



The Sutton Academy

Literary Canon & Reading in Ready to Learn



Reading in Ready to Learn 2025-2026

Reading in Ready to Learn : Programme 2025-2026					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 / 2
Year 7	Fiction Reading Percy Jackson & The Lightning Thief		Non-Fiction Oracy focus Literacy Engine (simplified)		Non-Fiction Reading Black and British
Year 8	Fiction Reading The Hunger Games #1				Fiction Reading Welcome to Nowhere
Year 9	Fiction Reading The Hunger Games – Catching Fire		Non-Fiction Oracy focus Literacy Engine (original)		Fiction Reading THUG
Year 10	Fiction Reading More Than This				Fiction Reading Boys Don't Cry
Year 11	Fiction Reading The Outrage				Revision of key texts from English – oracy focus

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Vision Statement:

At The Sutton Academy we aim for all students to be fluent in their knowledge and use of the English language. We want all students to understand literacy which will allow them to access our challenging curriculum as well as contributing to discussions taking place in the wider world and within the communities they are part of.

We recognise that reading is the 'master skill of school' (Quigley) and thus we must dedicate time and effort to its cultivation if our students are to flourish and be successful.

At The Sutton Academy we believe that:

- Every student should read every day.
- Every teacher should impart knowledge through reading.
- Students will learn more about themselves and the world around them through reading.
- We should carefully select what our students read, so that they are exposed to the best of what has been thought and said.
- Each student should be supported with their reading so that they read for pleasure when at school and at home.

Rationale:

At TSA we are taking steps towards embedding a culture of reading where the significance of reading is reflected by the integral role it plays in each subject and every lesson. We're not interested in gimmicks or the superficial promotion of reading; we want reading to feature appropriately and effectively within lessons and for it to become part of the fabric of the school.

We believe in the fundamental principle that literacy is the key to improving learning and raising standards. Literacy underpins the whole school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise ideas.

Poor levels of literacy impact negatively on what students can do and how they see themselves. Crucially, we believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world, whether to continue their academic studies or to enter the world of work.

All teaching staff are multi-disciplinary teachers of literacy. As such, colleagues at The Sutton Academy are committed to developing literacy skills in all our students. We share responsibility for the teaching of literacy across the curriculum and recognise our statutory responsibilities.

It is the responsibility of all staff to model and promote good literacy. Planning for literacy should be a consideration in all lessons. Students' individual progress and needs should be planned for and responded to, in the same way as for subject specific progress.

How we read at The Sutton Academy

Reciprocal Reading

Reciprocal Reading is a structured, collaborative reading strategy designed to improve students' comprehension by guiding them through a text using four key strategies. It encourages active engagement, discussion, and deeper understanding. Here's a breakdown of the process into its core components:

1. Prediction

Before reading, students **predict** what the text might be about based on:

- The title
- Headings or subheadings
- Images or diagrams
- Prior knowledge of the topic

Purpose: This activates background knowledge and sets a purpose for reading. It also encourages curiosity and engagement.

Example prompt:

"What do you think this text will be about? Why?"

2. Clarification

While reading, students identify **confusing parts** of the text—this could be difficult words, complex sentences, or unclear ideas.

Purpose: This promotes metacognition (thinking about thinking) and encourages students to monitor their own understanding.

Strategies:

- Rereading
- Using context clues
- Asking for help or using a dictionary

Example prompt:

"Was there anything in that paragraph that didn't make sense?"



3. Questioning

Students generate and discuss **questions** about the text. These can be:

- Literal (based on facts)
- Inferential (reading between the lines)
- Evaluative (making judgments)

Purpose: This deepens comprehension and encourages critical thinking.

Example prompt:

"What question could we ask about this part of the text?"

4. Summarising

After reading, students **summarise** the main ideas of the text in their own words.

Purpose: This helps consolidate understanding and ensures students can distinguish between key points and details.

