

Saint John Wall Catholic School

A Catholic School For All



Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Issue 22

Weekly Information Bulletin

Date: Friday 4 March 2022

Catholic Life - This year 's theme is based on the Parable of the Sower (Matthew 13)

Termly theme: Achievement (rocky soil)

Termly SJW values – Learned and Wise

God of mercy, help us to listen to your voice, a voice that speaks of peace to all people. Let the sound resonate within us, until a whisper becomes a shout which cannot be ignored. Move us with your love, so that our actions echo your peace, and we may bring comfort to those touched by conflict. Fill us with your hope, O Lord, and quiet the fear and hatred which divides us, as we seek to build a future together, of true and lasting peace. Amen.

Important Dates to Note

Important Dates to Note:

- **Year 11 Mock 2 Examinations**
Wednesday 9 March to Wednesday 16 March 2022
- **The Crescent Theatre – Macbeth (27 Year 10s)**
Thursday 10 March 2022 – 8.30am to 1.30pm
- **Values@SJW Day 3**
Friday 11 March 2022
- **Year 11 Parents' Evening**
Wednesday 30 March 2022 - 4.00pm to 6.00pm

Literacy Week

This week has been Literacy Week here at Saint John Wall. We have spent the week encouraging each other to share in the joy of reading, not just for pleasure, but also as a way of pushing ourselves to be the best that we can be. As part of Literacy Week, we have had many events taking place for example Years 7 to 10 participated in a story comic book competition, while on Thursday, our wonderful Year 11 prefects read a small extract from a popular well-known story to all tutor groups in Years 7 and 8. Years 9 and 10 have taken part in a day long Reading Relay, where their teachers modelled reading a text across each of their lessons during World Book Day. This special newsletter edition will showcase how each subject develops pupils' literacy skills. In addition to all of this, many members of staff chose to dress-up as their favourite book character to share in the joy of the day.

As a lovely end to what has been a very busy week, all the pupils have been given their own World Book Day book to bring home and to read, so they can continue what we have started in school at home. There have been so many members of staff and pupils who have participated in making Literacy Week, the success it has been, a huge thank you to all. We would also like to express our thanks to Tesco's for supporting the school in providing nearly 700 books to be distributed to our pupils.

Enjoy reading this afternoon and this weekend everyone.

By Mrs Hillier



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Catholic Life

Year 7 Youth SVP

Our Youth SVP Group is championing the cause for refugees and asylum seekers within our city. Both groups are aiming to raise the profile of some of the most vulnerable people who have had to flee their home countries due to conflict, poverty or disease. This week the Youth SFC created a reflective display in the Chapel which will be used throughout Lent to encourage conversation and prayer around what day to day life must be like for those seeking asylum and refuge in our country.



Year 8 One World Group

Pupils involved in our school One World group have come together over the past two weeks to research and plan our Ash Wednesday service. Our pupils decided to launch CAFOD's 'Walk Against Hunger' campaign, which will see our school walk 200km this half term to raise vital funds for children suffering from malnutrition in Sierra Leone.



Saint Chad's Sanctuary Trip

On Friday, pupils from Year 7 visited Saint Chad's Sanctuary in Birmingham City Centre. The Sanctuary provides asylum seekers and refugees with English lessons, canned food and clothing. Thank you to staff who have donated clothing to the Sanctuary.



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Catholic Life

Our One World Group began their fundraising by having a pancake sale. They raised £40 which will be added to the total raised at the end of the term.



Ash Wednesday Services

It was wonderful to welcome pupils and staff back to face to face services in the hall for the first time this school year. The Gospel reflected upon the need for fasting, prayer and charity and coincided with the call of Pope Francis to pray for peace in our world. We also heard the story of Lombeh, a four-year-old girl from Sierra Leone who suffered from malnutrition as a baby. As a school we have pledged to walk 200km in solidarity with children like Lombeh and are asking families and parishes within our local community to sponsor us over the coming weeks as we reach closer to our goal.



To donate to our CAFOD Lenten appeal, please visit: <https://walk.cafod.org.uk/fundraising/saint-john-wall-catholic-school-walk-against>

Thank you to our Year 10 readers: Hardi Pembele, Asher Rogers, Ivie Imadonmwinyi, Andrea Zajacova, Manjot Kaur, Olamide Adekunle-Olayiwola, Timothy Renju, Kiet Nguyen for leading our services throughout the day.

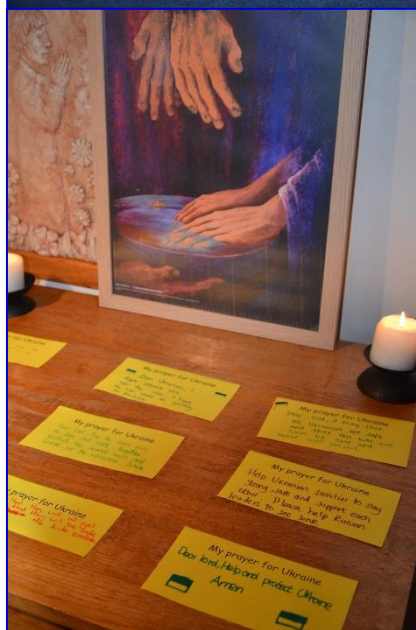
"I learnt that communication between God and us is really important because it would increase the chance of us getting closer to God." **By Ivie Imadonmwinyi 10ESM**

"I learned how I can help people around the world, and how lucky I am to live with so many opportunities. With that I connect with God." **By Andrea Zajacova 10FOD**

"I liked learning about the work of CAFOD around the world and how we can support others." **By Olamide Adekunle-Olayiwola 10PAL**

Pray for Ukraine

On Ash Wednesday Pope Francis called for us to fast and pray for the people of Ukraine, that peace might prevail. Pupils were encouraged to visit the Chapel throughout the day to pray for peace.



By Mrs Ellis



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Chapel News

In the chapel this week we have been thinking about our neighbours in Ukraine. We will continue to pray for all those affected by war and hope that all governments can work together for a peaceful solution.

By Mrs Clayton



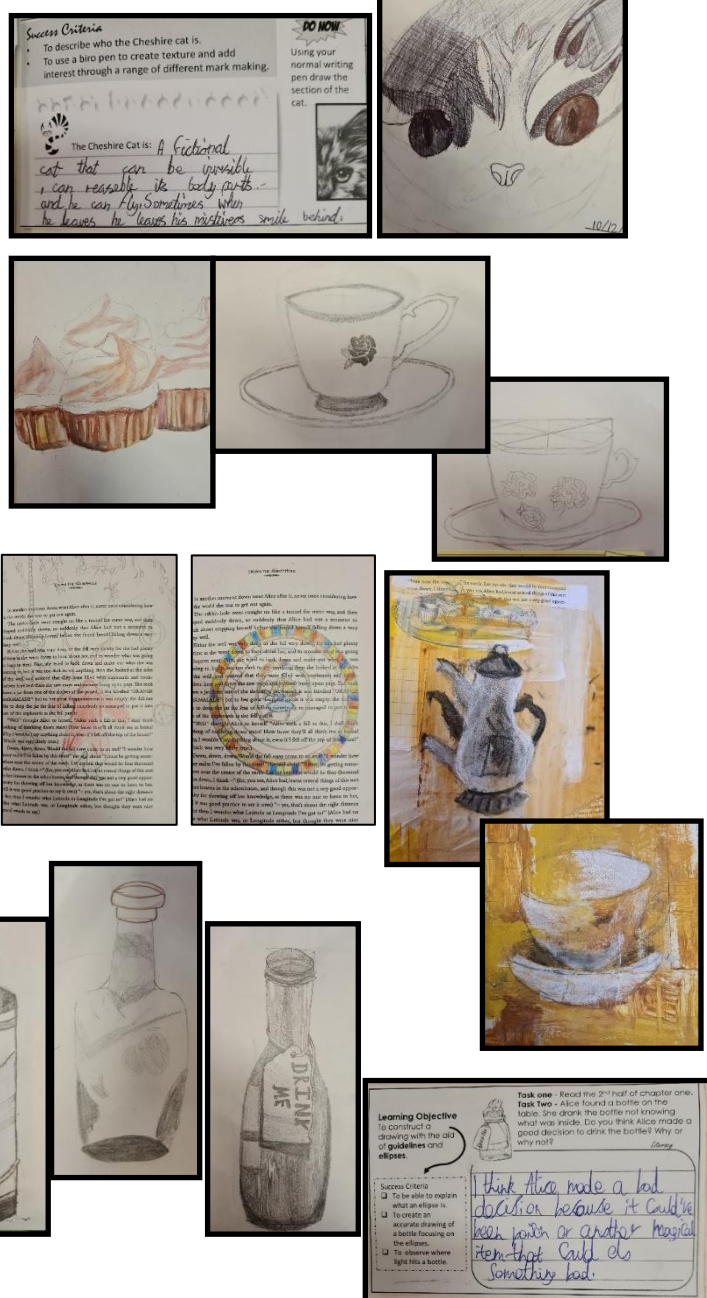
Literacy in Art

During their Art lessons Year 7 have been exploring the story of Alice in Wonderland by Lewis Carol.

