




## One minute wonder

### The basic idea

Drama at KS3 is taught in mixed ability groups. We use differentiation by task to ensure we cater for students of different abilities. This begins with the starter activity. We identify gifted and talented students and use them to inspire and engage others. We take 'risks' as a group which creates a 'safe' learning environment where students can progress.

 Our year 8 students are working on the First Give project in Citizenship lessons at the moment. This is the third year we are running this programme. Each class meets with a local charity, takes part in social action in order to fundraise/raise awareness of the social issue and then makes a powerful presentation about them in order to compete to win £1000 for them.

Over the last 2 years, CBSC has donated over £3000 to - The Samaritans, The Neuro Foundation, Sutton Foodbank, Mind and Breaking Barriers. Over the next couple of months, the boys will be hosting fundraising events and will be raising awareness of their charities around the school. Please support where you can. The charities that year 8 are representing this year are: Lives not lives; Metro Charity; Crimestoppers; The Stroke Association; Croydon Community Against Trafficking; Asthma UK, Sutton Vision; Sutton Community Transport and Care 4 Calais.

Here are some photos of 8R meeting with their charity 'Sutton Vision' this week.

Mrs L Ralton



## English Literature Globe Trip

On Monday 5<sup>th</sup> February, we took 26 English Literature A Level students to The Globe Theatre to engage in a Hamlet-based study day. Having toured the theatre and explored the history and language of the Bard, the students took



part in a wonderful drama session that brought out their inner thespians (despite the snow). Thanks to the admin team, especially Allie, for all of their hard work.

## **INDIVIDUAL STRATEGIES FOR SUPPORTING STUDENTS WITH ADDITIONAL LANGUAGE NEEDS (PART 2)**

There are **two** distinct cohorts of students who have an additional need relating to language:

1. Students for whom **English is a second or additional language (EAL)**. These students will arrive with varying levels of English. They will typically need to 'catch up' with acquisition of academic standard language taking 7 – 10 years from first starting language learning.
2. Students for whom English is their first language but have an inherent difficulty with language acquisition, with a likely impact also on their literacy. Sometimes they will have been formally diagnosed as having a **Speech and Language Difficulty / Speech Language Communication Need** and/or **Dyspraxia, Dyslexia**.

The following additional strategies will be beneficial to both cohorts.

- 1) Be aware of the length of teacher-talk. Support teacher-talk slots with pictures, real objects or mime.
- 2) Create visual summaries of discussions as you go - mind mapping, flow charts, diagrams, comic-strip format.
- 3) Give the student time to think, or talk to a partner before answering a question, or say "I'm going to come back to you in a minute to ask you about -----". But first I'm going to ask Y a question."
- 4) If the student can't answer a question, scaffold/support till they can rather offering the answer or saying "Can anyone help x?" Elicit responses by offering sentence starters such as "This shows that..." or "I have found that..."
- 5) Use a hierarchy of questions – start with an open question ("What do you think might happen next?"), then if support is needed frame the question as alternatives ("Do you think x or y?").
- 6) If you cannot understand what the student has said, do not pretend that you have – ask for repetition in different words.
- 7) During whole class discussion, accept student's mispronounced speech but repeat / rephrase in a phonetically and grammatically correct version. This is known as recasting. i.e. "It is in the front." □ "Yes, it is on the front."
- 8) During 1-1 discussion, try to encourage the student to correct their own mispronounced speech by asking them, "Can you say that again slower?" "Are you sure you saw the word \_\_\_\_\_ like that?" This is known as repairing.
- 9) Support oral work with sentence starters ("First...next...finally", "I think... but on the other hand", "I think... because..." "Similarities I have found are... Differences I have found are...").
- 10) Support writing with writing frames and lists of vocabulary to choose from.
- 11) Provide with glossaries of commonly used and subject specific vocabulary that they can take away and use.

- 12) Allow extra time to complete all tasks and be aware of the fatigue that the student may experience because of the amount of extra effort that they have to put into processing language.



## Challenge 2 Bake A Book

We would like you to bake/decorate a cake that represents your favourite book or a book that you have enjoyed reading!

If you don't have time to bake a cake, you could buy one and decorate it.

Why not work together with others?

**E12 will be available on Tuesday and Wednesday lunchtime** for those who wish to come along and decorate their cakes. Don't forget your ingredients!

Please make sure that your cake is named and that you bring it down to the E12 by **8.20 on Friday 2<sup>nd</sup> March**. (Cakes can be given in at any time before this)

Prizes will be awarded for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place.