Strategies:

- Use sentence starters (e.g., "This text is mainly about...")
- Create a mind map or bullet points
- Work in pairs or groups to agree on a summary

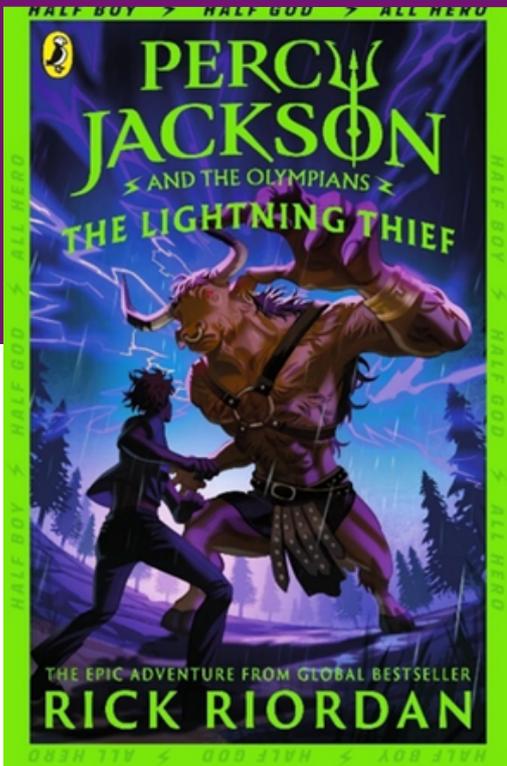
Example prompt:

"Can you tell me what this text was mostly about?"

Year 7:

Percy Jackson and the Lightning Thief

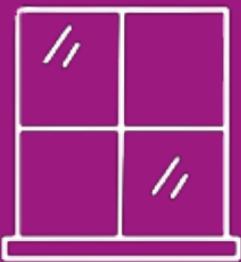
Rick Riordan



“Percy Jackson and The Lightning Thief” is an exciting fantasy adventure novel by Rick Riordan, ideal for children in Year 7.

It follows Percy, a twelve-year-old boy, who discovers he is a demigod—the son of Poseidon, Greek god of the sea. When Zeus’s lightning bolt is stolen, Percy is accused and must embark on a quest across America to find the real thief and prevent a war among the gods.

The story blends Greek mythology with modern settings, offering action, humour, and themes of friendship, courage, and identity. It's a great choice for encouraging reading and sparking interest in mythology and history.



This novel offers Year 7 students a captivating window into a world where ancient Greek mythology comes alive in modern-day settings. Through Percy’s journey, students explore legendary gods, mythical creatures, and heroic quests, all while engaging with themes of identity, friendship, and resilience which is a core value of our Academy.

The book encourages curiosity about history and mythology, while also supporting literacy development through its fast-paced, accessible narrative. It’s an excellent springboard for cross-curricular learning, sparking discussions in English, history, and even geography as Percy travels across the United States on his quest.



“Percy Jackson and The Lightning Thief” acts as a powerful mirror for Year 7 students, reflecting many of the challenges and emotions they may face in their own lives. Percy, a relatable and imperfect hero, struggles with feeling different, managing school difficulties, and navigating friendships—all common experiences for young people.

As he learns to understand his identity and strengths, students are encouraged to reflect on their own developing sense of self and resilience. The story supports emotional growth and empathy, offering reassurance that it's okay to feel uncertain or out of place while highlighting the importance of courage, loyalty, and self-belief.

Year 7:

Black and British

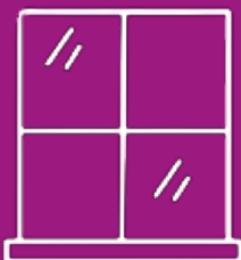
David Olusoga



“Black and British” by David Olusoga is a powerful and accessible history book that introduces Year 7 students to the long and often overlooked presence of Black people in Britain.

Written by a respected historian, the book explores stories from Roman times to the present day, showing how Black Britons have shaped the nation’s history through courage, resilience, and contribution. It offers young readers a chance to understand Britain’s diverse past, challenge stereotypes, and reflect on themes of identity, inclusion, and justice.