They have become illustrators and illustrated chapter one, they looked at the mysterious Cheshire Cat and drew elements from the Mad Hatters Tea Party.

Year 7 have really enjoyed their time looking at the literature of Lewis Carol and listening to his story of Alice during their lessons.

By Mrs Towie



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Literacy in MFL

In KS3, literacy is implemented by transforming sentences from one form to another, such as from affirmative to negative in the example from Spanish. Pupils also regularly review their work to reinforce their knowledge and understanding of literacy concepts such as noun-adjective agreement and word order, as in the example from French.

In KS4, pupils demonstrate their literacy skills in the target language by using information that is presented in the first person and paraphrasing using the third person. In the example from Spanish, the pupil has identified key information to start and then progressed to answering questions set in Spanish and answering in a full sentence using the third person form of verbs.

By Mrs Wallace

KS3 Spanish

KS3 French

¿Qué haces en vacaciones?

Match up the Spanish and the English.

1. I go fishing	7. I go free climbing
2. I go for a walk	8. I go sailing
3. I read	9. I go to the beach
4. I swim	10. I go mountain
5. I play tennis	11. I go fishing
6. I visit my mother	12. I go windsurfing

Practico el esquí / Practico la natación / Practico la natación / Practico la natación

Confortable / cómodo / Ham / el tren / pintoresco / la motocicleta / práctico / a pie / rápido / divertido / barato / el autobús / caro / el coche / el taxi / el avión

16/16

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16/16

Bonsoir! J'appelle Mikodem et j'ai douze ans. Je m'entends bien avec ma famille. Avec ma mère on rigole bien tous les deux. Et ma sœur, on a beaucoup en commun, mais on se fâche souvent. Je suis de l'habitude amusant.

Av revoir!

Bonsoir! J'appelle Mikodem et j'ai douze ans. Je m'entends bien avec ma famille. Avec ma mère on rigole bien et gentille. Et ma sœur, on a beaucoup en commun, mais on se fâche souvent. Je suis de l'habitude amusant.

Av revoir!

QTA ACTION POINT - Extended writing.

Write about 40 words in French using your notes and the sentences on the board. Cover all the bullet points and watch your spellings!

Décris :

- ta famille
- ton apparence
- ta personnalité
- la personnalité d'un membre de ta famille

KS3.

Guided reading and exam style question the target language.

Read and answer the questions on the board in Spanish.

1. ¿Qué pasa si tienes hambre? 5. ¿Qué pasa si tienes sed? 6. ¿Qué pasa si tienes frío?

2. ¿Qué pasa si tienes calor? 3. ¿Qué pasa si tienes sueño? 4. ¿Qué pasa si tienes dolor de cabeza?

6. ¿Qué pasa si tienes dolor de estómago?

Cuando pienso en ello, creo que mi estilo de vida ha cambiado mucho en seis años.

Al principio, cuando tenía diez años, hacía mucho ejercicio. Por ejemplo, practicaba deportes en el colegio durante las horas de educación física. Además, los sábados y domingos iba a la playa donde hacía una hora de entrenamiento con mi equipo de fútbol. Sin embargo, hoy las cosas han cambiado y no hago mucha actividad física. Pero voy a correr cada mañana durante 20 minutos porque me da energía para el resto del día.

Hace seis años, como era demasiado joven, nunca bebía alcohol y nunca fumaba cigarrillos. Por supuesto, tampoco tomaba drogas. Hoy, lamentablemente, no estoy tan bien de salud. A veces, cuando voy a fiestas con mis amigos, bebo un poco de alcohol para sentirme más cómodo y tener confianza en mí mismo. Además, fumo unos cigarrillos porque me gusta fumar y ser más sociable aunque sé que es muy peligroso para la salud y que puede provocar cáncer de pulmón. También fumo drogas como el cannabis y el alcohol.

Tras esto, cuando tenía diez años, no tenía muchas cosas que hacer pero ahora tengo muchas cosas que hacer. Podría leer libros y escuchar música. Ahora, con todo el trabajo escolar que tengo que hacer en la escuela secundaria y prepararme para los exámenes, tengo tiempo para relajarme y a menudo estoy estresado. Además, solo duermo seis horas por noche, mientras que el sueño es muy importante para mantenerse saludable.

1) Ella va a correr cada mañana. ✓

2) Bebe un poco de alcohol para sentirse más cómodo. ✓

3) Fuma y bebe drogas para sentirse más cómodo y ser más sociable. ✓

4) No toma drogas porque tiene miedo de volverse adicto. ✓

5) Para ella relajarse es importante. ✓

6) Demasiado trabajo escolar. ✓

7) Era demasiado joven. ✓

Debes - You must
No debes - you must not
Deberías - you should
No deberías - you should not
Debería haberlo hecho - it's worth
Debería haberlo hecho - it would be worth

Year 11 Spanish

By Mariam Rahman 11RAH



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Literacy in EAL

Pupils have at least one hour a week for reading for pleasure, where they read a book of their choice and complete some follow up activities.

Date	Title of Book	Pages read today	Signed
13/9/2021	The adventures	Page 1	Ritvik Lal
20/9/2021	OF Tom Sawyer	Page 2 to 18	Ritvik Lal
27/9/2021	↓	Page 18 to 28	Ritvik Lal
4/10/2021	End of book	Page 28 to 41	Ritvik Lal
12/10/2021	The omega files	Page 1 to 19	Ritvik Lal
19/10/2021	The omega files	Page 19 to 37	Ritvik Lal
2/11/2021	Arctic Hero	Page 1 to 8	Ritvik Lal
29/11/2021	sister love	Page 1 to 30	Ritvik Lal

Working on SPAG especially correct use of capital letters and full stops is very important for many EAL learners. Many languages haven't got the same rules or use different transcript, which makes punctuation difficult to learn for our pupils.

<h3>Full Stops and Capital Letters</h3> <p>Remember:</p> <ul style="list-style-type: none">Sentences start with a capital letter.Sentences end with a full stop.Nouns start with a capital letter. <p>Read these sentences. Write each one yourself with a full stop and capital letters in the right places.</p> <ol style="list-style-type: none">mark and carl got wet in the rain. <u>Mark and Carl got wet in the rain.</u>the man gets up at six in the morning. <u>The man gets up at six in the morning.</u>Jim has fair hair but Jack has dark hair. <u>Jim has fair hair but Jack has dark hair. f F</u>Jim has six big coins. <u>Jim has six big coins.</u>I can hear an owl hoot at night. <u>I can hear an owl hoot at night.</u>nan is sitting in the chair. <u>Nan is sitting in the chair. k K</u>bow down to the king and queen. <u>Bow down to the King and Queen.</u>gurdeep had a chat with his dad. <u>Gurdeep had a chat with his dad.</u>	<h3>Full Stops and Capital Letters</h3> <p>In the Woods</p> <p>Read the sentences below. Can you spot the full stops and capital letters that are in the wrong places? Write the sentences out yourself with capital letters and full stops in the right places.</p> <ol style="list-style-type: none">liv has A dog and a cat. <u>Liv has a dog and a cat.</u>ben the dog runs to THE Woods. <u>Ben the dog runs to the woods.</u>he is looking for rabbits but sees a fox. <u>He is looking for rabbits but sees a fox.</u>the fox sees him, and rushes off to its den. <u>The fox sees him and rushes off to its den.</u>ben dashes after it but cannot see it. <u>Ben dashes after it but cannot see it.</u>he feels sad and runs back to HIS kennel. <u>He feels sad and runs back to his kennel. k</u>tim the cat has no food. <u>Tim the cat has no food.</u>jim looks in the bin. <u>Jim looks in the bin.</u>the bin has a fish in it. <u>The bin has a fish in it.</u>tim sits on the mat. <u>Tim sits on the mat.</u>
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EAL pupils use online programmes that help them to develop their literacy skills especially Lexia, which is designed to introduce and practise all aspects of literacy development starting from phonics ending on complex grammatical structures and comprehension texts.

rihana guesh Student Overview

rihana guesh Skill Progress

Other (UK)

