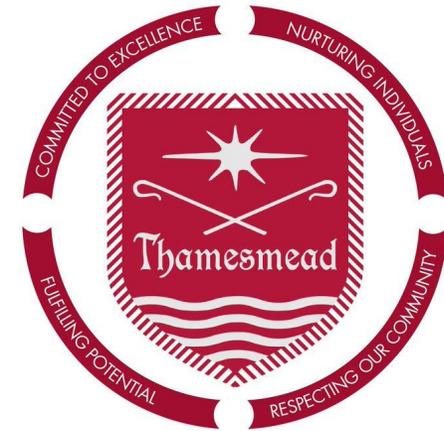


Welcome to our Year 7 Parent Partnership Afternoon

Wednesday 1st October 2025



Attendance

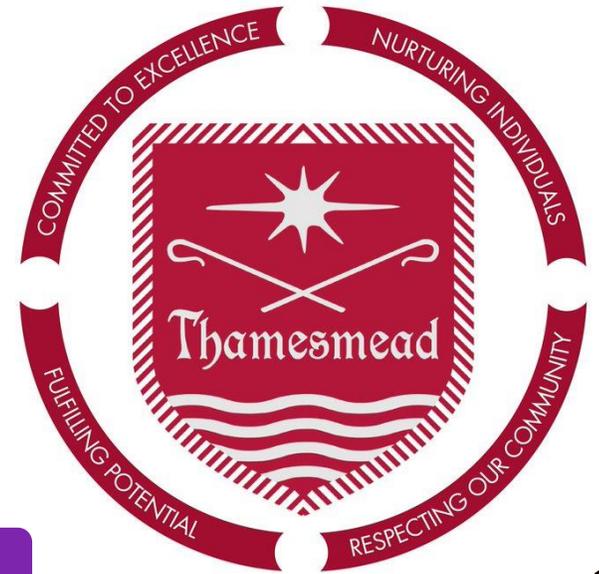
Belonging – Attending every day helps pupils feel part of the school community.

Wellbeing – School provides routine, friendships, and support for mental health.

Safety – Being in school daily helps staff spot and address any concerns early.

