Appendix of T&L Policy
Homework

Policy Information		
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I. Context

At Skegness Grammar School (SGS) we set homework due to its valuable contribution to student learning. Our intent is to construct learning outside of the classroom that inspires fluent thinking, provides challenge and creates a culture of independent revision and curiosity. The Education Endowment Foundation (2021) reinforces the positive impact of homework, stating that the process can equate to five months' additional student progress. Ian Kelleher (2017) expanded on this by exploring the importance that teachers communicate the purpose of each homework task, its meaning and how it links to their wider learning. It is therefore essential that we provide quality homework to ensure student progress. Consequently, teachers at SGS will set planned, focused and meaningful homework tasks that enable students to:

- Access the homework
- Consolidate, recall and extend work covered in class
- Recall knowledge previously learnt
- Understand the bigger learning picture
- Prepare for the necessary revision at GCSE and A Level
- Foster a love of learning and take ownership of the assignment
- Develop research skills
- Show progress and understanding
- Secure foundational concepts in preparation for learning more complex knowledge
- Enhance their study skills, work ethic, time management skills and acquire a healthy work/study balance
- Provide feedback to teachers
- Develop parent-student-teacher-tutor communication and support

SGS recognises the importance that students can recall information and have secured foundational concepts, in preparation for learning more complex knowledge. Research reveals that homework, which focuses on securing and practising previously learnt knowledge, has a greater impact on student learning (The Chartered College of Teaching, 2022). At KS3, students learn the skill of revision and retrieval through the set homework activities, either through Microsoft forms multiple choice quizzes or subject specific online platforms. This repeated retrieval makes memories stronger and embeds knowledge into a student's long-term memory, especially as it is spaced (Ambition Institute, 2020). All KS3 students complete their timetabled homework, alongside their allotted reading.

To complement our DRET Reads programme (DRET, 2021), KS3 students are assigned 20 minutes of reading per day. SGS understands the importance and positive impact of reading for enjoyment. Reading is a lifelong skill that provides opportunities to learn, be informed and be entertained. This homework encourages families to support their child's reading and empowers students to make or exceed age-related expectations.

In addition, SGS agrees with Tom Sherrington (2012), who states that homework does not have to be completed at home. Students, who find it hard to work at home, or require specific resources, may find it necessary to carry out the work at school. SGS offers a homework club afterschool, computer facilities and a library for students to complete homework tasks.

References & Further Reading

- Ambition Institute (2020). *The Learning Curriculum 3.0.* Available at: https://www.ambition.org.uk/research-and-insight/learning-curriculum-30/ (Accessed: 22 November 2021).
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- DRET (2021). *DRET Reads.* Available at: https://www.ambition.org.uk/research-and-insight/learning-curriculum-30/ (Accessed: 22 November 2021).
- Education Endowment Foundation (EEF) (2020). *Homework.* Available at: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework (Accessed: 12 November 2021).
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- The Chartered College of Teaching (2022) *Homework*. Available at: https://my.chartered.college/wp-content/uploads/2021/10/Homework_Sherrington.pdf (Accessed: 03 May 2022)

II. Year 7, 8 & 9 – (Key Stage 3) Homework/Prep/Retrieval Task (RT) Timetable

Year 7/8 Homework Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Science (Kay Science)	Music (Music First) Computer Science	English (Educake) Spanish (Active Learn)	RE Food & Nutrition	History Rotation Subject (Drama only)	Geography Sparx Maths (1 hour)
Art and DT homework will be set on the day of the lesson, with a week to complete the task. Each task will be between 20 and 30 minutes in duration.					
Reading is required for 20 minutes every day (including weekends).					

Year 9 Homework Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Science (Kay Science)	Music (Music First) Computer Science	English (Educake) (Science Kay Science)	RE Spanish (Active Learn)	History Rotation Subject (Drama, Food & Nutrition)	Geography Sparx Maths (1 hour)
Art and DT homework will be set on the day of the lesson, with a week to complete the task. Each task will be between 20 and 30 minutes in duration.					
Reading is required for 20 minutes every day (including weekends).					

English – Students complete tasks set by their class teacher on the online platform Educake.

Humanities - Students complete a multiple choice self-marking quiz Microsoft forms (in their multiple choice homework teams channel) and shared with students via Bromcom. The information used to create the quiz is based on the most recent learning episodes, where appropriate, prior learning can be interleaved in to promote retrieval.

