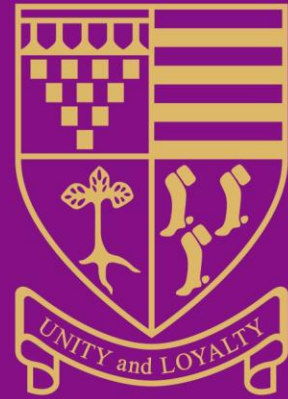


Year 7 Information Evening



Sheldon School

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Tuesday 7th November 2023



Miss Dundas
Head of Year 7



Miss Palmer
Deputy Head of Year 7
& Teacher of English



Mrs Pickup
KS3 English Coordinator
& Year 7 Tutor



Mr Rumble
Associate Assistant
Head Teacher



Agenda

1. Importance of reading
2. Use of Epraise for homework
3. Key Dates & Reminders
4. Questions



Why read?



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2020

The Observer
Literacy

This article is more than 3 years old

Children are reading less than ever before, research reveals

Just a quarter of under-18s read each day, study shows in run-up to World Book Day



Donna Ferguson
Sat 29 Feb 2020 16:55 GMT

f t e

2021

National Literacy Trust


Q Search

What we do Resources News and Information Support u

Home > News > Our new research shows over half of children and young people enjoy reading

Our new research shows over half of children and young people enjoy reading

18 Oct 2021



2022

The Guardian view on children's reading: books of one's own

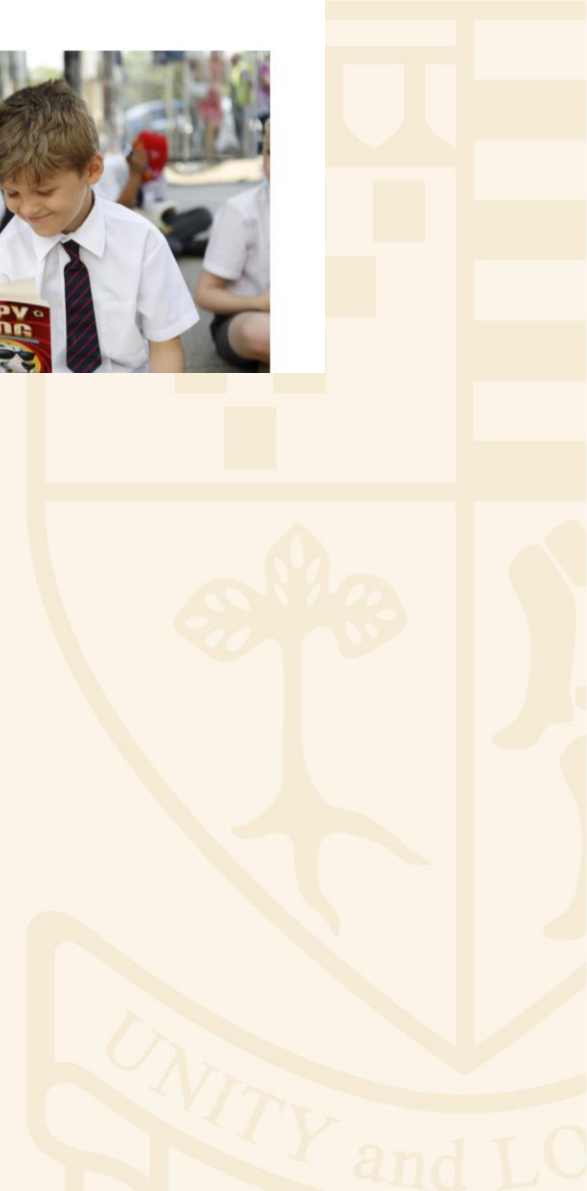
Editorial

The benefits of reading at home are many and lifelong. Falling levels of enjoyment are a cause for worry



Reading rates are now equal to just before the pandemic, when the National Literacy Trust recorded the lowest levels of reading enjoyment.' Photograph: Alamy

2023?



Discussion:

Do you think the trend has continued or reversed?
What are your experiences with your child/children?