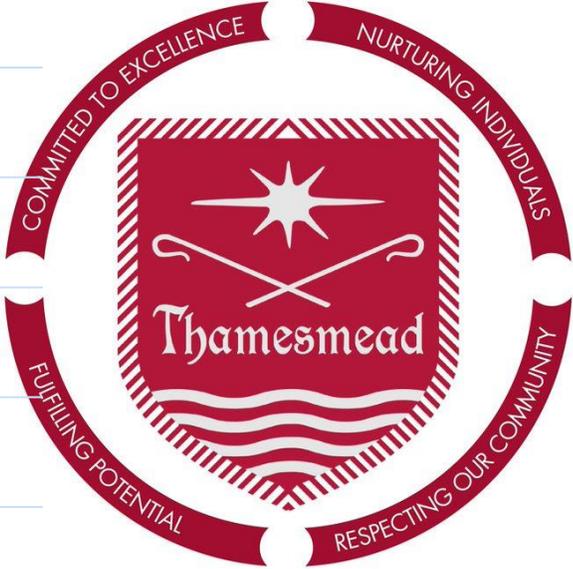
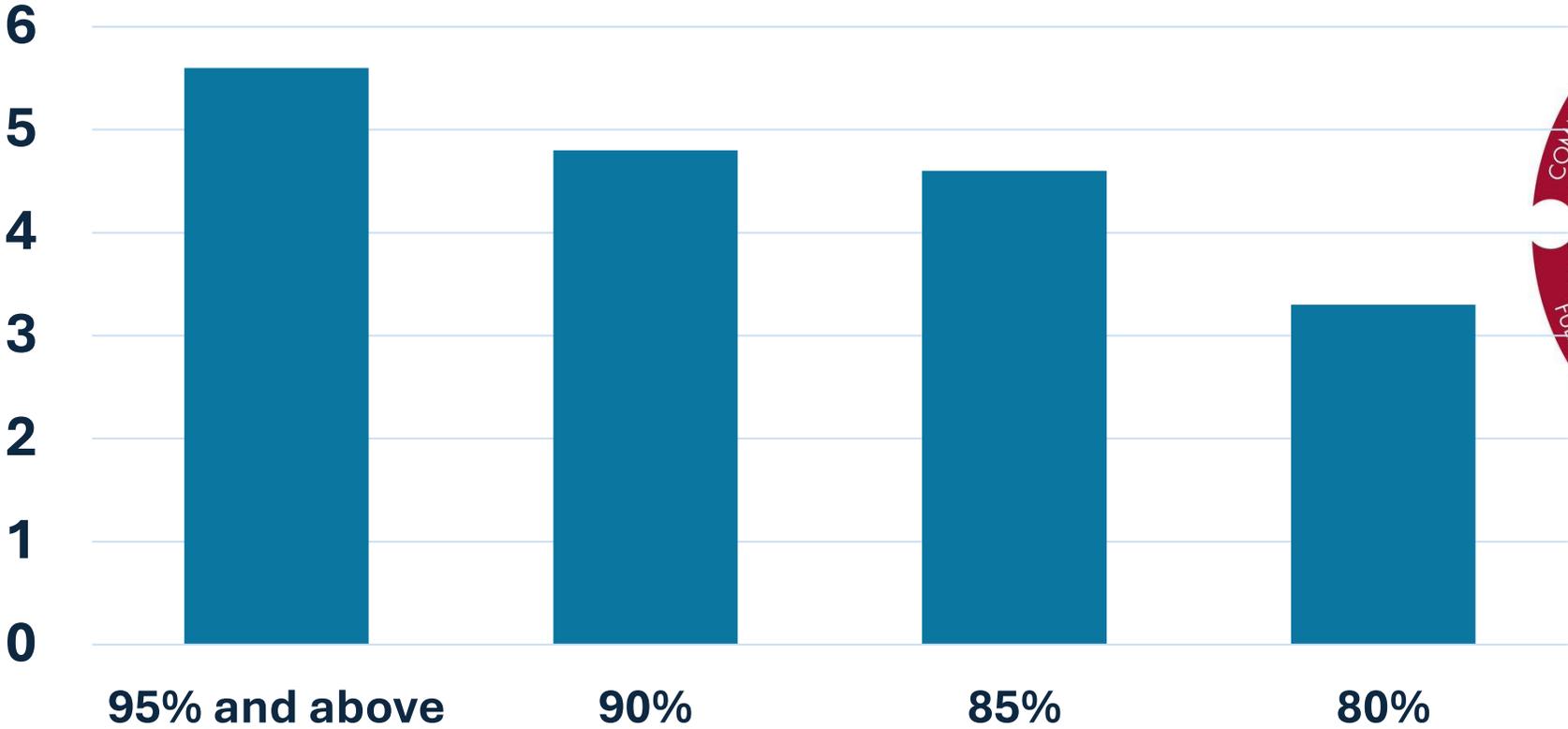
Future success – Good attendance builds habits employers and colleges look for.

