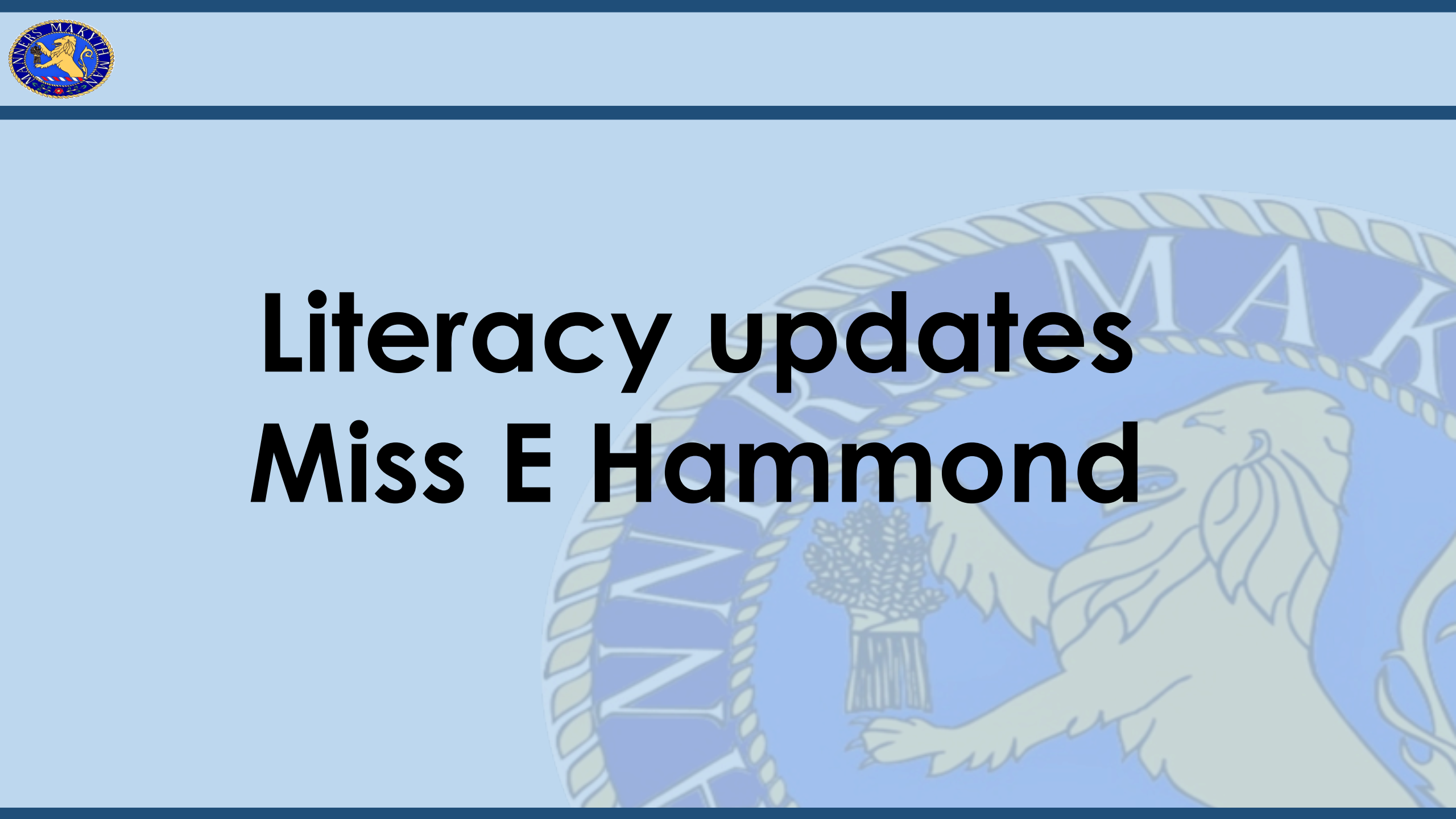


Urmston Grammar Year 7 Information Evening

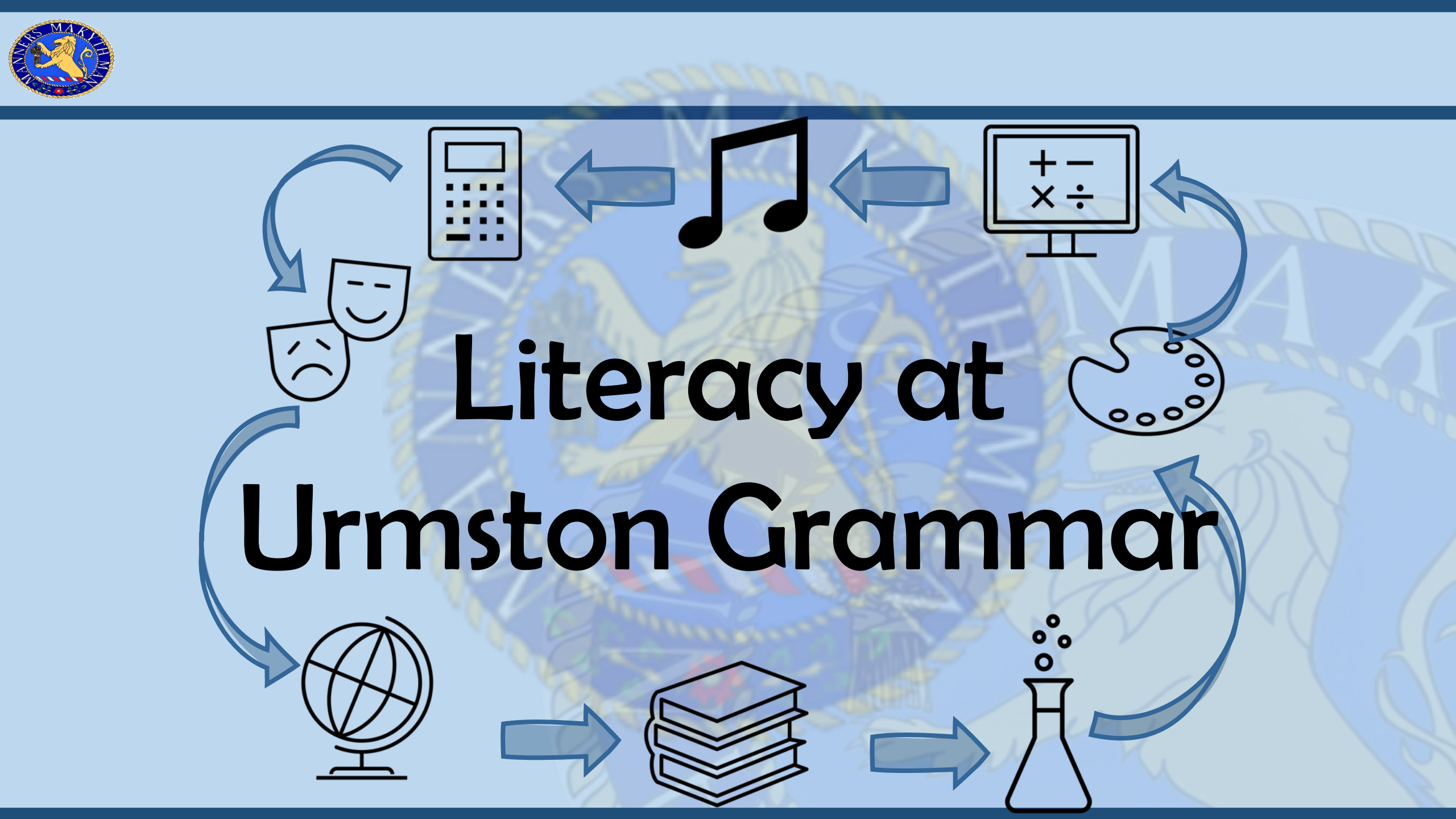


- **Welcome and introductions – Mrs Wall**
- **Literacy – Miss Hammond**
- **Wellbeing/Kooth/Mental health – Mr Roberts**
- **Ethos, Support and Online safety – Mr Roberts**
- **Assessment & tracking – Mr Kennedy-Fowler**
- **Lakeside trip – Mrs Rogers and Miss Devenney-Lees**
- **Questions?**



Literacy updates

Miss E Hammond





Our Ethos



Literacy is everybody's responsibility



Life-long literacy toolkit



At the heart of all communication



What is literacy?



Reading

Students learn to become active, evaluative, critical readers. Students should challenge themselves by reading a broad range of texts.



Writing

Students become writers who are able to express themselves coherently and with confidence.



Speaking

Students grow in confidence when sharing ideas with others. They learn to organise their ideas in such a way that they can present their thoughts clearly to their peers.



Listening

Students learn to engage with the ideas of others in a polite and respectful manner, whilst offering alternative perspectives. Students develop skills in extracting key information.



Literacy in each Key Stage



KS3 – Reading lessons, literacy toolkit, promoting a love of reading, read like a...



KS4 – Read like a, speak like a, write like a, exam literacy, reading for pleasure



KS5 – CV, cover letter, personal statement, academic reading, lifelong literacy



Literacy at KS3



Promote a love of reading



Broaden vocabulary



Build confidence in writing



Step outside of your comfort zone



Literacy at KS3



Promote a love of reading

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. – Sullivan and Brown 2013



