

Covid-19 Newsletter

Welcome

Good afternoon,

In these strange and difficult times, I intend to send a weekly newsletter to share any updates that I have received from the government, update you on the situation at school and also support in your efforts to maintain your children's learning and also their (and yours!) health and wellbeing.

I hope that you and your family have had a good half term break and that everyone has remained healthy in these still difficult times. You will know that many of our local primary schools are open or opening soon and we are busy finalizing plans to welcome back our Year 10 students during the week beginning the 15th June.

This week's newsletter is a real celebration of the fantastic home learning that some of our students are producing in English and a tribute to the hard work of the staff in that team. Well done!

Year 10 parents will receive a separate letter regarding their children's return to school.

School remains open every day to any students that fall into these two categories:

1. Students whose parents are Key Workers – this list is widely available and has been sent out. Students should only attend school if no other care is possible. Home remains the safest place.
2. Vulnerable Students who have been **contacted by the school**.

I would ask that you contact us if you intend to send your child into school because they fall into one of these two categories and they have not been coming in already. This way we will be better prepared for any students that we receive.

Reception is now only staffed every day between 8am-11 am.

All relevant resources, links and updates are on the school website.

Please feel able to email at any point if you have any queries and I will respond as quickly as I am able.

c.thomas@lhea.org.uk



Free School Meals

The system now seems to be working more quickly but please, as ever, get in touch if you have any concerns.

The email address for parents and carers, who are experiencing difficulties is:

freeschoolmealsparentscarers@edenred.com

I also understand that for some parents and carers, these are very challenging times financially and you may now wonder if you are eligible for Free School Meals after a change in your circumstances.

Click here to check whether you are eligible for Free School Meals and here to fill in the online application form.

How to support home learning



Show My Homework and Remote Learning – some reminders

- 1) Show My Homework (SMHW) is a simple online programme where teachers upload details of learning activities and resources that should be completed at home. All students at LHEA have an account with SMHW and should view this site on a daily basis.
- 2) Parents/carers have also been invited to set up an account.
- 3) The mobile app and notifications ensure parents/carers always know what homework their child has and when it's due.
- 4) Once logged in, the best way to view your child's homework is to click on the "calendar" block.
- 5) Clicking on a coloured bar reveals the detailed description of the activity and when it is due.
- 6) The SMHW app is available to download from Apple and Google.
 - Open the app and type in "Lynch Hill Enterprise Academy"
 - Type in your email/username and password.
 - You will be taken to your child's To-do List
- 7) If any parent/carer needs help with setting up accounts, or if any student has either forgotten their password or has been experiencing trouble logging in, please contact Mr Arnold using l.arnold@lhea.org.uk
- 8) Any student who is not able to access online resources from home can come into school and collect paper copies of work which are all available in reception, arranged by Year group.
- 9) Can I remind you that staff are not necessarily setting work for individual lessons? At times they may set a longer piece of work, designed to last for the equivalent of several lessons

English Department: On learning from home...

The country has been lockdown for longer than any teacher, student or parent could have ever imagined. Although it has come with its challenges and obvious restrictions, we are very proud of the work that our students have produced and indeed continue to submit!

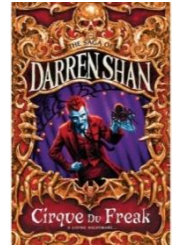
Read on to discover some of the tasks, resources and work that we have been involved in just before the Easter break and beyond. Enjoy!

Key stage 3

Year 7

Year 7 have worked hard whilst learning from home. Firstly, they finished reading the novel they had started reading in class and answered comprehension questions on each chapter. Most students read the first novel of a series by Darren Shan, called '**Cirque du Freak**', an exciting story about a teenager caught up in making choices that lead him onto the dark world of vampires.

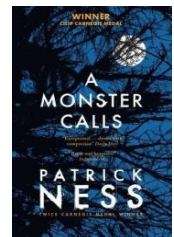
<https://novels77.com/241169-cirque-du-freak.html>



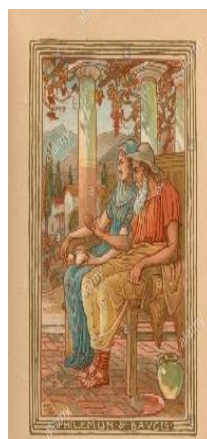
Other students read the beautifully crafted novel '**A Monster Calls**' by Patrick Ness, which tells the story of a young man coming to terms with loss and understanding the power of family love and hope.

