



Mylor Bridge School
Reading Strategy
2026



How is reading taught at Mylor Bridge School?

Early Years - Year 1	Daily Phonics lessons of 45 minutes
Year 2 Post-Phonics	4x Whole Class Reading (alternating week-on-week with a class novel and a curriculum text)
Year 3 - Year 6	4x Whole Class Reading (2x class novel lessons and 2x non-fiction curriculum texts), 1x week readers theatre

Early Years Foundation Stage

To be ready to start reading, children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. At Mylor Bridge school, we offer children every opportunity to develop these skills and beyond (Early Learning Goal for Literacy at the end of EYFS year) by providing:

- Daily Phonics lessons (45 minutes following the Twinkl phonics scheme)
- A book voting station in class which is updated throughout the week
- A book corner that can be accessed all day
- High-quality story time more than once a day
- Books linked to topics available to the children and read to the children
- Books linked to children's interests available in the classroom and changed accordingly
- High-quality, diverse core texts that have been carefully chosen
- Home reading books directly linked to phonics level (parents record any reading with their child in a reading record)
- Chances for staff to listen to children read daily
- Reading available throughout continuous provision
- Books are shared numerous times to help children develop the language and comprehension skills need to become confident writers and achieve the Early Learning Goal for literacy
- A wide variety of different texts that are available for the children to share
- Opportunities for Year 6 buddies to share books with Reception children

Reading in Key Stage 1

As pupils enter Key Stage 1, they continue their journey through the phonics scheme (Twinkl phonics). In Year 1, pupils at age related expectations will begin with Level 4, which revisits previously learnt GPCs whilst introducing consonant blends. Following this, pupils move onto Level 5, which introduces alternative graphemes for previously learnt GPS, for example, learning the 'ai' sound can also be spelt as 'ay' or 'a-e'. Level 5, and thus the phonics scheme, is expected to be completed by the end of Year 1, at which point children will have learnt all of the 44 phonemes and their alternative spellings. Any children who are still not secure with this, would continue developing their phonic knowledge during the autumn term of Year 2. Reading books are matched closely to pupils' phonic knowledge ensure they are able to access the texts to develop confidence and fluency.

In Year 2, when pupils have become secure with their phonic knowledge and their fluency demonstrates this, they begin to develop their fluency and comprehension when reading longer or more complex texts. Comprehension lessons are taught 4 times a week. During these lessons, pupils are introduced to short chapter books for the first time as well as non-fiction texts relating to current learning in the wider curriculum. As well as having opportunities to listen to, and read high-quality, diverse texts, a variety of open and guided conversations support pupils to understand and appreciate these. As pupils' fluency and comprehension skills develop, they are able to progress from our Phonics reading scheme onto Accelerated Reader, enabling children to select their own books (within a set range) and complete a quiz on completion. This sequential approach ensures there is a clear progression and connection between Early reading and reading in Key Stage 2.

More recently, we have had a major investment into books with an Accelerated Reader level of between 2.0 and 2.9 to help children in Year 2 become acclimatised to using AR once they have a reading age of 7 years old.

Year 2 Weekly Structure for Reading

	Lesson Design
Monday - SPAG focus	<ul style="list-style-type: none">• Recap previous focus words• New spelling focus words• Dictation• Introduce and discuss new SPaG focus• Guided use of focus• Independent practise of focus
Tuesday - Class novel	<ul style="list-style-type: none">• Class novel (15 mins)• Learn a section of the class novel (1-2 pages)• Use of echo reading, repeated reading and choral reading to develop prosody• Children to have photocopied versions of the section of the text available
Wednesday - Class novel	<ul style="list-style-type: none">• Class novel (15 mins)• Same text as the previous day• Recap the reading together (use of different types of reading plus individual drop-ins)• Split the text into shorter sections and have written questions (akin to Year 2 Reading SAT paper 1)
Thursday - Curriculum	<ul style="list-style-type: none">• Class novel (15 mins)• Curriculum reading (Chat GPT generated, Twinkl, picture books)• Shared/modelled reading - teacher reading the text to the children• Children to read different sections (types of reading)
Friday - Curriculum	<ul style="list-style-type: none">• Class novel (15 mins)• Recap of the reading from the previous day (who can tell me something they remember from yesterday?)• Reread the text (different types of reading)• Longer text extract for children to answer the questions (akin to Year 2 Reading SAT paper 2)

