

New for
2024 - 2025



Reading Olympiad

Year 3

2024-2025

A guide for parents and children

The Importance of Reading

At Beardall Fields, want our children to love reading, to read widely and read often. The impact of reading on your child's education cannot be overstated. All research indicates that reading has a **powerful effect on their achievement, across all areas of the curriculum** and into other areas of life (including self-esteem, better sleep, combatting loneliness and general life satisfaction)! Here are some key research findings:

"Reading for pleasure is crucial for a child's cognitive development and is a **more powerful factor in their life than socio-economic background.**"

"Reading aloud is **essential** for developing fluent reading ability."

"Regular reading (just 20 minutes a day) can be worth **two whole GCSE grades!**"

"Regular readers outperform their non-regular reading peers in **every curriculum subject** by the end of year six".

19% of regular readers say it helps to prevent loneliness.

Children and adults, who read for just 30 minutes a week, are 20% more likely to report greater life satisfaction.

Readers have better self-esteem and regular sleeping patterns (which comes with attached physical health benefits).

The Reading Olympiad is our way of encouraging children to engage with reading through a range of high-quality texts: both fiction and non-fiction. The books you will find on the next few pages are by no mean an exhaustive list but have been proven to be loved by huge numbers of avid readers recently or through the ages.

It is impossible to overstate the importance of reading – listening to others read, reading aloud, and reading to yourself - it all helps to build a foundation for academic success. **This is why at Beardall Fields we expect children's reading diaries to be signed by parents AT LEAST once a week, regardless of age.**

We hope you enjoy the Olympiad. Happy reading!

See the following for the research that has been quoted above:

Billington, J. (2015) [Reading between the Lines: the Benefits of Reading for Pleasure](#). Quick Reads, University of Liverpool
Sullivan and Brown (2013) [Social inequalities in cognitive scores at age 16: The role of reading.](#)



Scoring System

The Reading Olympiad is scored in the same way as last year. There are different ways we are now encouraging children to read and be rewarded:

- Reading at home
 - Each child will have a race track to complete over the course of the year – they will fill in **ONE** square of the race track for every day that they read at home. Every time a child completes a lap they will be able to collect a different reward. See how many laps you can do over the course of the year and collect all the different rewards!
 - Reading **THREE** times a week at home will be rewarded with an extra playtime.
- Reading at school
 - Incentives and rewards for reading will still continue at school, led by staff working in your child's class. This could be a whole class reward (e.g. choosing time) or individualised (e.g. extra playtime, certificate). Staff will adapt this from class to class to meet the needs of the children.

Reading diaries will be checked once a week by members of staff and we will contact parents where a child has not read at home to remind them of its importance.

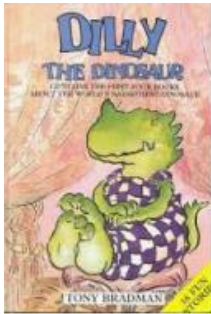
We will continue to encourage reading and reward children through our school POWERs system for demonstrating a positive attitude to learning





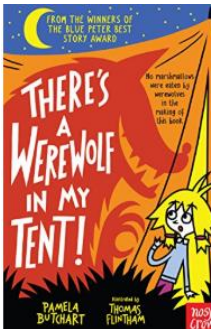
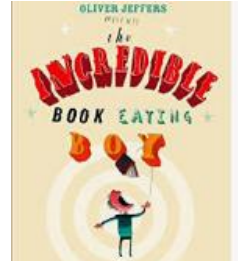
Year Three Top 20

THE TOP
20



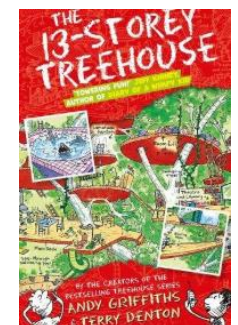
Dilly the Dinosaur
Tony Bradman

The Incredible Book-Eating Boy
By Oliver Jeffers



There's a werewolf in my tent!
By Pamela Butchart

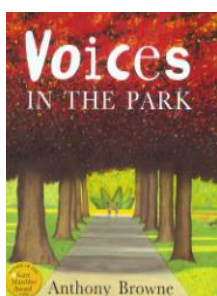
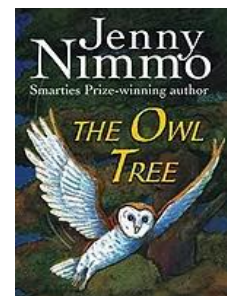
The 13-storey Treehouse
By Andy Griffiths



An Edition of First News
Various Authors

The Owl Tree

By Jimmy Nimmo

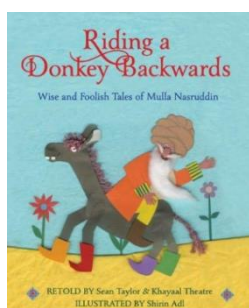
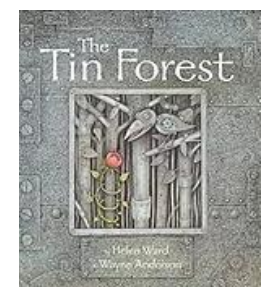


