



**St Mary Magdalene
Year 7 Curriculum Outline
September 2021**

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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 Year 8, pupils will sit ISEB 13+ examinations in English, maths, science, history, geography, RS and Modern Foreign Languages during the summer term 2023.

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 pupils 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 cursive script that reads 'John Reardon'.

Mr J Reardon
Deputy Headteacher: Achievement & Progress

Art & Design

Curriculum Outline

In Year 7 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.

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 Year 7, 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: 'China's One Child Policy', 'Chinese Zodiac' and 'The Mid-Autumn Festival'. 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 at the end of the school year.

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>
<https://www.youtube.com/watch?v=aQOUSJOVHp8>
<https://www.youtube.com/watch?v=TIpVNY6OyuY>
<https://www.youtube.com/watch?v=C-FYGkUe8uk&t=899s>

Drama

Curriculum Outline

Drama is studied by all children in the Lower School for one hour each week. Drama, at the academy, focuses on the history of theatre, founding principles and cultural importance. In addition, pupils will, develop skills and knowledge of the creation of theatre and performance, performing theatre, technical theatre and design and develop the necessary skills to critique theatre and performances. This year we aim to look beyond Western Theatre and will also explore the rich history of Eastern Theatre.

How you can help

Encourage pupils to access online platforms to watch pre-recorded theatre productions and performances. Take it a step further and watch the performances together. Where possible, take the pupils to see live theatre and encourage them to analyse and critique the performance.

Encourage pupils to read a variety of plays, from different playwrights, genres and periods of time.

- Encourage pupils to develop their knowledge of theatre and playwrights from around the world.
- Encourage pupils to read aloud to help build and develop their confidence with public speaking.

Examination

There are no end of year exams in Drama in the Lower School.

English

Curriculum Outline

In the Lower School the English curriculum aims to develop pupils' creativity, criticality and communication through the study of a range of exciting and inspiring literature.

In Year 7, lessons focus on the key concepts of narrative and characterisation, exploring the variety of stories that have been told throughout history and the type of characters they contain, from Greek mythology to Shakespeare to contemporary young adult novels. Through their study of fiction, non-fiction, poetry and drama, pupils are introduced to the idea of authorial intent and encouraged to develop personal interpretations through verbal and written discussion. As the year progresses, pupils hone the ability to use textual evidence to support inferences and the skills to analyse a writer's linguistic and structural choices. Pupils also develop creative and persuasive writing skills, drawing inspiration from texts and writers they have studied, and learn the tools to communicate effectively and appropriately using accurate spelling, punctuation and grammar.

Year 7 pupils have eight English lessons a fortnight, including one hour solely focused on using the library and reading for pleasure. Each half term has a different but linked thematic focus and pupils complete in-class assessments in reading, writing and oracy skills throughout the year. Quizzes, including recall, spelling and vocabulary tests, feature frequently in lessons to help pupils embed knowledge and monitor their own progress. Outside of lesson time, pupils are expected to complete two pieces of English homework a week, one of which will be based on independent reading or literacy.

At the end of Year 8 pupils will take the ISEB 13+ English Exam. Pupils will develop and practise the skills required for these examinations over the course of two years, as well as further study at Key Stage Four and beyond. We endeavour to develop the pupils' skills as lifelong learners and to cultivate an appreciation of the English language and its rich literature.

Resources:

- Any revision books, guides or workbooks for KS3 English would be helpful. Suggestions include: KS3 English: The Study Guide by CGP Books; KS3 English: Workbook by Letts KS3 Revision Success; KS3 English: All-in-One Revision and Practice by Collins; and Spelling, Punctuation and Grammar for KS3 by CGP Books. Please make sure that they are as recent and new as possible (preferably published from 2015).
- 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 so this would be best in Year 8.
- Books studied in class are all available to buy in bookshops or online.
- <https://www.pobble365.com/> offers a new prompt each day to inspire creative writing.
- <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv> provides useful revision resources.
- <https://schoolreadinglist.co.uk/category/reading-lists-for-ks3-pupils/> suggests great books.

How you can help

- Encourage reading – this is the best way to support your child’s progress across their subjects! Reading a variety of texts and authors helps develop a young person’s understanding of the world, teaches new concepts and vocabulary, and stimulates creativity. Reading and discussing texts with your child, whether a novel or newspaper article, is a great way to enthuse them and develop their literacy. The Academy expects pupils to read at least 20 minutes every evening and for pupils to carry a reading book at all times. Recommended reading lists can be found in the Academy pupil diary and teachers will offer further guidance in library lessons.
- Encourage writing for purpose and pleasure. This could take the form of writing creative stories or poems, writing a diary or blog, keeping in touch with a friend or family member through emails/letters/postcards, writing recipes, participating in writing competitions and much more.
- Check your child’s homework and ensure that they spend quality time completing it to a high standard. Using your parent login on Show My Homework is a great way to keep track of homework and deadlines.
- 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 and English exercise books. Using the ‘look, say, cover, spell, check’ method, discussing meanings and patterns of words, and regular quizzes are effective approaches.

