ⌘ Environment for reading
- ⌘ Time to read
- ⌘ Reading aloud
- ⌘ Parental involvement

We added to this list:

- ⌘ Establish a reading identity for every student
- ⌘ Extend the network of readers (staff, parents, teachers, visitors, etc.)
- ⌘ Increase the awareness of books; types, genres, authors, etc.
- ⌘ Keep reading logs or records
- ⌘ Read, write and display reviews

We also organised the usual range of events to highlight reading:

- ⌘ Displays of books and posters
- ⌘ Set up libraries in each classroom
- ⌘ Celebration of World book Day
- ⌘ Students spent World Book Day vouchers in book shops
- ⌘ Students selected books they wanted the school to buy
- ⌘ Students obtained block loans from the local library
- ⌘ Participated in sponsored readathons
- ⌘ Writers' visits
- ⌘ Storytelling sessions
- ⌘ Students ran second-hand book fairs
- ⌘ Students interviewed staff about their favourite children's books
- ⌘ Books were given as prizes
- ⌘ Certificates were given to participants in the reading programme

## Who reads and what do they read?

Once we had committed ourselves to three reading periods per week, the biggest issue was to provide suitable resources. This was and continues to require the greatest input of time and energy. The CBI (Children's Books Ireland) Reading Survey, *What's the Story? The Reading Choices of Young People in Ireland*, told us a great deal about teenagers reading habits. Their list of preferred reading materials was:

- ⌘ Humour
- ⌘ Horror
- ⌘ Adventure
- ⌘ True life stories
- ⌘ Crime/fantasy
- ⌘ Romance
- ⌘ Historical fiction

The survey also discovered that

- ⌘ 5% read periodicals
- ⌘ 33% read books
- ⌘ 10% read newspapers
- ⌘ 3% read comics
- ⌘ 2% read nothing

When asked what influenced their selection of books, Irish teenagers responded with the following:

- ⌘ Friends recommend it
- ⌘ The blurb
- ⌘ Part of a series
- ⌘ Title
- ⌘ Familiarity with the film/TV version
- ⌘ Author
- ⌘ Adults recommend it

The survey confirmed our suspicions that girls generally read more than boys and reading declines in the teenage years. The following figures are very revealing

- ⌘ 60% of girls aged 8 read 3 books per week
- ⌘ 41% of boys aged 8 read 3 books per week
- ⌘ 40% of 15 year old girls read no books in a month
- ⌘ 64% of 15 year old boys read no books in a month

## Reading Resources

A complete list of resources accompanies this article (see appendix pg 45). Generally the materials fell into the following categories:

- 1** Series Fiction – generally aimed at readers of Reading Age 8 – 12; well known authors; good stories and illustrations.
  - Yellow Bananas
  - Treetops
  - Corgi Pups
  - Zapper
  - Zoom
  - Jets, Jumbo Jets, Colour Jets
  - Sparklers
  - Chillers
  - Mega Stars
  
- 2** Graded readers – short; controlled vocabulary; teenage interests, not always satisfying stories but students loved them!
  - Heinemann readers
  - Headwork reading series
  - Penguin readers
  
- 3** High-low books - high interest level with a low level of reading skill required
  - Barrington Stoke publications
  
- 4** Comic strip books
  - Graffix
  
- 5** Factual books
  - Horrible History series,
  - Livewire real lives
  - Books to suit class projects
  - Explorers series
  - Encyclopaedias
  
- 6** Comics & magazines
  - Teen magazines e.g. Kiss, Bliss
  - Football supporter’s club comics
  - Superhero & movie comics
  - Annuals
  
- 7** Individual interest
  - Football
  - Horses
  - Cars
  - Crime
  - Horror

### Tips for teachers running a reading programme

- ⚡ Anyone can do this, but you must believe in it!
- ⚡ You must have an interest in reading and particularly in children's books
- ⚡ Emphasise reading for pleasure
- ⚡ Make sure students see you reading
- ⚡ It involves lots of lifting and carrying of boxes of books
- ⚡ It needs on-going effort to update book stock and maintain a high profile
- ⚡ Find like-minded staff to work with you – it's no good being a one-man band
- ⚡ Ask for more money than you think you need – remember having books is only the beginning of your work
- ⚡ It may take a long time to see results – be patient
- ⚡ Some students are very resistant – do not lose heart!
- ⚡ A few good readers can sustain you
- ⚡ Use local libraries and librarians to help you
- ⚡ Don't worry about losing a few books; it happens
- ⚡ Design reading logs/records to suit yourself and make lots of copies
- ⚡ Keep notes of student comments.

Good Luck!

### Recommended Reads

Books available and read by students involved in the reading programme are listed on pg 45 of the appendix.

# Appendix

## Reading Events

### National and International Reading Events:

#### **MS Readathon**

This is a sponsored read for the Multiple Sclerosis Society of Ireland. Promotional material, prizes and certificates are supplied. Takes place annually in October / November.

**Tel:** 01 269 4599

**Web:** [www.ms-society.ie](http://www.ms-society.ie)

#### **Children's Book Festival**

An annual celebration of children's books and reading. Events are held nationwide in libraries, schools, bookshops etc. Festival packs can be ordered from Children's Books Ireland. They include promotional material, posters, balloons, book lists, pencils, bookmarks, reading activity worksheets and an events guide. Takes place over 3 weeks in September / October.

Children's Books Ireland  
17 North Great Georges Street, Dublin 1

**Tel:** 01 872 7475

**Email:** [info@childrensbooksireland.com](mailto:info@childrensbooksireland.com)

**Web:** [www.childrensbooksireland.com](http://www.childrensbooksireland.com)

#### **World Book Day – Ireland & UK**

Designated by UNESCO as a worldwide celebration of books and reading. Packs are sent to all school with posters, suggested activities and book tokens for each student. The book tokens can be used towards buying a book in a bookshop or in exchange for special World Book Day books. To mark World Book Day 2006 a special range of Quick Reads for reluctant and weak older readers was launched. Often booksellers are happy to exchange book tokens in bulk for World Book Day books so you can give a book to each child in your class or school.

February / March

**Web:** [www.worldbookday.com](http://www.worldbookday.com)

## In-house Reading Events

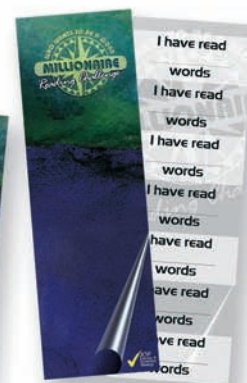
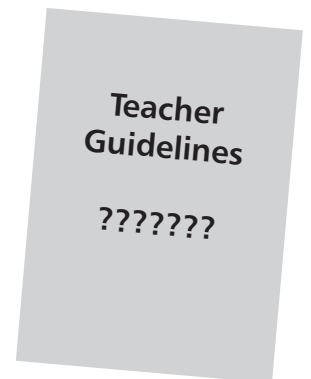
### The JCSP Make-a-Book Exhibition

Make a Book is an important event in the JCSP calendar and a highlight in the school year. It brings together many elements of the JCSP – celebrating the work of the students; providing a focus for literacy activities and bringing together different subject areas in cross-curricular work. Students write and create their own books and display them at an annual exhibition held in Dublin and Cork in the March/April of each year.