Literacy at KS3



Promote a love of reading



Broaden vocabulary



Build confidence in writing



Step outside of your comfort zone



Literacy at KS3



Broaden vocabulary

‘teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time’ – UCL 2017



Literacy at KS3



Promote a love of reading



Broaden vocabulary



Build confidence in writing



Step outside of your comfort zone



Literacy at KS3



Build confidence in writing

1. Reading helps you develop critical thinking skills
2. Reading exposes you to a variety of writing styles
3. Reading allows you to study grammar in context
4. Reading helps you expand your vocabulary
5. Reading inspires new ideas

(Masterclass)



Literacy at KS3



Promote a love of reading



Broaden vocabulary



Build confidence in writing



Step outside of your comfort zone



Literacy at KS3



Step outside of your comfort zone

**‘Feel the fear and do it anyway.’
– Miss Hammond 2023**



Opportunities at Urmston

- Writing competitions
- Reading room
- LRC
- E-Platform
- The Day
- Form time DEAR
- Form time DEAL
- Word of the week
- Perspectives magazine
- World book day
- Personal statement workshop
- Community lectures
- Scholars society
- Reading buddies
- Reading lessons
- Debating club
- Globe theatre trip
- Public speaking
- Reading group
- Theatre trips
- Treescapes
- English language conference trip
- Shine school media awards
- University essay competitions
- Author visits



Reading lessons



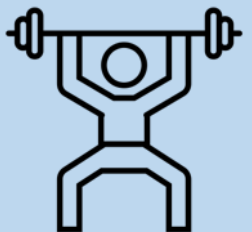
Fortnightly reading lessons



Promote a love of reading



Becoming active readers



Challenging texts



Reading lessons

COMPLETE 2 READING LOGS AND CHOOSE FROM THE TASKS BELOW BETWEEN YOUR READING LESSONS. YOU MUST COMPLETE AT LEAST 10 POINTS BETWEEN EACH LESSON.