If you would like to catch up on these two novels, here are the online links that the students used to finish reading their texts from home:

http://pvraiderenglish.weebly.com/uploads/1/0/9/2/109201609/a_monster_calls.pdf



Over the last half term, Year 7 have been studying '**Myths and Legends**', an important topic for English Literature. It develops the work the students engaged with at the start of their year when looking at the great Old English work of Beowulf and Chaucer's Canterbury Tales.



So far we have looked at the myths about Prometheus, who is supposed to have made people from clay; Pandora, who the Greeks believed let misery and unhappiness into the world; Baucis and Philemon, who were poor but generous and faithful and the myth of Theseus and the Minotaur. At the same time, students have been studying about grammar linked to Greek root words.

Year 8

Since they began working from home, Year 8 have been studying a range of skills that will help with their writing. Following the BBC Bitesize lessons for Year 8 has meant that students can watch videos, take part in quizzes and upload work to their usual teachers to assess!

Here is an example of an assessed piece of work completed by a student in Year 8:

31st May 2020

SHOULD WE KEEP ANIMALS IN ZOOS?

Zoos. These are places known for putting exotic and interesting wild animals on display for your entertainment and offer a fun family day out. But are they really as innocent as they sound? ✓✓ I think not. ✓✓ I believe that we should not keep animals in zoos for the long term and when you have heard this speech, I think you may agree.

A zoo is not a natural habitat for wild animals. Zoos often include; lions, tigers, elephants, monkeys, birds, reptiles and penguins. These animals are not pets, they are WILD animals that are meant to roam the Earth; free and not trapped in cages. For example, we know that tigers and lions have about 18,000 ✓✓✓ times less spaces in zoos then they would have in their natural free lives! We also know that free elephants live more than 3 times as long as those in zoos, isn't that awful? There are wildlife conservation support centres such as those funded by the National Geographic that can truly help animals in the wild.

I am aware that some people feel zoos are places of education. But is this right? No. ✓✓ Zoos are fake man-made environments and are not designed for education. Instead, they are designed at making money and need to focus on entertainment to keep customers coming and not on the interests of the animals. Many zoos have entertainment shows, where animals are displayed to be touched and stroked by strangers and forced to do tricks for food. Rather than using zoos to educate people about animals, online wildlife conservation programs are a better and more reliable source of education.

Zoos are used as permanent places where animals are kept for their entire lives. These places are not designed for animal care but for human entertainment and can result in unfair animal treatment. Look at the story of Harambe, ✓✓ the 17 year old Gorilla who was sadly murdered on 28 May 2016. On this busy zoo day, a family fell into the trap of the safety and entertainment provided by the zoo. They did not appreciate that this was a dangerous wild animal enclosure and their 3 year old child fell in to the Gorilla's enclosure, with relative ease. For fear of the child's life from Harambe, the beautiful and innocent but trapped Harambe was shot to death. This news trended worldwide and drew attention to the purpose zoos.

In summary, I emphasise that zoos are not the innocent fun places that they seem, they are in fact cruel places of pain and neglect for animals that are designed for entertainment not animal welfare. If you care about the future of this world, the future of your children then support wildlife conservationists to save the animals rather than zoos. Zoos should be shutdown.

S – Well done Hashim; you have used a range of linguistic devices to make your points convincingly – exaggeration, facts, an anecdote, rhetorical questions, short sentences. The effect is that you have created a well structured and persuasive argument. I am really impressed with the progress you are making in English; your focus is paying off. 2 APs.

I – remember that semi-colons are needed if you are not using a conjunction or a full stop. Correct what has been highlighted in yellow.

Year 9

Year 9 students have been using poetry by John Agard, Simon Armitage and Jane Weir as a springboard to write creatively. Here are some of the tasks:

Write a description suggested by this picture:



Write a description suggested by this picture:



Write a description suggested by this picture:



Write a description suggested by this picture:



Reading

The English Department continues to encourage all our students to read. **Years 7 & 8 have always had a 20-minute-a-day homework on Show my Homework**, which they record in their **Reading Journals**.