Reading - All students complete 20 minutes of reading every day, including weekends.

Science Students complete tasks set on **Kay Science.** Students complete the following tasks, Blank canvas video review (with embedded questioning) followed by a quiz to practice the substantive content of the video.

Maths homework follows a different format, using **Sparx Maths**. Students complete 1 hour of personalised homework. It is both challenging and achievable due to the AI system, which increases the challenge of questions when students answer questions correctly. The programme automatically tests current and past material and allows students to, not only practice, but apply the rules. Additionally, students may also complete XP boost, which is a 30-minute extension material. Students are rewarded for the compulsory and extension tasks through the Sparx leaderboard. Student log in: https://www.sparxmaths.uk/student.

Spanish homework is completed via the Pearson active learn online system, this will be directed by subject teachers and based around current learning topics.

Music homework is completed via the Music First online system, this will be directed by subject teachers and based around current learning topics.

III. Year 10 & 11 – (Key Stage 4) Homework Timetable

Students in KS4 will receive a total of 60-90 minutes of homework per subject, per week. Homework will be set by teachers as chunked, explicit, and manageable tasks. This will ensure that scaffolding is provided for longer projects/assignments and students can learn to plan and organise their time effectively. Additional personal revision is promoted throughout a student's GCSE years. Subject teachers will be able to point students in the direction of relevant reading material.

Reading - All students complete 20 minutes of reading every day, including weekends for homework.

IV. Year 12 & 13 – (Key Stage 5) Homework Timetable

Students in KS5 will be expected to complete 3-4 hours of homework and independent study per subject, per week, plus additional study for enrichment qualifications where necessary (e.g., EPQ, Pre-Teaching). Students should utilise their out of lesson study time, ensure that notes and revision materials are prepared for each subject and that they are kept in an organised folder throughout the duration of their courses. This is down to the individual student to maintain. Also, as part of the independent study, students should be reading around their subjects. Subject teachers will be able to point students in the direction of relevant reading material.

Reading - All students complete 20 minutes of reading every day, including weekends for homework.

V. Year 7, 8 & 9 (Key Stage 3) Homework Routines & Procedures

- Students have a timetabled homework schedule, which remains the same each week.
- Students complete their homework on the online system specific to the subject (see above)
- Rewards and consequences are issued at the time of checking completion by subject teachers.
- A break time reflection is issued for non-completion of homework. These are recorded by the teacher in Bromcom, and can be viewed by the student, parent/carer, and all teaching staff.
- Students choose their reading books, from the SGS Library Collection or home. To help students develop a love of reading and find challenging books, students can be guided by our expert librarians, tutors and reading lists.
- All homework should be recorded on bromcom so students and parents can access details, all links should be included.

VI. Year 10, 11, 12 & 13 (Key Stage 4 & 5) Homework Routines & Procedures

- Teachers communicate homework tasks verbally and via Bromcom.
- All KS4 & 5 homework at SGS will be set on Bromcom so that students and parents are aware of what is required, tasks can be set via Teams but must be recorded on Bromcom.
- Teams is a collaboration platform that enables SGS to assign tasks, share files and resources, arrange meetings, and communicate effectively.
- On Bromcom, teachers will share: the homework title, clear instructions, any additional attachments/links, and the homework deadline.
- Where revision is the homework task, teachers will set clearly guided exercises, e.g., recall tasks, quizzes, mind maps, flash cards, practice questions, etc.
- KS4 homework deadlines will give one week's notice wherever possible. As homework is appropriately chunked there will be no long-term projects set (unless this involves coursework).
- KS5 homework deadlines will give at least 48hrs, with regular practice giving one week's notice. As homework is appropriately chunked there will be no long-term projects set(unless this involves coursework).
- Sixth form teachers (if absent) may also utilise the Teams platform to share a lesson plan.
- Individual subject teachers check homework, award reward points and issue (non-removal) C3 consequences. These are recorded by the teacher in Bromcom, and can be viewed by the student, parent/carer, and all teaching staff.
- Teams iPhone and Android apps are available for free for teachers and students.

- Teams' services can be accessed on any web-enabled device.