COLLECT STARS TO EARN HOUSE POINTS EVERY TIME YOU READ

★ ★ ★ ★ ★

LESSON 1 _ _ / _ _ / _ _ LOGS <input type="checkbox"/> <input type="checkbox"/> POINTS: ★	2 POINTS EXPLORE A GHOST FROM THE NOVEL.	2 POINTS WRITE AN ALTERNATIVE BLIND	1 POINT EACH <ul style="list-style-type: none">• COME UP WITH AN ALTERNATIVE NAME FOR THE MAIN CHARACTER.• WRITE A QUESTION YOU WOULD LIKE TO ASK THE MAIN CHARACTER.• FIND A QUOTE ABOUT THE SETTING• WHAT WOULD THE MAIN CHARACTER DO TO RELAX?• WRITE A 3 WORD REVIEW• DRAW A CHARACTER OF YOUR CHOICE
LESSON 2 _ _ / _ _ / _ _ LOGS <input type="checkbox"/> <input type="checkbox"/> POINTS: ★	2 POINTS RESEARCH THE NOVEL'S GENRE	2 POINTS RESEARCH THE NOVEL'S AUTHOR	
LESSON 3 _ _ / _ _ / _ _ LOGS <input type="checkbox"/> <input type="checkbox"/> POINTS: ★	5 POINTS SELECT A CHARACTER FROM THE NOVEL. CHOOSE 3 QUOTATIONS THAT INFORM YOUR DRAWING.	5 POINTS WRITE A 50 WORD DESCRIPTION OF A CHARACTER. USE QUOTES FROM THE BOOK TO INFORM YOUR WORK.	
LESSON 4 _ _ / _ _ / _ _ LOGS <input type="checkbox"/> <input type="checkbox"/> POINTS: ★	7 POINTS CHOOSE A SIGNIFICANT CHARACTER FROM THE BOOK AND WRITE A DIARY ENTRY FOR THAT CHARACTER ABOUT A KEY EVENT. INCLUDE DETAILS ABOUT WHAT HAPPENED AND HOW THE CHARACTER THINKS AND FEELS ABOUT THE EVENT.		7 POINTS CHOOSE A BOOK THAT DESCRIBES SEVERAL PLACES IN DETAIL. DRAW A MAP OF THESE PLACES. ON IT, OR ON A KEY, LIST AT LEAST SIX QUOTATIONS THAT DESCRIBE EACH OF THESE PLACES.
LESSON 5 _ _ / _ _ / _ _ LOGS <input type="checkbox"/> <input type="checkbox"/> POINTS: ★	10 POINTS WRITE AN ALTERNATIVE ENDING OR CONTINUE THE STORY FOR ANOTHER SHORT CHAPTER. USE YOUR IDEAS BUT TRY TO MATCH THE STYLE OF THE BOOK.		

Forms regular homework

Broad range of creative tasks which help to shape understanding

Students are rewarded for their reading



Reading lessons

USE THE TABLE TO RECORD WHICH ARTICLE YOU HAVE CHOSEN TO READ. THEN COMPLETE 20 POINTS OF TASKS FROM THE CHOICE BELOW BEFORE YOUR NEXT READING LESSON. YOU SHOULD TAKE INSPIRATION FROM THE CONTENT OF THE PIECE OF NON-FICTION YOU HAVE READ.

5 POINTS

A SHOW-TO-GUIDE, A PIECE OF WRITING INSTRUCTING SOMEONE TO DO SOMETHING.

5 POINTS

CREATE A FACT FILE ABOUT A WRITER.

5 POINTS

CREATE A TRAILER FOR A NETFLIX DOCUMENTARY – WRITE THE VOICE OVER.

5 POINTS

CREATE A FACT FILE ON THE SUBJECT OF AN ARTICLE YOU HAVE READ.

10 POINTS

WHAT I’M REALLY THINKING – USING THE MODELS DISCUSSED IN CLASS, WRITE AN OPINION PIECE STEPPING INTO THE SHOES OF A SPECIFIC PERSON.

10 POINTS

TRAVEL ARTICLE – LET’S MOVE TO... WRITE AN INFORMATIVE / PERSUASIVE ARTICLE ABOUT A PLACE YOU HAVE READ ABOUT.

10 POINTS

INTERVIEW SOMEONE WHO FEATURED IN AN ARTICLE YOU HAVE READ, E.G. A SPORTS PERSON.

10 POINTS

WRITE A BOOK RECOMMENDATION BASED ON A PIECE OF NON-FICTION YOU HAVE READ. IT SHOULD LINK TO THE KEY THEMES OF THE ARTICLE.

10 POINTS

WRITE AN OPINION ABOUT A REAL OR FICTIONAL PERSON.

