

Reading in Year 7 at Epsom and Ewell High School

The English department at Epsom and Ewell High School believe reading is a vital part of our student's education. With the introduction of new rigorous GCSEs it is essential that students are exposed to a range of texts and genres at Key Stage Three to enable them to tackle the unseen texts they will be faced with at Key Stage Four.

Research has shown that reading for just 20 minutes per day has an incredible impact on a student's progress. With this in mind, we want to encourage our students to start reading for pleasure on their own, or with support, at home. To help get students started we have created a list of books from different genres which you will find in this document. They have been carefully selected, with year 7 students in mind, to encourage reading for pleasure. In addition to this, we have also included various reading comprehension strategies, so students are able to self monitor their understanding of a text using the deep learning skills that are expected of them everyday at school.

Each half term Year 7 students will be set a reading homework based around a book they are reading outside of the classroom.

***'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'* Dr Seuss.**

Award winning books

Sputnik's Guide to Life on Earth by Frank Cottrell Boyce

Millions by Frank Cottrell Boyce

The Bone Sparrow by Zana Fraillon

Railhead by Philip Reeve

Maggot Moon by Sally Gardner



Take me to another world...

Goth Girl and the Ghost of a Mouse by Chris Riddell

The Book of Dust by Philip Pullman

School for Skylarks by Sam Angus

Dealing with Dragons by Patricia C. Wrede

Harry Potter series by JK Rowling

Eragon by Christopher Paolini



Action and Adventure

Reborn/Remade by Alex Scarrow

The Land of Neverendings by Kate Saunders

Dog by Andy Mulligan

Time Travelling with a Hamster

Ross Welford

Spy School by Amma Lee

Beetle Boy by MG Leonard



Give me goosebumps...

Room 13 by Robert Swindells

The Ghost Dog by Pete Johnson

Skulduggery Pleasant by Derek Landy

Mountwood School for Ghosts by Toby Ibbotson

The Glass Children by Kristina Ohlsson

The Graveyard Book by Neil Gaiman



Based on true stories...

I Am Malala (Young Readers Edition) by Malala Yousafzai
George's Secret Key to the Universe by Lucy Hawkin & Stephen Hawkin
The Diary of a Young Girl by Anne Frank
The Promise by Barbara Powers
El Deafo By Cece Bell

TRUE

Make me smile...

Bad Dad by David Walliams
Tom Gates: Epic Adventure by Liz Pichon
Timmy Failure: The Book You're Not Supposed to Have by Stephan Pastis
The Girl with the Lost Smile by Miranda Hart
Kid Normal by Greg James



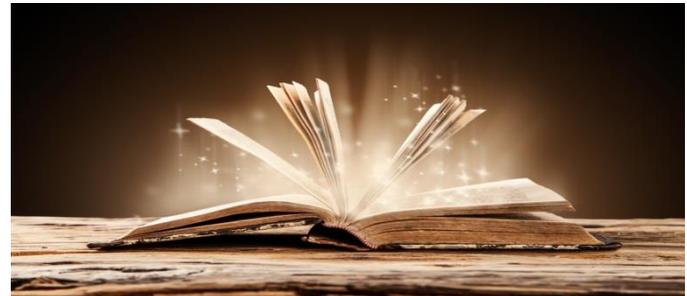
Growing up...

George by Alex Gino
Blubber by Judy Blume
Freak the Mighty by Rodman Philbrick
Counting by 7s by Holly Goldberg Sloan
Wonder by R J Palacio
A Boy Called Hope by Lara Williamson



Classics...

Treasure Island by Robert Louis Stevenson
Alice in Wonderland by Lewis Carroll
Goodnight Mister Tom by Michelle Magorian
The Hobbit by JRR Tolkien
Swallows and Amazons by Arthur Ransom
Oliver Twist by Charles Dickens



Developing my own reading comprehension



Making connections

Description:

Learners make personal connections from the text with:

- something in their own life (text to self)
- another text (text to text)
- something occurring in the world (text to world).

Example questions/statements:

- This story reminds me of...
- This character has the same problem that I read/saw/heard in another text...
- I saw a programme that had similar events...
- Does this remind me/you of something?
- Has something like this ever happened to me/you?

Predicting

Description:

Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening.

Example questions/statements

- What do I/you think will happen next?
- Have I/you read/seen/heard about this topic anywhere else?
- What words/images do I/you expect to see or hear in this text?

Questioning

Description

Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or the teacher.

Example questions/statements

- How is this text making me/you feel? Why is that?
- What did the composer of the text mean by ...?
- Whose point of view is this? What points of view are missing?

Developing my own reading comprehension



Visualising

Description

Learners create a mental image from a text read/viewed/heard. Visualising brings the text to life, engages the imagination and uses all of the senses.

Example questions/statements

- What are the pictures I/you have in my/your head as I/you read/view/listen to this text?
- Can I/you describe the picture or image you made while you read/heard that part?
- How did the pictures in my/your head help me/you to understand the text?

Summarising

Description

Learners identify and accumulate the most important ideas and restate them in their own words.

Example questions/statements

- What things will help me/you summarise this text – list, mind map, note-taking, annotations, etc.?
- What are the main ideas and significant details from the reading/listening?
- If you were to tell another person about the text read in a few sentences, what would you tell them?
- What is the main theme? How is it connected to the world beyond the text?