



**St Mary Magdalene
Year 7 Curriculum Outline
September 2018**

September 2018



St Mary
Magdalene
Academy

Dear Parents/Carers

This booklet is intended to support your child's learning. A common concern for parents is the very minimal information that children sometimes share at home about what they are learning in school. By letting you know what they are studying in each subject, I hope that you will be able to engage them in a conversation about their school work; talking about what you are studying is a simple but brilliant way to clarify ideas and consolidate learning.

As well as the curriculum outline for each subject, you will also find information regarding how each subject will be assessed. At the end of Key stage 3 (KS3), pupils will sit ISEB 13+ examinations in English, maths, science, history, geography, RS and Modern Foreign Languages during the summer term 2020.

A comprehensive book list is included at the back of this booklet, as the importance of daily reading cannot be underestimated. Pupils are expected to read for at least 20 - 30 minutes each evening. Reading broadly will not only widen your child's vocabulary, but will help extend their comprehension skills in all subjects. Many of these books are in our own library ready for students to borrow.

Please check specific details about which homework has been set each day using the 'Show My Homework' website or app and ensure your child is completing it to the best of their ability and in a timely fashion. This work is vital in building on the concepts pupils learn in lessons.

Thank you in advance for your co-operation with this.

Yours faithfully

A handwritten signature in black ink, appearing to read 'S Lovelock', written in a cursive style.

Steve Lovelock
Director: Achievement and Progress KS3

Art & Design

Curriculum Outline

In Key Stage 3 in Art & Design, pupils learn to develop creative and practical skills, experiment with different materials, explore a range of artists from different times and cultures and produce outcomes showing links to the artist(s) they have studied.

Pupils' work is marked using the following four assessment objectives:

AO1	DEVELOPMENT & UNDERSTANDING	Researching artists and explaining the ideas and meanings behind the work.
AO2	REFINEMENT & EXPERIMENTING	Trying out different materials and making improvements to work.
AO3	RECORDING & COMMUNICATING	Showing technical control. Describing and explaining the artist's work.
AO4	PRESENTING OUTCOMES	Producing outcomes showing links to the artist(s) studied.

In KS3 pupils will explore themes such as their identity and portraiture and themes linking to their environment and surroundings. They will produce sketchbook work which will lead towards a final outcome.

Examination

Pupils will sit two informal examinations at the start and at the end of the year. The exams will take place during lesson time, based on themes related to the Scheme of Work. Exams will cover the four assessment objectives (see above). Pupils will be awarded a grade for each assessment objective as well as one overall grade.

How you can help

Check your child is spending one hour a week completing their art homework.

Check teacher feedback in their sketchbook and encourage them to make improvements to their work where possible.

Promote visiting galleries and museums.

Put their art work up around the home to give them more confidence in their artistic ability.

Resources

<http://www.bbc.co.uk/schools/gcsebitesize/art>

www.saatchigallery.com

www.tate.org.uk

www.britishmuseum.org

www.npg.org.uk

www.whitechapelgallery.org

www.nhm.ac.uk

www.wellcomecollection.org

Chinese Culture

Curriculum Outline

In KS3, pupils at the Academy have one hour of Chinese Culture a fortnight; learning is focused on the cultural and historic aspects of China. Some of the topic areas pupils study include: 'The Terracotta Army', 'Tang Dynasty' and 'The Silk Road'. Pupils will also develop some foundations in conversational Mandarin such as greetings, numbers and family. The lessons are kept lively and fun to help stimulate pupils' interest and enthusiasm in the Chinese language and culture.

Examination

There are no exams in Chinese Culture at the end of Key Stage 3.

How you can help

Encourage your child to teach you what he/she has learnt in the lessons and try to practise the vocabulary and conversation they have learnt in Mandarin.

If you have the opportunity to visit China or other Mandarin speaking countries, please encourage your child use the language.

There is occasionally some research or language practice homework set for Chinese Culture, we do also encourage pupils to take an interest in Chinese current affairs which we can then discuss in class.

Resources

There are various websites you can visit to help your child with their studies and to encourage them to further their interest in Chinese culture.