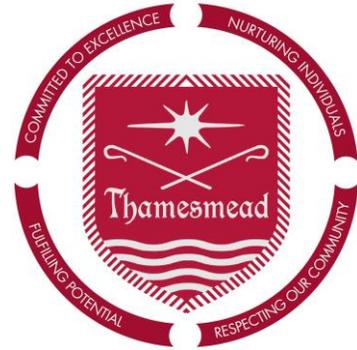
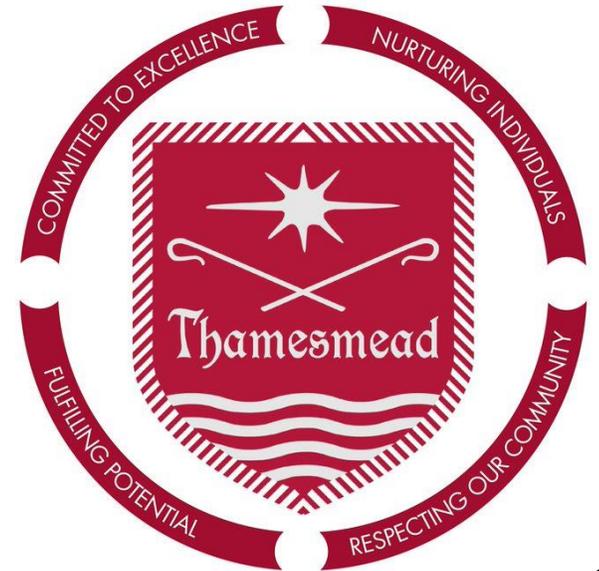
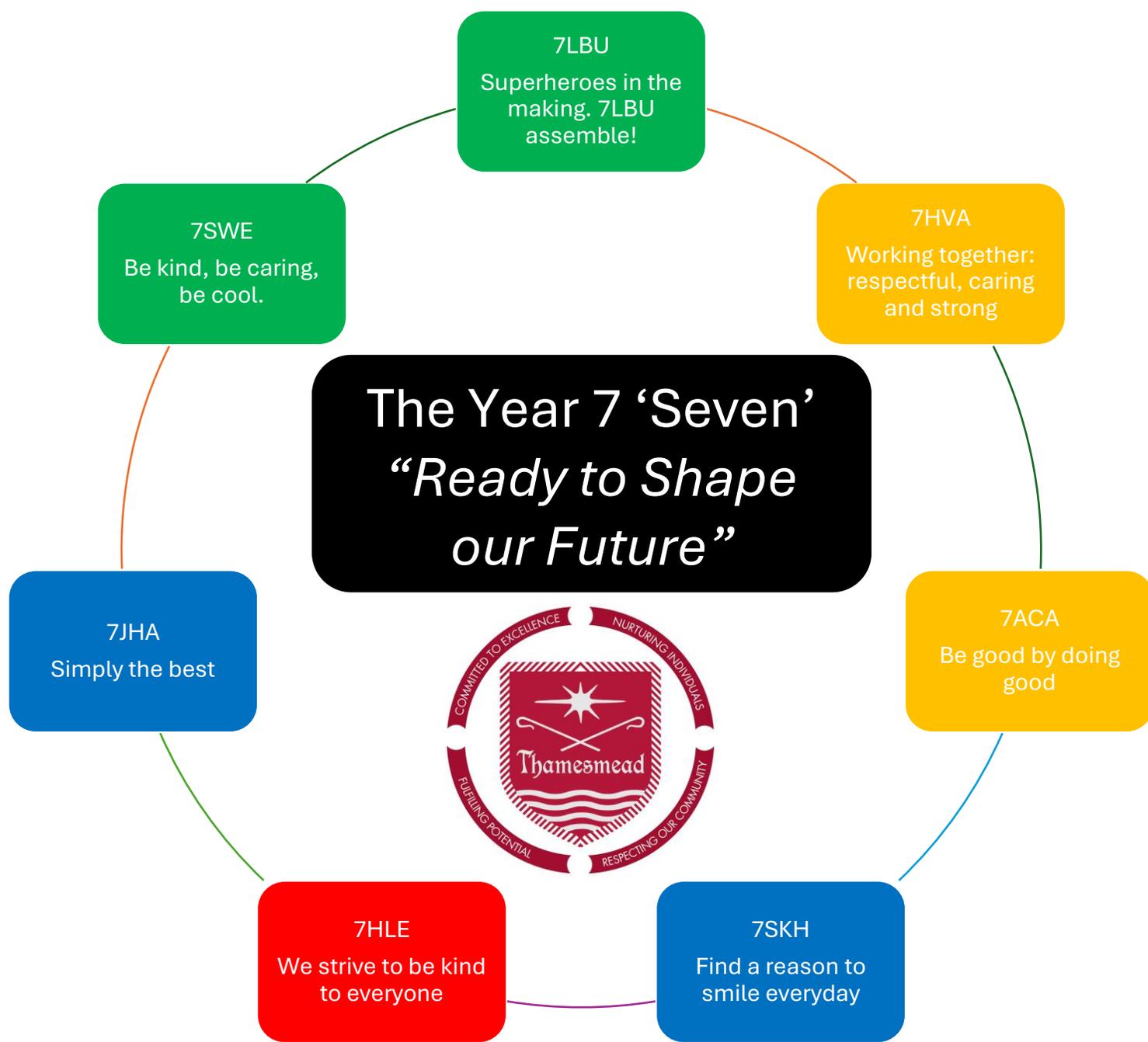
Achievement – Every lesson counts. Pupils with high attendance get better GCSE results.