### “Who Wants to Be a Word Millionaire?”

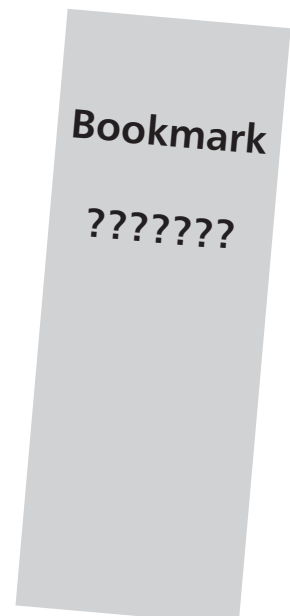
- ⌘ “Who Wants to be a Word Millionaire?” is a short-term reading intervention, which challenges a class group of JCSP students to engage in recreational reading, at home with the support of their parents, and to collectively read a total of one million words (or more) over a six-week period. The following support materials are provided to schools by the JCSP support service:
- ⌘ “Who What’s to Be a Word Millionaire?” teacher guidelines
- ⌘ “Who What’s to Be a Word Millionaire?” wall poster to launch and advertise the activity in school
- ⌘ “Who What’s to Be a Word Millionaire?” achievement certificates
- ⌘ “Who What’s to Be a Word Millionaire?” bookmarks
- ⌘ “Who What’s to Be a Word Millionaire?” student reading folder
- ⌘ “Who What’s to Be a Word Millionaire?” wall charts for entering and tracking the cumulative totals of words read to date.



## Reading Challenge

Reading Challenge is a short-term reading intervention, developed by a JCSP school Co-ordinator. Students are challenged to read a book a week for six weeks. Parental involvement is an element of this intervention. Reading Challenge motivates students to read and review books; they also track their reading and are awarded for successfully meeting the reading challenge. The following support materials are provided to schools by the JCSP support service:

- ❑ 'Reading Challenge' teacher guidelines insert pic
- ❑ Students book review 'Reading Challenge' booklet
- ❑ 'Reading Challenge' student achievement certificate
- ❑ 'Reading Challenge' bookmarks insert pic
- ❑ 'Reading Challenge' wall poster to launch and advertise the activity in school
- ❑ 'Reading Challenge' student reading folder



## Readalong

Readalong is a short-term reading intervention where students read while listening to the book being read on tape or CD. Students can also review the books and track their reading. After completing a six-week readalong programme students are awarded for their achievement. The following support materials are provided to schools by the JCSP support service:

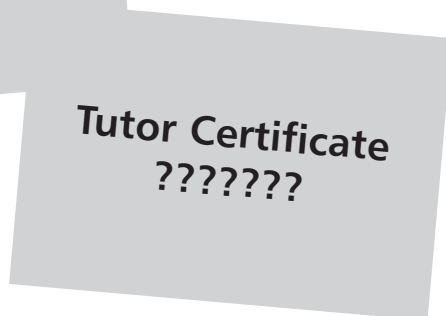
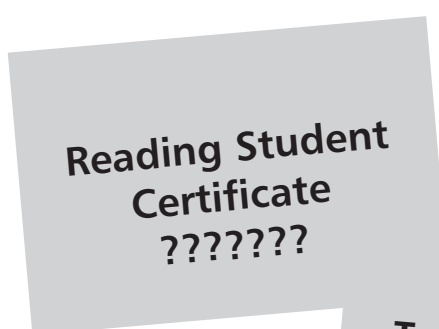
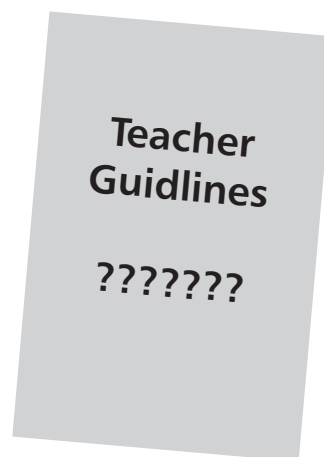
- Reading Project student Achievement Certificate
- A variety of bookmarks
- Readalong teacher guidelines



## Paired Reading

Paired Reading is short-term reading intervention. Student reading is supported by a tutor. Paired Reading runs 3 to 4 times a week for six weeks. A Paired Reading initiative can work where JCSP students act as tutors to a primary school class, or senior cycle students are reading tutors for a JCSP class or parents work with students as tutors. Students are awarded for successfully taking part in this reading project. The following support materials are provided to schools by the JCSP support service:

- ⚡ Paired Reading teacher guidelines
- ⚡ Paired Reading tutor training video 'Everyone Reads'
- ⚡ Paired Reading student achievement certificate
- ⚡ Paired reading tutor achievement certificate
- ⚡ A variety of bookmarks. insert pic



## Teenage Fiction Worth Reading. From age 12+

Recommended by Stasia Somers

Author	Title	ISBN
Almond, David	<b>Skellig</b>	0 4402 2908 1
Blume, Judy	<b>Forever</b>	0 8788 8079 8
Blacker, Terence	<b>Stretford Enders: Stretford Away</b>	0 0994 1704 9
Blackman, Malorie	<b>Hacker</b>	0 7540 6751 3
Bowler, Tim	<b>River Boy</b>	0 7862 3507 1
Branford, Henrietta	<b>The Fated Sky</b>	0 3406 6102 X
Burgess, Melvin	<b>Billy Elliot</b>	0 4340 1209 2
Burgess, Melvin	<b>Junk</b>	0 1403 8019 1
Burgess, Melvin	<b>An Angel for May</b>	0 1403 6981 3
Burgess, Melvin	<b>The Cry of the Wolf</b>	0 1403 7318 7
Carter, Peter	<b>Under Goliath</b>	0 1743 2298 4
Cooper, Susan	<b>The Dark is Rising</b>	0 1403 0799 0
Cormier, Robert	<b>The Chocolate War</b>	0 1413 1251 3
Cormier, Robert	<b>Tenderness</b>	0 3857 3133 7
Cross, Gillian	<b>Wolf</b>	0 1927 1784 7
Cross, Gillian	<b>The Great Elephant Chase</b>	0 1927 5370 3
Creech, Sharon	<b>Absolutely Normal Chaos</b>	0 3303 9781 8
Creech, Sharon	<b>Walk Two Moons</b>	0 3303 9784 3
Creech, Sharon	<b>Chasing Redbird</b>	0 3303 39782 6
Cruikshank, Magrit	<b>Circling the Triangle</b>	1 8537 1137 3
Cushman, Karen	<b>The Mid-Wife's Apprentice</b>	0 3303 9831 8

