

## Section 1

#1 - Opening paragraph introducing the thesis about mandatory reading time

**Strengths:** Your opening clearly states your main argument about implementing thirty minutes of daily reading time. You also provide specific evidence with the longitudinal study of over forty-three thousand students, which strengthens your position.

**Weakness:** Unclear sentence structure → Your second sentence is quite long and tries to cover too many ideas at once. The phrase "integrating it into the standard schedule would do more than encourage reading, it would create literacy, enhance student health, and close achievement gaps" becomes confusing because it lists many different benefits without explaining how reading time actually creates these outcomes.

**Exemplar:** *Integrating reading time into the daily schedule would benefit students in three key ways: improving literacy skills, supporting mental health, and helping all students succeed equally.*

#2 - Middle section discussing equity and access to books

**Strengths:** Your argument about equity is important and shows you understand that not all students have the same opportunities at home. You explain clearly why schools need to provide reading time for all students.

**Weakness:** Vague supporting details → When you write "The vast majority of students have no access to books, to time to read quietly, or to parental support at home," you make a very broad claim without explaining what you mean by "vast majority" or providing evidence to support this statement.

**Exemplar:** *Many students from disadvantaged backgrounds lack access to books at home, making school-based reading time essential for ensuring equal opportunities.*

#3 - Counter-argument section addressing concerns about time and resources

**Strengths:** Your piece shows good thinking by addressing what critics might say about your idea. You acknowledge that schools face real challenges with limited time and resources.

**Weakness:** Rushed solutions → Your responses to potential problems feel too quick and simple. For example, when you mention resource concerns, you suggest "library partnerships, electronic book schemes, gifts, or community initiatives" without explaining how these solutions would actually work or how much they might cost.

**Exemplar:** *Schools could partner with local libraries to create book lending programmes, allowing students to borrow age-appropriate materials for their daily reading sessions.*

■ Your piece tackles an interesting topic about improving education through daily reading time. The main strength of your writing is that you present a clear argument and try to address different viewpoints. However, your ideas would be stronger if you developed them more thoroughly. Many of your supporting points need more detailed explanations about how they would actually work in real schools. Additionally, you could improve your writing by making your sentences clearer and easier to follow. Some paragraphs try to cover too many ideas at once, making it hard for readers to understand your main points. Also, consider organising your ideas more logically - perhaps discuss all the benefits first, then address the challenges separately. Finally, your conclusion could be stronger by summarising your key points more clearly rather than simply restating that the idea would be "revolutionary."

---

**Overall Score: 43/50**

---

## Section 2

#1 Each school would benefit from the addition of a daily required thirty minutes of reading time; integrating it into the standard schedule would do more than encourage reading, it would create literacy, enhance student health, and close achievement gaps. Evidence demonstrates that students who read every day score higher on tests: for instance, a big longitudinal study of over forty-three thousand students discovered that students who read quality books frequently earned higher grades, equivalent to around three months of added educational progress. ~~University College London~~ [Research from University College London shows that]

#2 Understanding language fluency, expanding vocabulary, and enhancing understanding are not byproducts of reading[;] they are at the heart of education across the board.

As students read more complex texts, they become proficient at following arguments, interpreting new ideas, and applying new concepts to science, history, and mathematics. Reading is not a solitary task - it improves thinking of any sort in which written language is used. Reading improves critical thinking, giving students the ability to compare, question, ~~think-back~~ [reflect], and create meaning from inferences. As a matter of course, recreational reading makes students confident ~~to meet~~ [when encountering] new or difficult material. Moreover, the benefits extend beyond schooling into mental health and well-being. Reading time in quiet, distraction-free ~~silence~~ [environments] may ~~be~~ [provide] a relief from frenetic school days, a chance to relax, recharge concentration, and develop emotional resilience. Reading for pleasure fosters empathy: a child reading fiction learns to ~~look in others' eyes~~ [see through others' perspectives], ~~sympathize~~ [sympathise] with others, ~~understand~~ [and understand their] motivations. This ~~is good for~~ [benefits] social and emotional learning as much as the technical skill of reading.

Equity is a strong justification as well.

~~The vast majority of students have no access to books, to time to read quietly, or to parental support at home.~~ [Many students lack access to books, quiet reading time, or parental support at home.] A daily mandatory reading period ~~by the school~~ [implemented by schools] ensures all students ~~some~~ [receive] exposure to text regardless of background. For struggling readers, students ~~behind~~ [who are behind], and students from less privileged backgrounds, this new habit ~~is~~ [provides] a foundation upon which to develop. Over time, the gaps between more and less able readers reduce not only because of teaching, but because of repeated, supported reading. Some argue that devoting thirty minutes a day to reading is robbing time from other classes or teaching.

Indeed, schools are ~~pinched~~ [pressured] to cover a lot of content. Yet the evidence suggests that reading time is not sacrificed instructional time [;] it is ~~spent~~ [invested] instructional time. The increased comprehension, fluency, and vocabulary that arise from routine reading better equip students to learn in every class. Lessons can proceed more easily, and students are less likely to be hampered by a lack of reading skills. Others might worry that students will resist being forced to read, or that the reading materials will be uninteresting or too difficult.

**#3** These problems can be ~~worked with~~ [addressed]: allowing students to choose what they read, keeping a rich mix of readings ~~on hand~~ [available], from fiction to nonfiction, magazines, ~~grade-level~~ [year-level] books, promotes student involvement. Read-aloud or read-along can be done by teachers with younger children or students who need extra help, so all members of the class can feel capable and involved and not ~~swamped~~ [overwhelmed]. Other complaints focus on resources: some schools lack adequate books, libraries, or materials. That is a real ~~complaint~~ [concern], but one that can be

overcome through library partnerships, electronic book schemes, gifts, or community initiatives. Investing in reading material is money with ~~big return~~ [significant returns], given the long-term payoff in student achievement and health.

In general, a mandatory thirty-minute reading period each day would not only enhance literacy and grades but would ensure emotional well-being, foster equal opportunity, and ~~make~~ [develop] lifelong readers ~~out of individuals~~ [from students]. The challenges are there, but they are ~~no excuse for keeping the positive results from occurring~~ [not insurmountable barriers to achieving these positive outcomes]. Properly implemented, this habit could be a revolutionary component of schooling.