View Skills Progress Category Program Level Area Levels All Levels

Working On: Core5 Level 13 Needs Instruction (Medium Priority) Predictor: n/a (Not Available) As of Feb 25, 2022

Level

N/R 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

Status >

> Auto/Manual placement Completed Created Current School Year Percent complete through current level

Name

Progress

Total Attempts Accuracy Time on Task Rate

Core5 Level 13

71 of 77 Units

Started On: Feb 1, 2022 Last Used: Feb 18, 2022

Spelling Rules 2

Completed

47 Low 2:29 Average

Latin Suffixes

Completed

35 Low 0:45 Fast

Passage Fluency 2

80%

Unit 17: Carmen Tries to Take a Nap

25 High 1:29 Slow

Idioms 1

Completed

55 Low 0:59 Fast

Passage Comprehension 2

80%

Unit 17: A Record Jump

87 Low 1:10 Fast

Core5 Level 12

Completed (73 Units)

Started On: Jan 7, 2022 Last Used: Feb 1, 2022

Irregular Plurals and Verbs

Completed

39 Low 0:33 Average

Latin Prefixes

Completed

22 Low 0:25 Fast

Passage Fluency 1

Completed

43 Medium 2:34 Slow

Similes and Metaphors

Completed

45 Low 1:03 Average

By Mrs Kawecka



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Literacy in Geography

Geography Year 8

In KS3 Geography we have implemented literacy by giving pupils the chance to complete extended pieces of writing in different formats. Below is a Year 8 example of work where the student has written a longer piece of writing in the format of a letter, imagining they are writing a letter to school. This is excellent for literacy development as it enables pupils to broaden their vocabulary and complete extended writing in a more engaging way, that they can share with their classmates.

Task

Write a letter to your school canteen encouraging them to sell Fairtrade chocolate.

You must:

- ☐ Include at least 3 reason why they should stock the chocolate
- ☐ Use key words
- ☐ Be persuasive!

Dear Miss Marston,

I am writing to you to encourage more Fair trade produce in our school canteen. A perfect example is Fairtrade chocolate.

One reason we should stock Fairtrade chocolate is.....

Another reason is.....

Finally

I hope you consider these reasons and begin to stock Fairtrade chocolate.

Yours Sincerely,

Dear Miss Marston,

I am writing to you to encourage more fair trade produce in our school canteen. A perfect example is fairtrade chocolate.

One reason we should stock fairtrade chocolate is this would help cocoa bean farmers and it would also help people and children know more about fair trade.

Another reason is also encourages the cocoa farmer to produce more fair trade chocolate.

Finally, I hope you consider these reasons and begin to stock fairtrade chocolate.

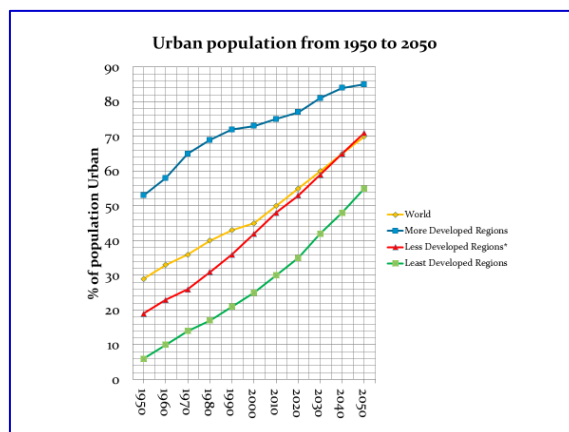
Yours sincerely,
Clayton JF

Geography Year 9

In KS4 Geography one way that we have implemented literacy is through structured descriptive writing look at different types of graph. This allows pupils to see how they should be structuring their extended writing and writing well grammatically. Furthermore, through reading model answers pupils are able to identify what they should have in their own answers when proof reading them too. Pupils also enjoy the element of competition in improving their literacy skills in this way.

- Describe the change in the urban population over time.
- Compare the differences in changes between more and less developed regions.
- Challenge- can you suggest reasons why too?**

- The graph shows that the most developed regions.....
- In the least developed regions the percentage of urbanisation is GROWING/FALLING at a FAST/SLOW rate. It changed from X% in 1950 to Y% in 2010.
- In the less developed regions...
- Overall, there is growth in all regions but the areas with the greatest urbanisation is.....



1) The graph shows that the most developed regions will continue to increase in population. However, this increase will be at a slow speed and will not increase a lot during the years 2010 to 2020. In the least developed regions, such as Africa, the percentage of urbanisation is increasing at a fast rate. The increase will be very consistent with no slow downs. Originally, it was at 6%, but it is expected to reach 53% in the coming years. Overall, there is growth in all regions but the least developed region will have the most growth overall.





Geography Year 11

In Year 11 we have implemented literacy through examination homework, giving pupils the opportunity of extended reading, a key skill helpful for reading figures in their Geography GCSE.

Above is a Year 11 piece of work where a pupil has read some key Geographical information and a model exam question attached to the text. The pupil has then marked the exam question using a pupil friendly mark scheme and set a WWW and EBI task.

Managing environmental issues

Waste disposal: 3.1 million tons of waste is generated in Rio every year. Most of this is taken to landfill. There is a significant difference between waste collection in rich and poor areas there is a forward collection in wealthy districts however in favelas the collection is generally poor. This is because the streets are very narrow and steep so traditional refuse vehicles cannot access some areas. Recycling is big business in Rio. Pickers collect recyclable materials from landfill sites.

As materials decompose in landfill sites they release gas which is harnessed to fuel vehicles and provide a source of energy for electricity. 50% of household waste is organic and is composted.

Traffic congestion: Due to its physical geography with steep slopes and mountains, Rio is one of the most congested locations in South America. This has led to high levels of air pollution and commuters spending a lot of time travelling.

The metro system is being extended to address this problem. Also, road tolls in the city centre are being introduced. Tunnels through mountains have also been constructed to improve transport links across the city.

Task 11:
Explain how environmental issues are managed in Rio de Janeiro (4 marks)
The question above has been answered for you, read the answer below and using the mark scheme mark the answer out of 4.

One environmental issue in Rio is crime, this is dealt with by police going into favelas and driving out gangs and gang members. Another is traffic congestion, dealt with by a metro system.

Mark	Reason
1	1 environmental issue outlined with an attempt to explain how it is managed.
2	1 environmental issue outlined with detailed explanation of how it is managed.
3	2 environmental issues outlined with an attempt to explain how they're managed.
4	2 environmental issues outlined with detailed explanation of how they're managed.

Mark: 3/4

What is good about the answer? (WWW)	2 issues have been outlined with some explanation.
What could they do better? (EBI)	Write a more detailed explanation of how they're managed.

By Mr Woodward and Mr Cockburn



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Literacy in RE

At KS4 we look closely at the Bible as a source of wisdom and authority. Year 9 have recently been looking at the literary structure and form of the Bible. They have also studied the attitudes of different Christians towards the Bible. Below is a sample of work by Shera Khinda in Year 9.

The Bible Mon 14th Feb 2022

- Humanist-Denit believe in God but believes your life is more important.
- Durmanist suggest we protect the environment by reduce reuse and recycle.
- Catholics care for the environment because it's part of God's creation.

Structure of the Bible

- Collection of books (Structure)
- 39 books Old Testament (27 new testament) (Structure)
- Written in Hebrew (Structure)
- Biography history, biography (Structure)
- New Testament (Jesus as the Messiah) (Written in Greek)
- Group of writers decided which books should be included in the Bible (Canon)
- Matthew, Mark, Luke, John

Why is the Bible important?

Why is the Bible important? - has something is structured/joined.
important to think about who wrote it.
When they wrote it = Why they wrote it

Bible literary forms

- Poetry - letters - speeches - prophecies - eye witness - imagery
- Journal information - biography - description of someone's life - descriptive > newspaper
- Newspapers - historical reports - first person accounts
- Best evidence of time - stories often divided into sections - translated into many different languages

Old Testament more accurate

- Law - books, commandments (eg: Exodus)
- History - Gods people (eg: Joshua)
- Prophecy - People chosen by God/messengers - encourage people, guide to faith (eg: St Paul's letter to the Corinthians)
- Wisdom - books to help people stay close to God (eg: Psalms)

New Testament

- Gospels - Good news of Jesus (eg: Matthew)
- Acts of the Apostles - beginning of the early church
- Letters - encourage people, guide to faith (eg: St Paul's letter to the Corinthians)
- Revelation - End of the world

In KS3 we study Holy Books from different religions. Year 7 have been looking at the ways that people show respect for holy books. Pupils created posters giving information about a Holy Book of their choice. Arjun Singh's work on the Guru Granth Sahib is shown here.