It’s a valuable resource that supports historical awareness and promotes thoughtful discussion about race and society in an age-appropriate way.



This brilliant and enthralling piece of non-fiction offers Year 7 students a fascinating window into a world that is often left out of traditional history lessons. Through engaging storytelling and real historical accounts, the book introduces young readers to the lives and experiences of Black people in Britain across centuries.

It unlocks exciting learning opportunities by connecting students to global history, encouraging critical thinking about identity, fairness, and belonging. By exploring stories from Roman Britain to the present day, students gain a broader, more inclusive understanding of the past and are inspired to see history as something that includes everyone’s voice.



“Black and British” provides Year 7 students with a meaningful mirror to reflect on their own identities, experiences, and developing understanding of the world around them.

By sharing the often-untold stories of Black individuals throughout British history, the book helps students see themselves and others represented in the past, fostering a sense of belonging and pride.

It encourages empathy, self-awareness, and critical thinking, supporting young people as they navigate questions of identity, fairness, and inclusion. This makes it a valuable resource for personal growth as well as academic learning.

Year 8:

The Hunger Games

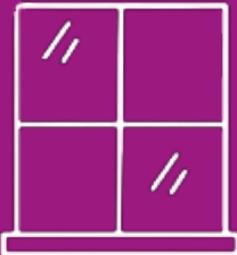
Suzanne Collins



“The Hunger Games” by Suzanne Collins is a gripping dystopian novel that is well-suited for Year 8 students ready for more mature themes and thought-provoking content.

Set in a future society where the government forces children to fight to the death in a televised event, the story follows 16-year-old Katniss Everdeen as she volunteers to take her sister’s place in the deadly competition.

The book explores themes such as survival, courage, inequality, and the impact of media and power. While intense, it encourages critical thinking and discussion, making it a valuable and engaging read for young teens developing their understanding of the world.



This exciting piece of dystopian fiction provides Year 8 students with a vivid window into a dark and damaged world that is both imaginative and thought-provoking. Set in a future society marked by extreme inequality and governmental control, the story challenges students to consider issues such as justice, survival, and the influence of media.

Through Katniss’ journey, readers explore complex moral dilemmas and the consequences of societal choices, encouraging critical thinking and ethical reflection. The novel also offers rich opportunities for cross-curricular learning in English, history, and citizenship, making it a powerful tool for engaging students with real-world themes through fiction.



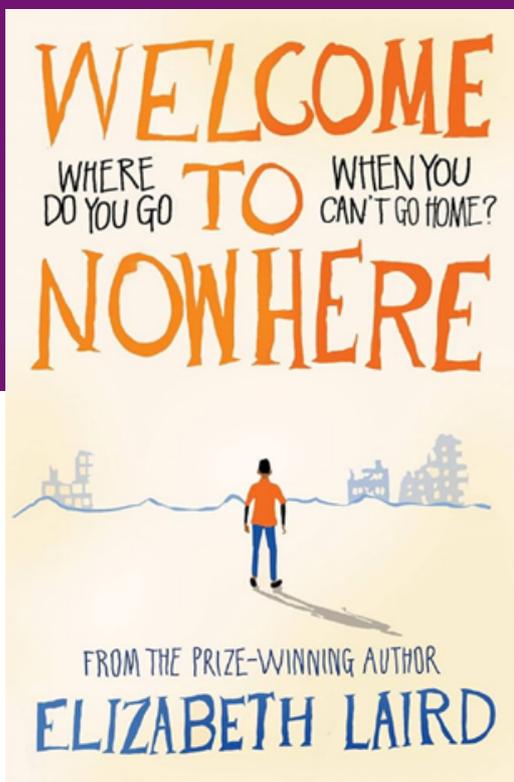
“The Hunger Games” offers Year 8 students a powerful mirror to reflect on their own life experiences and growing awareness of the world around them. As Katniss navigates issues like peer pressure, responsibility, injustice, and standing up for what she believes in, students can relate to her struggles with identity, loyalty, and making difficult choices.