2020

The Observer
Literacy

This article is more than 3 years old

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Reading rates are now equal to just before the pandemic, when the National Literacy Trust recorded the lowest levels of reading enjoyment.' Photograph: Alamy

2023

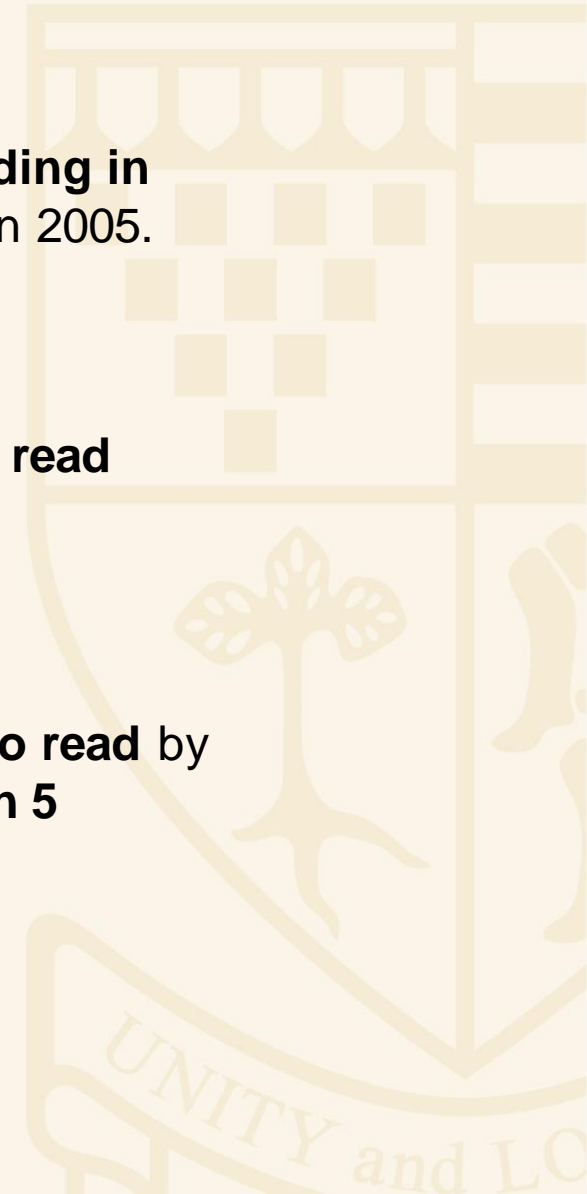
More than half of UK children do not read in their spare time, survey reveals

National Literacy Trust says families and schools need resources to help disadvantaged children develop vital literacy skills



2023 Key Findings – Literacy Trust

- Just **2 in 5 (43.4%)** children and young people aged 8 to 18 said they **enjoyed reading in their free time in 2023**. This is the **lowest level** since we first asked the question in 2005.
- **Fewer boys than girls** said they **enjoyed reading (40.5% vs. 45.3%)**.
- **Fewer than 3 in 10 (28.0%)** children and young people aged 8 to 18 said that they **read daily** in 2023, matching levels seen in 2022.
- More girls than boys said they read daily
- Within the 8 to 18 age group, **1 in 2 (52.9%)** told us they had been encouraged to read by their parents/carers. **3 in 5 (58.4%)** had seen their parents/carers read, while **1 in 5 (19.9%)** had read with their family.



Discussion:

What is the % of words that need to be known in a text to ensure the text can be understood?

65%

75%

85%

95%



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Comprehensible input

- What is the % of words that need to be known in a text to ensure the text can be understood?

- 65%

75%

85%

95%



Earthquake rattles New Zealand capital

Damage and power blackouts in Wellington after quake of magnitude 6.9 is recorded off coast of North Island

The New Zealand capital, Wellington, was rattled by a magnitude 6.9 earthquake on Sunday that broke water mains, smashed windows and downed power lines.

Wellington police Inspector Marty Parker said there had been minor structural damage and parts of the city were left without power but there were no reports of injury and no tsunami.

The US Geological Survey said the quake happened under the Cook Strait 35 miles (57km) south-west of Wellington and six miles (10km) beneath the surface. The strait separates the main North and South Islands of New Zealand.



Reading age of 11

Earthquake [redacted] New Zealand capital
Damage and power [redacted] in Wellington after quake of
[redacted] 6.9 is recorded off coast of North Island

The New Zealand capital, Wellington, was [redacted] by a
[redacted] 6.9 earthquake on Sunday that broke water mains,
smashed windows and downed power lines.

Wellington police [redacted] Marty Parker said there had been
minor [redacted] damage and parts of the city were left
without power but there were no reports of [redacted] and no
[redacted].

The US [redacted] Survey said the quake happened under
the Cook [redacted] 35 miles (57km) south-west of Wellington and
six miles (10km) beneath the [redacted]. The [redacted] separates
the main North and South Islands of New Zealand.

Reading age of 10

#SI2020

T Teach
First

Earthquake [redacted] New Zealand [redacted]
[redacted] and power [redacted] in Wellington after quake of
[redacted] 6.9 is [redacted] off coast of North Island

The New Zealand [redacted] Wellington, was [redacted] by a
[redacted] 6.9 earthquake on Sunday that broke water mains,
[redacted] windows and [redacted] power lines.