By Mrs Harms

Year 11 have been studying The Sacraments of the Catholic Church.

They analysed the Story of the last Supper and considered how it showed the importance of Eucharist. Below is an example of work by Ravider Ram in Year 11.

Matthew 26:17-30

The Last Supper

17 On the first day of the Festival of Unleavened Bread, the disciples came to Jesus and asked, "Where do you want us to make preparations for you to eat the Passover?"

18 He replied, "Go into the city to a certain man and tell him, 'The Teacher says: My appointed time is near. I am going to celebrate the Passover with my disciples at your house.'" 19 So the disciples did as Jesus had directed them and prepared the Passover.

20 When evening came, Jesus was reclining at the table with the Twelve. 21 And while they were eating, he said, "Truly I tell you, one of you will betray me." 22 They were very sad and began to say to him one after the other, "Surely you don't mean me, Lord?" 23 Jesus replied, "The one who has dipped his hand into the bowl with me will betray me. 24 The Son of Man will go just as it is written about him. But woe to that man who betrays the Son of Man! It would be better for him if he had not been born."

25 Then Judas, the one who would betray him, said, "Surely you don't mean me, Rabbi?" Jesus answered, "You have said so."

26 While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, "Take and eat; this is my body."

27 Then he took a cup, and when he had given thanks, he gave it to them, saying, "Drink from it, all of you. 28 This is my blood of the covenant, which is poured out for the forgiveness of sins. 29 I tell you, I will not drink from this fruit of the vine from now on until that day when I drink it new with you in my Father's kingdom."

30 When they had sung a hymn, they went out to the Mount of Olives.

Notes:

- Plot
- Jesus' friends
- Passover
- Parting for
- representing all humans
- resurrecting Jesus there are consequences
- Jewish teacher
- symbolise bread Jesus sacrifice
- signifies salvation
- Old Testament = Jewish teaching
- New Testament = Jesus teaching
- promise of eternal life

⑧ Transubstantiation: the belief, especially by Catholics, that during Mass bread and wine are changed into the body and blood of Jesus Christ

⑨ Sign cross
Gentle
Prayers of repentance
Get rid of evil before sleeping body + blood of Christ

Guru Granth Sahib Arjun Singh
ZYW 7/01

How Sikhs respect the Guru Granth Sahib:

- It is given its own special cloth
- Cover heads before walking in the Gurdwara
- Take arghas before playing
- It is carried on someone's head
- Has its own special stand
- Treated like a human
- It is not allowed to touch the floor

The Guru Granth Sahib is

The Sikh holy book. Sikhs go to worship it and many other things by going to the Gurdwara the Sikh place of worship.

What is in the Guru Granth Sahib?

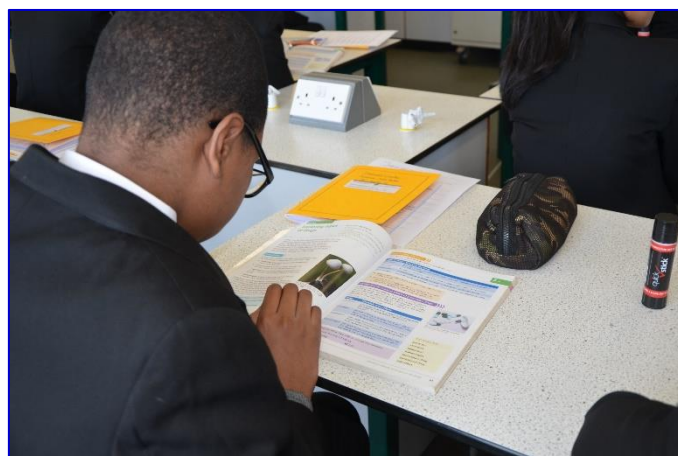
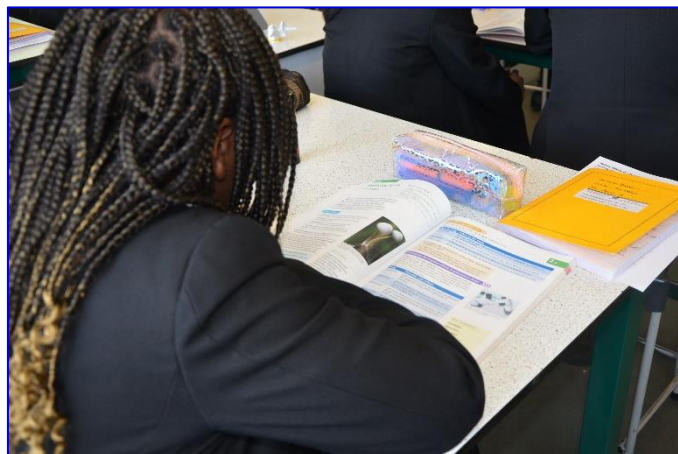
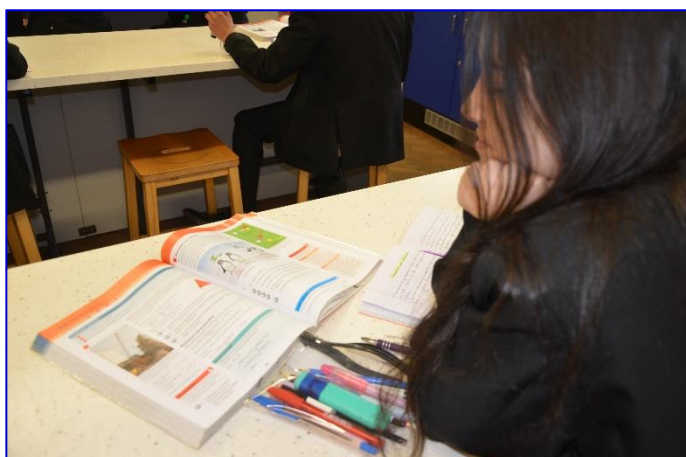
The Guru Granth Sahib contains many things such as writing from other religions, it also contains the teachings of ten gurus and has the Mool Mantre at the start of every section. It is also written in Gurmukhi (an ancient version of Punjabi). It also is regarded as the eternal guru.



Literacy in Science

During science lessons across KS3 and KS4, pupils have been reading a range of science literacy-based texts. Pupils were given the opportunity to discuss, explain and debate about what they have read.

By Ms Forbes



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The process where green plants use sunlight, water and carbon dioxide to make glucose (sugar / food)

- takes place in chloroplasts (in green chlorophyll)
- it's a chemical reaction

photosynthesis

definition: $CO_2 + H_2O + \text{Sun} \rightarrow C_6H_{12}O_6 + O_2$

examples: carbon dioxide, water, glucose, oxygen

these are the reactants → these are the products

characteristics: sketch of a plant with arrows showing oxygen, sunlight, carbon dioxide, and water.

Literacy in science

The Frayer Model is a graphic organiser used in science for building pupil vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating their own definitions, examples, characteristics, and/or drawing a picture to illustrate the meaning of the word.

Literacy Task

Victoria

in this house you can see many different energies being used light thermal energy heating the home

in this light bulb you can see electrical energy being turned to light but a lot of heat is also produced

in this car you can see chemical energy being used to light the car

we bottle up electrical energy to power up and boil the water in this choice the best is a water heater and sound is a waste of energy

heat bulb uses chemical energy to heat up the air below to make it fly the useful energy is heat

Literacy for science story for science

Julia Maszczyńska

in this room light is used to heat. Stores heating water. Sound energy is a waste of energy. Thermal energy is useful.

kinetic energy transfer. Elastic energy is useful. Kinetic energy is wasted. Thermal energy is wasted.

What is in the room? and how?

lamp: thermal energy, wasted. Chemical energy, useful. Transfer between electrical to light.



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Literacy in Performing Arts

Literacy is so important in Performing Arts as it helps us develop our creative passions and our communication skills when looking at a range of plays or music pieces throughout pupils' time in school. The pieces of work below show some literacy exercises we do throughout KS3 + KS4 for example reading and writing implementing tier 3 vocabulary or basic feedback that allows pupils to think and reflect on their most recent performance pieces. In Performing Arts developing the pupil's literacy not only allows them to practise using key words linked to the industry but allows them to express their opinions and thoughts through studying a range of repertoire.

By Miss Cummings

Mock 2 Feedback Tuesday 8 February 2022

Component 2: Rehearsal and Performance – Feedback and Self Evaluation Learning Aim B

B.201 Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire.

B.2M1 Demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire.

B.2P1 Demonstrate competent application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire.