Attendance

Average GCSE Grade





Why Parental Support with Rules and Expectations is Crucial

Consistency between home and school

Respect and responsibility

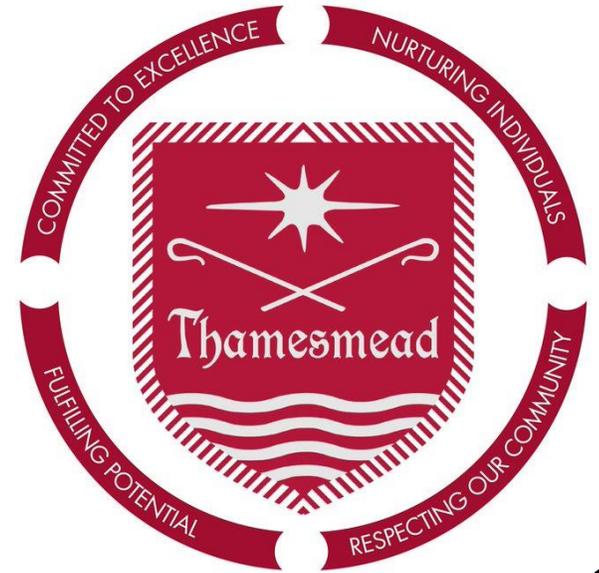
Improved behaviour and learning

Stronger home–school partnership

Role-modelling positive attitudes

Safeguarding and wellbeing

Long-term benefits



Year 7 English

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading – Novel Study - Graveyard Book	Writing- Gothic Characters and Setting	Poetry – Spoken Word	Writing – Non-fiction – The Power of Rhetoric	Reading – Introduction to Shakespeare	Writing – Heroes and Villains

Preparing for GCSE Success

Home Learning

Lexia – Students are expected to complete **1 hour per week**. This will help address any gaps in their grammar and punctuation. Once students have completed all Lexia stages, they will be given an advanced grammar booklet.

Lexia English is an online program that helps children improve their grammar, reading, and language skills through personalized, interactive lessons.

Students are also provided with a **reading and spelling journal**, which includes 15 words each week for them to learn.



Reading Log Week 1

	Book Title & Book level	Comments Action and/or Character progression Reading skills
Monday		
Tuesday		
Wednesday		
Thursday		



Week 1 spellings

Word	Definition	Use in sentence
1. macabre (muh-KAHB)		
2. epitaph (EH-pi-taf)		
3. sinister (SIN-iss-ter)		
4. foreboding (for-BOH-ding)		
5. ghoul (GOOL)		
6. chronology (kruh-NOL-uh-jee)		
7. civilisation (siv-il-eye-ZAY-shun)		



Skills Trackers

- Students will be given a skills tracker for all units so that they can better understand their progress and identify what they need to work on.

Year 7 – Punctuation and Grammar Ladder

Emerging

I can:

- Write full sentences using capital letters and full stops.
- Use basic joining words like **and**, **but**, or **so**.
- Use commas in lists.
- Sometimes vary how I start my sentences.
- Use short sentences to create impact.
- Keep my tense mostly the same throughout my writing.

Secure

I can:

- Use more joining words like **because**, **although**, or **when**.
- Use apostrophes correctly (e.g. *don't*, *the cat's bowl*).
- Use commas after fronted phrases (e.g. *After school, we went home.*).
- Punctuate speech correctly with "speech marks".
- Add extra information using brackets or dashes.
- Use different sentence starters to keep writing interesting.

Deepening

I can:

- Use a full range of punctuation: !, ?, ", ", ' -
- Use short and long sentences to create tension or detail.
- Use brackets, dashes or commas for extra detail (parenthesis).
- Use fronted phrases or openers clearly.
- Mix simple, compound and complex sentences in my writing.
- Keep grammar accurate across a piece of writing.