Reading in Key Stage 2

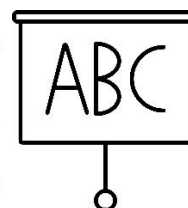
In Key Stage 2, we have a 30 minute Whole Class Reading lesson four times per week where all children have the opportunity to succeed. These lessons are ordinarily split between two lessons based around the class novel and two lessons focused on a wider aspect of our curriculum.

The class novel lessons ordinarily happen on Tuesday and Friday. They allow us to dive deeper into our current novel, discussing over-arching themes and providing rich discussions on plot, character and meanings. All classes in Key Stage 2 are read to daily for fifteen minutes - this time is protected and is ensured that it is not missed. Each class has invested in class sets of books so all children are looking at their own copies of the text during this time. Our lessons involve the opportunity for children to talk about questions collaboratively (**Table Talk**) and questions that they answer independently (**Individual Thinking**). At the end of these sessions, the children are given a balanced argument style question; providing the children with an opportunity to share their opinions on what they have read. These are called our **ABC Questions** and these promote rich discussions. ABC (from Jonathan Sandling) stands for agree, build or challenge and the children use them as prompts to structure their answers.

The other sessions are based around our curriculum. These could link to Geography, Science, History and many other subjects. For example, in Year 6 the children learn about how light can create rainbows in Science. By reading and learning the important knowledge surrounding this in the reading session, this will free up time in the afternoon to consolidate this knowledge and apply it in a practical format. These lessons can also be times where we celebrate relevant and important events around the world (Black History Month, Science Week) so we can celebrate and share what we have learnt in our Friday assembly.

Key Terms

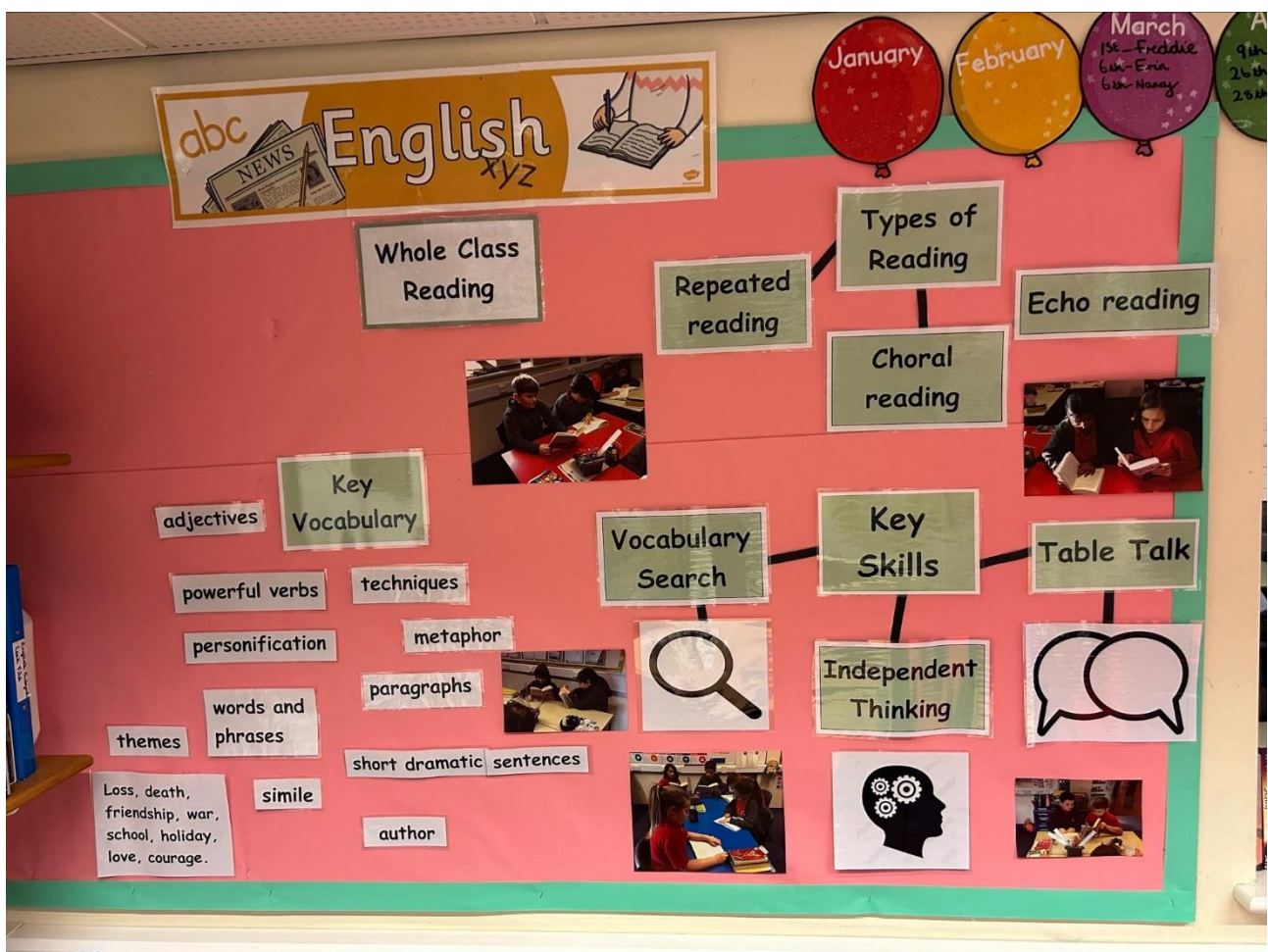
Fluency	<i>Being able to read with understanding, prosody and enjoyment at speed</i>
Table Talk	<i>Children engaged in purposeful conversation on their tables to explore their thinking and deepen understanding of texts</i>
Individual Thinking	<i>Children working on their own to create an answer independently based on what they have read</i>



