



## Reading Initiatives

**At Macmillan, reading is not just something we do in English lessons; it is woven into the fabric of school life. From structured interventions to engaging library events, we aim to ensure every child becomes a confident, capable, and curious reader. Here is a taste of some of the regular reading initiative we are proud to offer our students each and every day.**

**Reading for Pleasure** is a vital part of every student's experience at Macmillan. We believe that reading widely and for enjoyment builds not only vocabulary and comprehension but also empathy, imagination, and wellbeing. At Macmillan, we embed this in multiple ways:

### **Our Library Offering:**

- A vibrant, well-stocked library open to all year groups,
- Carnegie Club for keen readers,
- Young Librarians Scheme to promote leadership and literacy,
- Displays, author visits, and reading competitions to celebrate reading culture,
- "If you liked this... you'll love..." recommendations online and around the school.

### **MYON Digital Library:**

All students in Years 7 and 8 have access to MYON, a personalised online reading platform offering a wide range of fiction and non-fiction texts across genres and levels. Students can access this at school or from home.

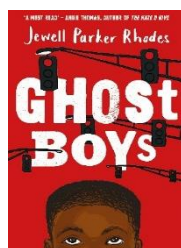
### **Tutor led reading**

Tutor-led reading is a programme that all tutor groups in Years 7, 8, 9, and 10 participate in. These sessions aim to promote the joy of reading and expose students to stories and perspectives beyond their normal reading habits.

**How the sessions work:** Educational research suggests that texts being read aloud by a skilled reader can significantly support comprehension. Therefore, the tutor reads aloud to the class from a fiction text for approximately 20 minutes. Students follow along using their own copies of the text and a ruler, promoting active reading habits.

**Which books and why:** Each year group reads a rotating selection of age-appropriate and thought-provoking novels. The texts are selected to promote empathy, critical thinking, resilience, and awareness of real-world issues. Themes such as grief, mental health, identity, propaganda, and injustice are explored through accessible, diverse stories. These books have been carefully chosen to stimulate discussion, challenge perceptions, and promote understanding in a supported and engaging way.

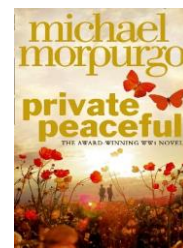
### **Year 7:**



**Ghost Boys**  
by Jewell Parker



**The Night Bus Hero**  
by Onjali Q. Rauf



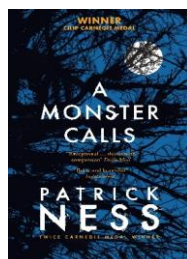
**Private Peaceful**  
by Michael Morpurgo

*Ghost Boys* by Jewell Parker Rhodes, *The Night Bus Hero* by Onjali Q. Raúf and *Private Peaceful* by Michael Morpurgo have been selected for Year 7 to promote empathy, critical thinking and awareness of social issues in an age-appropriate, engaging way. Each book is diverse in its themes and perspectives, takes under six hours to read and offers powerful discussion opportunities for 11–12-year olds.

**Year 8:**



**A Kind of Spark**  
by Elle McNicholl



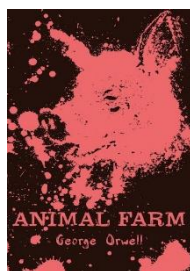
**A Monster Calls**  
by Patrick Ness



**Stone Cold**  
by Robert Swindells

*A Kind of Spark* by Elle McNicoll, *A Monster Calls* by Patrick Ness, and *Stone Cold* by Robert Swindells have been selected for Year 8 to reflect students' growing emotional maturity and independence. Each novel explores complex themes such as identity, grief, and mental health through the eyes of a young protagonist facing intense personal challenges. These books prompt important conversations about resilience, compassion, and the realities many young people face. All three are diverse in voice or experience, accessible in length and rich in discursive opportunities, making them ideal for reflective, structured engagement in tutor time. In June 2025, students had the opportunity to meet Elle McNicoll during her visit to Macmillan; an inspiring experience that brought the story to life!

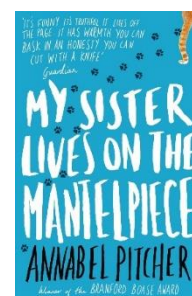
**Year 9:**



**Animal Farm**  
by George Orwell



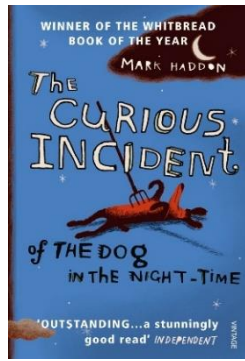
**Heroes**  
by Robert Cormier



**My Sister Lives on the Mantelpiece**  
by Annabelle Pitcher

*Animal Farm* by George Orwell, *Heroes* by Robert Cormier, and *My Sister Lives on the Mantelpiece* by Annabel Pitcher have been selected for Year 9 to help students explore nuanced themes of morality, prejudice, and personal responsibility. These texts challenge students to reflect on issues such as propaganda, masculinity, honour, and social division. Each novel presents difficult choices and asks students to consider the weight of loyalty, identity, and justice in complex contexts. Diverse in voice and theme, the books are accessible yet challenging, prompting mature discussion and deeper engagement with the world around them.

## Year 10:



**The Curious Case of the Dog in the Night Time**  
by Chris Haddon



**The Hunger Games**  
by Suzanne Collins

*The Curious Incident of the Dog in the Night-Time* by Mark Haddon and *The Hunger Games* by Suzanne Collins have been selected to reflect Year 10 students' increasing awareness of society, identity, and justice. These novels tackle personal and systemic challenges through accessible yet thought-provoking narratives. *The Curious Incident* offers a unique insight into neurodiversity and communication through the eyes of a teenager navigating a world that often misunderstands him. *The Hunger Games*, newly added for 2025–26 following student votes, explores power, inequality, and surveillance through a dystopian lens. Together, these texts promote empathy, reflection, and critical thinking, while empowering students to engage with complex issues that shape both individual lives and broader society.

**Reading for learning** helps students make sense of subject content by exploring and understanding high-quality, challenging texts across the curriculum; whether analysing a historical source, reading a scientific explanation or interpreting a data report, we ensure reading remains central to learning across the academy.

**Reading Support** allows all students to develop as readers. We check students' reading regularly and provide extra help where needed. When needed, students access tailored interventions to help improve phonics, build fluency and develop their comprehension, understanding, and vocabulary. These targeted interventions ensure every child receives the support they need to succeed.

**Post-16 Literacy Leaders** act as role models working closely with younger students to support reading in tutor time and intervention sessions, modelling fluent reading and encouraging positive reading habits. Their presence helps build confidence, connection, and aspiration among our younger learners.

**At Macmillan, we believe that reading opens doors: academically, emotionally and socially. Through our rich and varied provision, we aim to create confident, curious readers who see reading not just as a skill, but as a source of joy, empowerment, and lifelong opportunity.**