Wellington police [redacted] Marty Parker said there had been
[redacted] [redacted] damage and parts of the city were left
without power but there were no [redacted] of [redacted] and no
[redacted]

The US [redacted] [redacted] said the quake [redacted] under the
Cook [redacted] 35 miles (57km) [redacted] of Wellington and six
miles (10km) [redacted] the [redacted]. The [redacted] [redacted] the
main North and South Islands of New Zealand.

Reading age of 8

_____ New Zealand _____
_____ and power _____ in _____ after quake of
_____ 6.9 is _____ off _____ of North _____

The New Zealand _____ was _____ by a
_____ 6.9 _____ on Sunday that broke water mains,
_____ windows and _____ power lines.

_____ police _____ Marty Parker said there had been
_____ and parts of the city were left
_____ power but there were no _____ of _____ and no

The US _____ said the quake _____ under the
Cook _____ 35 miles (57km) _____ of _____ and six miles
(10km) _____ the _____ The _____ the main
North and South _____ of New Zealand.

Reading age of 6

_____ New _____
_____ and power _____ in _____ after _____ of
_____ 6.9 is _____ off _____ of North _____
The New _____ was _____ by a
_____ 6.9 _____ on Sunday that _____ water
_____ and _____ power lines.
_____ police _____ Parker said there had been
_____ and _____ of the _____ were left
_____ but there were no _____ of _____ and
no _____
The US _____ said the _____ under the
Cook _____ 35 _____ (57km) _____ of _____ and six
_____ (10km) _____ the _____ The _____ the
_____ North and South _____ of New _____

The benefits of reading & how it's encouraged at Sheldon



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Children who read

Are more likely to overcome disadvantage caused by inequalities



Are more likely to be happier, healthier and experience better mental wellbeing and self-esteem



Are more likely to do better at school and make more progress across the curriculum

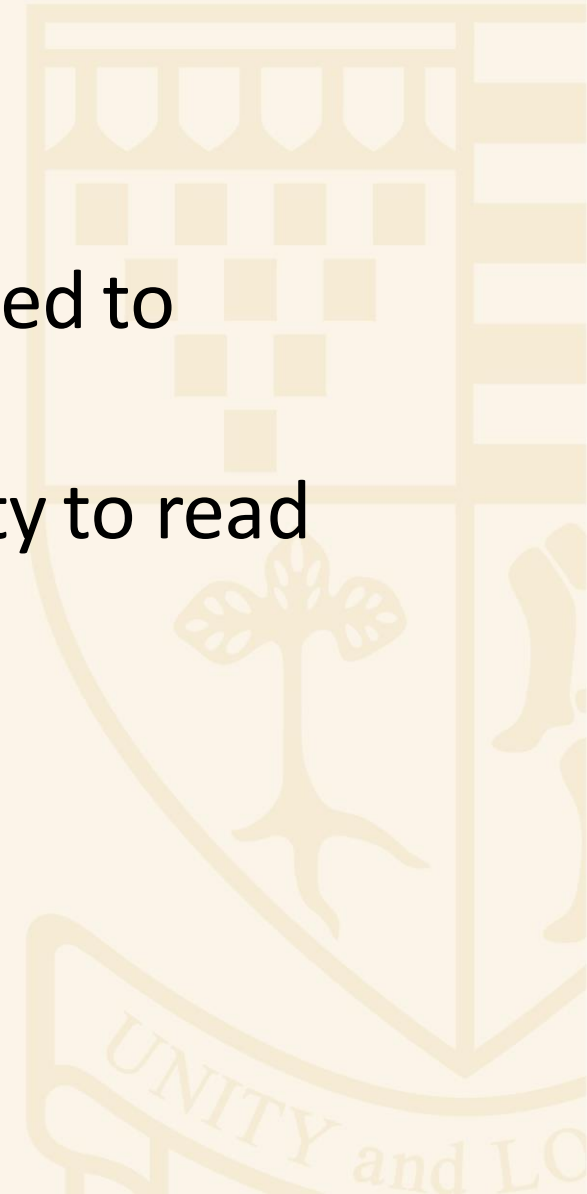


Are more likely to develop empathy and creativity



Tutor time reading sessions

- One afternoon tutor session per week is dedicated to silent reading.
- This also includes students having an opportunity to read aloud to a Year 11 prefect.



Have you
seen any of
these books?





Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment. (Clark 2011)

Children who have books of their own enjoy reading more and read more frequently. (Clark and Poulton 2011)



An important factor in developing reading for pleasure is choice; choice and interest are highly related.

(Schraw et al, 1998; Clark and PhythianSence, 2008)



Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity

(Clark and Rumbold, 2006).