Internet sites:

<http://www.bbc.co.uk/schools/primarylanguages/mandarin/>
<https://www.duolingo.com/course/zh/en/Learn-Chinese-Online>
https://www.ducksters.com/history/china/ancient_china.php
http://www.bbc.co.uk/languages/chinese/real_chinese/
http://www.china-profile.com/history/hist_list_1.htm
<http://www.digitaldialects.com/Chinese.htm>

Drama

Curriculum Outline

Drama is studied by all children in KS3 for one hour each week. It can be selected as a GCSE 'option' in KS4.

Drama is divided into three main areas: **Creating**; this is where pupils learn various strategies, techniques and performance skills to know how to make, devise and structure their drama, both individually and as part of a group. **Performing**; pupils learn the relevant skills to become a competent and confident performer through demonstration and performance. **Responding**; here pupils learn how to structure their response to drama and give both constructive verbal and written analysis of a given process and/or performance, particularly being aware of the impact of staging on the audience.

In Year 7 pupils will be given the opportunity to experience the above range of activities and improve in these by learning how to apply these principles to their own and others' work.

Pupils will start to identify the types of activity they prefer, and more able pupils will take a variety of roles, for example director, designer or technician and start to take more responsibility for their learning and the creation of drama. All pupils will be challenged to lead groups, direct and perform. All pupils will analyse and assess each other's work to help build each other's knowledge.

Throughout the four Curriculum Units the classes will build a wide range of performance and technical skills and will focus on becoming part of a successfully integrated ensemble.

How you can help

Parents are encouraged to take their children to see as many live theatre performances as possible and get them to consider the different processes involved in the creation of theatre. Try and help your child build their confidence in performing by perhaps reading aloud to you or to the family.

Examination

Pupils evaluate their progress over a given unit of work and what skills they need to build on to improve; therefore there is no end of year summer exam. Pupils will instead undertake a 45 minute written assessment and 45 minute practical assessment at the end of each Curriculum Unit.

The units studied allow pupils to develop skills in order to prepare pupils, should they wish to take it, for an on-going journey in GCSE Drama.

English

Curriculum Outline

In Year 7, pupils follow a skills-based curriculum which aims to develop their reading and writing ability. The KS3 English programme of study is a two year course which culminates in the ISEB 13+ exams. Pupils will explore a wide range of texts and will study prose fiction, poetry and non-fiction over the course of the year. Pupils will also be exposed to texts written from different contexts and for a wide variety of purposes.

The main reading skills developed over the course of the year are: inference; using textual evidence (quotations) and the ability to analyse the writer's language and craft.

The main writing skills developed over the course of the year are: being able to write creatively to describe; being able to write creatively to persuade; and being able to use correct and appropriate spelling, punctuation and grammar.

Year 7 pupils have 8 English lessons a fortnight which includes one hour based in the school library. Each Curriculum Unit, pupils will study a thematic topic. At the end of each Curriculum Unit pupils will be assessed for their reading and writing skills. Skills are regularly revisited and added to in complexity over the year. This means that knowledge and skills are continually developed in preparation for the end of year exams and future learning.

At the end of the Key Stage (the end of Year 8) pupils will take the two ISEB 13+ English exams. Throughout Year 7 pupils will be developing and practising the skills required for these examinations. We endeavour to develop the pupils' skills as lifelong learners and to cultivate an appreciation of the English language and its rich literature.

Further Resources and How you can help

Resources:

- Any revision books, guides or workbooks for KS3 English that your child feels comfortable using. Suggestions include: KS3 English: The Study Guide by CPG Books; KS3 English: Workbook by Letts KS3 Revision Success; and KS3 English: All-in-One Revision and Practice by Collins KS3 Revision and Practice. Please make sure that they are as recent and new as possible (preferably published from 2014).
- It is also possible to purchase work books and revision guides targeted specifically at the ISEB 13+ exams (such as English for Common Entrance 13+ Practice Book by Kornel Kossuth for Hodder Education, published 2014). However, this type of practice work book will be of more use later in the course once the pupils have studied the curriculum and hence you may wish to wait and purchase this book next year.
- All books are available to buy online at www.amazon.co.uk and can also be bought in all major bookshops.