Types of Reading

At Mylor Bridge School, our reading lessons include different types of reading:

Choral Reading	<i>Pairs, groups or the whole class read aloud at the same time. This approach should be used more sparingly than the other</i>
Repeated Reading	<i>The process of reading something multiple times until it can be read error free</i>
Echo Reading	<i>Teacher reads exactly how text should sound and asks a child to 'echo it' giving constructive feedback as appropriate</i>



Readers Theatre

What does this look like?

Once a week, Key Stage 2 classes have a readers theatre session. This is for the development of fluency and prosody. The text will be used for one of the Whole Class Reading lessons later in the week (a combination of extracts from our current class novel and non-fiction, curriculum enhancing texts).

We use the structure provided below for these sessions:

Figure 6: A guide to Reader's Theatre



Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: <ol style="list-style-type: none">1. all have the exact same short section of text, or2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	Step 5: Close reading	Step 6: Text marking
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	Step 8: Perform	Step 9: Reflect
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

Reading Spines

How did we choose these books?

Our reading spines are constantly evolving year on year. We have chosen the books in our reading spine as they will offer our children a diet of high-quality and diverse texts. As our children move through the school, they will be exposed to real-world issues and themes through these texts and have the opportunity to explore and discuss these further in our Whole Class Reading lessons.

As they get further up the school, they will be able to make links between texts. For example, having read *The Boy at the Back of the Class* by Onjali Q Rauf in Year 3, the children will be able to expand on this knowledge when they read *Boy, Everywhere* by A. M. Dassu in Year 6. These links have been carefully made and will allow us to learn collaboratively at various points during the year.

Safeguarding Within Our Reading Curriculum

Safeguarding is planned with our reading curriculum in the opportunities we offer children. Books selected as part of our reading spine offer opportunities for discussions about pivotal issues and these are unpicked in our reading lessons. For example, our ABC questions in Key Stage 2 Whole Class Reading lessons involve a PSHE-style balanced argument style question that prompts important discussions. Using our judiciously selected Picture Book Curriculum in conjunction with the Jigsaw PSHE scheme, the children use reading and books to further learn about and discuss ways of staying safe and the importance of looking after themselves.