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Research reports a link between library use and reading for pleasure; young people that use their public library are nearly twice as likely to be reading outside of class every day.

(Clark and Hawkins, 2011)



Discussion:

How does your child obtain books?

Do/Have you read the same books as your child?

How do you support your child's reading?



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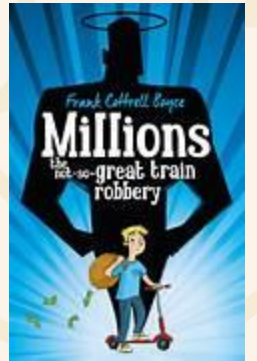
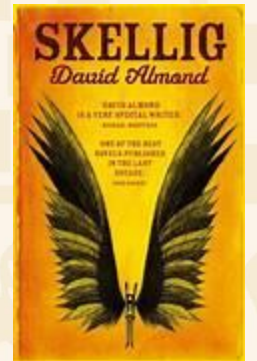
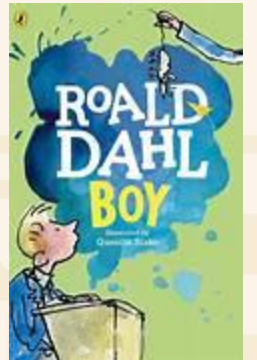
Y7 Class Readers

Over terms 2 and 3, all year 7 students will be studying a 'class reader' novel in their English lessons.

Our focus is on the idea of memorable characters: how they are created, what makes them memorable, and critically analysing their presentation within the class novel.

Students will be set homework linking to either their individual novels, or more general reading comprehension skills.

In class, students will be encouraged to practise reading aloud, making their own predictions and sharing their own opinions about the protagonist's choices, and delve into the writer's craft.



Y7 English Homework

- Students will be exposed to a diverse range of texts and authors through their English homework this term.
- Each homework will include an extract that students will be asked to read and answer questions on.

Y7/8, Term 2, WB 30/10/23, English, Class Reader

1

INSTRUCTIONS: Read the following extract and answer the questions below.

EXTRACT: The Girl of Ink and Stars by Kiran Millwood Hargrave
GENRE: Fantasy

They say the day the Governor arrived, the ravens did too. All the smaller birds flew backwards into the sea, and that is why there are no songbirds on Joya. Only huge, ragged ravens. I'd watch them perch on the rooftops like omens, and try to squint them into the chaffinches and goldcrests Da drew from memory. If I imagined hard enough, I could almost hear them singing.

'Why did the songbirds leave, Da?' I'd ask.

'Because they could, Isabella.'

'And the wolves? The deer?'

Da's face would darken. 'Seems the sea was better than what they were running from.'

Da would tell me another story then, about the girlwarrior Arinta, or about Joya's mythical past as a floating island, and refuse to say more about the wolves and the backwards birds. But I kept asking, until the day came I found my own answers.

The morning it began was like any other. I woke in my narrow bed, sunrise just starting to brighten the mud walls of my room. The smell of burnt porridge hung on the air. Da must have been up for hours, as it took a long time for the fire to heat the heavy clay pot. I could hear Miss La, our hen, scratching about outside my room, seeking out crumbs. She was thirteen years old, same as me, but even though it's young for a person, it's very, very old for a chicken. Her feathers were grey, her mood was black and even our cat Pep was scared of her. My tummy rumbled as I stretched my arms. Pep was sprawled across my legs, and he yowled loudly as I sat up.

Glossary:

raven: a large black bird with a harsh cry.

songbird: a bird that is known for its beautiful singing.

omen: a sign or event that is believed to foretell the future, especially something bad.

revels: a merrymaking or festive occasion.

sprawled: lying stretched out in a relaxed or careless way.

yowled: cried out loudly and sharply

1. What happened on the day the Governor arrived?

- A) The songbirds left Joya.
- B) The wolves and deer appeared.
- C) The sea dried up.
- D) The sun disappeared.

(1 Point) * 


A

B

C

D

2. Why are there no songbirds on Joya?

- A) They migrated to a different island.
- B) They flew into the sea.
- C) The ravens scared them away.
- D) They lost their way. (1 Point) * 

A

B

C

D

Y7 English Faculty Termly Update

English Faculty
Termly Update:
Year 7 Terms 1&2

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We are studying: New Beginnings and Class readers

Over the course of your student's first two terms at Sheldon, they will be embarking on two topics to kickstart their reading and writing skills. We will begin by studying a writing topic called 'New Beginnings' to link with their own personal new beginnings at secondary school! We will be studying how a range of authors present characters that are experiencing big changes in their lives, and students will have the chance to write their own creative pieces based on the same topic.