VII. Homework Responsibilities

The role of Year 7, 8 & 9 (Key Stage 3) students:

- ✓ To ensure the homework deadline is met. It is unacceptable to arrive to fail to meet homework deadlines
- ✓ To complete the daily reading quota.
- ✓ To inform the class teacher of any difficulties in plenty of time ahead of the deadline.
- ✓ To attempt all work and try their best.

The role of every Year 10, 11, 12 & 13 (Key Stage 4/5) students:

- ✓ KS4 students will complete the daily reading quota.
- ✓ To ensure the homework deadline is met. It is unacceptable to arrive to a lesson without the required homework.
- ✓ To inform the class teacher of any difficulties in plenty of time ahead of the deadline.
- ✓ To attempt all work and try their best.
- ✓ To listen to any additional homework instructions in class that may help complete the task.
- ✓ To visit their homework calendar daily via a school computer or through the Teams app.

The role of the Parent/Carer:

- ✓ To provide a table, chair, and a quiet place to work. In circumstances where this is not possible, or student preference is to work at school, SGS provides a homework club until 4pm every school day. Additionally, students can use the library at lunch time, which remains a silent workplace.
- ✓ To negotiate with the student when homework is to be done (as a student's free time is important too).
- ✓ To ensure that outside clubs do not hamper a student's quality of work or put them under undue pressure.
- ✓ To check the time spent on individual tasks is in line with the teacher direction and homework policy.
- ✓ To monitor homework rewards and consequences, via their MCAS login, and engage in discussion concerning the work set.
- ✓ To support the school's sanctions and rewards policy if and when it impacts upon their child.
- ✓ To provide the school with information about any concerns or difficulties by contacting the school directly through parent portal or on 01754 610000 or by emailing enquiries@skegnessgrammar.co.uk.

The role of the Class Teacher:

- ✓ To plan and set meaningful homework, which is integrated into the curriculum.
- ✓ To provide a clear explanation of the homework's purpose and share comprehensive instructions on Bromcom or additional explanation in class.
- ✓ To provide the stimulus or resources required.
- ✓ To set all homework tasks using the Homework Procedures & Routines protocol, detailed in this policy.
- ✓ To recognise excellent homework using the rewards process *(detailed in the behaviour policy).*
- ✓ To issue a break time (KS3) or Lunch time ((KS4/5) reflection and follow the Behaviour policy when students do not meet the submission deadline or quality expectations. *(Detailed in the Behaviour policy).*

The role of the Form Tutor:

- ✓ To notify staff of all students who have limited or no access to the internet. Support arrangements to be made to allow the student access to the IT suites or library as necessary.
- ✓ To engage in discussion and take an active interest in the students' homework.
- ✓ To work alongside students/staff/parents/carers to improve homework standards across the school.

- ✓ To inform students of reflections each day.
- ✓ KS3 Tutors to follow the Homework Procedures & Routines protocol, detailed in this policy.
- ✓ KS4/5 Tutors to check that students have their Bromcom/Teams log-in details, are aware of how to access the platform and to promote the phone app.

The role of the SENDCO and Pastoral Support team:

- ✓ To support arrangements to be made to allow the student access to the IT suites, library or SEND facilities.
- ✓ To use the consequence reports provided by Bromcom to monitor or support learners.
- ✓ To monitor homework set and ensure teachers improve the support required for specific students.
- ✓ To liaise with Heads of Year/Curriculum Leaders/School Improvement Leaders/Form Tutor/Parents/Carers/Students to create strategies to support students who fail to meet homework deadlines and whose learning is vulnerable.

The role of the Curriculum Leader/School Improvement Leaders/Heads of Year

- ✓ To use Homework data, provided by Bromcom, to monitor how frequently homework is being missed and support students whose learning is vulnerable to make positive changes.
- ✓ To praise and celebrate students who consistently complete homework to high standards.
- ✓ HOY to perform in-depth spot checks of homework, during morning mastery, to ensure quality homework prep is taking place.
- ✓ To monitor the quality of homework set in their staff in their faculty/subject area and support teachers to improve, through 1-1 meetings, co-planning and deliberate practice sessions.
- ✓ To share best practice homework task examples with their department/faculty.