Practical ways to reinforce your child's learning

- Reading – a variety of texts and novels by different authors should be encouraged. Joint reading with your child can support learning and encourage children to learn new vocabulary. The Academy expects pupils to read at least 20 minutes every evening and for pupils to carry a reading book at all times. Pupils can use the school library at break and lunchtimes.
- Check your child's homework and ensure that they spend quality time completing it to a high standard.
- Help your child learn the spellings of common-usage but difficult to spell words. Spellings to learn can be found in the Academy pupil diary. Test your child's spellings in short 5 minute sessions.
- Ensure that your child understands the grammar and punctuation rules to follow in formal writing. Help can be found in the Academy pupil diary. Children can also be encouraged to use Standard English in their writing.
- Play word puzzles and games e.g. Scrabble, Boggle, Bananagrams, crosswords and word searches.
- Reading newspapers and magazines from the broad sheet, rather than tabloid, publications and discuss news items and current affairs at home.
- Visit a local library (during the holidays many libraries put on free activities or events for children) or the British Library in central London.
- Encourage your child to get involved in the many activities throughout the year in the school Library.

Geography

Curriculum Outline

In Year 7 pupils begin the first of a two-year programme of study in which we follow the ISEB's 13+ syllabus. This is to prepare the pupils for the examination at the end of Year 8.

Geography aims to inspire pupils to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

There are four distinct elements of geographical study: locational knowledge, physical and human processes, geographical skills, and field investigation. These are studied through the Year 7 topics.

In Year 7 pupils study a number of units including tectonics, weather and climate, settlement and rivers. At the end of each unit pupils will sit an end of unit test; at the end of Year 7 pupils will sit a mock ISEB paper covering the topics they have studied. They will also be required to produce a piece of fieldwork based on a visit to the Queen Elizabeth Olympic Park.

Examination

At the end of Year 7 pupils will sit a mock ISEB examination covering all the topics they have studied.

How can you help?

It is important to discuss with your daughter/son what is going on in the world. When watching the news together, ask them to locate places using either an atlas or the map in the back of the diary. When travelling on trips, ask your child to look at the maps and suggest a route.

Look at your child's diary and, when they have Geography unit tests coming up, test them on the facts they have to learn as well as the locations of the key places they are required to know.

There are also a number of museum visits that would be appropriate: the geology section of the National History Museum, the Thames Barrier Exhibition, the Royal Geographical Society (www.rgs.org) also has a constantly changing series of exhibitions in their headquarters in London.

Resources

There are a number of resources produced for ISEB Geography, it is important to note the syllabus was revised in 2014 so only resources for the new syllabus are appropriate.

Revision flashcards and games can be found to help your child learn our ISEB keywords by visiting www.quizlet.com and entering SMMAGeog into the search bar.

The book below can be purchased from any bookseller, such as Foyle's (www.foyles.co.uk)

Geography for Common Entrance 13+ Revision Guide, Published 2014
ISBN 978-147-182-7303

There are also a set of revision resources to help pupils at the following website:
www.bit.ly/ISEBGeography

History

Curriculum Outline

KS3 History at the Academy explores the past of Britain and the wider world through a series of fascinating enquiries into different periods. Pupils will learn to think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through History, pupils will gain an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of our own time.

In Year 7 pupils study a number of units that show how History has shaped modern Britain, including the Norman Conquest, the lives of ordinary people and their rulers in Medieval times, the Renaissance and a local history investigation. In Year 8, they expand to a wider perspective through the Tudors, English Civil War, Slavery and the French Revolution.

Examination

In History, pupils follow a two-year programme of study which follows the ISEB's 13+ syllabus. This is to prepare the pupils for the examination at the end of Year 8 which will test them on all of the topics they have studied over the two years. At the end of each unit pupils will sit an assessment which will test key knowledge and skills; and at the end of Year 7 pupils will sit a mock ISEB paper covering the topics they have studied.

How you can help

We are very lucky to live in a city with one of the richest histories in the world. We have countless world class museums, heritage sites and historic buildings on our doorstep. Any visits to such places will help broaden your child's historical perspective and help bring the subject to life in a tangible way. Likewise, British TV has a wealth of excellent historical programming, with many fascinating and relevant documentaries on television much of the time.

Resources

History for Common Entrance 13+ Revision Guide

Author: Ed Adams

Format: Paperback / softback

History for Common Entrance 13+ Revision Guide reflects the style and content of the new ISEB Common Entrance syllabus and provides essential support and guidance for thorough exam preparation.