We will also begin exploring a **Class Reader**. This is a novel chosen by your student's class teacher and we will be delving into character creation, plot and the techniques the writer has used to create certain effects.

How will we be assessing these topics?

Our study of 'New Beginnings' is assessed through a piece of the students' own creative writing. They will be asked to write the opening of their own story, based on an image that they will be given as a starting point. They will be assessed on their vocabulary choices, sentence structures, punctuation and content.

Our study of the class reader will be assessed through a close analysis of a key character, in a particular section of the novel. How are they presented physically? What is their personality like? What are the audience meant to think about them? What are they acting this way? They will be assessed on their understanding of the novel and the character, their choice of quotations, their use of correct terminology, and their analysis.

The Library

Students will also be introduced to the school library this term, which is an excellent place to start searching for a range of new books. They will have a library lesson once a fortnight.





Why are we learning about this?

It is important for us to establish the skills students already have when they arrive at Sheldon, and which ones we need to spend time introducing. Beginning the year with both reading and writing topics allows us to build up a picture of where students currently are on their English journeys and implement challenge or support where needed. These topics also allow a lovely way to help us get to know our new year 7 students and build relationships.

How can you help at home?

- Students will be given Knowledge Organisers which are A4 sheets that contain all the key information they will need for each topic. Looking over these together and particularly practising key terminology would be very useful.
- Setting some time aside to write! Small writing tasks such as describing a photo, keeping a diary of their own 'new beginning' at Sheldon or writing from the viewpoint of a character on their favourite TV show will all help to cement their newly learned techniques into their own work.

Reading corner – what's in the library that could further your learning?

How can you help at home?

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Reading corner – what's in the library that could further your learning?






English Faculty Reading Lists

SHELDON SCHOOL KS3 READING LIST

Thought Provoking Books

Wonder - R J Palacio

Auggie is an ordinary kid; he rides his bike, eats ice cream and plays on his X-Box. But Auggie knows that ordinary kids don't make other kids run away screaming in the playground.



How to Look for a Lost Dog - Ann M Martin

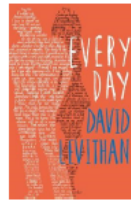
11-year-old Rose is autistic and struggles to understand her classmates. But when her father gives her a stray dog, which she names Rain, the dog becomes her best friend, her anchor in a confusing world. When Rain goes missing during a storm, Rose refuses to stop looking for her...

Me and Earl and the Dying Girl - Jesse Andrews

How is it possible to exist in a place that sucks so bad? His strategy: Keep an insanely low profile. Make mediocre films with the one person who is even sort of his friend, Earl. Then Greg's mother forces him to become friends with a girl who has cancer. This brings about the destruction of Greg's entire life.



Every Day - David Levithan

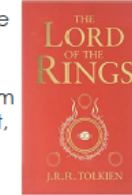


Each morning, A wakes up in a different body. There's never any warning about who it will be, but A is used to that. Never get too attached. Avoid being noticed. Do not interfere. And that's fine - until A wakes up in the body of Justin and meets Justin's girlfriend, Rhiannon. From that moment, the rules by which A has been living no longer apply. Because finally A has found someone he wants to be with - every day . . .

SHELDON SCHOOL KS3 READING LIST

The Fellowship of the Ring - J R R Tolkien

Sauron, the Dark Lord, has gathered to him all the Rings of Power – the means by which he intends to rule Middle-earth. All he lacks in his plans for dominion is the One Ring – the ring that rules them all – which has fallen into the hands of the hobbit, Bilbo Baggins. Frodo Baggins finds himself faced with an immense task, as the Ring is entrusted to his care. He must leave his home and journey across the realms of Middle-earth to the Crack of Doom. There he must destroy the Ring forever and foil the Dark Lord in his evil purpose.



The Help - Kathryn Stockett



There's Aibileen, raising her seventeenth white child and nursing the hurt caused by her own son's tragic death; Minny, whose cooking is nearly as sassy as her tongue; and white Miss Skeeter, home from College, who wants to know why her beloved maid has disappeared. Skeeter, Aibileen and Minny. No one would believe they'd be friends; fewer still would tolerate it. But as each woman finds the courage to cross boundaries, they come to depend and rely upon one another. Each is in a search of a truth. And together they have an extraordinary story to tell...

Frankenstein - Mary Shelley

This timeless gothic novel presents the epic battle between man and monster. In trying to create life, the young student Victor Frankenstein unleashes forces beyond his control, setting into motion a long and tragic chain of events that brings Victor to the very brink of madness. How he tries to destroy his creation, as it destroys everything Victor loves, is a powerful story of love, friendship, scientific hubris, and horror.