The role of the Senior Leaders/Principal:

- ✓ To monitor and evaluate the school homework policy.
- ✓ To organise the homework timetable.
- ✓ To use Homework data, provided by Bromcom, to identify and monitor how frequently homework is being missed and support students whose learning is vulnerable, in order to make positive changes.
- ✓ To monitor students and liaise with the Form Tutor and Heads of Year regarding concerns over students who regularly fail to meet homework deadlines or standards.
- ✓ To monitor and evaluate the quality of homework set by teachers across the school.
- ✓ To support teachers to set consistent homework that is to the high standard and expectations required.
- ✓ To provide staff, students, parents, and carers with the necessary homework documentation.
- ✓ To reduce homework excuses and parental complaints by providing a consistent message regarding homework and expectations.

The role of the School:

- ✓ To provide after school and lunchtime opportunities and venues for independent study.
- ✓ To support students who cannot access the internet.
- ✓ To set homework in accordance with this policy.

VIII. Year 7, 8 & 9 Recommended Reading List

Forename:	Surname:	Title:	Genre:
Richard	Adams	Watership Down	Adventure, Classic
Joy	Adamson	Born Free	Biography/Autobiography

Tomi	Adeyemi	Children of Blood and Bone	Fantasy
L.M.	Alcott	Little Women	General, Classic
Benjamin	Alire	Aristotle and Dante Discover the Secrets of the Universe	General
Allison	Allen-Grey	Unique	Crime/Thriller
David	Almond	Clay	Fantasy
Jane	Austen	Pride and Prejudice	Romance, Classic
L.F.	Baum	The Wizard of Oz	Fantasy, Classic
Harriet	Beecher	Uncle Tom's Cabin	Culture and Diversity, Classic
Malorie	Blackman	Noughts and Crosses	Science Fiction (Award)
Tim	Bowler	River Boy	Fantasy (Award)
Charlotte	Brontë	Jane Eyre	Romance, Classic
Kevin	Brooks	The Bunker Diary	Crime/Thriller (Award)
Bill	Bryson	Notes from a Small Island	Human Geography and Travel
Lauren	Child	Ruby Redford series	Crime/Thriller
Lucy	Christopher	Stolen	Adventure (Award)
Suzanne	Collins	The Hunger Games	Science Fiction
Arthur	Conan Doyle	The Adventures of Sherlock Holmes	Crime/Thriller, Classic
Robert	Cormier	The Chocolate War	Crime/Thriller (Award)
Frank	Cottrell-Boyce	Framed	General Fiction (Award)
Sharon	Creech	Walk Two Moons/Heartbeat	General Fiction (Award)
Gillian	Cross	The Great Elephant Chase	Historical Fiction (Award)
Gillian	Cross	Calling a Dead Man	Crime/Thriller
Sarah	Crossan	One	General Fiction (Award)
Sarah	Crossman	The Weight of Water	Historical Fiction
Daniel	Defoe	Robinson Crusoe	Adventure, Classic
Joseph	Delaney	The Spook's Stories	Fantasy
Charles	Dickens	Great Expectations	General Fiction, Classic
Charles	Dickens	Oliver Twist	General Fiction, Classic
Charles	Dickens	A Christmas Carol	General Fiction, Classic
Siobhan	Dowd	Bog Child	General Fiction (Award)
Heidi	Durrow	The Girl Who Fell From The Sky	Fantasy (Award)
Jane	Elson	How to Fly with Broken Wings	General Fiction (Award)
Zana	Fraillon	The Bone Sparrow	Culture and Diversity (Award)
Anne	Frank	Diary of a Girl	Biography/Autobiography
Neil	Gaiman	American Gods	Fantasy
Sally	Gardner	Maggot Moon	Science Fiction (Award)
Jamila	Gavin	Coram Boy	Culture and Diversity (Award)
William	Golding	Lord of the Flies	General Fiction, Classic
Michael	Grant	Gone series	Science Fiction
John	Green	Paper Towns	General Fiction
Sally	Green	Half Bad series	Fantasy
John	Grisham	Theodore Boone	Crime/Thriller
Frances	Hardinge	Cuckoo Song	Fantasy (Award)
Sonya	Hartnett	The Ghost's Child/Thursday's Child	Fantasy (Award)
Charlie	Higson	The Young Bond Series	Adventure
Charlie	Higson	The Enemy series	Horror
Susan	Hill	Woman in Black	Horror, Classic
S.E.	Hinton	The Outsiders	General Fiction
Anne	Holm	I am David	Historical Fiction
Tom	Hoyle	Thirteen	Crime/Thriller
Thomas	Hughes	Tom Brown's Schooldays	Classic
Aldous	Huxley	Brave New World	Science Fiction, Classic