Mastered

I can:

- Use punctuation confidently for effect (including semicolons and colons).
- Mix sentence lengths and starters to suit my purpose.
- Use grammar and punctuation to build tone or voice.
- Keep my tense and structure consistent.
- Edit and improve grammar and punctuation independently.

AUTUMN 1 - Reading Skills – Student Checklist:

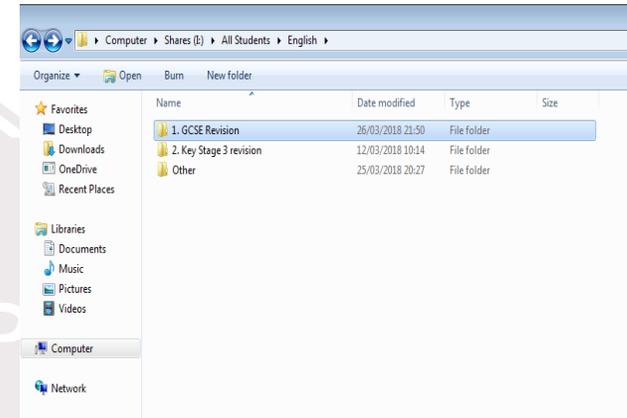
The Graveyard Book

Unit Focus: Understanding how writers create meaning and beginning to use evidence in answers

Skill Area	I Can Statement	👉 😊 👍	Teacher Comment
Explicit Information	I can find and explain clear facts or details from the text.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Implicit Information	I can "read between the lines" and understand what the writer is suggesting, even if it's not said directly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
PEAL Understanding	I know what each part of PEAL stands for: Point, Evidence, Analysis, Link.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
PEAL Starter Skills	I can make a point about the text and back it up with a relevant quote.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Language Devices	I can identify similes, metaphors, personification or imagery used by the writer.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Effect of Language	I can explain why the writer chose certain words or devices and how they affect the reader.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Word Choice (Adjectives, Verbs, Adverbs)	I can spot interesting or powerful word choices and explain what they show.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Inferring Emotion or Mood	I can describe how a character feels, even if the writer doesn't tell us directly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Reader Response	I can explain how a scene or character made me feel and why.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

What Else?

- Stronger understanding of historical and modern context → *talk to pupils about politics, social issues, and ask them to relate it to a text they have studied. This will enable pupils to be 'thoughtful' and 'critical writers'...*
 - **Wider Reading** - Reading a wide range of both fiction and non-fiction texts will help students to prepare for the **unseen** aspects of exams.
 - **Analytical Reading** – Applying the analysis strategies they have learnt in lesson.
- PEAL - Point, Evidence, Analyze, Link
- **Timed writing practise** – to achieve a 'strong pass' pupils need to be writing **1 page in 45 minutes**.



Assessment

We have **three main types of assessment** in Year 7, all aimed at building the skills needed for GCSE:

- **Skills Checks and Reading Comprehension**
- **Reading Analysis and Writing PEAL Paragraphs**
- **Creative Writing**

If you would like example tests, please contact:
s.mclaughlin@thamesmead.surrey.sch.uk

Contacts

Your first point of contact should be your child's English teacher.

You can also contact:

Year 7/8 English Coordinator:

s.mclaughlin@thamesmead.surrey.sch.uk

Head of Department:

j.williams2@thamesmead.surrey.sch.uk

Maths in Year 7

Your guide to helping your child at home!

Sparx Maths - what does home learning look like?

The screenshot shows the Sparx Maths interface. On the left, there is a navigation menu with four options: 'Compulsory' (star icon), 'XP Boost' (lightning bolt icon), 'Target' (crown icon), and 'Independent Learning' (lightbulb icon). The main content area displays a homework assignment titled 'Homework due Tuesday 19th September 6pm' with a 'Not started' status. The assignment consists of five tasks, each with a progress indicator of 0% and a 'Start >' button.