EYFS and Key Stage 1 Core Reading Spine

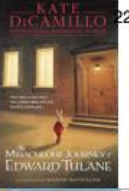


These books are our core texts and we ensure that these are read. These are supplemented by further texts (picture books, non-fiction) that rotate and change throughout the year.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Year A)					In draft	In draft
Class 1 (Year B)						
Class 2						



Key Stage 2 Core Reading Spine

School Reading Spine 2024-2025

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Comedy	Adventure	Social Justice	Comedy	Adventure	Social Justice
3	 192	 57	 96	 244	 288	 256
Further Texts Year 3				 86		
Pages in total: 1,519						
	Myths and Legends	Adventure	Fantasy	Classic	Science Fiction	Adventure
4	 50	 290	 320	 224	 320	 336
Further Texts Year 4				 176		
Pages in total: 1,816						
	Comedy	Dystopian	Adventure	Social Justice	Mystery	Fantasy
5	 167	 329	 236	 187	 240	 185
Further Texts Year 5				 257		
Pages in total: 2,001						
	Fantasy	Classic	Mystery	Social Justice	Historical	Social Justice
6	 355	 233	 222	 278	 304	 368
Further Texts Year 6				 285		
Pages in total: 2,047						

Reading Spine Rationale

		Comedy 		Fantasy 		Comedy 		Classic 			
<p>Rationale:</p> <ul style="list-style-type: none"> Read Write Inc. varied comprehension texts Short texts to be read post-phonics to develop fluency and confidence Introduction to a vast range of text types 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Short story to develop reading stamina 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Discusses important themes that encompass school life (friendship, personal values, courage) 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race, religion or belief <p>Rationale per text:</p> <ul style="list-style-type: none"> Muslim representation Representation of conflict and resolution with peers in a class group Use of illustrations to support the narration 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Exploration of loss and death Demonstration of how being loyal and determined is important and admirable 			
Comedy		Adventure		Social Justice		Comedy		Adventure		Social Justice	
 192		 357		 96		 244		 288		 256	
<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (more than one plot point at once) Cerebral palsy representation 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Representation of wheelchair users Representation of the loss of a parent Use of rhyming poems to progress the story 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Marriage <p>Rationale per text:</p> <ul style="list-style-type: none"> Dyslexia-friendly text Representation of child carer Protagonist has social anxiety 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race, disability, religion or belief <p>Rationale per text:</p> <ul style="list-style-type: none"> Muslim representation Representation of selective mutism Humour shown through dialogue 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text (non-obvious meanings from the text) Narratively complex (narrator providing a one-sided perspective) Considers the importance and challenges of being different through the role of the main character 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race <p>Rationale per text:</p> <ul style="list-style-type: none"> Use of dialogue to progress the action Representation of refugees living in the UK Representation of loss of a parent Representation of the crisis in Syria (link with Boy, Everywhere in Year 6) 	
Myths and Legends		Adventure		Fantasy		Classic		Science Fiction		Adventure	
 150		 290		 320		 224		 320		 336	
<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Use of archaic language 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Representation of loss of a parent Representation of social issues regarding the environment and climate change Changing 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race <p>Rationale per text:</p> <ul style="list-style-type: none"> Wordplay and use of humour Considers the changes of growing up and changing of relationships, gaining independence 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (fast-moving plot) Complexity of emotions demonstrated through language 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> N/A <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (more than one plot point at once) Story is progressed through small passages at the beginning of chapters (adverts, speeches etc) 		<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text (children have to decipher deeper meanings through symbolism and themes) Development of characters through challenging 	