Reading and literacy also work hand in hand.

Tutor time: Word of the Week

Monday

Neurodiversity



ways that individual brains work. It refers to the ways that
ent from the majority of the population.
*blind is neurodivergent because most people see green and
colourblind person might see them as a similar colour.*

I, spend a few minutes discussing. In what ways might your
majority of the population:
lower than the person sitting next to you?
y or does it take you a while to get started?
y and crowded rooms?
think when you type than when you handwrite?
r a hearing aid? Or use an overlay to read?
problem?

Wednesday

"The problems are not the person."

"You're not defective, Ewan,' she continued. 'You're not broken. You're not the wrong kind of person. And don't let anyone in this world tell you otherwise. You and your friends are exactly who they're meant to be.'
(a quote from Chris Bonello in his book, The Underdogs)

'By the time I entered education, schools were about as well adapted for my needs as a set of stairs is adapted for the use by a Dalek.'

1. What might these quotes mean?
2. Do any of these quotes sound like your experience of school?
3. Which quotation do you like the most and why?

- Every week, every tutor group

Discussion:

Does your child tell you about the word of the week?
What words do you discuss with your children that could
feature in 2023-24?



neurodiversity encouragement
compassion aspire
push role strength excellence
community honesty first tolerance
interrogate work wellbeing
inquisitive impressions determination gratitude
aspiration achieve team integrity final
values oracy reputation courage
cautious model persecution
celebration respect risk resilience
happiness empathy friendship
ambition culture discovery
adventure diversity



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Whole School Reading Strategy

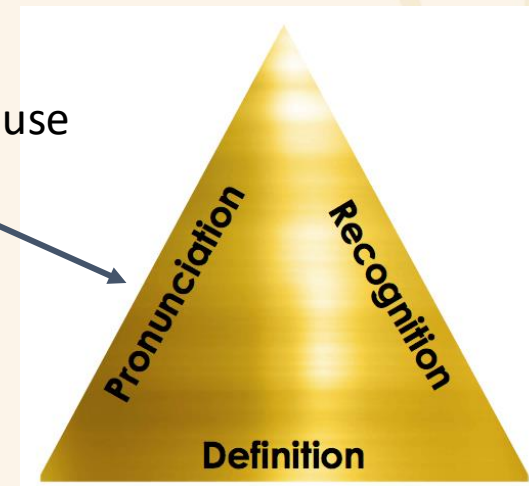
Reading and literacy also work hand in hand.

- Tier 1 – high frequency in spoken language (table, slowly, write, horrible)
- Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)
- Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

Which tier are you most able to support your child with?

How can you ensure your child retains new vocabulary encountered?

As a school, we use
'I say. You say.'

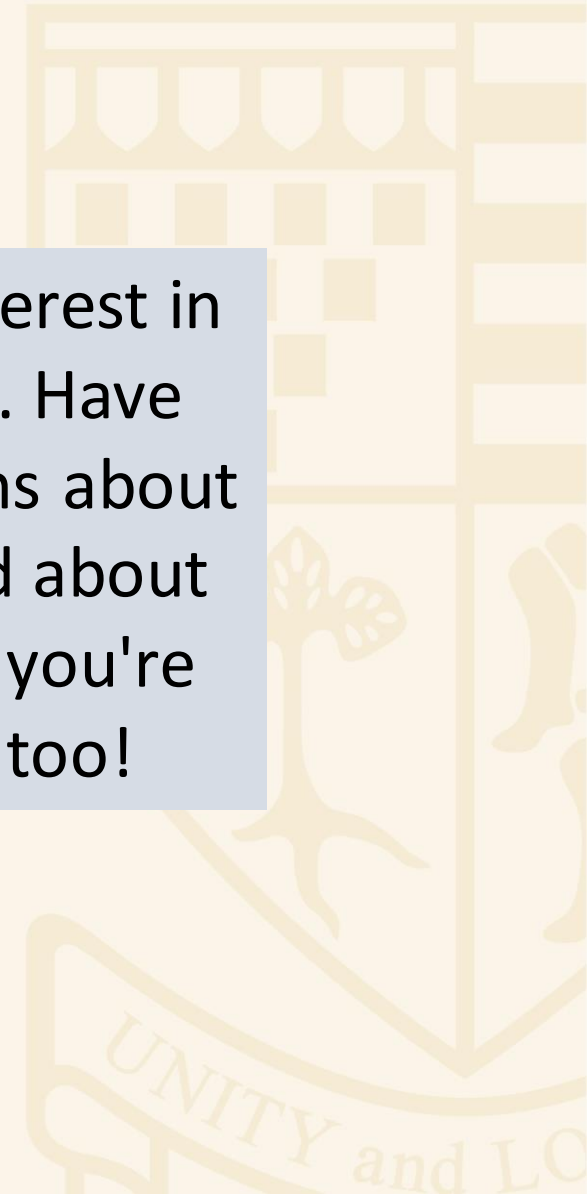


So that all pupils can reap the benefits of reading, how can we encourage reluctant readers?