However, it is not compulsory for you to purchase this revision guide as students will be issued with a department made revision guide and a number of revision resources in their History lessons to adequately prepare them for the examinations.

Mathematics

Curriculum Outline

Maths is a core subject in the National Curriculum and so is studied by all children up to Year 11. At Key Stage 3 (Years 7 and 8) the pupils have 4 hours of Maths lessons each week. Pupils will have an ISEB examination at the end of year 8.

The mathematics department at SMMA has joined the Mathematics Mastery programme for KS3. The programme is built on the following principles: success for all, deeper understanding, problem-solving, mathematical thinking, mathematical language and multiple representations.

Pupils will be given time and opportunities to fully explore mathematical concepts. The challenge comes from investigating ideas in new and complex ways – rather than accelerating through new topics. Enabling learners to solve new problems in unfamiliar contexts is the ultimate aim of mathematics education. Identifying, applying and connecting ideas enables pupils to tackle new and more complex problems. Objects, pictures, numbers and symbols enable pupils to represent ideas and make connections in different ways. It is a very exciting approach to teaching and learning mathematics.

Examination

Assessments take place every term. At the end of Year 8, pupils will sit an ISEB paper that consist of 3 exams (calculator, non-calculator and mental maths).

Remember to ask your child about what they are learning at school, sharing new knowledge is a good way to clarify ideas and explaining to others is a great trick for cementing learning.

Resources and How You Can Help

Resources

- Hegarty Maths website: www.hegartymaths.com your child will be given login details by their class teacher. Please make your child gets *green* on their homework.

Practical ways to reinforce your child's learning

- Estimating (time, weight)
- Maths in the news (current use of statistics in press)
- Puzzles and games (not only number games, also logic and memory puzzles)
- Cooking recipes (ratio, conversions from Metric to Imperial)
- Money (change problems, currency conversions, and value for money deals)

Please make sure your child brings a scientific calculator and a maths set every day.

Modern Foreign Languages

Curriculum Outline

In Year 7, pupils will study one of French, German, Spanish or Mandarin. In each subject, they will be introduced to a variety of linguistic features as well as a range of tenses and cultural information through independent and group work.

Through our lessons and extra-curricular activities we aspire to nurture enthusiastic, passionate language learners. Pupils will cover basic vocabulary on a range of topics, which builds up rapidly to more complex sentence and paragraph level. Some of the topic areas included are 'introducing myself', 'describing myself, my family and my pets' as well as 'free time activities and sports'.

We endeavour to give pupils in KS3 the opportunity to attend a trip, which will allow them to acquire language skills in an out of the school context and will give them a real basis for conversing with other speakers in target language. This, in combination with a firm understanding of different cultures, provides a solid foundation for outstanding achievement at GCSE and beyond.

Examination

Pupils in Year 7 will sit the ISEB 13+ examination at the end of Year 8. In order to prepare fully for this, pupils develop their listening, speaking, reading and writing skills throughout KS3 in their class work and homework. They are also regularly assessed in these four skills in preparation for the terminal examination.

How You Can Help

Encourage your child to speak in the target language with older siblings who are learning the language. Try learning the language with your child through testing them on vocabulary. You do not need to be fluent. Acquiring a dictionary in the language and encouraging your child to use it will also benefit their language learning.

If you are lucky enough to have the opportunity to go on holiday to a country where they speak the language your child is learning, please encourage your child to do all the talking!

For homework, pupils are expected to learn new vocabulary as well as complete writing and reading tasks. Each child will be given a vocabulary booklet or list. Please encourage your child to practise their vocabulary **every day**.

Resources

There are various websites you can visit to help your child with their studies

Internet sites-

www.linguascope.com

www.bbc.co.uk/languages

www.languagesonline.org.uk

Music

Curriculum Outline

At KS3, pupils at the Academy have one hour of music every week. These lessons take place in specialised music classrooms allowing the pupils access to a range of instruments and music technology. It can be selected as a GCSE option in KS4 and the number of pupils opting for music is increasing year on year. This is reflected in the growing numbers of extra-curricular groups that we offer including: Advanced band, Intermediate band, Advanced Orchestra, Intermediate Orchestra and Choir.