Eva	Ibbotson	Journey to the River Sea	Adventure (Award)
Kazuo	Ishiguro	Never Let Me Go	Science Fiction
Rudyard	Kipling	The Jungle Book	Adventure, Classic
Elizabeth	Laird	The Garbage King	Culture and Diversity (Award)
Derek	Landy	The Skulduggery Pleasant Series	Horror
Harper	Lee	To Kill a Mockingbird	General Fiction, Classic
Laurie	Lee	Cider with Rosie	Biography/Autobiography, Classic
C.S.	Lewis	The Chronicles of Narnia series	Fantasy, Classic
Jack	London	White Fang	Adventure, Classic
Jack	London	The Call of the Wild	Adventure, Classic
Lois	Lowry	The Giver	Science Fiction (Award)
Lois	Lowry	Number the Stars	Historical Fiction (Award)
Sarah J.	Maas	Throne of Glass	Fantasy
Michelle	Magorian	Goodnight Mr Tom	Historical
Yann	Martel	Life of Pi	Fantasy (Award)
Michael	Morpurgo	War Horse	Historical Fiction
Michael	Morpurgo	Private Peaceful	Historical Fiction
Robert	Muchamore	The Cherub Series	Adventure
Edith	Nesbit	The Railway Children	General Fiction, Classic
Patrick	Ness	The Knife of Never Letting Go	Fantasy (Award)
Patrick	Ness	Release	LQBTQ+ (Award)
Patrick	Ness	More Than This	Fantasy
Alyson	Noel	Radiance	Fantasy
George	Orwell	Animal Farm	General Fiction, Classic
George	Orwell	1984	Science Fiction, Classic, Challenging
James	Patterson	The Maximum Ride Series	Science fiction
Mal	Peet	Tamar/The Penalty	Historical Fiction
Sara	Pennypacker	Pax	Historical Fiction
Rodman	Philbrick	Freak the Mighty	General Fiction
Terry	Pratchett	Nation	Fantasy
Terry	Pratchett	Discworld series	Fantasy
Philip	Pullman	Ruby in the Smoke	Historical Fiction
Philip	Pullman	Northern Lights	Fantasy
Ransom	Riggs	Miss Peregrine's Home for Peculiar Children	Fantasy
Rick	Riordan	Percy Jackson series	Fantasy
Meg	Rosoff	How I Live Now	Historical Fiction
Veronica	Roth	Divergent	Science Fiction
J K	Rowling	Harry Potter & the half blood prince (and those following)	Fantasy
Louis	Sacher	Holes	Adventure
Anna	Sewell	Black Beauty	Adventure, Classic
William	Shakespeare	The Tempest	Play, Classic
William	Shakespeare	Much Ado About Nothing	Play, Classic
William	Shakespeare	Othello	Play, Classic
Mary	Shelley	Frankenstein (play and novel)	Horror, Classic
Joe	Simpson	Touching the Void	Biography/Autobiography
Art	Spiegelman	Maus	Biography/Autobiography
John	Steinbeck	Of Mice and Men	General Fiction, Classic
John	Steinbeck	The Grapes of Wrath	General Fiction, Classic
Robert Louis	Stevenson	Treasure Island	Adventure, Classic
Bram	Stoker	Dracula (play and novel)	Horror, Classic
Jonathan	Swift	Gulliver's Travels	Adventure, Classic
Angie	Thomas	The Hate U Give	Culture and Diversity

J.R.R.	Tolkien	The Hobbit	Fantasy, Classic
J.R.R.	Tolkien	The Lord of the Rings	Fantasy, Classic
Mark	Twain	The Adventures of Tom Sawyer	Adventure, Classic
Mark	Twain	The Adventures of Huckleberry Finn	Adventure, Classic
Kurt	Vonnegut	Mother Night	Historical Fiction, Challenging
Mark	Walden	H.I.V.E. series/Earthfall series	Science Fiction
H.G.	Wells	The Time Machine	Science Fiction, Classic
Malala	Yousafzai	I am Malala	Biography/Autobiography
Benjamin	Zephaniah	Gangster Rap/Face/Terror Kid	Culture and Diversity
Marcus	Zusak	The Book Thief	Historical Fiction