<b>Author</b>	<b>Title</b>	<b>ISBN</b>
Cushman, Karen	<b>Matilda Bone</b>	0 4404 1822 4
Danziger, Paula	<b>Can you Sue your Parents?</b>	0 8072 1838 3
Doherty, Berlie	<b>Granny Was a Buffer Girl</b>	0 1413 1805 8
Doherty, Berlie	<b>Dear Nobody</b>	0 1413 1176 2
Filipovic, Zlata	<b>Zlata's Diary</b>	0 1403 7463 9
Fine, Anne	<b>Bad Dreams</b>	0 4408 6424 0
Fine, Anne	<b>Up on Cloud Nine</b>	0 3856 0372 X
Fine, Anne	<b>The Tulip Touch</b>	0 1413 2047 8
Fine, Anne	<b>Flour Babies</b>	0 1403 6147 2
Flegg, Aubrey	<b>Katie's War. A Story of the Irish Civil War</b>	0 8627 8525 1
Flegg, Aubrey	<b>Wings Over Delft</b>	0 8627 8886 2
Garner, Alan	<b>Red Shift</b>	0 0071 2786 3
Garner, Alan	<b>The Owl Service</b>	0 0071 2789 8
Geras, Adele	<b>Troy</b>	0 4399 9220 6
Gee, Maurice	<b>The Fat Man</b>	0 1413 1017 0
Gleitzman, Morris	<b>Two Weeks with the Queen</b>	0 1430 300 X
Le Guin, Ursula	<b>Earth Sea Quartet</b>	0 1403 4803 4
Hennessy, Clare	<b>Being Her Sister</b>	1 8422 3017 4
Hennessy, Clare	<b>Dear Diary</b>	1 8537 1917 X
Hennessy, Clare	<b>Stereotype</b>	1 8422 3165 0
Howker, Janni	<b>Badger on the Barge and Other Stories</b>	0 7445 9030 2
Howker, Jannie	<b>Isaac Champion</b>	0 7445 3517

Author	Title	ISBN
Ibbotson, Eva	<b>Journey to the River Sea</b>	0 3303 9715 X
Johnston, Jennifer	<b>Shadows on our Skin</b>	0 7472 6791 X
Klass, David	<b>You Don't Know Me</b>	0 1413 1406 0
Lawrence, Louise	<b>Children of the Dust</b>	0 0994 3342 7
Laird, Christa	<b>Shadow of the Wall</b>	0 7445 1759 1
Laire, Christa	<b>Beyond the Wall</b>	0 0995 0121 X
Lowry, Lois	<b>The Giver</b>	0 0071 4142 4
Luitzier, Elizabeth	<b>The Coldest East Winter</b>	0 1927 5202 2
McBratney, Sam	<b>The Chieftain's Daughter</b>	0 8627 8338 0
McCaughean, Geraldine	<b>Kite Riders</b>	0 0644 1091 9
McCaughean, Geraldine	<b>A Pack of Lies</b>	0 1927 1788 X
McCaughean, Geraldine	<b>The Stones are Hatching</b>	0 0644 7218 3
Maguire, Gregory	<b>The Good Liar</b>	0 0644 0874 4
Maguire, Gregory	<b>Missing Sisters</b>	0 6895 0590 6
Mahy, Margaret	<b>Memory</b>	0 1403 2680 4
Marsden, John	<b>Letters from the Inside</b>	0 6060 9552 7
Morpurgo, Michael	<b>Waiting for Anya</b>	0 7497 4688 2
Morpurgo, Michael	<b>War Horse</b>	0 7497 0445 4
Morpurgo, Michael	<b>Why the Whales Came</b>	0 4169 7090 7
Morpurgo, Michael	<b>Private Peaceful</b>	0 0715 007 5
Navratil, Elizabeth	<b>Survivors. A True Life Titanic Story</b>	0 8627 8590 1
Oates Joyce, Carol	<b>Big Mouth &amp; Ugly Girl</b>	0 0714 573 X
Paterson, Katherine	<b>The Great Gilly Hopkins</b>	0 1403 1302 8

<b>Author</b>	<b>Title</b>	<b>ISBN</b>
Paterson, Katherine	<b>Jacob Have I Loved</b>	0 5904 3498 5
Paterson, Katherine	<b>A Bridge to Terabithia</b>	0 5901 3200 8
Parkinson, Siobhan	<b>Sisters...no Way!</b>	0 8627 8495 6
Parkinson, Siobhan	<b>Call of the Whales</b>	0 8627 8691 6
Parkinson, Siobhan	<b>Four Kids, Three Cats, Two Cows, One Witch Maybe</b>	0 8627 8515 4
Parkinson, Siobhan	<b>The Love Bean</b>	0 8627 8772 6
Pearce, Phillipa	<b>The Rope &amp; Other Stories</b>	0 1413 0914 8
Pullman, Philip	<b>Northern Lights</b>	0 5906 6054 3
Pullman, Philip	<b>The Amber Spyglass</b>	0 4399 9358 X
Pullman, Philip	<b>The Subtle Knife</b>	0 5901 1289 9
Quinn, John	<b>The Summer of Lily &amp; Esme</b>	1 8537 1208 6
Sacher, Louis	<b>Holes</b>	0 4392 4419 6
Sefton, Catherine	<b>The Beat of the Drum</b>	0 7497 0402 0
Singer, Nicky	<b>Feather Boy</b>	0 0071 2026 5
Spinelli, Jerry	<b>Stargirl</b>	1 8412 1926 6
Swindells, Robert	<b>Room 13</b>	0 4408 6465 8
Thompson, Kate	<b>The Beguilers</b>	0 1425 0139 5
Thompson, Kate	<b>Annan Water</b>	0 0994 5626 5
Thompson, Kate	<b>The New Policeman</b>	0 0994 5627 3
Taylor, Mildred	<b>Roll of Thunder, Hear my Cry</b>	0 1403 7174 5
Townsend, J.R.	<b>The Xanadu Manuscript</b>	0 0997 5180 1
Wallace, Karen	<b>Raspberries on the Yangtze</b>	0 6898 3699 6
Watts, Irene N	<b>Goodbye Marianne</b>	0 8631 5330 5

Author	Title	ISBN
Westall, Robert	<b>The Scarecrows</b>	0 0994 8234 7
Westall, Robert	<b>Echoes of War</b>	0 1403 7344 6
Westall, Robert	<b>The Machine Gunners</b>	0 3303 9785 0
Zephaniah, Benjamin	<b>Refugee Boy</b>	0 7475 5086 7
Zephaniah, Benjamin	<b>Gangsta Rap</b>	0 7475 6565 1

### Historical Novels

Author	Title	Notes	ISBN
Morpurgo, Michael	<b>Private Peaceful</b>	<i>WW 1 England</i>	0 0071 5007 5
Westall, R	<b>Blitz</b>	<i>Battle of Britain</i>	0 0067 5086 9
Masters. A	<b>Daring Escapes</b>	<i>3 stories, 3 periods. Non fiction</i>	0 7496 4008 1
"My Story Series" Published by Scholastic	<b>Voyage on the Great Titanic</b>	<i>1914</i>	0 4399 9742 9
"My Story Series" Published by Scholastic	<b>The Hunger</b>	<i>The Irish Famine</i>	0 4399 9740 2
"My Story Series" Published by Scholastic	<b>The Crystal Palace. The Diary of Lily Hicks, London, 1850-1851</b>	<i>Life as a housemaid in London 1850</i>	0 4399 9739 9
"Spill the Beans on" Series.	<b>Various titles</b>		
Bawden, N	<b>Carrie's War</b>	<i>WW 2</i>	0 1403 6456 0
Bradford, H	<b>Fire, Bed and Bone</b>	<i>1381 Peasant's Revolt</i>	0 7445 5484 5
Bradford, H	<b>Fated Sky</b>	<i>Vikings</i>	0 3406 6102 X
Conlon McKenna, M	<b>Under the Hawthorn Tree</b>	<i>Famine Ireland</i>	0 8627 8206 6
Flegg, Aubrey	<b>Katie's War. A Story of the Irish Civil War</b>	<i>Irish Civil War</i>	0 8627 8525 1