Students can, of course, read anything they like, but in addition, we have been including all of KS3 in a project called **The Weekend Read** which is normally only sent to years 9-11. This is because we have been able to provide a newspaper suited to all years for the first time at Lynch Hill Enterprise Academy.

First News

We have been able to offer a real treat to the whole school with access to the newspaper 'First News'. Students across all year groups have been enjoying reading this paper which is specifically written for young people so they can access important global news topics that are written in a 'concise and informative way, without shying away from important stories.'



Here are some of the comments our students have made about the 'First News' paper:

'The part of the newspaper that said that the Taylor family have been colouring all of their bricks to create a rainbow effect to uplift people's spirits is so thoughtful. Overall this newspaper is entertaining and educational.'

(Year 7 student)

'The newspaper is very interactive as it has fun pages such as "Pizza Detective". It lets readers interact with the newspaper and gives them the chance to play a game. The newspaper has many other games and I think it is good as readers will not get bored easily.'

(Year 8 student)

'It inspired me to do something.'

(Year 8 student)

'Overall I think this is a good way to help stay focused and to help us on the way'

(Year 8 student)

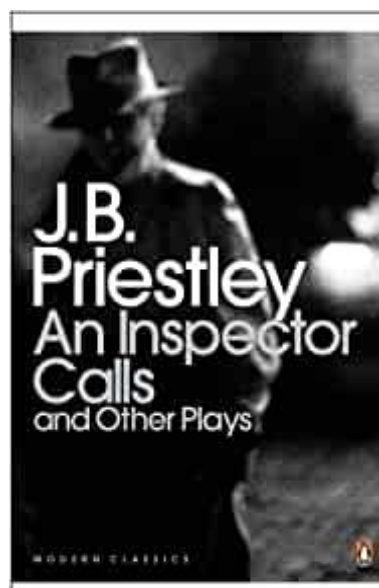
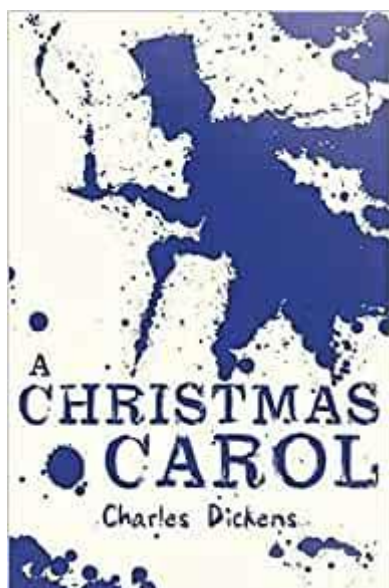
'Thank you for another newspaper. I was really touch by the first article.'

(Year 9 student)

Many students have been telling us that they really appreciate being sent this to read every week of the 'lockdown' and have asked us to continue providing 'First News' in the future. They have really engaged with the stories and have sent us many of their thoughts, concerns, ideas and hopes about life at the moment. **If you have not started reading it yet, it is available under Show My Homework with the title 'The Weekend Read' and has been sent to every year group at Lynch Hill!**

Key Stage 4

Students have been focusing on the **English Literature** component of their GCSE study:



ASPIRE | ACHIEVE | SUCCEED

The English Team have enjoyed setting GCSE work on Show My Homework (SMHW) for our Year 10 students.

We have provided stimulating, varied and exciting tasks for students to complete while away from the classroom!

Year 10 students have written a range of essays, including the following:

'Starting with this extract (not supplied here because of space), how does **Scrooge change** in *A Christmas Carol*?' (30 marks)

'Starting with this extract (not supplied here because of space), how does Dickens **present the good in people** in *A Christmas Carol*?' (30 marks)

Here are examples of the work submitted by Year 10En/1 recently:

audience to repent, reconcile and change the way we act like Scrooge— as the repercussions will be shown in the afterlife. The 'fireplace' symbolises warmth and affection, reinforcing the effect of people coming together despite the capitalist system and money segregating humanity. The clashing of these two meanings of 'frisking' may reflect Scrooge's internal conflict, and how he is perhaps fighting his old self from coming back to haunt him. This once again reinforces the difficulty of Scrooge's change, making it much more significant and teaching the audience an allegorical message about their own moral change for the betterment of society.