The story resonates with the emotional and social challenges many young people face, such as finding their voice, coping with change, and understanding fairness. It encourages self-reflection and resilience, helping students explore their values and develop empathy in a complex world.

Year 8:

Welcome to Nowhere

Elizabeth Laird



“Welcome to Nowhere” by Elizabeth Laird is a powerful and age-appropriate novel for Year 8 students that follows the journey of Omar, a twelve-year-old boy living in Syria as civil war breaks out.

Through Omar’s eyes, readers witness the devastating impact of conflict on ordinary families, as his family is forced to flee their home and become refugees. The story sensitively explores themes such as resilience, family, identity, and the human cost of war, helping young readers develop empathy and global awareness.

It’s a thought-provoking and accessible way for students to engage with real-world issues through fiction

This captivating novel offers Year 8 students a compelling window into the world of a Syrian refugee, helping them understand life beyond their own experiences.

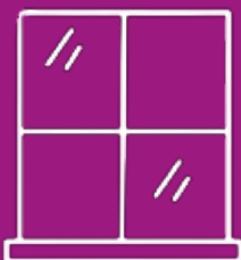
Through Omar’s story, students explore the realities of war, displacement, and survival, gaining insight into global issues such as conflict, migration, and human rights.

The novel encourages empathy and cultural awareness, while also supporting learning across subjects like geography, history, and citizenship.

It’s a powerful way to engage students with current events and deepen their understanding of the wider world through a relatable and emotionally rich narrative.

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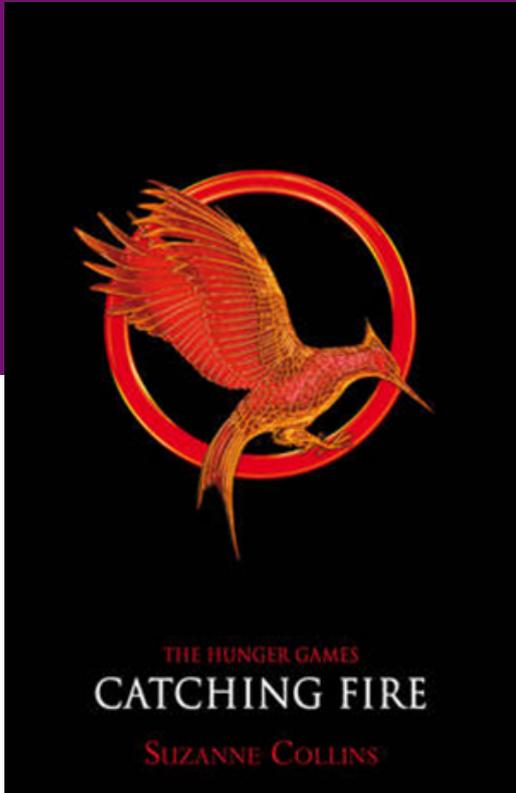
The story encourages young readers to think about how they cope with change, face challenges, and support those around them. It also helps them build empathy and emotional awareness, offering a safe space to explore complex feelings and the importance of resilience, compassion, and understanding in a rapidly changing world.



Year 9:

The Hunger Games – Catching Fire

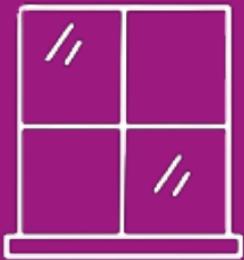
Suzanne Collins



“The Hunger Games: Catching Fire” by Suzanne Collins is a compelling sequel suitable for Year 9 students, continuing the story of Katniss Everdeen as she faces the consequences of defying the Capitol.

After surviving the Hunger Games, Katniss becomes a symbol of rebellion, and is forced back into a new, even more dangerous arena. The novel explores deeper themes of political resistance, personal sacrifice, and the power of unity.

With its gripping plot and emotional depth, it challenges students to think critically about authority, justice, and the role of individuals in shaping society, making it an engaging and thought-provoking read for older teens.



This powerful and addictive novel by Suzanne Collins offers Year 9 students a vivid window into a dystopian world where power, control, and resistance shape every aspect of life.