	Comedy	Dystopian	Adventure	Social Justice	Mystery	Fantasy
5	 367	 329	 236	 187	 240	 385
	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (more than one plot point at once) Representation of a young carer Humour and wordplay Links to Greek culture (History and Geography curriculum links) 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text (children) Representation of a young carer (links with the previous text of Who Let the Gods Out?) Knowledge of living in a city tower block - contrast to environment 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Based in Asia Representation of discrimination and persecution Experience of dealing with loss 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (story told through the eyes of a child with autism) ASD representation (link with Can You See Me) Persecution instead of celebrating difference discussed 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (story told through the eyes of the protagonist) Specific language to the setting (made up words associated with the ocean - good opportunities for discussion of how words are formed and what they could mean) 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text (children try to discover who Moreau's apprentice is, looking for clues in the narrative) Representation of single-parent households Representation of Black protagonist
	Fantasy	Classic	Mystery	Social Justice	Historical	Social Justice
6	 355	 233	 222	 278	 304	 368
	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Discrimination against age <p>Rationale per text:</p> <ul style="list-style-type: none"> Narratively complex (more than one plot point at once) Use of dialogue to progress the action (opportunities for discussions around prosody) 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race <p>Rationale per text:</p> <ul style="list-style-type: none"> Non-linear time sequences Narratively complex (more than one plot point at once) 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text (unreliable narrator) Narratively complex Book selected as passages being reread after plot twist can prompt high-level discussion of author's choice of words and description 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Race, religion and belief <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text Representation of the crisis in Syria (links with The Boy at the Back of the Class in Year 3) Representation of refugees 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Use of archaic language (50 - 100 years ago, Lemov) Narratively complex (told in the third person through the eyes and viewpoint of 12-year-old protagonist) Character development (protagonist goes from angry and self-absorbed to caring and selfless) Representation of dyslexia Links to Year 6 History curriculum 	<p>Protected Characteristics:</p> <ul style="list-style-type: none"> Disability <p>Rationale per text:</p> <ul style="list-style-type: none"> Resistant text (reader has to decipher deeper meanings through themes and symbolism) Use of diary entries to progress the story Representation of ASD (links with A Kind of Spark in Year 5)



Poetry Spine

In all classes, we share a 'Poem of the Day' before lunch. Our poetry texts have been selected to include a range of diverse poets and encourage the children to enjoy, discuss and hear high-quality poetry. These texts are also used in Key Stage 2 for our Whole Class Reading lessons.

Class	Autumn	Spring	Summer
1			
2			
3			
4			
5			
6			

Picture Book Curriculum

At Mylor Bridge School, we use picture books to support many different areas of our curriculum. To find out more, have a look at our Picture Book Curriculum document on the school website.

Mylor Bridge School Picture Book Curriculum



Unit 1 - Being Me



Assemblies

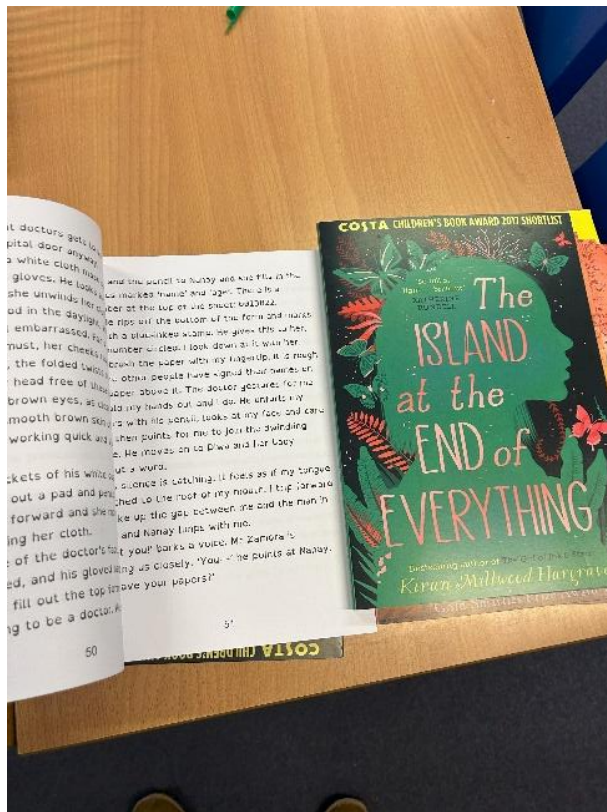
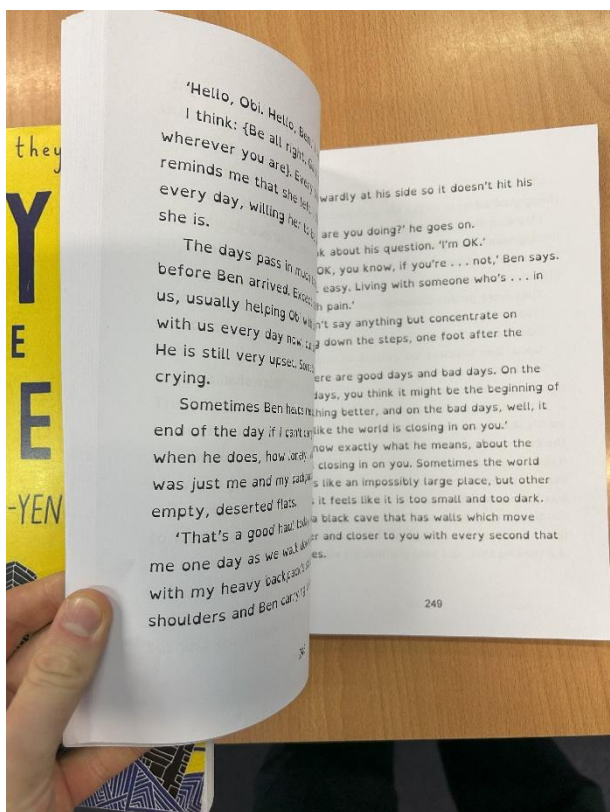
For important events throughout our calendar, picture books are regularly shared in assembly to promote thinking and discussion, as well as convey an important message. These books are linked to our school values of kindness, respect, determination, confidence, self-awareness and creativity. During the course of the year, each value has an assembly associated with a picture book.