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

Year 7 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 pupils 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. In Year 7 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 Years 7 & 8. 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 encourage your child to get *green* on their tasks, and watch the associated video when stuck or unsure.

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 also to give pupils the opportunity to acquire cultural knowledge related to the language they study and therefore introduce different cultural aspects into the curriculum to broaden understanding of where the languages studied are spoken. This provides a solid foundation for outstanding achievement at GCSE and beyond.

Examination

Pupils in Year 7 (except Mandarin) will sit the ISEB 13+ examination at the end of Year 8. Pupils on the Mandarin Excellence Programme sit the MEP Hurdle Test set by UCL IOE. In order to prepare fully for this, pupils develop their listening, speaking, reading and writing skills throughout the Lower School in their classwork 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

<https://ci.ioe.ac.uk/secondary-materials/>

<https://uk.language-gym.com>

Music

Curriculum Outline

In Year 7 pupils study the following:

Term 1 & 2: Solo Performance:

Pupils all learn an instrument (which is provided by the school) and they learn to play pieces of differing difficulty, written in staff notation. They also learn the music theory and listening & analysis required to support their learning. Pupils that can already play an instrument to Grade 2 standard bring their own instrument in and use this during curriculum music lessons.

Assessment: (termly exams, with half term progress review on their instrument)

- Practical (all pupils perform)
- LAT Exam (listening, analysis & theory paper much like the Edexcel Music GCSE exam)

Term 3: Ensemble Performance

Pupils are put into small instrumental / ability groups and learn to play as an ensemble. This includes leadership skills, rehearsal techniques as well as applying everything learnt in terms 1 & 2.

Assessment: (termly)

- Practical (all groups perform)
- LAT Exam (listening, analysis & theory paper much like the Edexcel Music GCSE exam)

All lessons have the support of two professional peripatetic staff as well as their classroom teacher, who all lead/support the break off groups & ensembles when sent off to practise.

Private Instrumental tuition

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. Unfortunately there is a waiting list for some instruments, and lessons are offered on a first-come-first-served basis

Extra-Curricular:

- Advanced Band (By invite only – Grade 7+)
- Advanced Orchestra (By invite only – Grade 5+)
- Intermediate Band (Grade 4+)
- Intermediate Orchestra (beginner - grade 3)
- Choir
- Gospel Choir

Concerts:

- We run a number of concerts including: termly music concerts – all extra-curricular groups perform
- Chamber music concerts – selected chamber groups perform
- Performances at our start of year and end of year services (usually the advanced ensembles)
- Tea time concerts – pupils perform solos – nominated by their instrumental teacher
- Combined concerts with MiSST (Music in Secondary Schools Trust)
- School Musical.

Examination

Pupil progress is tracked half termly and termly. This will help the pupils to evaluate their progress over each scheme of work and allows them and us to identify what skills they need to build on to improve.

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 minutes, 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.

You can also support your child in attending one or more of the extra-curricular activities and encourage them to play in the above concerts.

Physical Education

Curriculum Outline

Physical Education is a compulsory subject and is studied by all children up to Year 11. In Year 7 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/Volleyball/Tennis**, Exploring & Communicating ideas, concepts & emotions – **Dance** and 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 two short examinations during the year. This will consist of basic rules of games; identification of key language and general sporting knowledge.

How you can help

Encourage your son/daughter to attend extra-curricular clubs, join a local sports club/team and watch different sports events.

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 (diet) – at the supermarket/home
- Watching elite performers on TV & at live competitions
- Attending school sports clubs (all advertised on the school website)

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 begin their study of monotheistic religions with Judaism and Christianity focusing on the Old and New Testaments respectively. They will then study an Eastern Religion for comparative purposes in the form of Beliefs and practices of Buddhism. They will finish the year by exploring core Philosophy of Religion questions such as the problem of suffering and nature of the afterlife, with which to reflect and question some of the bigger existential questions they've explored in the rest of the year.

Examination

Throughout year 7 will have smaller assessments and practice questions especially at the end of their units. 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. Pupils 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, Philipa 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)</p> <p>Pullman, Phillip His Dark Materials (series)</p>

	Pratchett, Terry The Amazing Maurice and his Educated Rodents Reeve, Philip Mortal Engines Rowling, JK Harry Potter (series) Sedgwick, Marcus The Dark Horse
Folk and Fairy Tales	Historical
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	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
Horror	Mystery / Crime
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 Taylor, GP Shadowmancer Wooding, Chris Malice	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

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