TEXT	DATE COMPLETED	ARTICLE TITLE	RATING /5
SPORT			
SOCIETY			
POLITICS			
CULTURE			
SCIENCE			
CLIMATE			
FREE CHOICE			
FREE CHOICE			

20 POINTS

CREATE AN INFORMATIVE PRESENTATION ON A TOPIC YOU HAVE READ ABOUT. YOU SHOULD INCLUDE KEY INFORMATION, TEXTS, IMAGES AS WELL AS YOUR OPINION.

20 POINTS

WRITE YOUR OWN NEWSPAPER ARTICLE WITH THE SAME HEADLINE AS THE ARTICLE YOU HAVE READ, BUT WITH A DIFFERENT SPIN...

20 POINTS

FIND A SONG OR POEM WHICH EXPLORES THE THEME OF THE ARTICLE YOU HAVE READ AND ADAPTATE IT.

20 POINTS

TURN A NEWSPAPER REPORT INTO A PIECE OF FLASH FICTION. (500 WORDS)

Forms regular homework

Engagement with non-fiction texts

Range of tasks encourages creative thinking

Students are encouraged to branch out



Making the most of it

Students have access to The Day, online newspaper which is aimed at secondary school age pupils.

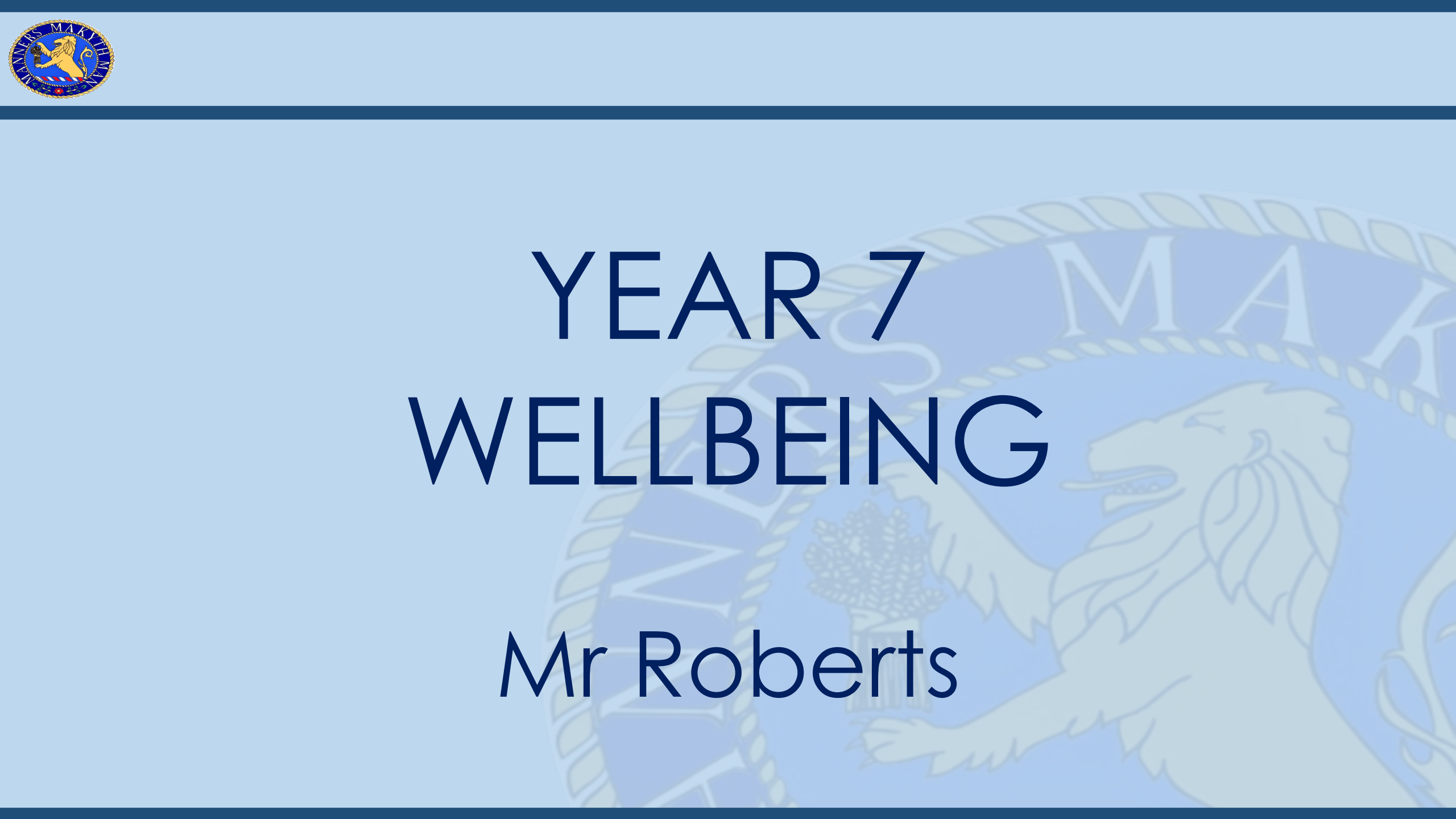


In addition to our library, students have access to over 1,000 e-book titles through the e-platform.