Author	Title	Notes	ISBN
Foreman, M	<b>War Boy</b>	<i>WW 1</i>	0 1403 4299 0
Deary, Terry. Horrible History	<b>Vicious Vikings</b>	<i>Vikings</i>	0 5905 5709 2
Deary Terry. Horrible History	<b>Awesome Egyptians</b>	<i>Egyptians</i>	0 5905 5289 9
Deary Terry. Horrible History	<b>Dublin</b>	<i>Dublin history</i>	0 4399 5468 1
Laird, Christa	<b>Shadow of the Wall</b>	<i>WW2 Poland</i>	0 6881 5291 0
Laird, Christa	<b>Beyond the Wall</b>	<i>WW2 Poland</i>	0 0995 0121 X
Llwelyn, Morgan	<b>Brian Boru</b>		0 8627 8230 9
Llwelyn, Morgan	<b>Strongbow</b>		0 8627 8816 1
Lowry, L	<b>Number the Stars</b>	<i>WW 2 Copenhagen</i>	0 0067 3677 7
Magorian, M	<b>Goodnight Mr Tom</b>	<i>WW2</i>	0 5824 3456 4
Maguire, G	<b>The Good Liar</b>	<i>WW 2</i>	0 6134 6219 X
Morpurgo, Michael	<b>War Horse</b>	<i>WW 1</i>	0 7497 4850 8
Morpurgo, Michael	<b>Farm Boy</b>	<i>1914</i>	0 0067 5412 0
Morpurgo, Michael	<b>Waiting for Anya</b>	<i>WW2 France</i>	0 7497 4688 2
O'Hara, E	<b>The Hiring Fair</b>	<i>Ireland 1890</i>	1 8537 1275 2
O'Neill, Joan	<b>The Daisy Chain War</b>	<i>WW2 Dublin</i>	0 3408 5466 9
Parkinson, Siobhan	<b>Amelia</b>	<i>1914 Dublin</i>	0 8627 8352 6
Quinn, John	<b>The Gold Cross of Killadoo</b>	<i>Viking Dublin</i>	1 8537 1220 5
Sutcliff, R	<b>The Eagle of the Ninth</b>	<i>Roman Britain</i>	0 1927 5392 4
Westall, R	<b>The Machine-Gunners</b>	<i>WW2</i>	0 3303 9785 0
Whelan, Gerard	<b>The Guns of Easter</b>	<i>1916</i>	0 3303 9785 0

## Resources for a Reading Programme

Title	Reading Age	Publishers	Comments
Blue Bananas	6 – 8	Mammoth	
Happy Families	6 – 8	Puffin	
Corgi Pups	6 – 8	Doubleday	
Sparklers	6 – 8	Stanley Holmes	
Eyewitness Level 1	6 – 8	Dorling Kindersley	<i>Non-fiction</i>
Jets	6 – 8	Collins	
Jumbo Jets	6 – 8	Collins	
Colour Jets	6 – 8	Collins	
Livewire Chillers	6 – 8	Hodder & Stoughton	
Eyewitness Level 2	6 – 8	Dorling Kindersley	<i>Non-fiction</i>
Chillers	6 – 10	Puffin	
Eyewitness Level 3	8 – 10	Dorling Kindersley	<i>Non-fiction</i>
Yellow Bananas	8 – 10	Mammoth	
Young Puffin	8 – 10	Puffin	
Young Hippo	8 – 10	Scholastic	
Mega Stars	8 – 10	McDonald	
Young Corgi	8 – 10	Doubleday	
Corgi Yearling	8 – 10	Doubleday	
Danger Zone	8 – 10	Watts	
Red Bananas	8 – 10	Mammoth	
After Dark	8 – 10	Franklin Watts	
Storyboard Bridges	8 – 10	Heinemann	<i>Multicultural</i>

<b>Title</b>	<b>Reading Age</b>	<b>Publishers</b>	<b>Comments</b>
<b>All Aboard</b>	8 – 10	Ginn	
<b>Tree Tops</b>	8 – 10	Ginn	
<b>Zoom</b>	8 – 10	Ginn	<i>High-low series</i>
<b>Zapper</b>	8 – 10	Ginn	<i>High-low series</i>
<b>Impact</b>	8 – 10	Ginn	<i>High-low series</i>
<b>Barrington Stoke</b>	6 – 8 8 – 10 10 – 13	Barrington Stoke	<i>Excellent. (some available on tape)</i>
<b>Wild Cats</b>	6 – 10	Kingscourt/ McGraw	<i>Non-fiction</i>
<b>Headwork Reading</b>	6 – 9	Oxford University Press	<i>Graded readers – level 1 – 3, tapes available</i>
<b>Heinemann Readers</b>	6 – 9	Heinemann	<i>Graded readers – foundation – level 4</i>
<b>Famous People Famous Lives</b>	8 – 10	Franklin Watts	<i>Biography</i>
<b>Eyewitness Level 4</b>	10 +	Dorling Kindersley	<i>Non-fiction</i>
<b>My Story series</b>	10 +	Scholastic	<i>Historical</i>
<b>Spilling the Beans on...</b>	10 +	Miles Kelly	<i>Biography of historic figures.</i>
<b>Horrible Histories</b>	10 +	Scholastic	<i>Amusing history series. See also Horrible Science &amp; Horrible Geography series.</i>
<b>Liverwire</b>	8 – 10	Hodder & Stoughton	<i>Short books on a variety of topics.</i>
<b>Graffix</b>	8 – 10	A.C. Black	<i>Comic strip style books</i>

### Favourite Periodicals – Post Primary Schools

From **WHAT'S THE STORY?** – *The Reading Choices of Young People in Ireland, Children's Books Ireland, Dublin, 2002.*

- 1 Sugar
- 2 J 17
- 3 Bliss
- 4 Smash Hits
- 5 Mizz
- 6 Daily Papers
- 7 Sunday Papers
- 8 Top of the Pops
- 9 Star / Mirror
- 10 Shout
- 11 Football magazines
- 12 TV guides & magazines
- 13 Hello
- 14 Beano
- 15 Match
- 16 Playstation magazine
- 17 More
- 18 Now
- 19 Max Power
- 20 Shoot
- 21 Dandy