Task	Progress	Action
1. Ordering negative numbers	0%	Start >
2. Adding and subtracting with negative numbers	0%	Start >
3. Adding and subtracting integers	0%	Start >
4. Multiplying and dividing with place value	0%	Start >
5. Using a written method to multiply integers	0%	Start >

1. Start the home learning as soon as it is set to allow time for getting help if required.
2. Write down the book code and essential workings/answer for each question.
3. If your child becomes overwhelmed, take a break and return to the work later.
4. Try to encourage your child to complete extra tasks.

The Bad Habits Snowballs:

On their own, some habits don't seem so bad...

But when combined, they can snowball into much bigger problems.

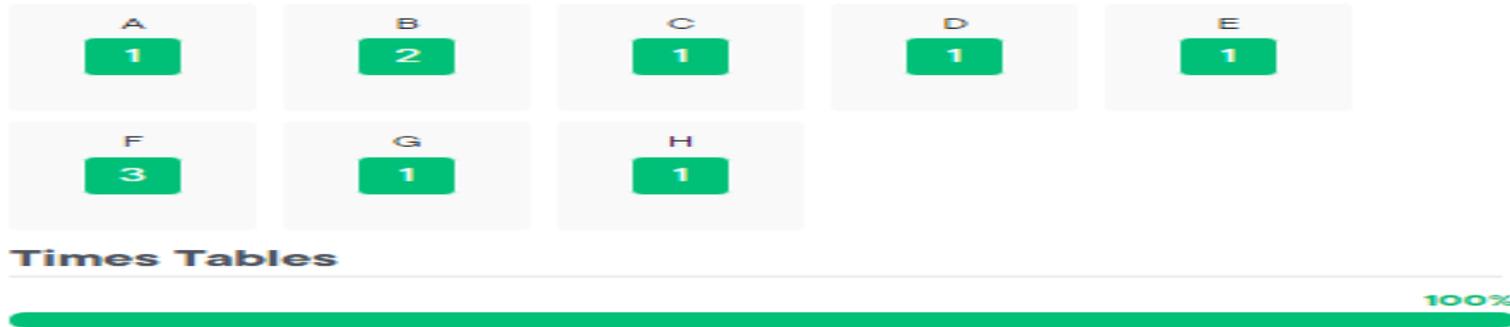
- **Not starting home-learning early** - leads to rushed work and stress.
- **Not asking for help** - small misunderstandings grow into bigger gaps.
- **Not writing down workings** - harder to spot mistakes or learn from them.
- **"Cheating" on some questions** - gives a false sense of understanding.
- **Doing home-learning late at night** - affects sleep and concentration.
- **Keeping phones nearby** - constant distractions reduce focus.



Encourage your child to practice times tables.

1. Many topics in year 7 rely on quick recall of multiplication facts.
2. A strong grip on times tables allows students to focus on more complex concepts rather than basic calculations.

6. Mixed topic practice



Help your child engage with negative numbers.

1. Negative numbers are critical when students start learning about Algebra, Solving Equations and working with Functions.
2. Negative numbers are used in everyday life.

How can you help with Maths?

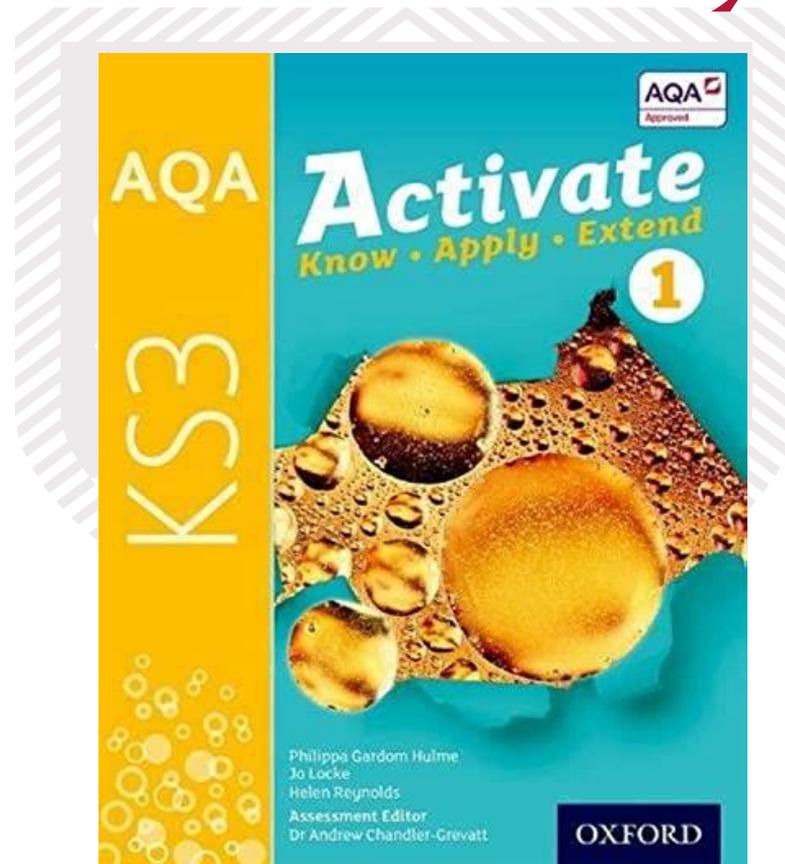
Your attitude towards Maths can shape your child's feelings. Avoid saying things like "I was never good at Maths, Instead say "Maths can be fun, and we can work through it together. Positive attitude develop "can do" and growth mindset.