<p>Kindness</p>	<p>Respect</p>	<p>Determination</p>
<p>Confidence</p>	<p>Self-Awareness</p>	<p>Creativity</p>

SEN Provision at Mylor Bridge School

How do you support those with SEN in reading?

- Books designed for children with dyslexia and books with larger font sizes for children with nystagmus have been purchased to allow them to follow along with class texts easier
- Precision teaching is used for children who need further support with their learning (reading and spelling high-frequency words, common exception words)
- Children are taught in whole class setting in Key Stage 2 with regular support from adults in the room
- By reading complete novels, children can develop a deeper understanding of character, themes and plot to help when it comes to discussion and answers
- With two of our lessons begin based around the curriculum, the reading lesson will aid understanding in some of our afternoon lessons



Accelerated Reader and Assessment

Question 1 of 5

Crocodile found Alligator hiding behind the tree because he ---.

- A smelled the delicious cake
- B saw Alligator's tail
- C found the crumbs from Alligator's cake
- D heard Alligator's tail thumping

Next

Starting in Year 2, our children use Accelerated Reader to 'quiz' the books they have read. This way, children can track their progress against termly targets and assess their understanding of what they have read. Books are banded at different levels so children can select books that are appropriate for them. Children work toward certificates and achievements that we celebrate in our weekly Friday Celebration Assembly.

As teachers, we use STAR Tests once per half term as part of our assessment. This is to supplement a termly standardised reading paper from Testbase. In Year 6, we use a termly past SATs paper as our assessment tool as well as a half-termly STAR test.



Reading for Pleasure at Mylor Bridge School

At Mylor Bridge School, staff and children are passionate about reading. Staff share their favourite children's books with the children and are able to recommend books to their class. In EYFS and Key Stage 1, class teachers and support staff regularly update the books in circulation for the children to enjoy. In Key Stage 2, the class teacher reads the class novel to the class every for at least 15 minutes. The school and class libraries are regularly restocked with high-quality, diverse texts. The following pages share some of the initiatives we have for Reading for Pleasure at our school.



Book Club

Each class has a twenty-minute book club session per week. Some of the activities we use during this time are detailed below:

Picture Book Sharing

The sharing of picture books and graphic novels that can be enjoyed in one sitting

Book Club at Mylor Bridge School

Sharing First Chapters

Read the first chapter of a new book/sequel of one of the class novels.