## List of Mainstream Books Suitable for Students

### Recommended by JCSP Librarians

Author	Title	Notes	ISBN
Binch, Caroline	<b>Christy's Dream</b>	<i>Picture book for older readers. Set in Ballymun.</i>	0 7497 4294 1
Breslin, Theresa	<b>Divided City</b>	<i>About football and sectarianism in Glasgow.</i>	0 3856 0767 9
Burgess, Melvin	<b>Junk</b>	<i>For older readers. About drug addiction.</i>	0 1413 0557 6
Clements, Andrew	<b>Frindle</b>	<i>Funny school story, for first or second years.</i>	0 7887 8982 1
Bechard, Margaret	<b>Hanging on to Max</b>	<i>Teenage father struggles with the demands of fatherhood and school.</i>	0 3408 8370 7
Colfer, Eoin	<b>Benny and Babe</b>	<i>Benny, a townie is visiting his granny in the country and hanging out with Babe, a Tomboy.</i>	0 8627 8603 7
Colfer, Eoin (Irish)	<b>Benny and Omar</b>	<i>Young hurler Benny has to leave Wexford with his family to live in Tunisia.</i>	0 8627 8567 7
Dahl, Roald	<b>Revolting Rhymes</b>	<i>Dahl's rhyming take on traditional tales, great fun to read aloud.</i>	0 4056 824 7
Dahl, Roald	<b>Danny the Champion of the World</b>	<i>Classic story of a boy, of the World, his relationship with his single father and their poaching adventures.</i>	0 1413 1132 0
Doyle, Roddy (Irish)	<b>The Giggler Treatment</b>	<i>Short &amp; simple story for younger students.</i>	0 4399 9385 7
Dunbar, Robert (editor)	<b>Skimming</b>	<i>An anthology of short stories. The Two Mary Learys by Eoin Colfer is hilarious to read aloud to girls.</i>	0 1405 6824 7

Author	Title	Notes	ISBN
Handford, Martin	<b>Where's Wally? books</b>	<i>These books have no words but are very popular and good for building attention spans. Published by Walker Books.</i>	
Johnson, Pete	<b>The Creeper</b>	<i>A story of suspense</i>	0 4408 6392 9
Jennings, Paul	<b>Unbearable</b>	<i>Short stories</i>	0 1403 7103 6
Jennings, Paul	<b>Undone</b>	<i>Short stories</i>	0 1436 823X
Morpurgo, Micheal	<b>Private Peaceful</b>	<i>World War 2 excellent</i>	0 4396 3648 5
Murphy, Martina (Irish)	<b>Fast Car</b>	<i>Good but text small.</i>	1 8537 1848 3
Murphy, Martina	<b>Dirt Tracks</b>	<i>Good but text small. Cars.</i>	1 8537 1908 0
Murphy, Martina	<b>Livewire</b>	<i>Good but text small.</i>	1 8537 1757 6
Philbrick, Rodman	<b>Freak the Mighty</b>	<i>A great one to read aloud about an unlikely friendship between two boys.</i>	0 7460 6253 1
Philbrick, Rodman	<b>Lobster Boy</b>	<i>An uplifting tale of a neglected boy in a fishing community.</i>	0 7460 6509 4
Philbrick, Rodman	<b>Fire Pony</b>	<i>A take on Steinbeck's Red Pony for horse lovers.</i>	0 7460 6508 6
Platt, Richard & Riddell, Chris	<b>Pirate Diary</b>	<i>A picture book for older readers. Pirate adventures.</i>	0 7445 8332 2
Rowling, J.K.	<b>Harry Potter and the Philosopher's Stone</b>	Book 1 of Harry Potter Series.	0 7475 3274 5
Sachar, Louis	<b>Holes</b>	The story of boys in a detention camp in the American outback. Also a film.	0 7475 6366 7
Sachar, Louis	<b>Dogs Don't Tell Jokes</b>	Bizarre and funny book. Appealing to boys.	0 7475 5524 9
Sachar, Louis	<b>The Boy Who Lost His Face</b>	A boy is cursed for harassing an old lady.	0 7475 5528 1
Scieszka, Jon & Smith, Lane	<b>The Stinky Cheese Man and Other Fairly Stupid Tales</b>	Very funny mixed up traditional fairy tales.	0 1405 4896 3

Author	Title	Notes	ISBN
Snicket, Lemony	<b>A Series of Unfortunate Events: The Bad Beginning</b>	<i>No 1 of 13 in this series about 3 orphans and the evil people trying to steal their fortunes. A love it or hate it series.</i>	0 0602 8312 2
Stine, R.L.	<b>Goosebumps Series</b>	<i>Popular horror stories. Can be read in any order. Published by Scholastic.</i>	
Thompson, Kate (Irish)	<b>The New Policeman</b>	<i>Set in the Irish country side. About music and trips to Tir na Nog.</i>	0 3703 2823 X
McNaughton, Colin	<b>Once Upon an Ordinary School Day</b>	<i>Picture book, for older readers.</i>	1 8427 0309 9
Frank,, Anne	<b>The Diary of a Young Girl</b>	<i>Popular true story in diary form.</i>	0 1403 8562 2
Zephaniah, Benjamin	<b>Funky Chickens</b>	<i>Rastafarian Poetry. Very Funky &amp; Funny.</i>	0 1403 7945 3
Zephaniah, Benjamin	<b>Face</b>	<i>About a boy coming to terms with his appearance.</i>	0 7475 4154 X
Zephaniah, Benjamin	<b>Gangsta Rap</b>	<i>About a kid who is excluded from school and into music.</i>	1 5823 4886 3
Nolan, Polly (editor)	<b>Flame Angels</b>	<i>An Anthology. The short story "Icepick &amp; the Durango Kid" by Herbie Brennan is hilarious. About two kids who rob The General's House. Read Aloud.</i>	0 7497 3958 4
Thompson, Neville (Irish)	<b>Jackie Loves Johnser!</b>	<i>For Older Readers. Strong language &amp; Content. Very Popular, set in Ballyfermot. Published by Poolbeg.</i>	1 8537 1880 7
Thompson, Neville	<b>Two Birds/One Stoned</b>	<i>A Follow on to Jackie Loves Johnser!</i>	1 8537 1812 2

## Fiction Titles for Boys

Author	Title	Notes	ISBN
Briggs, Raymond	<b>Ug: Boy Genius of the Stone Age and his Search for Soft Trousers</b>	<i>Comic strip story-wonderful drawings and hilarious jokes.</i>	0 3758 1611 9
Burgess, Melvin	<b>Billy Elliot</b>	<i>Moving story about a boy pursuing his dreams against all the odds. Film version available.</i>	1 9034 3433 5
Childs, Rob	<b>The Big Football Collection</b>	<i>Three football stories in one book about soccer mad brothers.</i>	0 5525 4297 0
Childs, Rob	<b>The Big Time</b>	<i>The soccer mad Weston brothers try to impress scouts from United.</i>	0 5525 4682 8
Eldridge, Jim	<b>London Seige</b>	<i>SAS hostage story.</i>	0 1413 1588 1
Eldridge, Jim	<b>Jungle War</b>	<i>Based on the true story of an SAS soldier.</i>	0 1413 1787 6
Fanning, Kieran (Irish)	<b>Code Cracker Series – Curse of the Cochroach – Temples of Trouble</b>	<i>Code Cracker Stories. A story and a puzzle book in one. Appealing to boys. Published by Mentor Books.</i>	1 8421 0293 1
Gleitzman, Morris	<b>Two Weeks with the Queen</b>	<i>Colin's brother Luke has cancer. Colin tries to get the Queen's doctors on the case. Funny.</i>	0 1413 1455 9
Hardcastle, Michael	<b>Rivals United</b>	<i>Soccer story</i>	0 7500 2791 6
Hardcastle, Michael	<b>Soccer Secret</b>	<i>Soccer story</i>	0 7500 2796 7
Hardcastle, Michael	<b>Striker's Boots</b>	<i>Soccer story</i>	0 7500 2793 2
Higson, Charlie	<b>Young Bond Series: Silverfin</b>	<i>Book 1 For James Bond fans.</i>	0 1413 1859 7
Higson, Charlie	<b>Young Bond Series: Bloodfever</b>	<i>Book 2</i>	0 1413 1860 0
Horowitz, Anthony	<b>The Alex Rider Series: Storm Breaker</b>	<i>Book 1 of 6. The adventure of a 14 year old spy.</i>	1 8442 8092 6