Play on your child's interests.

Make 10 minutes of reading a part of their routine after school.

Show an interest in their book. Have conversations about reading and about books that you're enjoying, too!



Use of Epraise for homework



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Epraise for homework

Planner

Weekly Stream

< 24th September - 30th September 2023 >

Sun 24th September	Mon 25th September	Tue 26th September	Wed 27th September	Thu 28th September	Fri 29th September	Sat 30th September
+	+	+	10l/Ma3 SparxMaths 	+	+	+
			+			

New note

Show

Set date

Due date

Search

Find homework

SparxMaths

10l/Ma3 - Set just now

Key

Homework

Classwork

Cover work

Planning

Other

How will **we** know if it's done?

Mathematic - SparxMaths

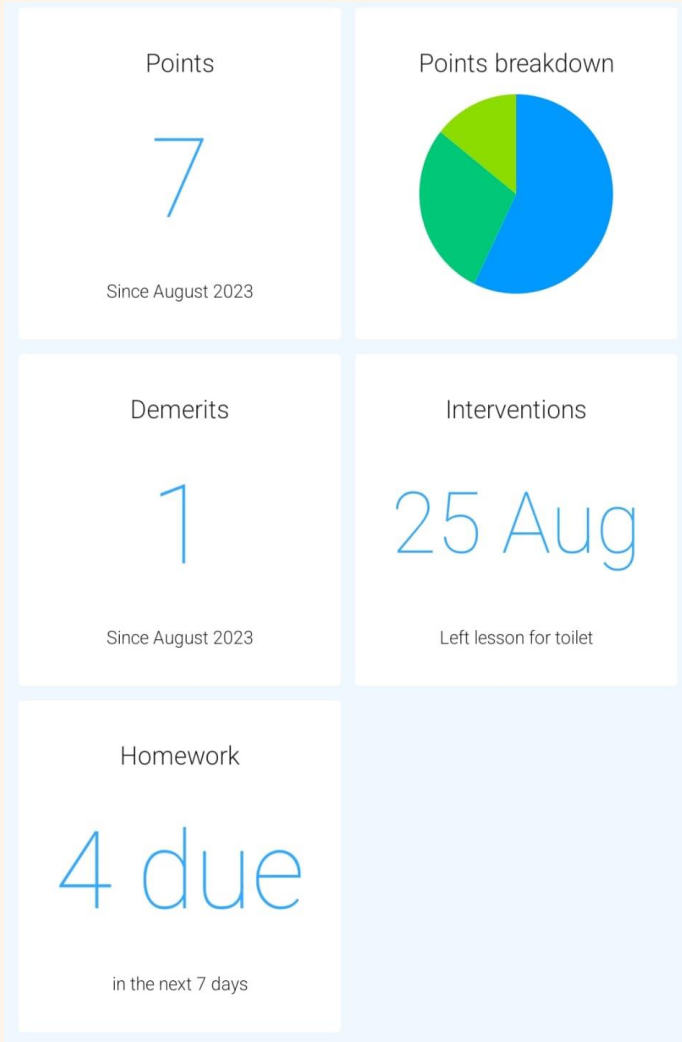
Complete the tasks set on SparxMaths

Homework Due 04/10/2023 Set 27/09/2023

Student	Complete	Handed in	HW 27/09/2023
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	
	No	-	



How will **you** know if it's done?



Homework

Todo Completed

PE A level - End of Topic test
Test for the end of Biomechanics.
Will include ALL areas of Biomechanics we have covered this term
Due in 14 days Not done

PE A level - Technology in Sport
Complete the research task into;
- Limb Kinematics
- Force Plates
- Wind Tunnels
Answer the 3 tasks at the back of the booklets. Each one is worth 5 marks.
Remember;
A01 - State
A02 - Exemplify
A03 - Analyse
Due in 7 days Not done

Psychology - Research Methods Revision
Use class notes, past exam papers (Teams) and Seneca (assignment set) to revise for the whole topic, ready for an end of topic assessment.
Due in 6 days Not done