IX. Year 10 & 11 Recommended Reading List

Forename:	Surname:	Title:	Genre:
Julia	Alvarez	In the Time of Butterflies	Culture and Diversity, Historical
Maya	Angelou	I Know Why the Caged Bird Sings	Biography/Autobiography
Harvey	Anne	In Time of War	Historical
Margaret	Atwood	The Handmaid's Tale	Science Fiction
Margaret	Atwood	Oryx and Crake	Science Fiction
Jane	Austen	Pride and Prejudice	General, Classic
Jane	Austen	Persuasion	General, Classic
J.G.	Ballard	The Empire of the Sun	Culture and Diversity, Classic
Neil	Bowen	The Art of Poetry	Poetry
Ray	Bradbury	Fahrenheit 451	Science Fiction, Classic
Anne	Brontë	The Tenant of Wildfell Hall	General, Classic
Charlotte	Brontë	Jane Eyre	General, Classic
Emily	Brontë	Wuthering Heights	General, Classic
John	Carr	The Case of the Constant Suicides	Crime/Thriller
Ann	Carter	The Bloody Chamber	Horror
Jung	Chang	Wild Swans	Culture and Diversity
Sandra	Cisneros	The House on Mango Street	Culture and Diversity
Wilkie	Collins	The Woman in White	Crime/Thriller, Classic
Robert	Cormier	Heroes	Historical
Michaela	DePrince	Hope in a Ballet Shoe	Biography/Autobiography
Charles	Dickens	A Tale of Two Cities	General, Classic
Charles	Dickens	Great Expectations	General, Classic
Peter	Dickinson	The Ropemaker	Fantasy
Emma	Donoghue	Room	Crime/Thriller
Roddy	Doyle	A Star Called Henry	Historical
Sebastian	Faulks	Birdsong	Historical
Nathan	Filer	Shock of the Fall	General (Award)
F. Scott	Fitzgerald	The Great Gatsby	General, Classic
Jostein	Gaarder	Sophie's World	General, Culture and Diversity
Ernest J	Gaines	A Gathering of Old Men	Historical/multicultural
Brian	Gardner	Up the Line to Death: War Poets, 1914-18	Poetry
William	Golding	Lord of the Flies	General, Classic
Graham	Greene	Brighton Rock	Crime/Thriller, Classic
Mark	Haddon	The Curious Incident of the Dog in the Night-Time	Crime/Thriller
Lorraine	Hansberry	A Raisin in the Sun	Play, Culture and Diversity
Thomas	Hardy	Tess of the D'Urbervilles	General, Classic
Stephen	Hawkin	A Brief History of Time	Science/Physics
James	Herriot	All Things Bright and Beautiful	Biography/Autobiography
Khaled	Hosseini	A Thousand Splendid Suns	Culture and Diversity

Kazuo	Ishiguro	Never Let Me Go	Science Fiction
Paul	Kalanithi	When Breath Becomes Air	Biography
Harper	Lee	To Kill a Mockingbird	General, Classic
Shelley	Mary	Frankenstein	Horror, Classic
Ian	McEwan	Atonement	General
Linda	Newbery	The Shell House	Historical
Barack	Obama	Dreams of My Father	Biography/Autobiography
Michelle	Obama	Becoming	Biography/Autobiography
George	Orwell	Nineteen Eighty-Four	Science Fiction, Classic
Yeonmi	Park	In Order to Live	Biography/Autobiography
Edgar Allen	Poe	The Murders in the Rue Morgue	Horror, Classic
Catherine W.	Reilly	Scars Upon My Heart: Women's Poetry and Verse of the First World War	Poetry
Erich	Remarque	All Quiet on the Western Front	Historical, Classic
Arundhati	Roy	The God of Small Things	General (Award)
Willy	Russell	Blood Brothers	Play
Willy	Russell	Educating Rita	Play
J.D.	Salinger	The Catcher in the Rye	General, Classic
Lewis	Sinclair	Babbitt	General, Classic
John	Steinbeck	Grapes of Wrath	General, Classic
William	Styron	Sophie's Choice	Historical
Matthew George	Walter	The Penguin Book of First World War Poetry	Poetry
Elie	Wiesel	Night	Biography/Autobiography
Oscar	Wilde	The Picture of Dorian Gray	LGBTQ+, Classic
Jeanette	Winterson	Oranges Are Not the Only Fruit	LGBTQ+