WWW

This means that I am able to... (copy out some of the comments from the assessment grid)

- I was able to demonstrate appropriate range of stylistic skills in my performance. For example when I played Adele, I acted mature by using her personal information in order for the audience to know that Adele is mature.
- By doing this, I was able to show to the audience the actual character of Adele.
- Through my understanding and research of the play.
- I was also able to demonstrate an appropriate range of interpretative skills in my performance. For example during the whole play, we made the area we used to act in feel like an actual and by using energy it would tell the audience the same thing as by doing this I was able to show the audience how the characters would act in the different scenery.

EBI

In order to move to pass/merit/distinction need to...

- Be able to demonstrate an appropriate range of technical skill in my performance. For example I could sound portray my character in a more certain way. By doing this, I am able to show/reveal to the audience the real meaning behind my character based on physical and vocal movements.
- Be able to demonstrate an appropriate range of interpretative skills in my performance. For example when I am with 'Mae' when making music, I could interact with the object used to show my emotion instead of just saying it. I will be able to tell the audience what my character is feeling.

Teacher comment:

How would the use of phrasing impact your performance?

The use of phrasing would impact my performance by making the audience think of who my character is based on my gestures, face expression etc. This would also reveal my character's feelings with it being more expressive than hidden in the character's mind.

I have now been able to demonstrate that I can... To make further progress I need to...

By Ivie Imadonmwinyi 10ESM

LUH MAI

Listening and Appraising Music

Gabriel's Oboe – Composed by Ennio Morricone

Listen carefully to the piece of music and answer the questions below:

What instrument is playing the melody? Oboe

What family of instruments does Q1. Belong to? Woodwind

How many beats are there in each bar? (circle your answer) 2 4 6 8 10

What is the tonality of the music? Melancholy
minor

Circle the ensemble you think is performing this piece?

☒ Choir ☒ Orchestra ☐ Brass Band ☒ Rock Band

Help Box

Melody = is another term used to describe the tune

Family of instruments = Woodwind, Brass, Strings & Percussion (each instrument can be grouped into a family of similar instruments)

To help with the **beats** in a bar, **tap** in time with the music and listen to where there is a strong beat. This will often be beat one. How often can you hear the strong beat? Every 2, 3 or 4 beats?

Tonality = this will often be in the **major** (happy/pleasant sounding) or the **minor** (sounds a little sad and serious). Notice how the music can create **different moods** in the music by using major and minor tonalities.

Ensemble = An **ensemble** is the collective name for a **group** of performers. These can be described as an **orchestra** (strings/woodwind/brass/percussion), **choir** (singers – male and female), **brass band** (only brass instruments playing and often with percussion) and **rock bands** (normally will include bass/drums/guitars/keyboards and a vocalist)

X-tra factor questions

Why do you suppose the composer created this piece of music? Why?

By Nhi Mai 7COB



After watching the scenes of "The Curious incident of the Dog in the night-time, I feel astonished by the way the actors produced a magnificent play. My first impression was "unique" This is because the play we watched before "Hamilton" was a different style of acting then 'The Curious incident of the Dog in the night-time'. I was surprised how the emotions of the acting looked so real. I really enjoyed 'The Curious incident of the Dog in the night-time' because it showed a story. I found this enjoyable because after every act, I was wanting to know what was going to happen next. The theatre style that was produced was "physical theatre". This was shown on how the actors physically moved throughout the play. The way the actors went off stage was also part of the theatre style because they went off and on stage in a non-crowded fashion. The light demonstrated the main parts of the scene. We can see this in picture 3 on the left. The box was glowing inside which shows the mysteriousness within it. The light designer also used different coloured light to emphasise the emotion of the character and how they felt at that time. The Curious incident of the Dog in the night-time used a lighting technique called a 'gobo'. This was used when the actor felt like he was trapped within and no-one would listen nor care about him. The set explores the outside world but also the inside of the actors mind. The autistic actor's mind would be seen as math problems all around the stage. This shows the inside mind of the actor. The costumes suggest the age of the actor. For example, the old neighbour wore a cardigan. This can show that she is old and is into a old type of fashion. Also, the autistic boy wore a jumper. This suggests that he is a young or innocent boy due

By Sebastian Paul 9HEA



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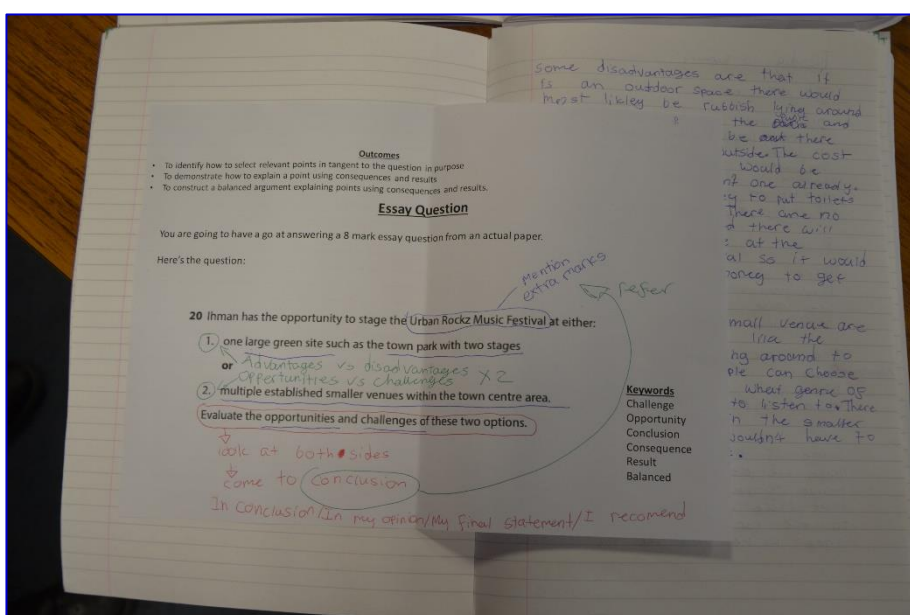


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Literacy in Performing Arts

In BTEC Music for Year 9 this week we have been annotating our 8-mark questions and looking at the keywords that are in the question to help us to answer it. We looked at command words such as evaluate, identify, describe and explain. The level of detail we write about in our answers helps us to gain as many marks as possible. We then worked as a class to model an answer together ensuring that we referred to the scenario in our advantages and disadvantages of using a large space for our music event or smaller venues in a town centre. Pupils were able to recall the venue work we had previously completed to help them to contribute to this class answer.

By Mrs Crooks



Outcomes

- To identify how to select relevant points in tangent to the question in purpose
- To demonstrate how to explain a point using consequences and results
- To construct a balanced argument explaining points using consequences and results.

Essay Question

You are going to have a go at answering a 8 mark essay question from an actual paper.

Here's the question:

20 Ihman has the opportunity to stage the Urban Rockz Music Festival at either:

1. one large green site such as the town park with two stages
2. multiple established smaller venues within the town centre area.

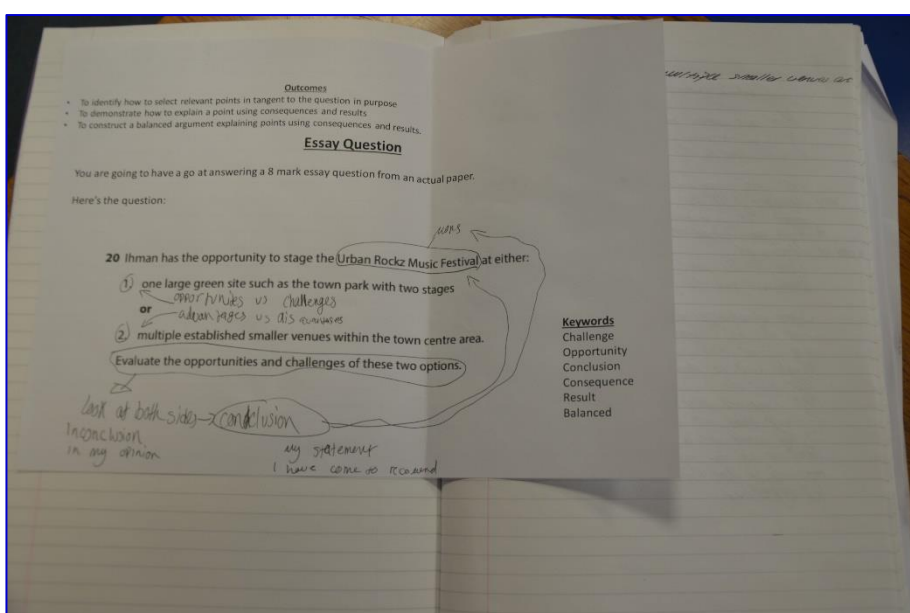
Evaluate the opportunities and challenges of these two options.