Voices in the Park

By Anthony Browne

The Tin Forest

*By Helen Ward
and Wayne Anderson*



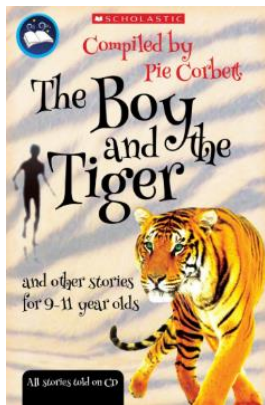
Riding a Donkey Backwards

*By Sean Taylor and
Khayaal Theatre*

**Any of the
curriculum
books in your
class**

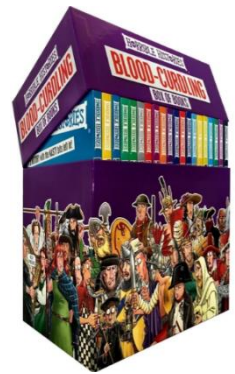
Various Authors





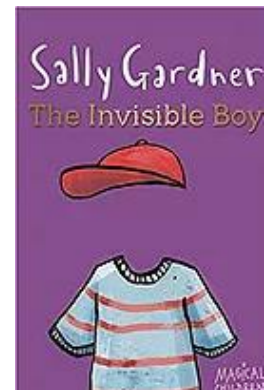
**The Boy and
the Tiger**
*Compiled by Pie
Corbett*

**Any of the Horrible
Histories/Science/
Geography Series**
Various Authors



Just Jack
By Kate Scott

The Invisible Boy
By Sally Gardner

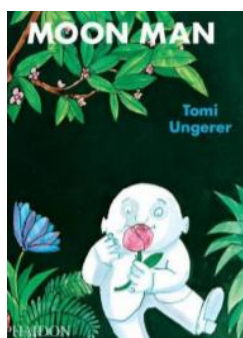
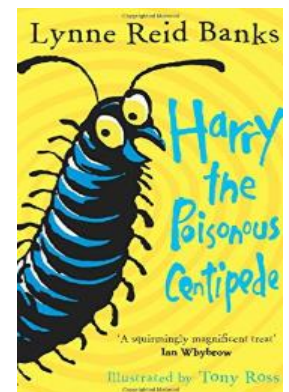


**Revolting
Poems to
Make You
Squirm**

By Susie Gibbs

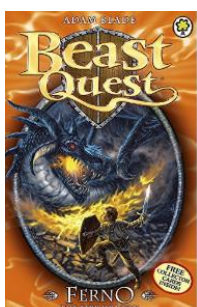
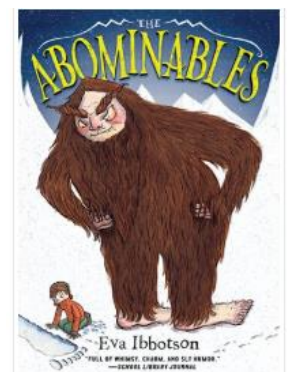
**Harry the
Poisonous
Centipede**

*By Lynne Reid
Banks*



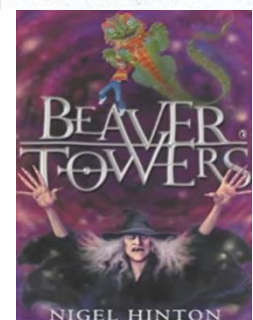
Moon Man
By Tomi Ungerer

**The
Abominables**
By Eva Ibbotson



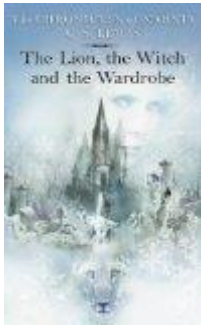
**Beast Quest
Series**
By Adam Blade

**Beaver
Towers**
By Nigel Hinton

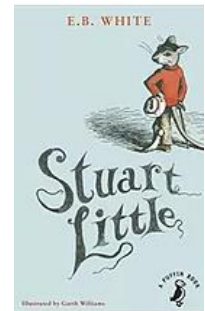


CLASSICS

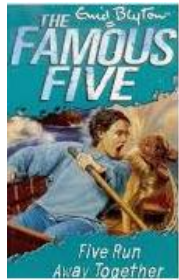
Classics List



The Lion, The Witch and The Wardrobe
By C. S. Lewis



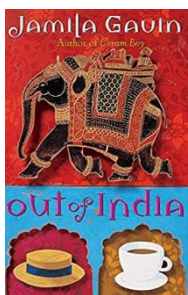
Stuart Little
By E. B. White



The Famous Five
By Enid Blyton



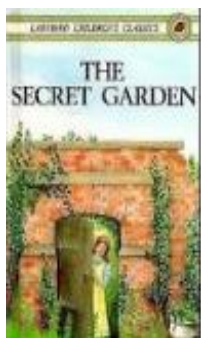
The Secret Seven
By Enid Blyton



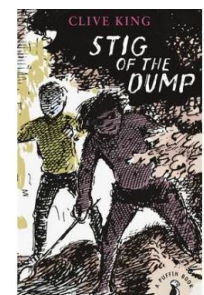
Out of India
By Jamila Gavin



Charlotte's Web
By E. B. White



The Secret Garden
By Frances Hodgson Burnett



Stig of the Dump
By Clive King

Any of the Y3 'Teacher Recommended' or Oxford Reading Tree 'Myths and Legends' and 'Greatest Stories' Series