Through Katniss’ return to the arena and her growing role in a brewing rebellion, students are introduced to complex themes such as political oppression, propaganda, and the cost of freedom.

The fictional world of Panem encourages critical thinking and discussion about real-world issues like inequality, leadership, and the role of media in society. It also provides exciting learning opportunities across English, citizenship, and media studies, making it a rich and engaging text for deeper exploration



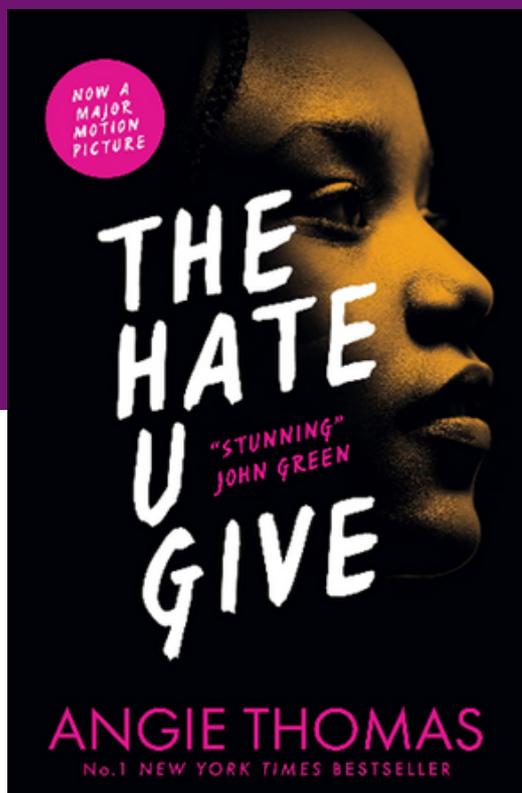
“The Hunger Games: Catching Fire” provides Year 9 students with a powerful mirror to reflect on their own growing awareness of fairness, independence, and social responsibility.

As Katniss grapples with the consequences of her actions and the weight of being a symbol of rebellion, students can relate to her struggle to define her identity, make difficult choices, and stand up for what she believes is right.

The novel explores themes of loyalty, trust, and resistance to injustice—issues that resonate with teenagers as they begin to question the world around them and develop their own values and voice.

Year 9:

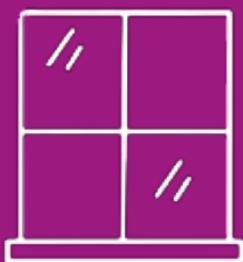
The Hate U Give Angie Thomas



“The Hate U Give” by Angie Thomas is a powerful and thought-provoking novel suitable for mature Year 9 students. It follows Starr Carter, a 16-year-old girl who witnesses the fatal police shooting of her unarmed friend, Khalil.

As Starr navigates the pressures of speaking out while balancing life between her poor neighbourhood and a private school, the story explores themes of identity, justice, racism, and the power of finding one’s voice.

The novel encourages empathy, critical thinking, and open discussion, making it a valuable and relevant read for young people beginning to engage with complex social issues.



This powerful and often unsettling novel offers Year 9 students a real-life window into the world of systemic racism, police violence, and the complexities of identity in modern society.

Through Starr’s journey, students are introduced to the realities faced by many young people in marginalised communities, encouraging empathy and a deeper understanding of social justice issues.