Links Regarding Literacy:

Urmston Grammar – Student Reading List: [HERE](#)
Perspectives – School Magazine: [HERE](#)



YEAR 7 WELLBEING

Mr Roberts



Key areas of well-being





Community



Lakeside



Let's Sing



Extra-curricular clubs



Interhouse competitions





Hummingbird Project

Officially launched at the end of 2018 by Greater Manchester Mayor Andy Burnham, Bespoke six-week course put together by psychologists from the University of Bolton with input from young people, which is delivered by MedEquip4Kids' Project Co-ordinator alongside trained volunteers.

Topics covered include: Mental Health and Stigma,
Happiness and Wellbeing,
Resilience and Character
Growth Mindsets
Hope and Gratitude
Strengths
Mindfulness.





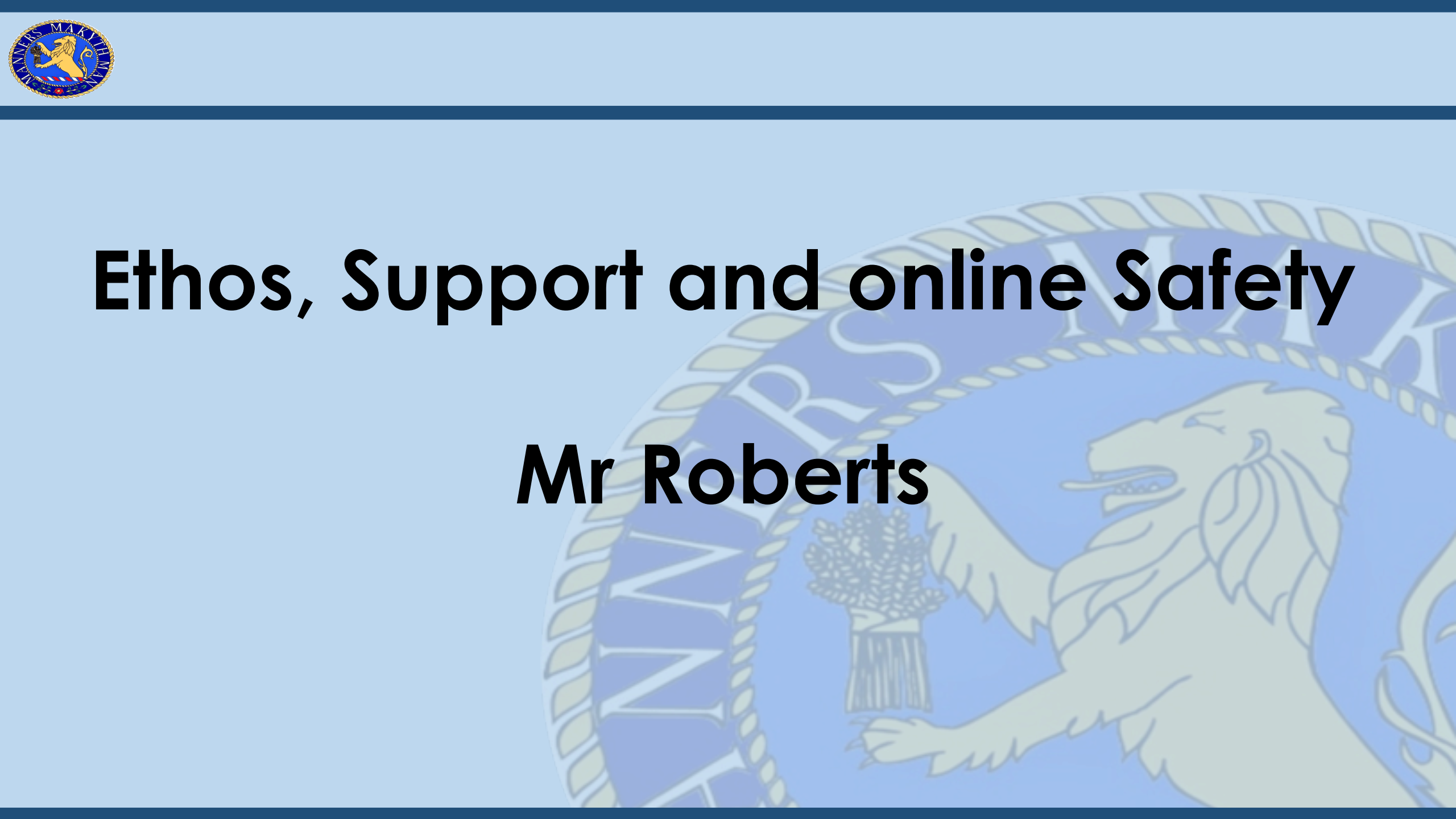
The image features the Kooth logo, which consists of a stylized 'X' made of two overlapping bands (one dark teal, one light teal) followed by the word 'kooth' in a bold, dark blue sans-serif font. To the right of the logo is a stylized illustration of a person with light blue curly hair tied in a bun with a red headband, wearing an orange long-sleeved shirt and teal pants, sitting cross-legged and using a dark grey laptop. The background is white with a large, dark blue abstract shape behind the person. In the bottom left corner, there are two logos: 'bacp Accredited Service' and 'NHS Providing NHS services'.

kooth

bacp Accredited Service
Providing NHS services

Click on the
"Join Koorth"
button to
get started





Ethos, Support and online Safety

Mr Roberts



Layers of support

- Form tutor
- Subject tutors
- Pastoral officer
- Head of Year
- Head of School
- Headteacher

**A graduated approach
is recommended**

**Form tutor can direct
questions or requests
as appropriate**

office@urmstongrammar.org.uk



Phones and social media

- Be aware of these sites
- Duplicate accounts
- Report and save screenshots
- Monitor for yourselves!