Author	Title	Notes	ISBN
Horowitz, Anthony	<b>The Alex Rider Series: Point Blanc</b>	<i>Book 1 of 6</i>	1 8442 8093 4
Regan, Peter (Irish)	<b>Shannon Harps Series</b>	<i>Gaelic Football By Children's Press.</i>	1 9017 3741 1
Regan, Peter	<b>Riverside Series: Riverside</b>	<i>About a soccer team. Irish Book 1.</i>	1 9017 3719 5
Regan, Peter	<b>Riverside The Street League</b>	<i>About a soccer team.</i>	0 9479 6246 8
Shan, Darren	<b>The Saga of Darren Shan: Cirque de Freak</b>	<i>Book 1 of 12 in Series by Irish writer. Vampires and vampire hunters.</i>	0 0067 5416 3
Shan, Darren	<b>The Vampire's Assistant</b>	<i>No 2</i>	0 0067 5551 35
Waddell, Martin	<b>Shooting Star</b>	<i>A football player's rise and fall.</i>	0 7445 6574 X
Kiely, Kevin	<b>A Horse Called El Dorado</b>	<i>Boy who loves horses travels from Cumbria to live in Ireland.</i>	0 8627 8907 9
Morporgo, Michael	<b>War Horse</b>	<i>A horse's experience of World War 1.</i>	0 7497 4850 8

### Fiction Titles for Girls

Author	Title	Notes	ISBN
Heist, Amy	<b>When Jessie Came Across the Sea</b>	<i>Picture book for Older Readers</i>	0 7445 6963 X
Hooper, Mary	<b>Megan 1 (2, 3 &amp; 4)</b>	<i>Teenage girl facing pregnancy. Popular.</i>	0 7475 4164 7
Hooper, Mary	<b>Haunted House</b>	<i>Easy to read story of hauntings.</i>	0 4399 7723 1
Conlon McKenna, M (Irish)	<b>A Girl Called Blue</b>	<i>An Irish girl in an orphanage tries to discover her history.</i>	0 8627 8887 0
Conlon McKenna, M	<b>The Blue Horse</b>	<i>Katie's world is turned upside down when her home burns down.</i>	0 8627 8305 4

Author	Title	Notes	ISBN
Parkinson, Siobhan (Irish)	<b>Sisters.....no Way!</b>	<i>Cindy's father falls in love with her teacher! And gets new sisters.</i>	0 8627 8495 6
Blume, Judy	<b>It's Not the End of the World</b>	<i>Blume's books are popular with teenage girls, about growing up. Published by Penguin.</i>	0 8788 8042 9
Blume, Judy	<b>Are You There God? It's Me Margaret</b>		0 1304 5856 2
Blume, Judy	<b>Forever</b>	<i>Contains sex scene. Popular.</i>	0 8788 8079 8
Wilson, Jacqueline	<b>The Story of Tracey Beaker</b>	<i>Wilson's books are about girls dealing with family problems and love.</i>	0 4408 6490 9
Wilson, Jacqueline	<b>The Worry Website</b>		0 4408 6480 1
Wilson, Jacqueline	<b>Sleepovers</b>	<i>Younger RA</i>	0 5525 4709 3
Wilson, Jacqueline	<b>The Mum Minder</b>	<i>Younger RA</i>	0 4408 6302 3
Wilson, Jacqueline	<b>The Suitcase Kid</b>		0 4408 6311 2
Wilson, Jacqueline	<b>Lola Rose</b>		0 5525 4712 3
Wilson, Jacqueline	<b>The Bed &amp; Breakfast</b>		0 4408 6324 4
Wilson, Jacqueline	<b>Best Friends</b>		0 4408 6579 4
Fine, Anne	<b>Flour Babies</b>		0 1403 6147 2
Fine, Anne	<b>Google Eyes</b>		0 1413 0754 4
Hennessey, Claire (Irish)	<b>Being Her Sister</b>	<i>Published by Poolbeg.</i>	1 8422 3259 2
Hennessey, Claire	<b>Dear Diary</b>		1 8537 1917 X
Hennessey, Claire	<b>Memories</b>		1 8422 3098 0
Cabot, Meg	<b>The Princess Diaries Series</b>	<i>6 in series</i>	
Various	<b>Mary-Kate &amp; Ashley Series</b>	<i>Not very good but students often like a book they are familiar with from TV.</i>	

Author	Title	Notes	ISBN
Ahern, Celia (Irish)	<b>PS I Love You</b>	<i>For older readers</i>	0 7862 6164 1
Hooper, Mary	<b>Mad About the Boy</b>		0 7445 7261 4
Hooper, Mary	<b>Best Friends Worst Luck</b>		0 7445 3079 2
Taylor, Marilyn (Irish)	<b>Could this be Love? I Wondered</b>		0 8627 8377 1

### Non Fiction or Information Books

Author	Title	Notes	ISBN
Frank, Anne	<b>The Diary of Anne Frank</b>	<i>Very Popular</i>	0 1403 8562 2
Anonymous	<b>Go Ask Alice</b>	<i>Diary of a drug addict. Text very small.</i>	0 7493 1054 5
Barber, I (Irish)	<b>All About Hurling</b>	<i>A non fiction book on all aspects of hurling.</i>	0 8627 0808 0
Williams, P (Irish)	<b>Gangland</b>	<i>For Older Students. Strong language &amp; content.</i>	0 8627 8576 6
Williams, P	<b>The General</b>	<i>For Older Students. Strong language &amp; content.</i>	0 8627 8433 6
Carroll, J (publishers)	<b>The Ultimate Encyclopedia of Gaelic Football &amp; Hurling</b>		1 8422 2336 4
Carroll, J (publishers)	<b>The Complete Book of Tractors &amp; Cars</b>		1 8430 9037
Carroll, J (publishers)	<b>The World Encyclopedia of Tractor &amp; Farm Machinery</b>		1 8430 9148 8
Carroll, J (publishers)	<b>Heavy Equipment</b>		1 8616 0354 1