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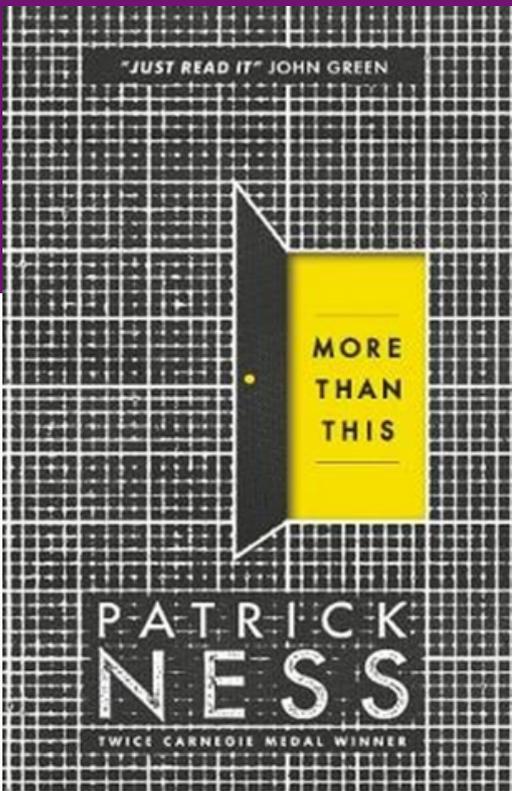


“The Hate U Give” provides Year 9 students with a powerful mirror to reflect on their own experiences, values, and growing awareness of the world around them. As Starr navigates questions of identity, loyalty, and justice, students can relate to her struggles with peer pressure, finding her voice, and standing up for what she believes in.

The novel speaks to the emotional and social challenges many teenagers face, such as balancing different parts of their identity and dealing with difficult truths. It encourages self-reflection, empathy, and the confidence to speak out, supporting students’ personal growth and emotional development.

Year 10:

More Than This Patrick Ness

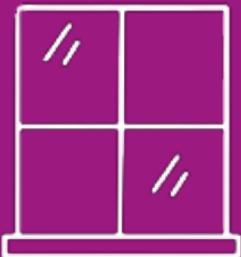


“More Than This” by Patrick Ness is a thought-provoking and emotionally rich novel, well-suited for mature Year 10 students.

It follows Seth, a teenage boy who dies and wakes up in a strange, abandoned version of his childhood town, believing he may be in some form of afterlife.

As he searches for answers, Seth uncovers a deeper reality involving a simulated world, personal trauma, and the power of human connection. The novel explores complex themes such as grief, identity, mental health, and the nature of reality, encouraging students to think deeply and empathetically.

It’s a powerful read that supports emotional development and critical thinking in older teens.



The complex narrative of this novel provides Year 10 students with a fascinating window into a mysterious and unsettling world that challenges their understanding of reality.

As the protagonist, Seth, wakes up in what seems to be a deserted version of his past life, students are drawn into a layered narrative that explores themes of consciousness, technology, and the boundaries between life and death.

The novel encourages deep thinking and philosophical questioning, offering exciting learning opportunities in English, ethics, and media studies. Its blend of science fiction and emotional realism invites students to explore big ideas while developing critical reading and analytical skills.



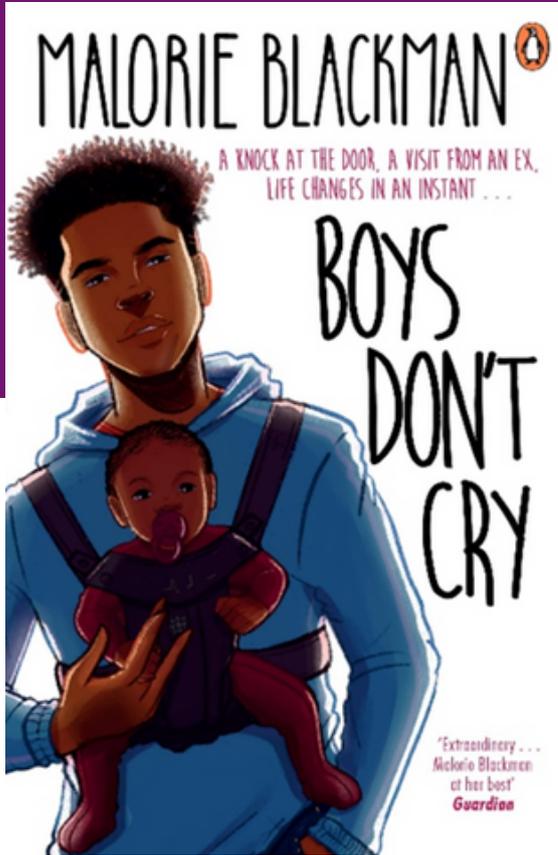
“More Than This” provides Year 10 students with a powerful mirror for exploring their own inner lives, emotional struggles, and questions about identity and purpose.