Handwritten notes:

- Advantages vs disadvantages
- opportunities vs challenges
- look at both sides
- come to conclusion
- In conclusion / In my opinion / My final statement / I recommend
- some disadvantages are that it is an outdoor space there would most likely be rubbish lying around the park and we eat there outside the cost would be not one already to put toilets there are no at there will at the al so it would money to get
- mall venues are like the ng around to ple can choose what genre of to listen to there n the smaller couldn't have to

Keywords

- Challenge
- Opportunity
- Conclusion
- Consequence
- Result
- Balanced



Outcomes

- To identify how to select relevant points in tangent to the question in purpose
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Keywords

- Challenge
- Opportunity
- Conclusion
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Literacy in Maths

Since GCSE's changed to 9-1, the importance of literacy skills in mathematics has significantly grown. Many questions are now given in words, instead of just numbers, causing pupils to potentially miss out on grades because of their literacy instead of their mathematics skills and knowledge.

In the maths department, we are trying to push literacy wherever possible. We use lots of worded exam type questions during our lessons, to help prepare pupils for their assessments. We also have starters that are aimed at mathematical definitions, tier 2 and tier 3 words. We help pupils to understand the definitions, use the word in sentences and to be able to answer mathematical problems involving the word.

Members of the department have also spent time working on literacy on the mini whiteboards. Pupils had to write their own definitions and share them with the class. Time was given afterwards for pupils to improve their definitions to get them as accurate as possible.

By Mr Simmons



Literacy

Copy out the definition:

even - any whole number that can be divided exactly by 2.
e.g. 2, 4, 6, 8, 10, 12...

AO2 - Try this question:

Daveena says:

"If I add together two numbers that end in three the answer will **not** be an even number."

Daveena is **wrong**. Explain why.

Write down as many sentences as you can using the word "**even**" correctly.

Try to make them as different as you can!

Even - Any whole number that can be divided exactly by 2.
e.g. 2, 4, 6, 8, 10, 12.

AO2: Daveena says - If I add together two numbers that end in three the answer will not be an even number.
Explain why Daveena is wrong:

I think ~~20~~ ^{even} $23 + 43 = 66$. 66 is an even number and both numbers end in 3.

13 add 23 equals 36. even though 13 and 23 are both odd as long as the results is an even number.

Fractions, Decimals and percentages.

$$\begin{array}{r} 25 \\ + 5 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 45 \\ + 9 \\ \hline 54 \end{array}$$



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Literacy in IT and Enterprise

Digital IT

In Year 9 Digital IT we have been looking at different types of tier 2 vocabulary and exploring the different aspects of these words, not just in the context of IT. This exercise really allowed the pupils to look at a word from different angles and find deeper meanings.

By Mr Rathbone

Security					
TIER 2 VOCABULARY	Etymology can google this Old French - securise Latin - securus Latin - securitas English - secure security ✓	TRANSFORM IT Transform the word security into an image to help you remember it.  Box and a padlock ✓	USE IT Use the word in a sentence? The security of the wifi was great ✓	DEBATE IT State it as a positive and negative. You can have password to make things secure but it is not easy to use. It is all fun and games until you forget it ✓ Cost ✓	TIER 2 VOCABULARY
	How does the word security link to what we have been studying? Cyber security, how to have your information safe online ✓		LINK IT: What links can you make to vocabulary you already know? (synonyms) Safety, certainty, guarantee, surety, pledge, hostage, backing, bail, boss, earnest and reliability, protection, or safety ✓		

Enterprise

In Year 9 Enterprise pupils have been looking at how to best structure their extended answer questions. Practising the best way to section up these long answers is a great way of building up the pupils confidence to be able to have the best structure when it comes to the real exams.

By Mr Rathbone

Leaflet
Radio advertisements

© Mean Blue

ADVERTISING - EXAM STYLE QUESTION

Pat owns a car repair garage in a small village. Many customers take their cars to a nearby town for MOTs, services and repairs. To increase customer numbers, Pat wants to advertise his business. He has decided to either print leaflets to post to houses within the village or pay for an advertisement on a local radio station.

Recommend which method of advertising Pat should use. Justify your answer. [8]

Two options

Introduction
Pat owns a small business in a small village. He is trying to advertise it because people are going out of town instead of coming to him. They are doing this because they do not know the existence of Pat's business. So because of that Pat has chosen to advertise either by leaflet or by Radio.

What are leaflets?
Leaflets are printed out small papers that tell you information about a business like the name, location, phone number etc. A leaflet may be good because they are affordable and easy to make but they can also have a negative impact because you have to design it yourself and if there are any errors the people won't take you seriously. Also people often put them in the bin rather than reading it, also they are good because the person could also refer back to the information.

What are radio advertisements?
Radio stations are when someone speaks through a podcast or music station. These have an advantage because they do have a lot of people that listen to these stations and they can be a disadvantage because they are often expensive so it would cost a lot also the person can not refer back to the information. I think the leaflet is a better option because they can always look back and it is much more affordable than the radio one.



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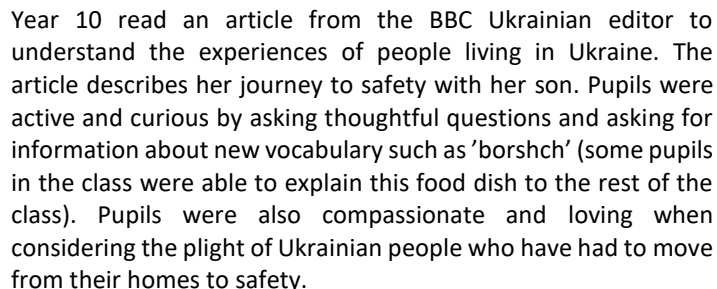
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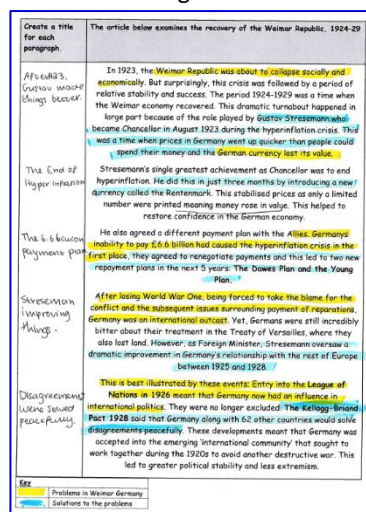
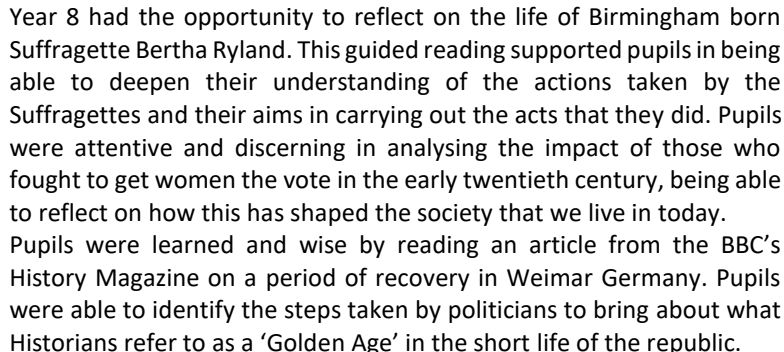
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By Miss Lally