At KS3 pupils learn the violin, viola, cello, flute or trumpet during their curriculum lessons. However, if they already play an instrument to grade 2 level or above, they should play that during their curriculum lesson. All lessons have the support of peripatetic staff as well as their classroom teacher and the work that they complete in class can be separated into three main areas. These are: Listening and Analysis & Composition and Performance. Pupils are assessed on these skills every term through a practical assessment and written exam.

In these three areas we also incorporate music notation skills as well as important music specific vocabulary. These are revised at the end of each term and assessed through the written exam mentioned above.

Year 7 pupils will also be offered the opportunity to have private lessons on a wide range of instruments, some of which can be borrowed from the Music Department. These should be paid for in advance directly to the peripatetic teachers.

We encourage any pupils who have had prior experience vocally or on an instrument to use these skills by incorporating them into the work that we do in class. There are also numerous performance opportunities for pupils such as open evenings, concerts and productions where they can develop performance and ensemble skills.

Examination

Pupil progress is tracked termly. This will help the pupils to evaluate their progress over each scheme work and allows them and us to identify what skills they need to build on to improve. Pupils will also sit an end of year exam which is similar in format to a GCSE paper.

The listening, performing and composing approach to lessons, alongside the strong notation focus, is all excellent preparation should pupils choose to continue to GCSE level and beyond.

How you can help

Parents can encourage their children to practise the pieces that they are learning in class at home for a minimum of 15 mins, four days per week. Pupils in Year 7 will also be given application forms for paid instrumental or vocal lessons which will give them one-on-one tuition on an instrument of their choice. There are also free extra-curricular clubs that pupils can join which are listed on the Extra-Curricular notice board outside the music office.

Physical Education

Curriculum Outline

Physical Education is a compulsory subject and is studied by all children up to Year 11. At Key Stage 3 the pupils have two hours of Physical Education lessons each week.

Physical Education is divided into six areas: Accurate Replication: **Gymnastics**; Identifying & Solving Problems: **OAA**; Exercising Safely & Effectively: **Health & Fitness**; Outwitting Opponents: **Basketball/Cricket/Handball/Hockey/Rugby**; Exploring & Communicating ideas, concepts & emotions: **Dance**; Performing at Maximum Levels: **Athletics**.

In Year 7 pupils will be given the opportunity to experience the above range of activities and improve in these by learning how to apply these principles to their own and others' work.

Some more able pupils will learn to take the initiative and make decisions for themselves about what to do to improve performance.

Pupils will start to identify the types of activity they prefer, and more able pupils will take a variety of roles, such as leader and official.

The concepts of fitness and the activities that are associated with its various components are introduced to the pupils.

Throughout the year the classes will study all six areas. Pupils will look for links between these six main areas and also identify ways in which their physical education skills can be applied across the whole curriculum.

Examination

All pupils are assessed at the end of each activity against the areas of the curriculum delivered. Pupils will also sit a short examination in each term, this will consist of basic rules of games and identification of key language and definitions.

How you can help

Encourage your son/daughter to attend extra-curricular clubs at the Academy, or to get involved in sports clubs and fitness within your local area.

Resources and How You Can Help

BBC Bite size: www.bbc.co.uk/schools/ks3bitesize

Practical ways to reinforce your child's learning:

- Physical education and sport in the news (reading and discussing sports reviews)
- Healthy eating
- Watching elite performers on TV & at live competitions

Religious Studies and Philosophy

Curriculum Outline

In Year 7 pupils begin the first of a two-year curriculum in which we follow an alternate thematic and in-depth study of world religions and philosophy. This will involve posing big questions and suggesting answers in relation to issues of belief, faith and the individual and the community, as well as building subject knowledge and skills of justification and expressing insight. Pupils will be asked to offer their own ideas and opinions about the big questions in life as well as draw upon their knowledge of world faiths as they learn.

Religious Studies and Philosophy aims to aid pupils in developing an insight into their own belief system and those of others. Teaching them to think critically and to question the world around them and their own beliefs inquisitively is paramount. Living in a multicultural and diverse London, it is ever more important that with a curiosity and fascination about the world and its people comes an understanding and knowledge about how beliefs inform actions.

