

## What we have been doing in English.....

We launched a school wide poetry competition and saw a range of stunning entries. Our overall winning entries came from Morgan Clements and Mia Bladon are sampled below. These students received poetry journals as prizes. We are currently devising our next competition which we are very excited about already!

### *Warning of a Conflagration*

Have you ever regarded, with simple contemplation,  
the modest pulchritude of Mother Nature,  
as her eyelashes lower in gracious humility,  
with a humble incline of the head?  
Offer a glance, in your virtuous honour,  
upon the perfumes of petalled foliage,  
floral garlands of splendacious resplendence,  
efflorescing at rest, atop the kindly tremble  
of careful handling.  
In a fragrant concoction, the scents of petrichor,  
pearlescent salts, glitter through waterfalls, caressing,  
splashing  
the fruitful blossoms, with the anointment of a thousand  
aquatic oils.  
In a leafy aviary of branches, the feathered choir chorus  
mellifluous birdsong symphonies, in striking praise of the  
scene.

Despite such grandiloquent rhapsodies, your regard may  
distance  
to the observation of nescient wanderers,  
unfortunate blemishes upon the varicoloured canvas  
of a sorrowed artist.  
Adult in appearance, naive in perseverance,  
they are not to romanticise the heating of our tilted home:  
idealising the situation would be pathetic deceit, like the  
dismissal  
of snippets from adolescent journals, like the hyperbolic  
sentimentality  
of tear stains, jerked from imperfections  
of a plaintive romance novel.  
If they continue in this shameful oblivion, we will soon  
find ourselves unsuspecting witnesses to a conflagration,  
sweeping landscapes into sadistic embers that  
serve us a reminder of the burden of ignorance.

*Mia Bladon*

A journey from the East,  
it was sent on God's intention of a human feast,  
to explore every village on sight,  
to kiss every mother, child and husband goodnight.

but there was one thing that it had missed,  
for every thing that it had kissed,  
in 14 day's time, your child and wife,  
would be choking up on wasted life.

This is not what it had planned for,  
it yelled "no more, no more",  
but what was done could not be reversed,  
for its life had been cursed.

So it fled the state,  
in hope of new fate,  
but all had come to an end,  
when the coughing started again.

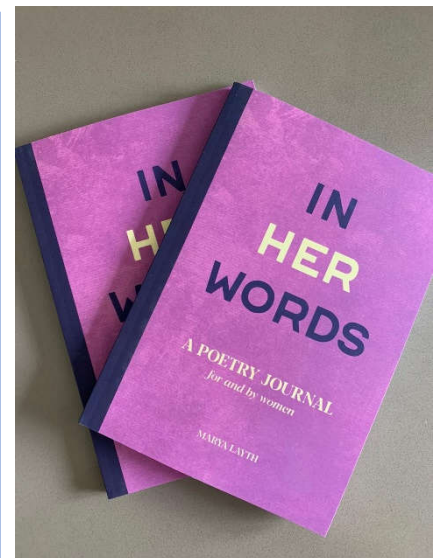
Although it's intentions were to protect,  
More death would come than it'd expect,  
"Stay inside, stay away" it said,  
but humans were not to be led.

A joke they called it,  
"this isn't a joke, not one bit!"  
It could not understand why they would not listen,  
but all was clear they'd made their decision.

It hated humans,  
and now had new plans,  
to rid the earth of their toxicity,  
and end their monstrosity.

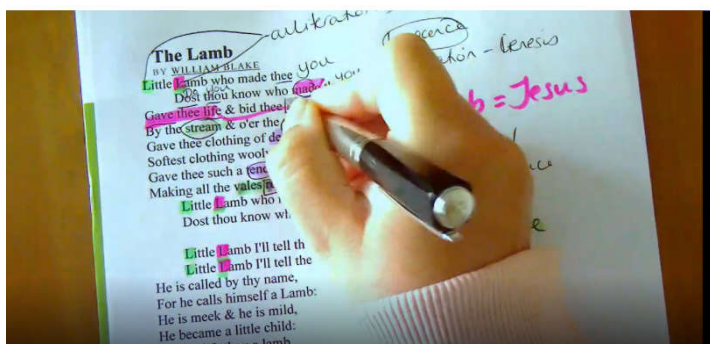
As death reigned down upon all,  
it sat and watched us fall,  
so say hello to covid's game,  
because you're all the ones to blame.