 YouTube





National
Online
Safety



PARENTS COURSE
AGES 7-11
WITH WHOLESGAME ALIAS



Annual Award in Online Safety for
Parents & Carers of Children aged
7-11

 Add To Watchlist



PARENTS COURSE
AGES 11-14
WITH WHOLESGAME ALIAS



Annual Award in Online Safety for
Parents & Carers of Children aged
11-14

 Add To Watchlist



PARENTS COURSE
AGES 14-18
WITH WHOLESGAME ALIAS



Annual Award in Online Safety for
Parents & Carers of Children aged
14-18


 Add To Watchlist



PARENTS COURSE
AGES 3-7
WITH WHOLESGAME ALIAS



Annual Award in Online Safety for
Parents & Carers of Children aged
3-7

 Add To Watchlist







241 guides so far - at least one added per week

Minecraft

The Metaverse

Discord

Youtube kids

Online loneliness

NFTs

Whatsapp

Roblox





Phones and Social Media

Phones should not be seen during the school day. They should be placed in lockers on arrival at school and collected at the end of the day.

Social media should not be used by Year 7's. Nearly all social networking sites allow users aged 13 or over.



Extra-Curricular

Extra-curricular timetable

Be more than the sum of your grades

Link [HERE](#)





Houses

Bradfield Mrs Chadwick	Mersey Miss Cookson	Oak Miss Salisbury	Orme Mrs Walsh	Park Mr Tabor
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Points for...

- Academic, effort, resilience
- Extra-curricular
- Community
- Celebration of achievement outside school



Learning to learn



Link [HERE](#)





learningtolearn

Independent learner _____

Pomodoro technique

The technique was first devised in the 1980s by Francesco Cirillo. It was named after the tomato shaped kitchen timer he used to time his short bursts of work.

The method breaks down work into manageable periods (between 20-30 minutes is commonly used). This can often seem less daunting than sitting down for hours at a time to complete tasks.



The technique is ideal for managing workload. Students may set themselves a number of Pomodoros to complete across the week. As they progress from Year 7 through to 13, the number of pomodoros will need to increase.

If they commit to doing **15** sessions across a week, they have the freedom to change plans, have a night off and catch up later.

Alternatively, they might bank some extra Pomodoros on a Monday so that they can earn a lighter night later in the week.

Committing to a set time spent on work each week has a number of benefits.

- Students may slow down and focus on quality of work more
- Once homework is finished, students can use time to review work & older topics, potentially producing revision resources






learningtolearn

Independent learner _____

Read/Write/review

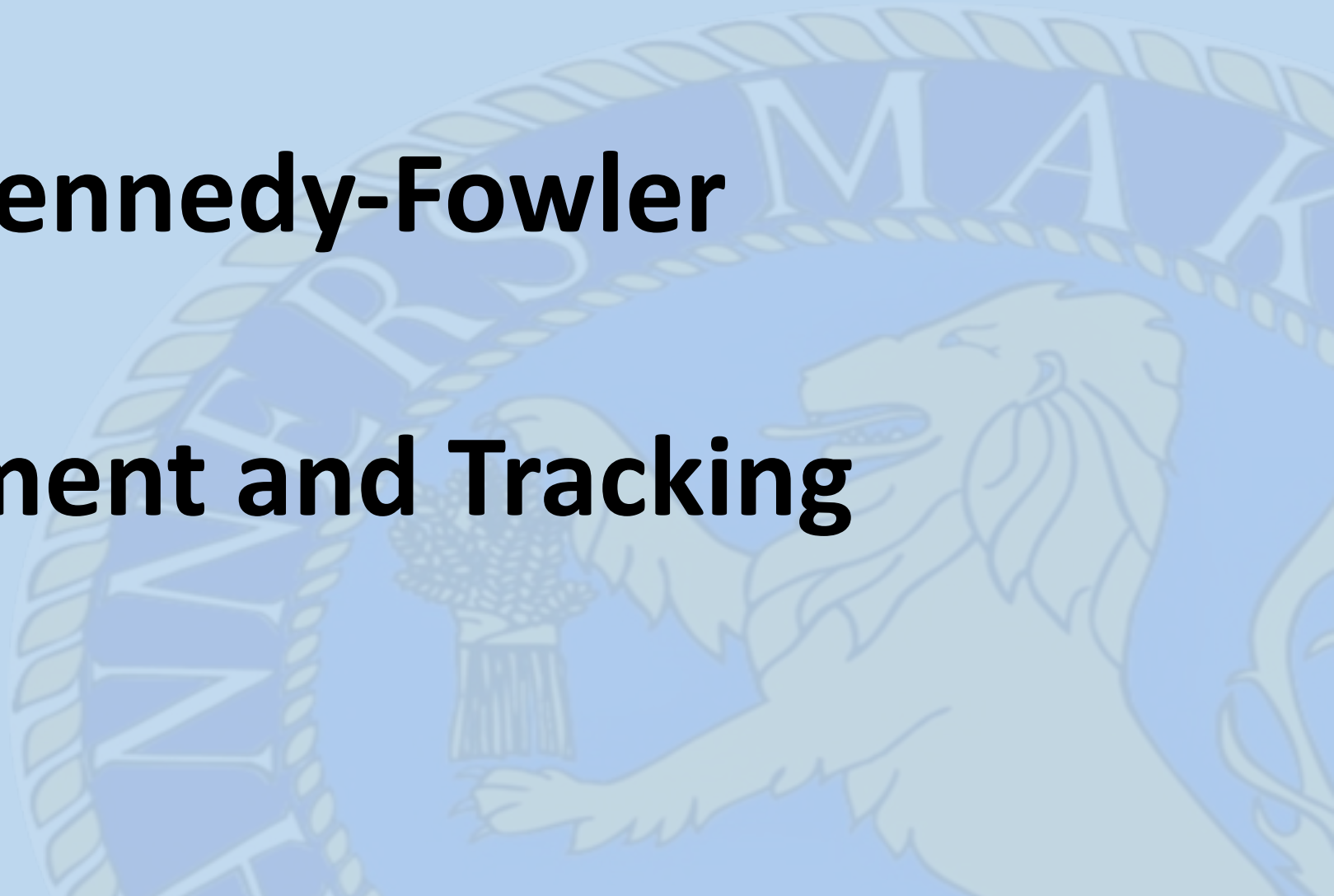
Read/write review is a very effective method of revision, allowing students to assess their understanding and challenge their subject knowledge. Spend 30 minutes trying this next time you have an assessment

