



# De La Salle College

33, Cottonera Road  
Birgu BRG9021

## Reading Project Form 2

The main aim of this Reading Project is to address the issue of the lack of reading at home on the part of students. The books for this Reading Project have all been carefully selected and revised and even students who usually do not like reading have told us that they enjoyed reading them. Your son will be expected to read at least three of the books in each subject list by the end of the next scholastic year. Each student will be asked to show that he has read three books and, as an incentive, a few marks will be allotted to the Reading Project in the Annual Examination. The books are available in the school library. However, this list is being included for the benefit of those students who might want to make good use of the summer holidays to get some work done before the next scholastic year begins.

### Some hints for parents to promote reading in children

Did you know that between 5% and 15% of school-aged children are behind when it comes to reading? Children who have difficulty reading may have trouble in school. And low literacy can also lead to emotional and behavioural problems later in life.

As a parent, there is a lot you can do to help your child develop good reading skills:

- **Ask the experts for help!** Teachers and librarians are good sources of advice for books that are appropriate for your child's age and reading level. Bookstore staff are often quite helpful, too.
- **If your child has trouble reading,** choose stories that they can relate to. Look for familiar stories, and experiences that they can identify with.
- **If your child is an impatient reader, choose books that have movement.** Books with short chapters, or "cliff-hangers", encourage children to keep reading.
- **Remember that opportunities to read are everywhere.** You can encourage your child to read street signs, the back of the cereal box, or the sports pages of the daily newspaper. Recipes help children learn to read for detail—leaving out just one ingredient can lead to disaster!
- **Give your child a choice among books.** Though children may not like to be told what to read, they may not make good choices if left completely on their own. A good strategy is for the parent or teacher to say, "You choose one, I choose one."
- **Give your child some control over who reads and when.** Readers who are struggling often complain that reading is too hard, and they give up quickly. It's important to support children who decide to take on a longer book. Parents can take turns reading, perhaps alternating paragraphs or pages. Or you can "act out" the story—your child can read the dialogue, and you can narrate by reading the rest of the text.
- **When you are helping a child read, focus on meaning.** Reading well is about understanding meaning, not just knowing how to say the words. Help your child figure out the word from the context of the rest of the passage or the pictures.
- **Have fun with word play.** Tell jokes with puns, and play games that involve words, like Scrabble, Boggle and hangman. Do crossword puzzles together.



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- **Keep a record of what your child is reading.** Use an incentive chart to help encourage more reading, or keep a reading diary or simple list. **Encourage writing.** Reading and writing go together. Children can practice their writing skills by making lists, keeping a journal, making a catalogue of their collections, or writing to friends and family.
- **Visit the library, and create one at home.** Get your child a library card as soon as you can. Make a library visit part of your weekly routine.
- **Be a role model!** One of the most important things is for children to see their parents enjoying reading. If children see their parents and family members reading books, newspapers, and magazines, they'll learn that reading is important and valuable.

## Form 2 Reading List

<b>English (A)</b>	<b>Refugee Boy</b> <b>Spy High: Episode 1 – The Frankenstein Factory</b> <b>Artemis Fowl: The Seventh Dwarf</b> <b>My Story: The Great Plague – The Diary of Alice Paynton</b> <b>My Story: Bloody Tower – The Diary of Tilly Middleton</b> <b>My Story: My Tudor Queen – The Diary of Eva De Puebla</b> <b>The Silver Sword</b> <b>Small Steps</b> <b>The Boy in the Striped Pyjamas</b> <b>Robinson Crusoe</b> <b>The Voyages of Dr Doolittle -</b> <b>Percy Jackson &amp; the Titan's Curse</b>	Benjamin Zephaniah A J Butcher Eoin Colfer Pamela Oldfield Valerie Wilding Alison Prince Ian Serraillier Luis Sacher John Boyne Retold from the Daniel Defoe Original Retold from the Hugh Lofting Original Rick Riordan		
<b>English (B)</b>	<b>The Diary of an (Un)Teenager</b> <b>Butterfly Lion</b> <b>Prisoner in Alcatraz</b> <b>The Count of Monte Cristo (abridged)</b> <b>The Adventures of Robin Hood (illustrated)</b> <b>Diary of a Wimpy Kid (Book 2)</b>	Pete Johnson Michael Morpurgo Teresa Breslin Alexandre Dumas Marcia Williams Jeff Kinney		
<b>Maltese</b>	<b>Il-Misteru tad-Dniefel tal-Gebel</b> <b>Il-Misteru tal-Labirint</b> <b>Bella Berger</b> <b>Qamar Aħdar</b> <b>Irvin Vella: Investigatur Virtwali – Il-Kaz Manduca</b> <b>Irvin Vella: Il-Kaz tas-Serqiet Strambi</b> <b>Ħolm tal-Milied</b>	Rita Saliba Rita Saliba Rita Saliba Trevor Zahra John A. Bonello John A. Bonello Trevor Zahra		
<b>Italian</b>	<b>Il fantasma dell'osservatorio</b> <b>La Maestra Tiramisu'</b>	Serie Rossa Serie Rossa		
<b>French</b>	<b>Le Petit Prince Pasbon</b> <b>Les Montagnes Russes</b> <b>Mantu L'Éléphant</b> <b>La planète des chats</b> <b>Renaud et les Martiens</b>	<b>Toto l'Aventurier</b> <b>Kangourou</b> <b>Loulou Loustoucrou</b> <b>Toute la vérité sur ... 1</b> <b>Toute la vérité sur ... 2</b>	<b>Max et Fabrice</b> <b>Quelle vie!</b> <b>Ezekiel (2) Robot-Robert</b> <b>Pépé et la montgolfière</b> <b>Qui suis-je ?</b>	<b>Juliette Chocolat</b> <b>Tête en l'air</b> <b>Comme ci, comme ça</b> <b>Des petits mots</b> <b>Caméléon</b>