Mention Maths in Everyday life. Help your child see relevance of Maths in the world around them such as cooking, shopping, traveling.

Praise your child for effort and progress, not just correct answers. Instead of saying "you are so smart" say "you worked really hard on that!" Encourage growth mind set and resilience.

Year 7 Science

*We are following the AQA
Activate 1 textbook in year 7*



Year 7 Science : Plan for the year

Autumn 1	Autumn 2	Spring 1
<p>Biology – Cells</p> <p>Chemistry – Safety in the lab Particle model</p> <p>Physics - Sound</p>	<p>Biology – Human reproduction</p> <p>Chemistry – Acids and alkalis</p> <p>Physics - Light</p>	<p>Biology – Plant reproduction</p> <p>Chemistry – Acids and alkalis and separating mixtures</p> <p>Physics – Energy transfer</p>
Spring 2	Summer 1	Summer 2
<p>Biology – Interdependence</p> <p>Chemistry – Separating mixtures</p> <p>Physics – Electricity</p>	<p>Biology – Variation</p> <p>Chemistry – Metals and non metals</p> <p>Physics – Electricity and Forces</p>	<p>Biology – Movement</p> <p>Chemistry – Earth structure</p> <p>Physics – Forces</p>

Sparks Science

* What is Sparx Science?



Individualised homeworks based on your ability



Tailored support to ensure you can get every question right



Promotes deep thinking about scientific knowledge



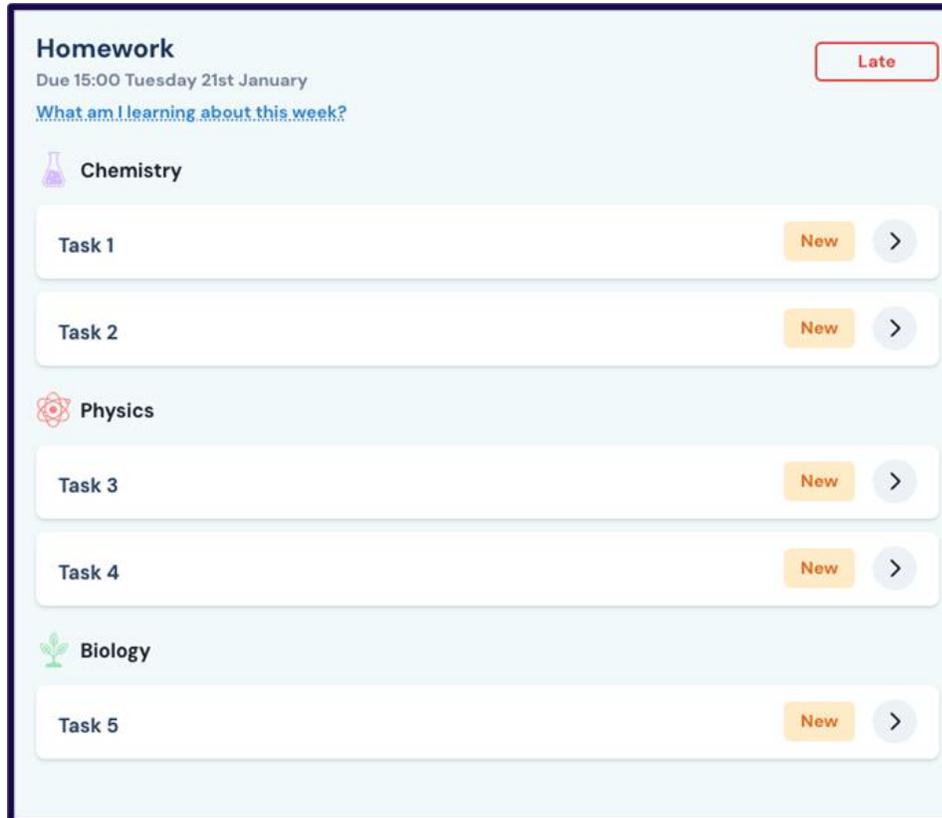
Meaningful practice of what you have learnt in lesson