The introductory unit will involve examining the reasons for and purpose of learning RS in school today. Pupils will evaluate their own beliefs and consider the impact of these on their lives and the lives of their community. They will contribute to defining what it means to be religious in a modern world and assess the challenges and rewards in a tolerant way. Thereafter Year 7 pupils study a number of units including Christianity Old and New, Buddhism, Ethics, Islam and the Philosophy of Religion.

Examination

At the end of Year 7 pupils will sit an internal exam assessing the knowledge and skills learned throughout the year.

How you can you help

It is important to discuss with your daughter/son what is going on in the world; when watching the news with them ask them to link issues to religious beliefs and questions. If possible, encourage them to debate whether religious beliefs are at the centre of conflicts or whether there are other more political motivations. Encourage them to research the beliefs in sacred texts or holy books that validate certain religious actions. Allow them to write questions down in their RE book for discussion in lessons.

It would also be wonderful if pupils could visit places of worship at weekends and during holidays to bring to life the learning in the classroom.

Resources

The Christian Bible – any pupil version

Internet websites – www.reonline.org.uk , www.retoday.org.uk ,
www.bbc.co.uk/schools/gcsebitesize/rs , www.truetube.co.uk

Science

Curriculum Outline

In Year 7 pupils begin by learning science skills. The first curriculum unit (three weeks) focuses on experiment, and learning the techniques necessary for science in secondary school. A practical introduction to Biology, Chemistry and Physics skills including the following topics: writing a scientific plan, collecting data, drawing graphs and writing a conclusion.

In curriculum units 2-4, the skills and practical aspects are still emphasised, but pupils also look in more depth at the ideas and explanations behind the phenomena they are investigating.

Physics, Chemistry and Biology are all taught in separate topics throughout Year 7 and 8 to give pupils a good understanding of each of the discrete sciences and how they complement one another. One of the main focuses of the science curriculum is to show how science is used in modern life.

Examination

In science pupils will have small assessments throughout each curriculum unit and will sit a summative test at the end of Year 7. The first tests will be on science skills and safety and the class teacher will give information on when this test will be. Year 7 pupils are starting to work towards the ISEB examination at the end of Year 8.

Resources and How you can help

Science is all around us and the best thing you can do to help your child is to encourage them and stimulate their curiosity about the world. With an enquiring mind, children can learn a lot from what is around them. Why are roads salted during winter?; How do medicines work?; Could humans live on the moon? Ask your child to explain what they learned in science lessons and open discussion around the topic. You could also take a field trip to visit the Science Museum if you wanted to explore further.

In terms of resources, we recommend obtaining revision books for the ISEB exam board available here:

<https://www.abebooks.co.uk/9781907047695/Science-ISEB-Revision-Guide-2nd-1907047697/plp>

<https://www.galorepark.co.uk/science>

Many excellent resources are available free online such as the BBC KS3 bitesize website. Gojimo's website and app offer questions specific to the ISEB exams. Students can obtain a username and password for eChalk from their classroom teacher to access helpful science simulations.

www.bbc.co.uk/schools/ks3bitesize/science/

www.gojimo.com/

www.echalk.co.uk

Recommended Reading Books

This recommended reading list is broad and is divided into genres. The books on the list range in difficulty. Firstly, encourage your child to read any book that they like and feel comfortable reading. Once your child is in the habit of reading and enjoys reading, you can then encourage your child to widen their reading by trying new authors, new genres or by reading a more challenging book.