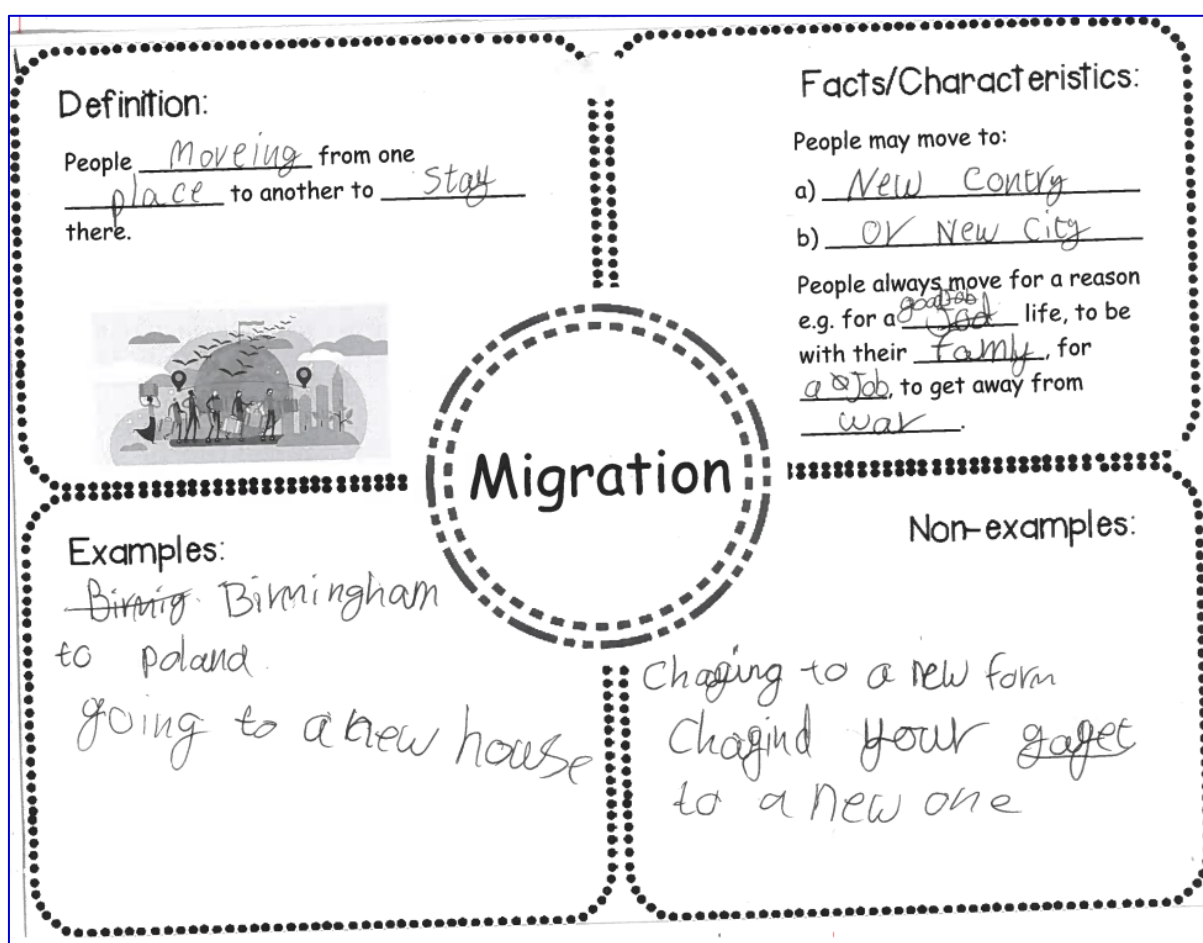
By Miss Guest



Literacy in the DLP Hub

In the Hub during Humanities lessons we use scaffolding such as the Frayer model below to enable our learners to access new key vocabulary. This involves learning the definition, facts about the word as well as examples of the word in action. Furthermore, we look at non-examples of the word to gain a greater understanding of what the word doesn't mean and therefore strengthen learners understanding of what the word really means.

By Mr Cockburn





Literacy in PE

Q – LIST AND EXPLAIN THE LONG TERM EFFECTS OF EXERCISE ON THE MUSCULAR SYSTEM.(3)

- WHAT DOES IT DO?
- EXPLAIN WHY IT DOES THAT.
- BENEFIT THE PERFORMER?

Tier 1	TIER 2	TIER 3
If	Therefore	HYPERTROPHY
And	Benefits	MUSCULAR ENDURANCE
As	Due to	RESISTANCE TRAINING
But	Since	AEROBIC/ANAEROBIC

Year 10 GCSE pupils have looked at words in different tiers. The aim of this exercise was to help develop pupils' vocabulary with Tier 2 words whilst trying to use subject specific Tier 3 words in their answers. This can help pupils develop answers but also help later on in life both in academic writing and also when writing applications.



Master your literacy!

1) What is the difference between effect and affect?

Effect = noun

"The effects of advertising include temptation to eat unhealthy foods."

Affect = verb

"Advertising affects the choices we make when choosing what we eat."

Another literacy development method has been used in Health & Social with Year 9 pupils. This task was to help pupils understand the differences between words which sound very similar. They were also given subject specific questions where they had to respond using the correct word.

Demonstrate through application

Garry attends Progress Primary School. Staff have discovered Garry has been discriminating against one of the other children.

Describe two ways that the primary school could challenge Garry's discriminatory behaviour. (4 marks)

COMMAND WORDS

Describe	Tell the examiner everything they need to know about something, e.g. the relevant facts, features and qualities.
----------	--

Another way we have used literacy is with Year 10 Health and Social students in preparation for their exams. This was to help pupils understand command words in the exam question to help ensure pupils wrote an answer specifically based on the command word instruction.

By Mr Owen



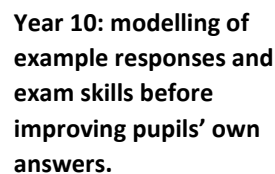
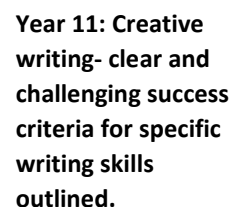
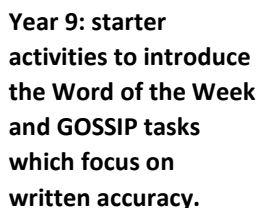
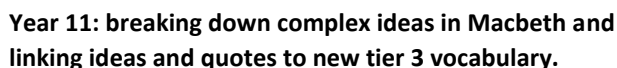
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World Book Day

As part of World Book Day each pupil was given a new reading book. The school finished at 2.30pm so all pupils could take the book home and spend the afternoon reading.



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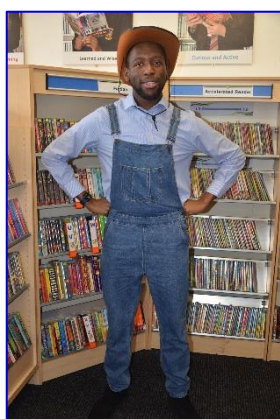
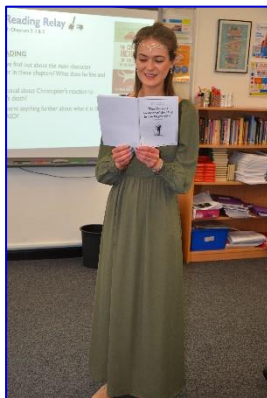


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World Book Day – Staff Character Costumes



Can you guess the characters staff are dressed up as?



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Year 11s Reading to Years 7 & 8

On Thursday Year 11 prefects visited each Year 7 and 8 form to read a short fiction extract as part of World Book Day and to encourage pupils to read. The extract was from 'The Recruit' by Robert Muchamore.



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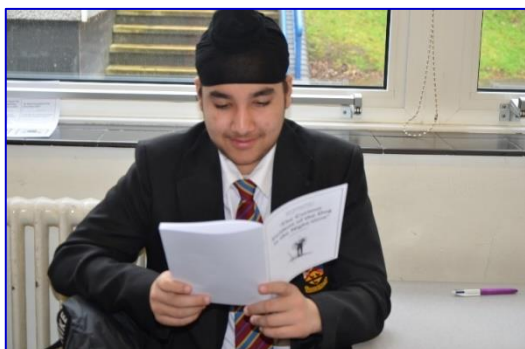
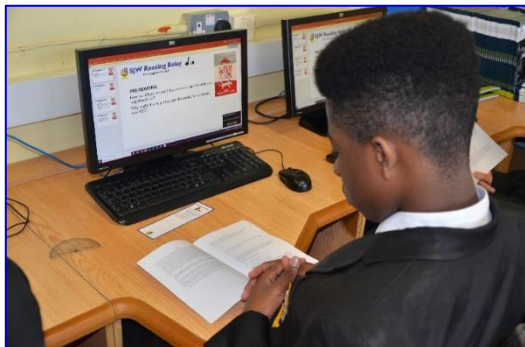
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Reading Relay – Year 9 and 10

During form time Year 9 and 10 pupils learnt about autism. Then, at the beginning of each lesson on Thursday, Year 9 and 10 pupils read an extract from 'The Curious Incident of the Dog in the Night-Time' by Mark Haddon.



"I feel that the story raised awareness about Autism and made me think differently and I felt compassion for those who are met with unfortunate circumstances". **By Hardie Pembele 10HAB**

"I felt the book was very interesting and I enjoyed it so much I want to borrow the book from the library to find out the whole story and how it ends". **By Connie Grant 10HAR**

"It was very interesting reading 'The Curious Incident of the Dog in the Night-time' and was very awakening to learn what people with autism have to go through. I liked how we read in all our subjects, not only in English" **By Deborah Gebrekiristos 10HAR**

"On Thursday, we read 'The Curious Incident of the Dog in the Night-time'. This gave us a really good insight into the psyche of an autistic person. Honestly, towards the end of the excerpt we were given, you start to feel a sense of sympathy for our protagonist, held back by the functions of his brain that no one else understands". **By Asher Rogers 10FOR**



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Accelerated Reader

Well done to those Year 7 and 8 pupils who this week received certificates, bookmark, pencil and a book to keep for excelling in the accelerated reader programme. The pupils have continuously improved and have read multiple books since September 2021. Keep up the reading!