As Seth confronts feelings of guilt, isolation, and uncertainty about what is real, readers are invited to reflect on their own experiences with mental health, self-discovery, and the search for meaning.

The novel resonates with teenagers navigating the pressures of growing up, encouraging them to think deeply about who they are and what they value. It supports emotional development and self-awareness, offering reassurance that questioning, and vulnerability are part of the journey to understanding oneself.

Year 10:

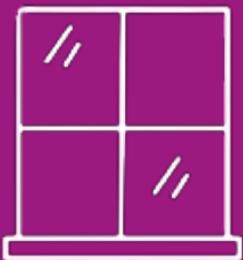
Boys Don't Cry Malorie Blackman



“Boys Don’t Cry” by Malorie Blackman is a thoughtful and emotionally engaging novel, ideal for Year 10 students.

It tells the story of Dante, a 17-year-old whose life is turned upside down when his ex-girlfriend unexpectedly leaves him with their baby daughter. As Dante grapples with the sudden responsibilities of fatherhood, the novel explores themes of masculinity, family, identity, and resilience.

It offers a rare and sensitive look at teenage parenting from a male perspective, encouraging empathy and reflection. With its realistic characters and relatable challenges, the book provides a meaningful and age-appropriate read for older teenagers.



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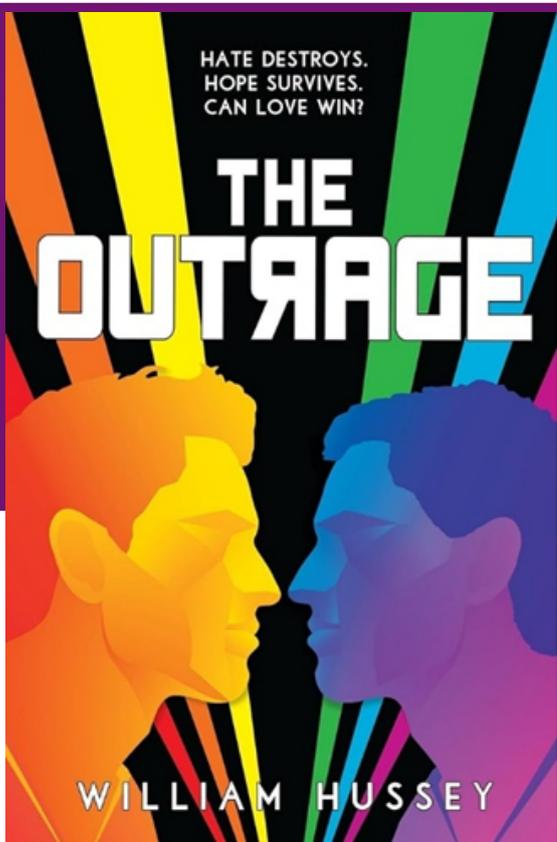
“Boys Don’t Cry” provides Year 10 students with a meaningful mirror to reflect on their own emotional development, relationships, and sense of responsibility. As Dante is forced to confront unexpected fatherhood, the story explores themes such as growing up, facing consequences, and challenging traditional ideas of masculinity.

Many students will relate to the pressures of planning for the future, managing family expectations, and learning to express emotions in healthy ways. The novel encourages self-reflection and emotional maturity, helping young people navigate the complexities of adolescence with empathy and honesty.

Year 11:

The Outrage

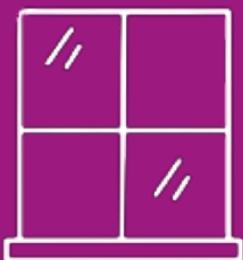
William Hussey



“The Outrage” by William Hussey is a powerful and thought-provoking novel suitable for mature Year 11 students. Set in a dystopian future Britain ruled by an authoritarian regime known as the Protectorate, the story follows Gabriel, a teenager forced to hide his sexuality in a society where being LGBTQ+ is criminalised.

