



## Year 7 Newsletter and Home Learning Summer Term 1

### The Road to Canterbury

This half term, students will read and explore Chaucer's medieval poem *The Canterbury Tales*. This is the oldest text that we study at Edwinstree. We will explore the history of the English language and enjoy the challenge of translating Middle English into modern English. We also read, Ian Serrallier's book *The Road to Canterbury*, which re-tells the traditional stories that the pilgrims share on their journey. We explore the Value of humility.

Writing Outcomes	Reading Outcomes
Can I write a persuasive text? (Travelogue) Can I write an essay? <b>Who is the most likeable character? (The Knight or the Squire?)</b> Can I write a descriptive text?	Can I make a comparison between writers' ideas and viewpoints? Can I explore the relationship between a text and its context? Can I select explicit information and ideas? Can I study setting, plot, and characterisation? Can I explain how writers use language to influence the reader and create effect?

### Reading Journals

The journal outlines the home learning expectations for half term. If a student loses their journal, they are available to download. Learning sequences are not necessarily completed in exactly a week as teachers adapt teaching to meet the needs of their students. Suggestions are made in the journals to encourage pupils to pursue their own lines of enquiry.

### Reading Guidance

**This is a guide only - we recognise that children will read at different rates**

Learning Sequence	All	Further differentiated activities are in the journal
1	Read 'The Road to Canterbury' pages 17-19	
2	Read 'The Knight' and 'The Knight's Tale' pages 20-38	
3	Read 'The Nun's Priest' and 'The Nun's Priest's Tale' pages 44-52	
4	Read 'The Wife of Bath' and 'The Wife of Bath's Tale' pages 108-116	
5	Read 'The Pardoner' and 'The Pardoner's Tale' pages 129-136	

### Reading for Pleasure

We have a KS3 fiction library and a non-fiction school library. Students have a weekly opportunity to borrow books, read together and share ideas. Academically successful students read for a minimum of twenty minutes daily.

### Home Learning Support

We understand that every student has different needs, especially when working at home. Class teachers encourage the completion of home learning to the best of a student's ability. There is a weekly opportunity to share learning and of course everything completed underpins work in class. Teachers will tell students which day of the week they need to be prepared for; students need to write due dates in their ROAs. Merits will be awarded for effort.

Please offer your child encouragement and support; please discuss with them the right place and time for home learning to be completed.

Every student is provided with a **Linking Literacy Passport** at the appropriate level. These booklets contain subject terminology; reading and writing targets and ideas to support learning.

At school there are a number of home learning clubs and Learning Surgery is held every Monday lunchtime (just turn up). Contact heads of year for further details.

### Challenge Home Learning

#### Teachers will ask: What have you learned?

Commit to learn something new

Investigate and learn facts, skills, concepts, vocabulary and spellings

Form good habits

Become an independent learner

Learn how to get 'unstuck'

Students have a list of vocabulary/spellings to learn each week

Students are asked to spend a little time focussing on something they need to memorize or practise.

This might be guided by the teacher or have a whole class focus.

Cool Chilli

**Remember and understand** the terminology.

Medium Chilli

**Analyse and evaluate** the effect; whilst reading, find out about authorial intent and consider how successful this is.

Hot Chilli

**Create** examples.

**This half term, students will** consolidate the use of commas to mark clauses.

Also students could use the English pages in their ROAs to write using a variety of different sentence structures.