AO2 - metaph 15.

Scrooge's 'frisking' clearly changes from pre modifying verbs used to describe him like 'squeezing', 'tight-fisted' and 'wrenching' at the start of the novel. The violent verb 'squeezing' serves as an extended metaphor for the ruling class squeezing the poor's resources and wealth, through their oppressive systems like the poor law in 1934. 'Squeezing' also connotes to having a restricting or damaging effect like 'grasping', mirroring how the wealthy restrict the poor due to their miseducation and common attitudes of the time. Many believed the poor were lazy and fully responsible for their state of poverty, despite poor conditioned workhouses being their only liable form of labour for financial assistance. Scrooge, therefore, having personal experience with poverty, identified with the struggles of the poor in the audience to depict the harsh reality of their daily lives. On the other hand, this is a didactic way of criticising the lack of support the ruling class gave for the poor in the Victorian era.

AO1 - refs 15

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AO3 15

The overwhelming sentence structure of the verbs overwhelms the audience with their negative impression of Scrooge, as he is presented as an archetypal pantomime villain. This image drastically changes to stave 5, where his child-like nature is reflected in the simplicity in his short exclamatory phrases like 'Whoop!' and 'Hallo!'. There is no proper sentence structure, suggesting his innocent words are true new emotion and excitement he hasn't felt, supported by the exclamation marks. Evidently, change through structure shifts throughout the novel.

AO1 - refs 16

AO1 - 11

AO2 11

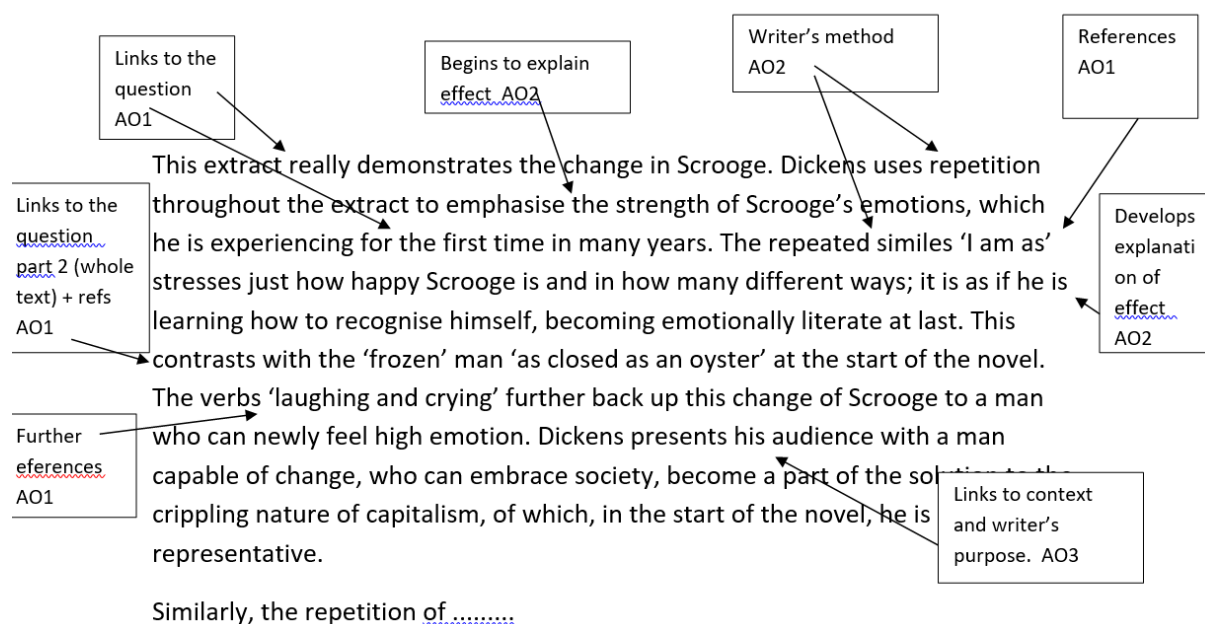
AO3 5

27/30

- Just moves up to top level in the last paragraph as you began to refer back to the extract. Although extremely well argued, there is possibly too much explanation - you could have mentioned much more about the ways Dickens creates childish joy with repetition, short phrases and punctuation.