10 minutes	10 minutes	10 minutes
<ul style="list-style-type: none">• Read through the topic• Write down headings of key sections of the topic	<ul style="list-style-type: none">• Using the headings as a reminder, write down as much as you can remember. Do not look back at notes during this stage	<ul style="list-style-type: none">• Review what you have written• What did you do well?• What did you forget?• What do you not understand?
		
<ul style="list-style-type: none">• Reading is the first step in revision. It is not enough on its own but will allow you to start to build understanding	<ul style="list-style-type: none">• Writing allows you to consolidate your knowledge and reinforce learning• Because you are challenging yourself to remember, you are more likely to remember in the longer term	<ul style="list-style-type: none">• Reviewing allows you to celebrate successes• It also highlights where efforts need to be made to improve recall• It allows you to identify where development might be needed



Mr Kennedy-Fowler

Assessment and Tracking





Assessment and Tracking

Reports home will typically include the following information:

Approach to Learning

- 1. Proactive and positive approach to all aspects of learning; going above and beyond in your studies.**
- 2. Positive approach to learning.**
- 3. Approach to learning is inconsistent and falls below our expectations; follow your teacher's advice to improve.**
- 4. Approach to learning consistently falls below our expectations; follow your teacher's advice to improve.**



Assessment and Tracking

Reports home will typically include the following information:

Behaviour

- 1. Outstanding.** You consistently demonstrate high levels of self-control and a positive attitude towards your own education and that of your peers.
- 2. Good.** You usually demonstrate self-control and a positive attitude towards your own education and that of your peers.
- 3. Improvement Required.** You need reminding about our high expectations for behaviour and you have to be directed to improve.
- 4. Significant concerns regarding behaviour.** These will have already been shared with parents/carers.



Assessment and Tracking

Reports home will typically include the following information:

Progress

1. Exceeding Expectations
2. Meeting Expectations
3. Not Yet Meeting Expectations

Progress will be a *holistic* judgement made by the subject teacher.
May include assessment(s), homework, class work and performance in lessons



Assessment and Tracking

Link [HERE](#)

The screenshot shows the University of Kent website's 'SUBJECT CURRICULUM INTENT' page. The header is dark blue with navigation links: VACANCIES, HOME, ABOUT US, ADMISSIONS, PARENTS, STUDENTS, SIXTH FORM, and CONTACT US. The main heading is 'SUBJECT CURRICULUM INTENT' in a large, serif font. Below it, a smaller line of text reads: 'Please use the links below to see the Curriculum Intent for each subject area.' A note in parentheses states: '(Please be aware - this page is currently under construction. If the information you are looking for isn't available, please check back here soon!)'. The page features six subject tiles, each with a background image and the subject name in white text: Geography (a group of people outdoors), History (students in a classroom), Religious Studies (a person reading), French (students in a classroom), German (students in a classroom), and Art & Photography (a person at a desk with an easel).



Year 7 Lakeside Residential 2023



URMSTON GRAMMAR - 3 KEY MESSAGES

- PRIDE
- PARTICIPATION
- EMPATHY





What our pupils will learn:

- It will be an action-packed trip! Pupils will return home exhausted, (and be able to dress their own bed!)
- They will experience plenty of physical team-building activities; fell walking, kayaking, zipwire, raft building.
- **Be brave – support each other!**
- Our activity leaders are experienced outdoor educators. There will be one leader and one staff member from UG per group of 10 pupils
- They will start to develop new friendships with the people in their form and beyond! An opportunity to meet our older students in the sixth form.