The novel explores themes of identity, resistance, love, and the consequences of intolerance, drawing on real historical injustices to highlight the fragility of human rights.

With its blend of thriller, romance, and political commentary, The Outrage encourages empathy, critical thinking, and awareness of social justice issues, making it a timely and impactful read for older teens



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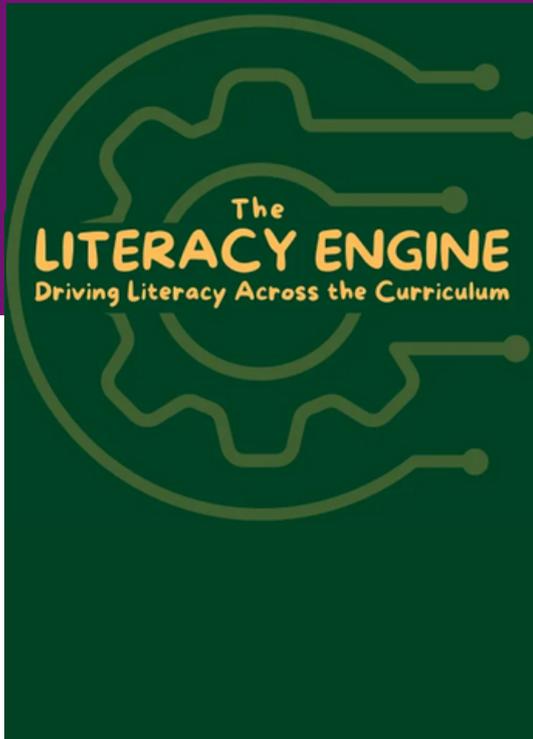


“The Outrage” provides Year 11 students with a powerful mirror to reflect on their own experiences of identity, belonging, and the need for acceptance. As Gabriel navigates a society that rejects who he is, students are encouraged to consider their own values, relationships, and the importance of being true to themselves.

The novel speaks directly to the emotional and social challenges many teenagers face, including peer pressure, self-expression, and standing up against injustice. It supports personal growth by fostering empathy, resilience, and the confidence to challenge prejudice and embrace diversity.

Year 7-11:

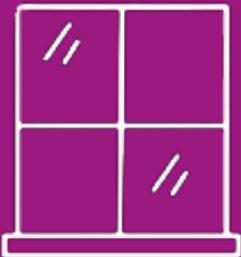
Non-Fiction Reading (The Literacy Engine)



Reading non-fiction is an essential part of a student's reading diet, especially in secondary education, as it helps develop critical thinking, broadens knowledge, and builds real-world awareness.

Non-fiction texts expose students to a wide range of topics—from science and history to current events and personal experiences—enhancing their understanding of the world around them.

These texts also support academic success by improving skills such as analysing information, evaluating arguments, and understanding different perspectives. Encouraging non-fiction reading helps students become informed, thoughtful individuals who are better prepared for both exams and life beyond the classroom.



Reading non-fiction provides secondary age students with a valuable window into real-world experiences, cultures, and ideas beyond their everyday lives.

It opens exciting learning opportunities by connecting classroom knowledge to current events, scientific discoveries, historical accounts, and personal stories. Through non-fiction, students can explore diverse perspectives, deepen their understanding of complex issues, and develop important skills such as critical thinking, research, and evidence-based reasoning.

This type of reading not only enriches their academic learning but also helps them become more informed, curious, and engaged global citizens.



Reading non-fiction provides secondary age students with a meaningful mirror to reflect on their own lives, challenges, and developing sense of identity.

Whether through memoirs, biographies, or explorations of real-world issues, non-fiction helps students see their experiences validated and better understand their emotions, relationships, and place in the world. It supports their personal growth by offering insights into topics like mental health, resilience, social justice, and ambition—encouraging them to think critically about their values and aspirations.

This kind of reading nurtures empathy, self-awareness, and confidence during a key stage of emotional and intellectual development.