Author	Title	Notes	ISBN
Carroll, J (publishers)	<b>Classic Jeeps</b>		1 8406 5078 8
Carroll, J (publishers)	<b>Headstart: Super Bikes</b>	<i>Caxton Edition</i>	1 8406 7018 5
Carroll, J (publishers)	<b>Headstart: Super Cars</b>	<i>Caxton Edition</i>	1 8406 7019 3
Wood, J	<b>The Ultimate History of Fast Cars</b>	<i>Paragon Plus</i>	1 4054 1591 6
Wilson, Hugo	<b>Hot Bikes</b>		0 7894 8396 3
Bonds, Ray	<b>America's Special Forces</b>		1 8406 5193 8
Bailey, Gwen	<b>Good Dog Behaviour</b>		0 0071 4256 0
Frank McCourt (Irish)	<b>'Tis</b>		0 6848 4878 3
Doyle, Evelyn (Irish)	<b>Evelyn's Story</b>	<i>A true story of a child in the Liberties in Dublin who is taken from her single father and put in a home.</i>	0 7432 5503 8
Soccer	<b>All Soccer Annuals, Manchester United, Liverpool etc.</b>		
Dunphy, Eamon (Irish)	<b>Keane – The Autobiography</b>		0 1410 0981 0
Fogle, Bruce	<b>Caring for Your Dog</b>	<i>Published by Dorling Kindersley.</i>	0 7894 8929 5
O'Reilly, Emily (Irish)	<b>Veronica Guerin: the Life and Death of a Crime Reporter</b>	<i>Non Fiction</i>	0 0997 6151 3
Pelser, Dave	<b>A Child Called It</b>	<i>Strong language and content For older readers.</i>	0 7528 3750 8
Pelser, Dave	<b>The Lost Boy</b>	<i>Strong language and content. For older readers. Follow up to A Child.</i>	0 7528 3761 3
Wilkins, Verna	<b>Benjamin Zephaniah</b>	<i>Biography of B.Z. who struggled with reading and was excluded from school. Excellent for reluctant readers.</i>	1 8705 1638 9

Author	Title	Notes	ISBN
McPherson, Anne	<b>R U a Teenage Health Freak?</b>	<i>Non fiction. Question and Answer style e.g. 'Why are my parents fighting?' 'When will I get my periods?' etc.</i>	0 1991 0916 8

## Magazines & Periodicals

Title	Notes
<b>Buy &amp; Sell</b>	<i>Boys especially find this a great read. Set them a challenge: find your dream car / bike etc.</i>
<b>Auto Trader</b>	<i>As for Buy &amp; Sell.</i>
<b>Kiss</b>	<i>Irish magazine for girls. Quality Content.</i>
<b>MIZZ</b>	<i>Girls magazine. May be too childish above first year.</i>
<b>Sneak</b>	<i>Girls celebrity gossip and fashion magazine.</i>
<b>Face Up!</b>	<i>Published by Irish Redemptorists. Supports CSPE. Good articles.</i>
<b>The Irish Independent</b>	<i>Newspaper. Get students to answer questions about paper in pairs against the clock! Great fun.</i>
<b>The Star</b>	<i>Newspaper</i>
<b>The Herald</b>	<i>Newspaper</i>
<b>Local / Regional Newspapers</b>	

## Some Books &amp; Journals to Guide in Choosing Titles

Author	Title	Notes	ISBN
Jennings, Paul	<b>The Reading Bug... and How to Help Your Child Catch it</b>	<i>Great advice on developing reading. Includes book lists.</i>	0 1413 1840 6
Cooling, Wendy	<b>Books with Boys in Mind</b>	<i>Published by School Library Association.</i>	
Children's Books Ireland & Youth Libraries Group	<b>Book Fest</b>	<i>An annual free title listing produced for the Children's Book Festival and distributed in libraries and bookshops.</i>	
Coughlin, Susan & Morris, Liz (editor)	<b>Changing Faces, Changing Places: a guide to multicultural books</b>	<i>Published by IBBY Ireland.</i>	
Children's Books Ireland	<b>Inis</b>	<i>Quarterly journal on children's books. Titles reviewed. Subscriptions available from <a href="http://www.childrensbooksireland.com">www.childrensbooksireland.com</a></i>	
School Library Association	<b>The School Librarian</b>	<i>Quarterly journal of School Library Association. Extensive book review section. <a href="http://www.SLA.org.uk">www.SLA.org.uk</a></i>	

## Publishers of books for reluctant and less able readers

Publisher	Series Title	Notes
Barrington Stoke	<b>Barrington Stoke fiction books, main collection.</b>	<i>For reluctant teenage readers. High interest age/low reading age. *RA 8 plus. *IA 8 -16. By popular mainstream writers. Have look and feel of mainstream titles.</i>
Barrington Stoke	<b>4U2read</b>	<i>Simpler versions of some of the above. *RA below 8 years. *IA 8-13.</i>
Barrington Stoke	<b>GR8reads</b>	<i>For teenagers *RA below 8.</i>
Mentor Books	<b>Code Cracker Series</b>	<i>Written by an Irish teacher, Kieran Fanning, these are mystery novels that involve the reader working out puzzles to continue. Appealing to boys.</i>

<b>Publisher</b>	<b>Series Title</b>	<b>Notes</b>
Evans	<b>Chain Gang</b>	<i>A series of books about a group of mountain bikers. Each book follows the adventures of the Slam Duncan and his daredevil champions.</i>
Evans	<b>Fast Track Classic Series</b>	<i>Classic titles abridged for low reading ages. Includes Black Beauty, Count Dracula, Little Women.</i>
Franklin Watts	<b>Danger Zone (4 titles)</b>	<i>True life adventure stories. *IA 8 – 14 years (average 30 pages).</i>
Franklin Watts	<b>Extreme Sports (3 titles)</b>	<i>Non fiction. Magazine style layout. About rollerblading, skateboarding, mountain biking &amp; rock climbing. *IA 8 – 14</i>
Franklin Watts	<b>Get Real (4 titles)</b>	<i>True life adventures.</i>
Franklin Watts	<b>The Need for Speed (5 titles)</b>	<i>Monster trucks, motor bikes, stock car racing, trains &amp; racing cars. *IA 8 – 16</i>
Franklin Watts	<b>Top Cars (6 titles)</b>	<i>Porsche, BMW, Ferrari etc.</i>
Hodder & Stoughton	<b>Live Wire Chillers</b>	<i>All Livewire titles are for *RA 6 – 10. *IA 12 + All are short, clearly laid out &amp; very well illustrated. Chillers are fast paced scary reads.</i>
Hodder & Stoughton	<b>Livewire Real Lives</b>	<i>Books on celebrities from music, movies, sport &amp; history. Includes Beckham, The Osbournes, Gandhi etc.</i>
Hodder & Stoughton	<b>Livewire Non fiction</b>	<i>Wide range of topics, tsunami diary, DJing, The Titanic, vampires etc.</i>
Hodder & Stoughton	<b>Livewire Fiction</b>	<i>Includes survivor and adventure stories.</i>
Hodder & Stoughton	<b>Livewire Plays</b>	<i>Good for shared reading.</i>
Kinscourt/McGraw-Hill	<b>Rainbow Reading Programme</b>	<i>Rainbow Reading books are on variety of topics, are graded and have accompanying worksheets, excellent writing exercises and audio tapes. Tapes last approx 7 minutes. *RA 5 – 12</i>
Kinscourt/McGraw-Hill	<b>Wild Cats Reading Programme</b>	<i>A reading programme of graded readers with worksheets on variety of topics. Graded *RA from 6 – 11. *IA 8 – 12.</i>