By Mr Mull



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Book Reviews

'Mind Writer' – By Steve Cole

"Personally I think this book was amazing. It was about this person called Shedim who was a magician and he summoned the demons and the demon said he could grant him one wish. He chose to have powers to help mankind but then the magician turned on him and trapped him in a casket in his mind and gave his mind reading and the power to overwrite people's thoughts to two people called Luke and Samira."

By Borys Morawski 7PAW

'Curse of the Frozen Loch' by Anthony Masters

"So, to start off, if you like short and powerful books this is for you definitely this is about some children seeing their granny for the holidays. They wake up to see her on the frozen loch walking to this outline of a skater and she goes closer and closer to the figure. Just as she's about to touch it they grab her and take her back but Will wants to go and help the skater but Sarah says, "no take care of gran". She scolds them and when she goes to bed they wonder what's wrong with her but they just go to bed and soon she goes out on the loch again to go and see the skater. Sarah goes to skate to her, Will takes her back, makes and some soup but as Sarah goes to the skater she disappears."

By Sebastian Lambert-Blackwood 7PEJ

'Crown of Midnight' by Sarah J. Maas

"This book is by far my favourite. I'll be honest, the first part wasn't interesting and if it wasn't for that I would have finished it sooner. The plot twists are everything and the second part of the book got me so interested I finished it in a night. Overall the book is about Celena, the 'Champion' of the king, an assassin. Instead of killing the people the king orders her to fake their death and make them flee. At least until a movement against said king starts and an old 'friend' gets involved. I'll personally give it a 9.5/10."

By Sarah Manu 8MCI

'Diary of A Wimpy Kid: Double Down' By Jeff Kinny

"I read a book called Diary of a Wimpy Kid Double Down. It was very interesting, and I liked it a lot. It was a story of middle schooler whose name was Greg and had a very crazy and hectic life and always found a way to get by."

By Kibriya Jawaid 8TOW

'Great Expectations' by Charles Dickens

"This is a book about a boy who lives with his older sister and his uncle. He lives in the marshes and one day when he is at the cemetery he mourns about his parents and meets an escaped convict."

By Denzel Okyei 8MCI

'The Giver' by Lois Lowry

"This book is about a boy called Jonas who lives in a community where everything is the same. In this community there is no colour, no war, no killing, and no stealing. However, when Jonas gets appointed as the new receiver of memory, he finds that there is a dark truth behind his community. A truth that no one can believe is true. It intrigues the reader as it ends on cliff hanger. Overall, it is a good book for those people who see things scientifically. I would rate this book a 9/10."

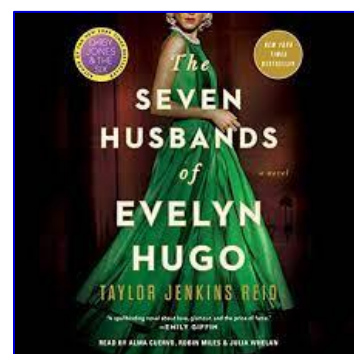
By Yakhyaa Hussain 8TOW

Staff Book Review

'Seven Husbands' by Taylor Jenkins Reid

"The most striking thing about this book is how real Evelyn Hugo feels to the reader. As a character, she is immaculately developed without a single gap or fault, with very human feelings and thoughts that are often not addressed in other books. Every relationship, both romantic and platonic that Hugo reflects upon is full of personality and charm, even when dark themes are discussed and exhibited. Most importantly though, Evelyn Hugo is flawed. Her relationships and attitudes towards people demonstrate that she is not the embodiment of perfection that Hollywood starlets are perceived to be. There are multiple points when the reader disapproves of Hugo's choices or thoughts, a refreshing feeling when many books evoke unconditional support for the character being followed. She is neither a protagonist nor an antagonist, filling both roles at interchanging moments that make Hugo feel even more human and relatable."

4.5/5
from Miss Jones



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Dear Parents/Carers

Police and schools in the city are committed to working together to protect our young people from becoming victims of knife and weapon related crime.

We use a range of tactics including educational inputs and in-school searches to ensure that students are well-informed about the consequences of carrying weapons; and identify those that continue to do so.

It is important that the police, schools and families work together to protect young people. To do this, parents must be aware of the warning signs and talk to children about carrying weapons. The consequences of being found in possession of a knife are serious and long lasting, affecting education, employment and travel opportunities, but most critically the risk to life.

Some young people carry weapons because they feel it will provide protection or increase the respect they are given by their friends, but the sad fact is that they are more likely to become victims of serious violence. Parents should also be aware that girls sometimes carry or store weapons for their boyfriends or other male friends because they believe they are less likely to be stopped by the police. Their reasons are often misguided loyalty or love. However, it is still a crime if they are caught carrying a knife or other weapon.

WARNING SIGNS:

These signs don't always mean the worst is happening and could just be normal teenage behaviour:

1. Have they become withdrawn from the family and/or school?
2. Is their school or college reporting worrying changes in behaviour, academic achievement or attendance?
3. Have they lost interest in positive activities such as sports clubs?
4. Do they stay out unusually late without giving a reason and are vague about their whereabouts?
5. Have they stopped seeing old friends and started hanging out with a new group?
6. Are they secretive about the contents of their bag?
7. Are they defensive if you ask what is in their possession or if they are hiding anything?
8. Has their attitude changed about carrying knives/weapons? For example, justifying it by saying people carry them for self-defence?
9. Have any items gone missing from the kitchen, toolbox or garage?
10. Have you found a weapon hidden amongst their possessions?

WHAT TO DO IF YOU'RE CONCERNED

Speak to them calmly and explain the risks and consequences. Further advice on talking to your child is available at: www.noknivesbetterlives.com/parents/having-the-conversation

You may wish to contact **a member of the Pastoral Team** at school, if you feel your child isn't listening or is at risk - we can talk through your concerns and plan a way forward together.

For the latest guidance and signposting opportunities please visit: www.policeandschools.org.uk

SCHOOL POLICY FOR WEAPONS POSSESSION

It is essential that we work together to reduce the chances of children bringing a weapon into school. Ours, like most other schools, will take firm action in relation to any student found to be carrying a knife, both on and off the school premises and the police will be informed. This may include the loss of your child's school place, by way of a permanent exclusion or managed-move, as a sanction.



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THE POLICE RESPONSE TO WEAPONS POSSESSION

Where young people are involved in crime, the police will try to avoid criminalising them. However, carrying a knife or other weapon is very serious and the most likely outcome will be a charge and court appearance or a caution, delivered by the Youth Offending Service.

Update: West Midlands Police can use **Section 60** powers to stop and search young people.

"Section 60 of the Criminal Justice and Public Order Act 1994 gives senior police officers powers to authorise use of stop and search without reasonable grounds, where there is a risk of violence or it is believed that weapons are being carried".

If a young person has been stopped by police using **Section 60** powers, it does not necessarily mean they are doing anything wrong, but officers have been given extensive search powers where they can search to prevent violence without needing suspicion that they may be carrying a weapon. This tool is being used to end violence and keep young people safe. West Midlands Police realise that it may be upsetting for some innocent young people, but with fear of weapons growing, we cannot take chances.

If you are aware that a fight or trouble is brewing, or if you hear someone has a knife, please report this to the police. If a young person is scared of someone, the answer is not to carry a knife or weapon.

If you know of an individual, or a group of young people, that are potentially carrying weapons, always contact the Police - via Live Chat: <https://west-midlands.police.uk/contact-us/live-chat> or by calling 101.

Alternatively, you can call Crimestoppers anonymously on: 0800 555 111 | <https://crimestoppers-uk.org>

If a crime is taking place or a life is in danger always call 999 immediately.

Yours faithfully,

K Marston

Miss K Marston
Headteacher
Saint John Wall Catholic School

Richard North
Chief Superintendent
West Midlands Police

Schools in Perry Barr committed to this joint approach include:

Arena Academy/BMeT (James Watt Campus)/Cardinal Wiseman Catholic School/City of Birmingham School/Eden Boys' School/Fortis Foundation Academy/Hamstead Hall Academy/KE VI Handsworth Wood Girls' Academy/Holyhead School/St John Wall Catholic School



Eden Boys



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