**Expectations of a King Edward VI Reader**

**(Based on National Curriculum Framework for Key Stage 3, Dec 2014)**



**Year 7 – laying the foundations**

We aim for our students to develop an appreciation and love of reading as the basis for becoming a life-long reader. [[1]](#endnote-1)

**Range**

…. is able to access a wide range of text types, in any media. (I.e. fiction and non-fiction, whole books, short stories, poems and plays, different genres, authors and formats E.g. graphic novels, blogs, magazines etc. )

**Independence**

…. knows where to go to be able to go to choose what s/he enjoys and is motivated to read for pleasure outside of the classroom. Reading is part of the learners’ everyday life.

**Understanding**

…. checks any new vocab and recognises inference. Applies knowledge of audience and purpose to a text. Has fun reading!

**Year 8 – the Accelerated Reader**

We aim for our students to enjoy the reading experience of whole books, in depth, both for pleasure and information. Students develop the reading habit and identify themselves as readers.

**Range**

…. develops knowledge of texts, trying new genres, formats and media. Enjoys increasingly challenging material. Is aware of new texts as they are published and explores these.

**Independence**

…. Reads regularly for a sustained period outside of the classroom for interest and enjoyment. Students are encouraged to exercise free choice in what they read but know where to go for recommendations. Students can share what they have read by recommending texts to their peers.

**Understanding**

…. Has good comprehension skills and understands language choices, checking their understanding to make sure that what they have read makes sense. Students develop empathy through considering opinions and ideas on what they have read.

**Year 9 – preparing to become a life long reader**

As student begin to prepare for higher levels of study, they recognise the benefits of reading for pleasure for relaxation and lowering stress levels. Through reading, students develop self-confidence and self-esteem and increase their understanding of emotions.

**Range**

…. Students read high-quality, challenging literature and extended literary non-fiction, such as essays, reviews and journalism. They make critical comparisons, linking reading to experiences and other texts, triggering understanding of wider social and cultural issues.

**Independence**

…. Students read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes. Students can make an informed personal response, recognising that other responses to a text are possible and evaluating these.

**Understanding**

…. knows how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, present meaning. Knows the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.

Students distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence (especially when reading online).

Students develop empathy through reading.

1. . “Reading is not just something that children should do in school; it needs to be an everyday part of our lives, something we choose to do at all ages.” (The Reading Agency, 2015. <https://readingagency.org.uk/news/blog/why-is-reading-for-pleasure-important.html>) [↑](#endnote-ref-1)