If You Like This..



This Week's Top Picks

One of the children share their top picks - children vote to hear an extract of one.

Authority Videos

authorfy.

Use of Authorfy videos.

Book World Cup

Children to have the opportunity to vote to hear the first chapter from a small selection of books.

Reading Rocks



Sharing new books.

Poetry Tasting

Children to have poetry books available to read and share poems with one another.

Author Visits

Due to being in Cornwall, arranging author visits can sometimes be a challenge. However, we have ensured we are making use of Zoom to meet others. Over the last few years, we have had one-on-one Zooms with Maz Evans (*Who Let the Gods Out?*), Lindsay Galvin (*Darwin's Dragons*), Phil Earle (*When the Sky Falls*) and Hannah Gold (*The Last Bear*). In 2023, we were lucky enough to meet Maz Evans in person as part of her promotional tour for 'Oh Maya Gods!' and in 2024 we welcomed Onjali Q Rauf to Mylor Bridge School.



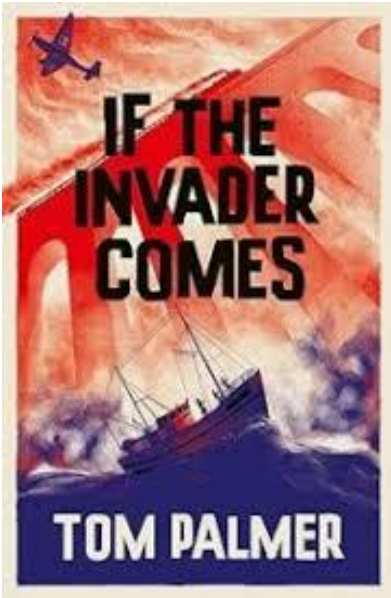
Author Interactions

Using social media, our children are able to connect with authors from their favourite books. This could be a book review, an answer from a Whole Class Reading lesson or a question based around a book they have read for their own enjoyment.



Tom Palmer

In November 2024, we welcomed Tom Palmer into school for an author visit. We have subsequently worked with him on the drafting and editing process of his World War 2 trilogy set in Cornwall 'Allies'. This has become a very special and privileged part of being in Year 6 and we regularly have Tom drop in and visit us to discuss the most recent updates of his writing.



Class Sets of Books

At Mylor Bridge School, we prioritise ensuring every child has a copy of the book we are reading in their hands. This makes the experience of reading a more enjoyable and engaging one where children can fully immerse themselves in a book. The teacher reads the class novel (from the reading spine above) for 15 minutes a day each day of the week. This is of paramount importance and is a highlight of the school day.



Reading for Pleasure Around the School

Picture Books

These should be accessible around the room so the children are encouraged to pick them up



Tower of Power

Every time a child finishes a book and completes a quiz, the photocopied spine adds to the tower. When the tower exceeds my height, we spend an afternoon doing something nice



This Week's Top Picks

Allows for more books to be front facing. Children are able to talk about which one they think is most interesting and could lead to a vote as to which one they would like to read



Poem of the Day

Poem read just before lunch, children told a day before what the next poem of the day is called to build excitement as to what it will be like

Key Stage 1 Book Vote

Children have the opportunity to vote for what they would like to hear. This can prompt discussions about book covers, authors etc. These options could be from a similar theme (BHM/Science Week)



Class Library

By having a bespoke selection of books for children to select from, the level of 'book talk' and interclass recommendations will increase



Predictions on a Post-it

Prior to a key piece of the story, have the children predict what will happen next



Class Sets

All children having the opportunity to have their hands on a book - shows the children how seriously we take reading and giving them opportunities to read



Recommendations

Dropping these onto desks can promote book talk within the class. Provides a sense of excitement - who will be next?



Mystery Reader

In Key Stage 1, children gather on the carpet and close their eyes. When they open them, a mystery reader is there (parent, sibling from further up the school, different teacher)

Library

We are lucky to have a library that is fully stocked with current and diverse books for all readers. They are organised using the Accelerated Reader banding system. We make sure we have a range of genres including non-fiction, poetry and a vast supply of graphic novels for our readers to enjoy.