<b>Publisher</b>	<b>Series Title</b>	<b>Notes</b>
Ginn Impact	<b>Impact</b>	<i>*RA 6 – 9, *IA 10 – 12. Illustrations on each page. Large text.</i>
Heinemann	<b>Jaws Reader's for Africa</b>	<i>Published specifically for learners in Africa, by African writers and set in Africa.</i>
A & C Black	<b>Graffix Books</b>	<i>Comic strip format books but with proper stories and by established writers. Of interest to boys &amp; girls.</i>
Oxford University Press	<b>Oxford Reds</b>	<i>Non Fiction books by established writers, mostly about animals. Average 32 pages.</i>
LDA Publishing	<b>10 Minute Mysteries and Thrillers</b> <i>Also</i> <b>5 Minute Mysteries and Thrillers</b>	<i>Short exciting thrillers, great for short attention spans. Books are tiny – has a novelty value. Audio tapes also available. *RA 8+, *IA 10+</i>
Nelson Thornes	<b>Sportszone</b>	<i>Sports themed fiction. Fast paced. *RA 7 – 10, *IA 11 – 14</i>
Nelson Thornes	<b>Spirals</b>	<i>Series of fiction, non fiction and plays in mainstream paperback style. *RA 6.5 – 9.5, *IA 11 – 16 Graded</i>
Nelson Thornes	<b>Blitz It</b>	<i>Fiction books *IA 9 – 14. *RA 8+. Science fiction, adventure, horror &amp; mystery.</i>
Nelson Thornes	<b>Zone 13</b>	<i>Fast paced mystery &amp; horror fiction books. Appealing to boys. *RA 7 – 9.5, *IA 9 – 13</i>
Dorling Kindersley	<b>Eyewitness</b>	<i>Extensive range of information books. Well illustrated.</i>

## Book Suppliers

This list represents just some book suppliers, local book shops will be listed in the Golden Pages.

### IES

School & Library Suppliers  
Weston Industrial Estate  
Salmon Leap  
Leixlip  
Co. Kildare

**Tel:** 01 621 0310 /621  
**Fax:** 01 621 0188  
**Email:** info@iesltd.ie  
**Contact:** John Tracey  
(Warehouse open to public)

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### O' Mahony's Booksellers

Library Department  
Head Office  
120 O'Connell St  
Limerick

**Tel:** 061 418 155  
**Fax:** 061 414 558  
**Email:** francestracey@omahoneys.ie  
melissaclancy@omahoneys.ie  
**Contact:** Frances Tracey, Kevin Lyons,  
Melissa Clancy  
(Shop)

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### The OpenBook Co.

Unit 9  
Kinsealy Business Park  
Kinsealy  
Co Dublin

**Tel:** 01 846 3715 / 086 836 8590  
**Contact:** Brendan Bannigan  
(Order by phone/fax/email)

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### Surgi Sales Teaching Aids (STA) Ltd.

252 Harolds Cross Rd  
Dublin 6W

**Tel:** 01 496 6688  
**Fax:** 01 496 6899  
**Email:** info@staeducational.com  
**Web:** www.staeducational.com  
**Contact:** Muirne  
(Showrooms)

### Surgi Sales Teaching Aids (STA) Ltd.

Westcourt Business Park  
Callan  
Co. Kilkenny

**Tel:** 056 775 5161  
**Fax:** 056 775 5164  
**Email:** callan@staeducational.com  
**Web:** www.staeducational.com  
**Contact:** Ciara Dillon or Colum Dillon  
(Showrooms)

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### Hodges Figgis

Corporate and Library Sales  
Dawson St  
Dublin

**Tel:** 01 677 4754  
**Email:** cls@hodgesfiggis.ie  
**Contact:** Barry Sweeney

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### Micheal O'Brien

14 Beechlawn  
Dundrum  
Dublin 16

**Tel:** 01 298 7342  
(Will travel to school with resources)

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### Kieran O' Regan

Educational Agencies  
Ladysbridge Co. Cork

**Tel:** 021 466 7284 / 087 220 6745  
**Fax:** 021 466 7989  
**Email:** dkoregan@eircom.net  
(Will travel to school with resources)

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## Suppliers of Library Resources

The companies listed below all supply resources used by libraries and schools. To provide access to books and promote reading, teachers and schools may consider purchasing some of the materials listed below. Stands and racks for storing and displaying books and magazines come in all shapes and sizes. They would be an excellent addition to a classroom. Portable book trolleys may be the solution to providing access. Beanbags can be used to create a cosy corner for reading.

A good starting point may be to request catalogues from the companies listed. This will give you ideas on what shelving and book trolleys are available and are suitable for your particular needs. Local suppliers and carpenters may be able to supply shelving at a competitive cost.

Company	Notes	Contact
<b>Don Gresswell Ltd.</b>	<i>Supplier of all library resources including shelving, book covers and excellent posters. Have an online catalogue. A British based company who will invoice in Euros.</i>	www.gresswell.com enquires@gresswell.co.uk <b>Tel:</b> 01 473 5220
<b>DB Office Supplies</b>	<i>Shelving etc.</i>	Hanover Productivity Centre Green St East, Dublin 2  dbofficesupplies@eircom.net <b>Tel:</b> 01 670 8240
<b>Hope Education</b>	<i>Wide range of library equipment.</i>	Kylemore Road Dublin 10  www.hope-education.co.uk sales@findel-education.ie <b>Tel:</b> 01 626 4666
<b>Don Mellet</b>	<i>Supplier of Fatboy Beanbags. Durable, non absorbent beanbags.</i>	www.fatboy.ie <b>Tel:</b> 087 631 7670

## Some Useful Websites

Website	Notes
<a href="http://www.cool-reads.co.uk">www.cool-reads.co.uk</a>	Reviews of books for 10 – 15 year olds.
<a href="http://www.sla.org.uk">www.sla.org.uk</a>	Website of the School Library Association. Information, for members, on a wide range of school library related topics.
<a href="http://www.literacytrust.org.uk">www.literacytrust.org.uk</a>	Sign up to their monthly news update for new ideas and inspiration.
<a href="http://www.readingconnects.org.uk">www.readingconnects.org.uk</a>	For professionals promoting literacy.
<a href="http://www.childrensbooksireland.com">www.childrensbooksireland.com</a>	Information on Irish book awards, events, publications etc.
<a href="http://www.library.ie">www.library.ie</a>	This site has links to the websites of all public libraries in Ireland.
<a href="http://www.readwritethink.org">www.readwritethink.org</a>	Book and reading related lesson plans and great web activities for students.
<a href="http://www.wordpool.co.uk">www.wordpool.co.uk</a>	Very comprehensive and clear book listings.
<a href="http://www.kidsreads.com">www.kidsreads.com</a>	Games and quizzes on a wide range of children's books.
<a href="http://www.storiesontheweb.com">www.storiesontheweb.com</a>	Book reviews and activities.