Adventure	Classics
<p>Adams, Douglas The Hitchhiker's Guide to the Galaxy</p> <p>Bradford, Chris The Young Samurai (series)</p> <p>Cross, Gillian The Demon Headmaster</p> <p>Gibbons, Alan Shadow of the Minotaur</p> <p>Morpurgo, Michael Alone on a Wide Wide Sea</p> <p>Muchamore, Robert The Recruit (Cherub series)</p> <p>Patterson, James Maximum Ride (series)</p> <p>Paver, Michelle Wolf Brother (series)</p> <p>White, TH, The Silver Sword</p> <p>Any by Arthur Ransome</p>	<p>Barrie, JM Peter Pan</p> <p>Baum, Frank The Wizard of Oz</p> <p>Bawden, Nina Any...</p> <p>Burnett, Frances Hodgson The Secret Garden</p> <p>Burroughs, Edgar Rice Tarzan</p> <p>Carroll, Lewis Alice's Adventures in Wonderland</p> <p>Cooper, JF The Last of the Mohicans</p> <p>Graham, Kenneth The Wind in the Willows</p> <p>Hughes, Ted The Iron Man</p> <p>King, Clive Stig of the Dump</p> <p>Lewis, CS The Chronicles of Narnia</p> <p>Lively, Penelope The Ghost of Thomas Kempe</p> <p>London, Jack White Fang / The Call of the Wild</p> <p>Montgomery, LM Anne of Green Gables</p> <p>Norton, Mary The Borrowers</p> <p>Pearce, Philpa Tom's Midnight Garden</p> <p>Stevenson, RL Treasure Island</p> <p>Spyri, Johanna Heidi</p> <p>Tolkien, JRR The Hobbit</p>
Comedy	Fantasy / Supernatural
<p>Boyce, Frank Cottrell Millions</p> <p>Brooks, Kevin I See You, Baby</p> <p>Cabot, Meg The Princess Diaries (series)</p> <p>Dahl, Roald Charlie and the Chocolate Factory / Dirty Beasts</p> <p>Fine, Anne Mrs Doubtfire</p> <p>Gleitzman, Morris Bumface / Two weeks with the Queen</p> <p>King-Smith, Dick The Sheep Pig</p> <p>Rogers, Mary Freaky Friday</p> <p>Walliams, David Mr Stink</p>	<p>Almond, David Skellig / Kits' Wilderness / My Name is Mina</p> <p>Arskey, Neil Playing on the Edge</p> <p>Breslin, Teresa Mutant</p> <p>Blackman, Malorie Noughts and Crosses (Series)</p> <p>Bowler, Tim River Boy</p> <p>Funke, Cornelia Inkheart (series)</p> <p>Gaiman, Neil Coraline</p> <p>Iserles, Inbali The Tygrine cat on the run</p> <p>Jacques, Brian The Redwall Trilogy</p> <p>Langrish, Katherine Troll Blood</p> <p>Ness, Patrick The Knife of Never Letting Go (series)</p> <p>Nix, Garth Sabriel (series)</p>

	<p>Paolini, Christopher Eragon (series) Pullman, Phillip His Dark Materials (series) Pratchett, Terry The Amazing Maurice and his Educated Rodents Reeve, Philip Mortal Engines Rowling, JK Harry Potter (series) Sedgwick, Marcus The Dark Horse</p>
Folk and Fairy Tales	Historical
<p>Brothers Grimm Popular Folk Tales Geras, Adele Happy Ever After: The Tower Room / Jaffrey, Madhur Seasons of Splendour Kipling, Rudyard atching the Roses / Pictures of the Night /Just so stories Laird, Elizabeth The Miracle Child Ransome, Arthur Old Peter's Russian Tales Wilde, Oscar Fairy Stories</p>	<p>Boyne, John The Boy in Striped Pyjamas Breslin, Theresa Remembrance Cooper, Susan King of Shadows Fine, Anne The Road of Bones Gardner, Sally Tinder Gavin, Jamila Coram Boy Geras, Adèle Troy Gleitzman, Morris Now / Then Hearn, Lian Tales of the Otori (Series) Hendry, Frances Mary Chains / Forge Hooper, Mary At the Sign of the Sugared Plum Johnson, Catherine Hero Morpurgo, Michael War Horse Rees, Celia Witch Child / Pirates Reeve, Philip Here Lies Arthur Syson, Lydia That Burning Summer Zusak, Markus The Book Thief</p>
Horror	Mystery / Crime
<p>Delaney, Joseph The Spook's (series) Donbavand, Tommy Scream Street (series) Gaiman, Neil The Graveyard Book Garfield, Leon Mr Corbett's Ghost Horowitz, Anthony Any... Jacques, Brian Seven Strange and Ghostly Tales Johnson, Pete Eyes of the Alien Landy, Derek Skulduggery Pleasant (series) Ness, Patrick A Monster Calls Poe, Edgar Allen The Raven Pratchett, Terry Johnny and the Dead Rees, Celia The Bailey Game Sedgwick, Marcus Witch Hill Shan, Darren The Demonata and The Saga of Darren Shan (series) Snicket, Lemony A Series of Unfortunate Events (series) Swindells, Robert Room 13 / Stone Cold</p>	<p>Ashley, Bernard Flashpoint Blackman, Malorie T.H.I.E.F./ Hostage Breslin, Theresa Prisoner in Alcatraz Brooks, Kevin Bloodline Colfer, Eoin Artemis Fowl (series) Cross, Gillian Calling a Dead Man Dowd, Siobhan The London Eye Mystery Funke, Cornelia The Thief Lord Gardner, Sally Maggot Moon Grant, Michael Gone (series) McNab, Andy Boy Soldier (series) Rai, Bali The Angel Collector / City of Ghosts Reichs, Kathy Code Ryan, Chris Outbreak (series) Sutcliffe, William The Wall Swindells, Roebert Burnout Whyman, Matt Boy Kills Man</p>