Key Dates:

Monday 2nd -Wednesday 4th October 7U/R/M

Wednesday 4th - Friday 6th October 7S/T





DEPARTURE DAYS (MON OR WEDS)

ARRIVE IN SCHOOL AT: **9.30AM**

COME TO THE MAIN HALL





ARRIVAL BACK AT UG (WEDS OR FRI)
ARRIVE BACK TO SCHOOL AT: 3PM
PARENTS COLLECT FROM THE MAIN HALL





KIT LIST

- warm and waterproof outdoor jacket
- comfortable OLD shoes for activities, (walking shoes/trainers)
- bring two pairs – one for dry activities, one for wet activities
- pair of shoes for inside – slippers
- 2-3 pairs of long trousers – not jeans
- 5-6 T-shirts
- underwear and socks - (extra socks!)
- 2 pairs of thick walking socks
- 2 towels
- wash bag and toiletries
- hat and gloves



KIT LIST

2 bin liners for wet clothes at the end of the trip
water bottle
head torch or torch (with spare batteries)

No mobile phones

**£5 (maximum) pocket money to spend in
the tuck shop**



MEDICATION

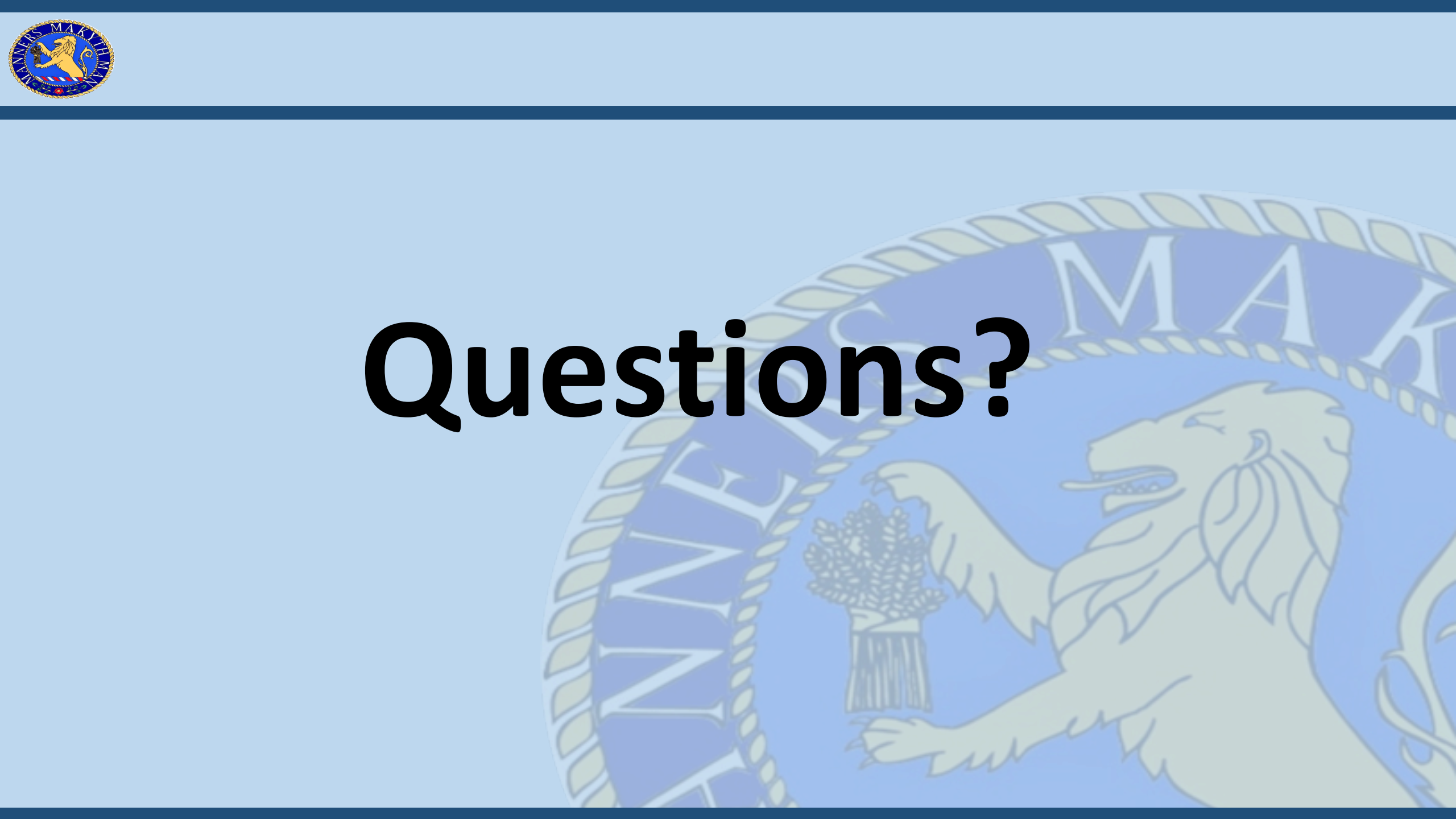
- Bring all medications in either a plastic tub or small plastic bag that is **clearly labelled** with your child's full name and form and the dosage instructions.
- The medication must be handed to **Mrs Lattin** on the departure day and will be stored in our school medication box.
- Bring two inhalers/epipens – one for the school box and one for the child to carry in their rucksack.
- Members of UG staff will administer the medication at the appropriate times.





Dates for your diary

- 19th September - School Photos
- 20th September – Y7 Information Evening
- w/b 2 October - Lakeside residential
- 12th October - Whole School Photos
- 2nd November - Let's Sing
- TBC December PTA Christmas Fair
- TBC - Festival of Christmas Music Celebration
- 15th December - Cinderella Pantomime trip for Y7
- 23rd April Y7 Parents Evening



QUESTIONS?