**Morgan Clements**



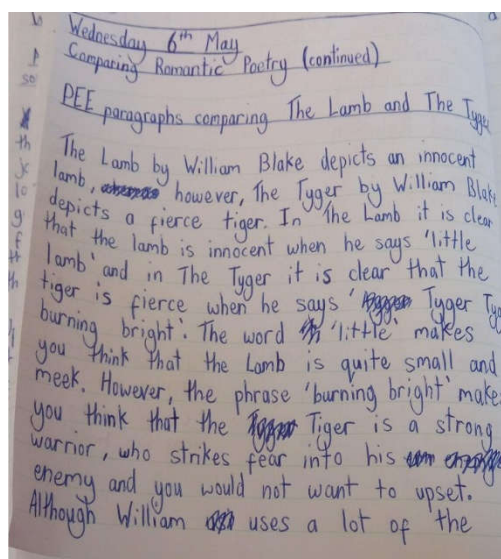
We have also had clusters of department teachers in school delivering English lessons to the students on site. Year 10 and 11 students have been exploring the Poetry Anthology whilst younger students have been developing their reading and writing skillsets with their teachers.

We have also been trialling using visualisers to record annotations of texts with teacher voiceover and explanation. This has worked well with both Y10 and Y8 classes and we are seeking to extend this further. Staff have also been seeking to do some recorded instruction!



**Year 7** have recently moved to a weekly module approach and have been covering a range of topics including Shakespeare, poetry, letter writing and many more.....

**Year 8** have been exploring Gothic literature and Romantic poetry, developing the skills and knowledge they will need all the way through to Year 11.



30th March 2020

**Written Assessment**

**LO: To plan and fully prep to write a creative piece to be assessed.**

So considering all of the GOTHIC conventions we have been looking at over the last few weeks, you're going to start planning, drafting, editing and completing your own Gothic story!

What should you include in your work?

- Plan –
  - A story mountain (I'll come back to this)
  - Higher level words
  - All the punctuation

**How does Steinberg present George and Lennie in the opening two chapters?**

Initially, Steinberg presents George as very protective over Lennie, like an older brother. This is shown in the quote, "Lennie, for god's sake don't drink so much." [...] The small man leaned over and shook him by the shoulder." This suggests that the two are very close and George feels responsible for Lennie's well-being. The verb "shook" shows that George was worried about Lennie and what he might do if he didn't act. Most readers can relate to the feeling of responsibility that George feels towards Lennie.

Interestingly, Lennie is presented as an animal within a few sentences. "He walked heavily, dragging his feet a little, the way a bear drags his paws." The adverb "heavily" suggests he is weary after a long hike or that he isn't used to travelling far. The way that Lennie is described as a bear is intriguing because Lennie is a large man who is very muscular, similar to a bear, and it could relate to the fact that Lennie has to rely on George a lot of the time too. As a reader, this makes you wonder what could have happened to make him so tired.

Clearly, Lennie relies on George heavily to get through simple tasks such as introducing himself. "In a panic, Lennie looked to George for help." This suggests that the two are very close and Lennie depends on George. The fact that Lennie was "in a panic" and instantly knew that George could help deepens the brother-like bond the two seem to share. As a reader, this makes you sceptical about Lennie surviving

Comments

check spellings rebecca, attention to detail is really important in English.

**Ms E Little**  
Good point, clearly made.

**Ms E Little**  
Good understanding shown here.

**Ms E Little**  
Not sure how you've come to this conclusion, how does a bear link to being reliant on somebody?

**Ms E Little**  
GR. Have not of

**Ms E Little**  
Good analysis here. An excellent conclusion drawn.

**Ms E Little**  
GR.

**Year 9** have been looking at fiction texts and developing personal responses to them. This example shows a student who is exploring the opening of 'Of Mice and Men'