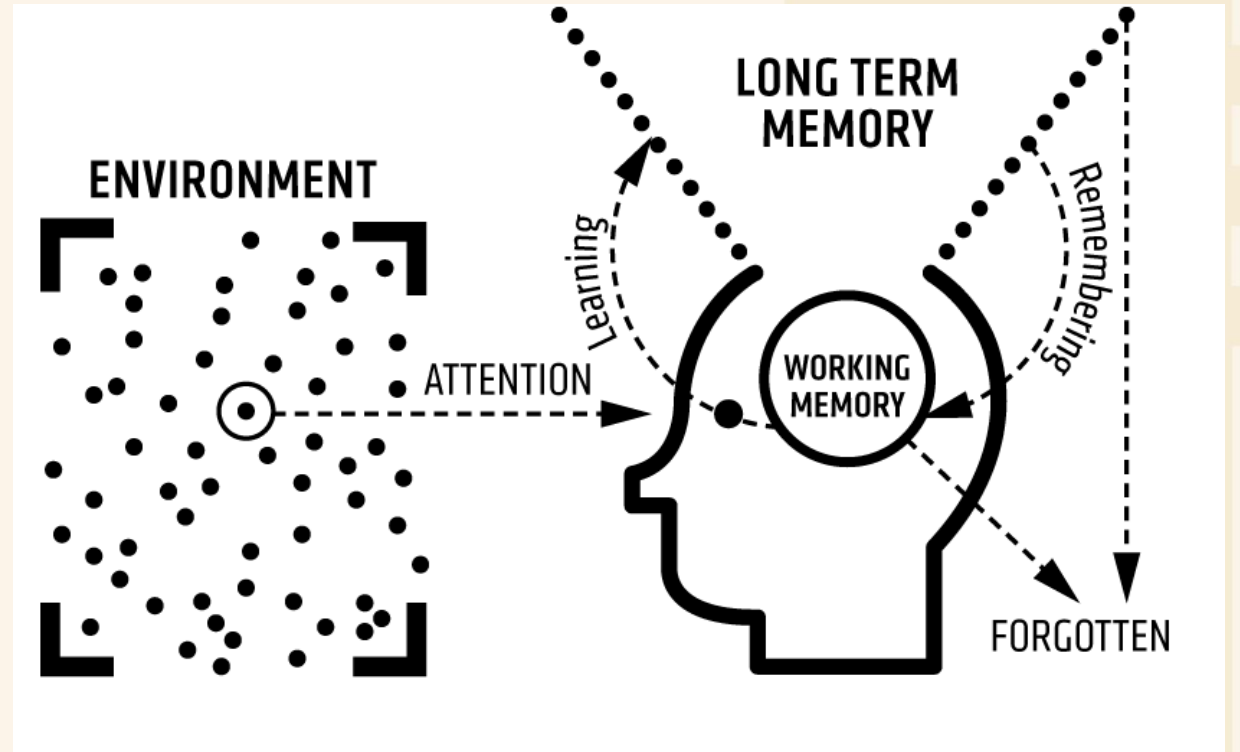
When will homework be set?

		Monday	Tuesday	Wednesday	Thursday	Friday
Key Stage 3	Week 1	English Geography	ICT PE	Mathematics Languages	Science History	PSRE
	Week 2	English Art	DT Music	Mathematics Languages	Science Dance	

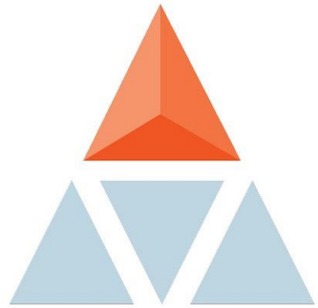


Types of homework

- Low Stakes Quizzing
- Knowledge Retrieval
- Spaced Learning
- Usually on Microsoft Forms



Why is homework important?



Education
Endowment
Foundation

Impact (months) ?

+5

months

Key findings

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.



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Key dates & reminders



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Key Dates

- **24th January 2024** - Year 7 Interim Report 2
- **23rd April 2024** - Year 7 Parents' Evening (LEFT), face-to-face
- **30th April 2024** - Y7&8 Parent Information Evening
- **2nd May 2024** - Year 7 Parents' Evening (RIGHT), face-to-face
- **12th June 2024** – Year 7 Interim Plus Report





The **Sheldon Student Opportunity Fund (SSOF)** is a charity run by parents to help support our children by giving them access to a variety of extracurricular experiences and enrichment activities including:

- Book Buzz
- Resources for Clubs
- Transport on School Trips
- Support for Duke of Edinburgh and Ten Tors
- Y11 Prom and Y13 Ball

Help support Sheldon students by donating via ParentPay, joining the 500 Club, signing up for Easy Fundraising or buying second hand uniforms!

Find out more at www.SheldonSchool.com or by emailing opportunityfund@sheldonschool.co.uk



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Questions?



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