- I'm being persistent, however! It's very

Here is an annotated example sent to Year 10 students as guidance:



SMHW Quizzes have also been a popular learning tool, with students showing resilience and enthusiasm every time.

Who said this: "As if a girl of that sort would ever...	✗	✓	✗
Who said this: "I refused, of course" (in reference...	✗	✗	✗
Who said this? "You'd think everybody has to loo...	✓	✓	✓
Who said this? "But these girls aren't cheap labo...	✓	✓	✓
Who said this? "Just used her for the end of a stu...	✓	✓	✓
Who said this? "There are millions and millions a...	✓	✓	✓
Who said this? 'It's better to ask for the earth tha...	✗	✓	✓
Who said this: 'It would do us all a bit of good if ...	✓	✓	✓
Who said this: 'community and all that nonsense'	✓	✓	✓

Expert Teachers online have been particularly popular with our **Year 9 and 10 students**:



Educated Minds with Miss Cole

5.46K subscribers



Mr Everything English

9.73K subscribers • 72 videos

Mr Everything English- I make videos and resources...



Your Favourite Teacher

94 subscribers

SUBSCRIBE

HOME

VIDEOS

PLAYLISTS

CHANNELS

DISCUSSION

ABOUT

Advice for students and families working from home (June 2020)

1) GCSE set texts

Invest in your **own** copies of the text/play. This will be great for group reading, annotations and provides the perfect opportunity for revising the text/play.

Online versions and dramatisations of the text are also available.
Please visit SMHW for further information.

2) Parents/Carers and students can ask the **following questions** as you read your texts/play:

- Who are the **main characters** in the stave/chapter/section? 'SO WHAT?'
- Which **themes** are explored in this stave/chapter/section? 'SO WHAT?'
- What does the **audience/reader learn**? What are they challenged by?
- What is **significant** about this stave/chapter/section (structure)?
- What are the **relationships** like in this stave/chapter/section?
- How are the **characters presented**? 'SO WHAT?'

3) Read, read, read!

Find opportunities to read and enjoy different materials. From newspapers, junk mail and open letters to the very books you have on your family bookshelf – reading will help you to relax, keep you informed and can even inspire you to write your own stories!

4) Audiobooks

Research shows that March 2020 saw a 63% increase in the demand for e-books and audiobooks! (First News, 2020).

Our school librarian has compiled a list of audiobooks to listen to at home, on the move or whilst studying.

Please visit SMHW for the full list of recommended titles. www.audible.co.uk also gives customers a FREE audiobook. Visit their website for further details.

5) The Weekend Read

'First News' newspaper is shared every Friday on SMHW. The publication has proved popular amongst our students across the school. Amongst our favourite articles include the recently published '20 Things to know and tell: Quick news to read yourself and share with friends'! Please look out for the notification on your mobile device or computer at home.

6) Note Taking

Some students are using their exercise books to complete work and others are using their notebooks. However words and ideas are captured, please remember to use a variety of note taking strategies such as bullet point lists, mind maps and summary sheets. They are all worth doing to ensure that you are applying your learning and organising information.

7) Online Resources

Please explore the following **government recommended** online platforms to help with KS3 home learning:

KS3

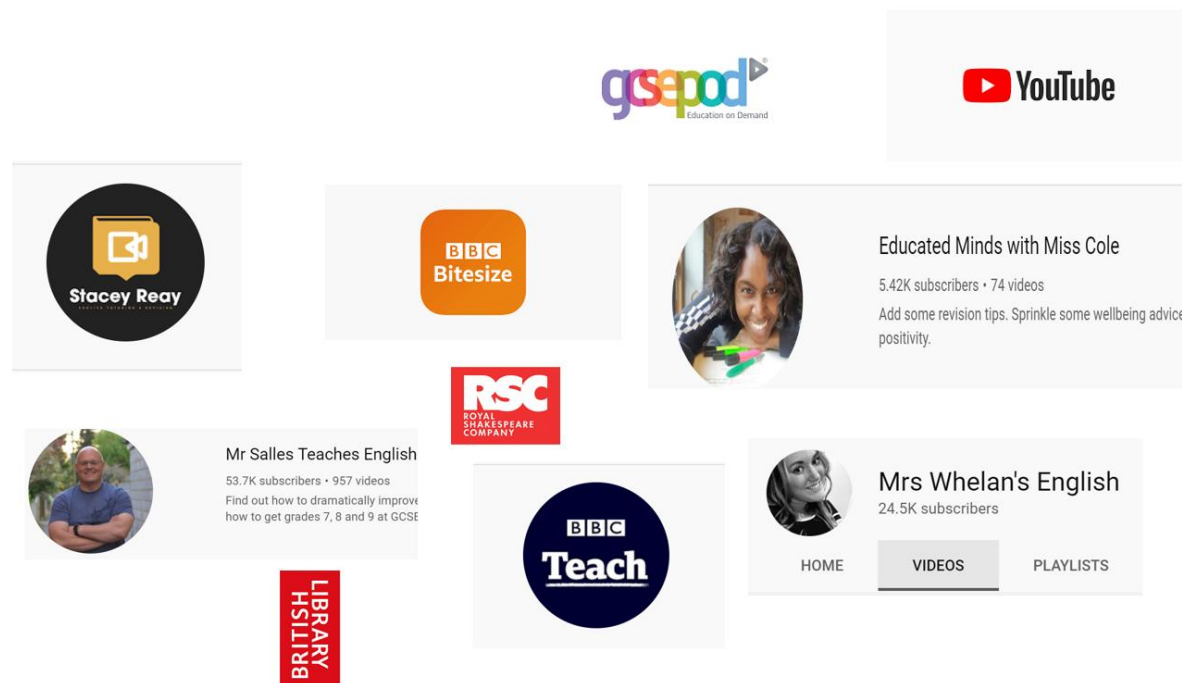
'English Mastery' - **Description:** downloadable resource books providing 12 weeks of activities covering writing and poetry."

'English and Media Centre' - **Description:** downloadable resources covering a range of texts for key stage 3. GCSE resources are categorised by examination board.

'The Children's Poetry Archive' - **Description:** an archive of spoken poetry recordings. Pupils can listen to poems being read aloud.

- 8) Here are some useful KS4 platforms to explore. Please ensure that you are actively watching the videos by making notes, re- watching and exploring similar content.

Please ignore the comment, views and number of subscribers. This usually has nothing to do with the content or information that you need!



We would like to thank Parents/Carers and students for their hard work and support.

-The English Department-

Reading information during lockdown

Here are some useful links LHEA students may wish to visit for further information and ideas about books to read during the lockdown.

<https://schoolreadinglist.co.uk/category/secondary-ks3-ks4-reading-lists/>

<https://www.booktrust.org.uk/books-and-reading/our-recommendations/great-books-guide/>

Hay Festival

For the first time Hay Festival will be a virtual event. It will bring writers and readers together from **18th-31st May 2020** in **FREE** live broadcasts and interactive Q & As.

The festival will include podcasts from award winning authors about fiction and non-fiction books they have written. There will also be a special school's programme including storytelling and live performances!

<http://www.hayfestival.com/wales/home>

The Curve, William St, Slough, SL1 1XY

ASPIRE | ACHIEVE | SUCCEED

Although our local library is closed, e-books can still be borrowed FREE of charge and from the comfort of our homes! See the link:

<https://www.slough.gov.uk/libraries/reading-ideas.aspx>

There are also plenty of activities like virtual book clubs, chess clubs and art clubs:

<https://www.slough.gov.uk/libraries/library-news-and-events.aspx>

Audio Books

All students are encouraged to take a look at the variety of audio book links sent with the newsletter today. This link has also been sent to students via SMHW!

Task:

Write a review on a book you listened to, expressing what you enjoyed most. Please submit your review to the school Librarian via SMHW.

Email t.ikram@lhea.org.uk for further information.

All pupils will receive **Achievement Points (APs)** for writing a review of their favourite audio book!

