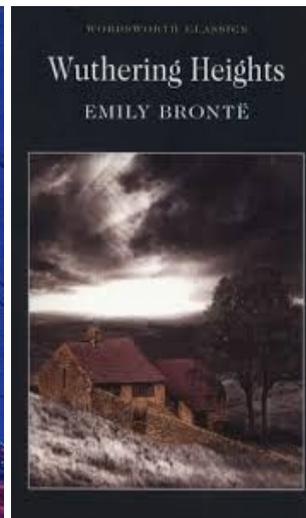
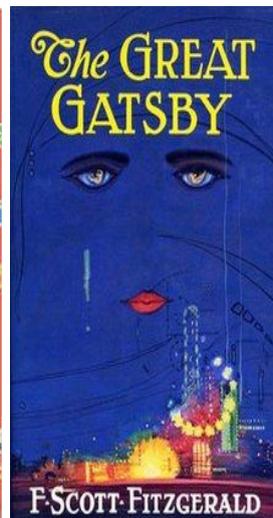
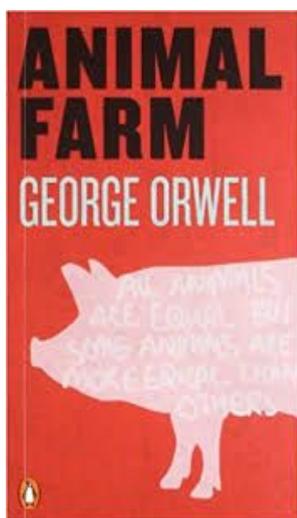
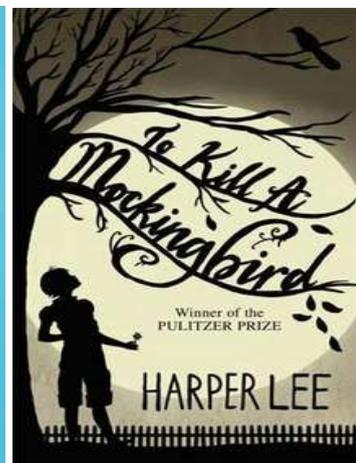
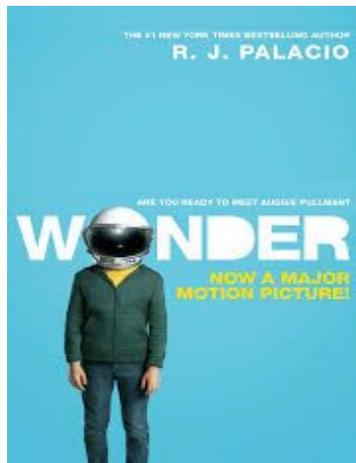
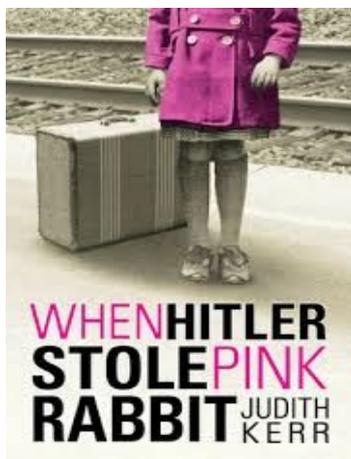


**HDHS is a reading school -  
Reading for purpose and reading for pleasure**



**The HDHS Expected Reads:** This is a selection of five books (a chosen book for each year in a secondary school) that is bespoke to each year group to develop and shape the character of our students in different ways. These books have merit and significance independently but as a school we see them as a cluster and a progression of ideas and experiences to navigate our students from youth to adulthood. At HDHS we see the five books as a progression of ideas and thought provoking prompts to develop our students' awareness of the world around them and an awareness of their own identity. We ensure that all of our students take this literary journey to experience the reality of the world we live in. These novel choices are further supported by text choices across the school curriculum and other recommended reads. These texts are sparking discussion and debate; challenging viewpoints and facilitating a range of emotional reactions. This is simply a literary path that we as educators have created for our students but we encourage them to take detours and many other literary routes along the way. In simple terms we believe that reading leads to reading and that leads to more reading.....



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#### **Year 7-**

**When Hitler Stole Pink Rabbit by Judith Kerr-** This is a book about discovery and facing fears which fits in perfectly with students moving from Primary school to Secondary school. It is often referred to as 'an adult book in a children's book'.

#### **Year 8**

**Wonder by R J Palacio-** This is a must read story promoting the theme of tolerance and encouraging us all to be the best version of ourselves and to always choose kindness. It is a perfect story for our Year 8 students in their second year of secondary school as it provides an opportunity to pause and reflect on how they treat others. Readers will learn a lot about respect and kindness by walking in the shoes of Auggie. This novel teaches us to not be frightened of 'different' and to not always follow the crowd. We are reminded that words are powerful and can make you feel on top of the world or bottom of the world.

#### **Year 9**

**To Kill A Mockingbird by Harper Lee-** This is a meaningful and necessary story for our Year 9 students as it takes them to another time and another era (out of their comfort zone but within the safety of a book) and introduces the students to ideas and powerful discussions about both external and internal conflict. It promotes an abundance of discussion and debate that deepens a student's culture capital and world awareness. It presents the reality and the vulnerability of the world we live in. The students are exposed to the ugliness and beauty of human nature. The life lessons in the novel are priceless for teenagers:

***“ You never really understand a person until you consider things from his point of view.”***

***“There’s a lot of ugly things in this world, son. I wish I could keep ‘em all away from you. That’s never possible.”***

#### **Year 10**

**Animal Farm by George Orwell**

We want our students to see history and the past as a place to visit to learn for the future. Animal Farm offers Year 10 students an opportunity to explore politics and power dynamics

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in society which is relevant to them as they edge closer to being able to vote and develop a political voice. There are a lot of far reaching messages in the novel but one of the strongest for our students is the power that literacy gives a person: Napoleon and the pigs were able to seize power because they could simply read and write.

**Year 10 Expected Read Challenge**

**Lord Of The Flies**

This novel introduces students to ideas about leadership, ethical behaviours, resourcefulness, innocence versus experience, It provides discussion and debate about human impulses and rules of civilisation.

**Year 11**

**The Great Gatsby**

This story is a commentary on wealth, dreams, ambition, greed, justice, success, power and betrayal. In our current society where many young people are consumed by a 'celebrity culture' this novel presents our Year 11 students with a warning of the dangers and fragility of chasing 'perfection'. This novel offers an opportunity for students to reflect on what is important in life and the difference between dreams and reality. Our Year 11 students will soon be ending a memorable stage of their life as they leave secondary school and they begin to dream about what they want their life to be. The Great Gatsby is a catalyst for discussions about dreams, personal goals, achievement, status, the future and success.

**Year 11 Expected Read Challenge**

**Wuthering Heights**

This is an extremely layered novel that offers something for students from various perspectives: For the **romantic person**, the novel introduces ideas about relationships, love and passion. It explores that the pleasures of love sometimes come with the most harsh pains that the heart could ever know. For **the historian**, it is a commentary on 19th century classism and the impact on society. For **the psychological mind**, the main lesson in the novel might be how passion, bitterness and envy can drive a person to extreme behaviors. For **the feminist**, it is an exploration on how women were severely limited in power and freedom in the 19th century and how the women in the book struggle under the paradigm of male dominance.