<p>Taylor, GP Shadowmancer Wooding, Chris Malice</p>	
<p>Real Life</p>	<p>Romance</p>
<p>Brooks, Kevin Martyn Pig Cross, Gillian Wolf Crossan, Sarah The Weight of Water David, Keren When I Was Joe (series) Doherty, Berlie Deep Secret / Dear Nobody Donnelly, Jennifer A Gathering Light Dowd, Siobhan Bog Child Fine, Anne Google Eyes / Flour Babies Gibbons, Alan Caught in the Crossfire Gleitzman, Morris Blabermouth Gray, Keith Ostrich Boys Grindley, Sally Broken Glass Haddon, Mark The Curious Incident of the Dog in the Night Time Hinton, SE Rumble Fish Holm, Ian I Am David MacPhail, Catherine Worse than Boys / Fighting Back Morpurgo, Michael Shadow / Running Wild Mulligan, Andy Trash Naidoo, Beverley Web of Lies / The Other Side of Truth / Out of Bounds / Burn My Heat Out Sachar, Louis Dogs Don't Tell Jokes / Small Steps Palacio, RJ Wonder Peet, Mal Tamar Perera, Anna Gutanamo Boy Rosof, Meg Just in Case Simpson, Joe Touching the Void Townsend, Sue The Secret Diary of Adrian Mole Wallace, Jason Out of Shadows Wilson, Jacqueline The Dare Game Zephaniah, Benjamin Refugee Boy / Face</p>	<p>Austen, Jane Pride and Prejudice Blume, Judy Blubber / Deenie Brashares, Ann <u>The Sisterhood of the Travelling Pants</u> Bronte, Anne The Tenant of Wildfell Hall Bronte, Charlotte Jane Eyre Bronte, Emily Wuthering Heights Cabot, Meg <u>Pants on fire / All-American Girl / Mediator</u> Cassidy, Cathy Angel Cake Dessen, Sarah <u>The Truth about Forever</u> Hopkins, Cathy Cinnamon Girl (series) Pike, Aprilynne Wings</p>

Short Reads	Sport
<p>Bradford, Chris Ninja: First Mission</p> <p>Caisley, Raewyn Great Lead</p> <p>Creech, Sharon The Boy on the Porch</p> <p>Ewing, Garen The Rainbow Orchid</p> <p>Haddon, Mark Boom!</p> <p>Hughes, Ted How the Whale Became</p> <p>&Other Stories</p> <p>Johnson, Julia The Leopard Boy</p> <p>McGough, Roger Lucky</p> <p>Mitton, Mark The Tales of Tales</p> <p>Nichols, Grace Sun Time, Snow Time</p> <p>Ohuruogu, Christine Camp Gold, Going for Gold</p> <p>Peters, Andrew Fusek Breathe and You Die</p> <p>Riordan, James When Guns Fall Silent</p> <p>Townsend, John Firebomb</p> <p>Ward, Helen Varmites</p>	<p>Dhami, Narinder Bend it Like Beckham / The Beautiful Game</p> <p>Freedman, Dan The Kick Off</p> <p>Gardner, Sally The Boy with the Lightning Feet</p> <p>Gibbons, Alan Some you win</p> <p>Hornby, Nick Fever Pitch</p> <p>Rigby, Robert Goal / Goal II</p>