www.sparxscience.com

Sparx Science

© Sparx Limited

How does it work



Each week your child will see a set of tasks based on the topics they have learnt in lessons and from previous weeks.

Tasks are split by subject.

Sparx Science is due in for and set every Monday

Sparks Science - How does it work ?

The screenshot shows a digital learning interface for a science question. At the top, there is a progress bar with buttons for questions Q1 through Q9, and a 'Results' button. Q6 is currently selected and marked with a red 'x', indicating it was answered incorrectly. The question text is: 'Calculate the percentage change in mass of the carrot in this solution.' Below the question, there is an input field containing '7.34' followed by a '%' sign, with a red 'x' icon above it, indicating the answer is wrong. A blue 'To top' button is to the right. Below the input field is a yellow banner that says 'Ok, let's learn it...'. Underneath is a 'Step 1 / 3' section. The text says: 'To calculate the percentage change in mass, we can use this equation.' Below this is a grey box containing the formula:
$$\% \text{ change in mass} = \frac{\text{change in mass}}{\text{start mass}} \times 100$$
 Below the formula, it says: 'Identify the change in mass and start mass from the table.' There are two input fields: 'change in mass = [Enter number] g' and 'start mass = [Enter number] g'. At the bottom right of the question area is a 'Submit' button with a dropdown arrow.

Each task contains a number of questions based on your child's previous performance

If they get a question wrong, then they can re-attempt it

If they are still getting it wrong then they will be given appropriate support to get the correct answer

Completing home learning.....

The screenshot shows a homework dashboard with the following details:

- Homework** (Completed)
- Due 15:00 Tuesday 10th December
- [What am I learning about this week?](#)
- Physics** (atom icon)
 - Task 1: 100% ✓
 - Task 2: 100% ✓
- Biology** (leaf icon)
 - Task 3: 100% ✓
 - Task 4: 100% ✓

Home learning is complete when all tasks are 100% complete

The tailored levels and support Sparx provides means everyone should be able to complete 100% of their homework

How can you help further -Talk about Science related issues in the news



After a seven-year journey, Nasa's Osiris-Rex capsule has safely landed back on Earth with some very special space dust. The spacecraft was launched back in October 2016 and its mission was to **collect samples from the surface of a mountain-sized asteroid** called Bennu.

Scientists hope the studies will help them to understand how the Solar System was formed 4.6 billion years ago and possibly even how life on Earth started.



Its legs are several times as long as its body and it can often be seen bobbing about in a flutter in corners of rooms just before bedtime.

But have you noticed that you've started to see lots more daddy longlegs in your house in recently?

As the weather begins to cool, you'll often find them in the house at this time of year as they seek warmth indoors.

The bugs - also known as crane flies - start life underground, before beginning to emerge around mid-August in the UK, reach their peak by the middle of September.



A species of monkey in Brazil is having to change the way it communicates because of loud city noises. Pied tamarin monkeys living just outside the city of Manaus in Brazil have started to communicate with each other using smells and scent, instead of by calls and noises.

<https://www.bbc.co.uk/newsround>