GLT (Greenshaw Learning Trust) Tutor Reading Programme updated daily



Year 7

The House with Chicken Legs by Sophie Anderson:

https://www.youtube.com/playlist?list=PLfWw_AneGN0yuTC75X7vLcDwX0lBqKhWw

Welcome To Nowhere by Elizabeth Laird:

https://www.youtube.com/playlist?list=PLfWw_AneGN0yuTC75X7vLcDwX0lBqKhWw

Year 8

My Sister Lives on the Mantelpiece by Annabel Pitcher:

https://www.youtube.com/playlist?list=PLfWw_AneGN0zE5pDLS4SmIPNRQBCEP_OW

Year 9

The Middle of Nowhere by Geraldine McCaughrean

https://www.youtube.com/playlist?list=PLfWw_AneGN0zwPv_-HAYMH1SjjHEyTyvH

More Than This by Patrick Ness

https://www.youtube.com/playlist?list=PLfWw_AneGN0zwPv_-HAYMH1SjjHEyTyvH

Year 10

Orangeboy – Patrice Lawrence

https://www.youtube.com/playlist?list=PLfWw_AneGN0y6LHaXUcfvgKtIEBcMrpmQ

Loyal Books (Free Public Domain Audio and E-Books)

Wind in the Willows - Kenneth Grahame

Kenneth Grahame's jolly riverside romp with the eccentric Mr. Toad and his animal chums.

<http://www.loyalbooks.com/book/the-wind-in-the-willows-by-kenneth-grahame>

The Invisible Man - HG Wells

The story focuses on Griffin, a scientist who has discovered the means to make himself invisible. His initial, almost comedic, adventures are soon overshadowed by the bizarre streak of terror he unleashes upon the inhabitants of a small village.

<http://www.loyalbooks.com/book/invisible-man-by-h-g-wells>

Pride and Prejudice - Jane Austen

A story of sisters set in an age of the French Revolution that captures a perfect glimpse of a time when women were socially and economically dependent solely on their marital status.

<http://www.loyalbooks.com/book/pride-and-prejudice-by-jane-austen>

A Christmas Carol - Charles Dickens

Charles Dickens' timeless classic about a bitter old man who has a Christmas epiphany.

<http://www.loyalbooks.com/book/a-christmas-carol-by-charles-dickens>

Dr Jekyll and Mr Hyde - Robert Louis Stevenson.

It is about a London lawyer named John Gabriel Utterson who investigates strange occurrences between his old friend, Dr Henry Jekyll, and the evil Edward Hyde. Suitable for KS3/KS4/GCSE.

<http://www.loyalbooks.com/book/the-strange-case-of-dr-jekyll-mr-hyde-by-robert-louis-stevenson>

Oliver Twist- Charles Dickens

Set in the first half of the 19th century, the classic novel presents the story of young orphan Oliver Twist, who endures tumultuous events in a society burdened by poverty and crime.

<http://www.loyalbooks.com/book/oliver-twist-by-charles-dickens>

Free Amazon Audible publications

Harry Potter and the Philosopher's Stone – JK Rowling

https://stories.audible.com/pdp/B017V54W6O?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-1

Jane Eyre - Charlotte Bronte

https://stories.audible.com/pdp/B01COOZ5C2?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-2

The Secret Garden – Frances Hodgson Burnett

https://stories.audible.com/pdp/B002UZMRV8?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-33

Alice's Adventures in Wonderland – Lewis Carroll

https://stories.audible.com/pdp/B015D78L0U?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-2

Anne of Green Gables – Lucy Maud Montgomery

https://stories.audible.com/pdp/B01KGL13FI?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-3

BBC Sounds 20 Full Stories In Chapters

<https://www.bbc.co.uk/programmes/p06w4v4x>

YouTube.com

Wonder by RJ Palacio

<https://www.youtube.com/watch?v=qGkPwJQ16EI>

The Wonderful Story of Henry Sugar - Roald Dahl

https://www.youtube.com/watch?v=tby0AhJ_pUg

The Hobbit – JRR Tolkien

https://www.youtube.com/watch?v=LZLlihi_m3Y&list=PLVYqppnkn5gN-wEITjJs-3lYv_w_oFU4&index=1

Fantastic Beasts and where to find them – Newt Scamander (JK Rowling)

<https://www.youtube.com/watch?v=S67WVAQIJik>

Of Mice and Men John Steinbeck

https://www.youtube.com/watch?v=Car_We66TME&t=2518s



MyOn by Renaissance

Over 7000 Free Audible books to read

<https://readon.myon.co.uk/library/browse.html>