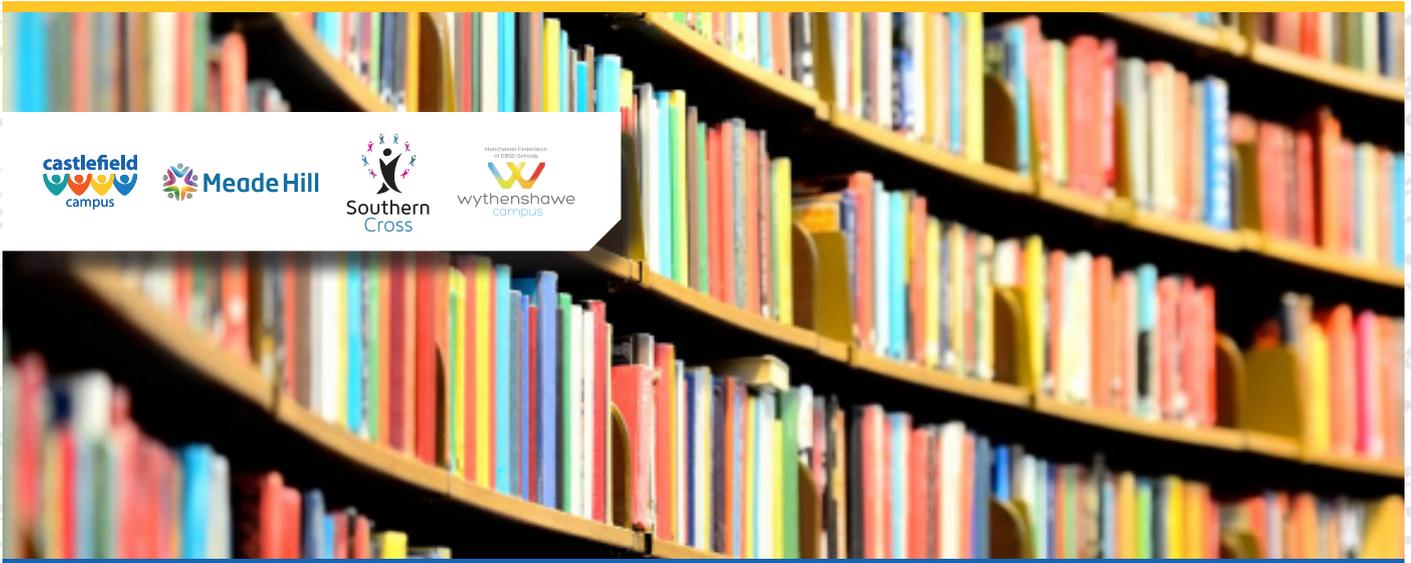


the Federation Bulletin

Welcome to this special edition of your Federation Bulletin, containing the winning entries from our Manchester Federation of EBSD schools literary competition.



LIBERATING LITERACY ACROSS OUR FEDERATION

Literacy is at the heart of all that we do recognising that we all use reading as an essential tool to understand the world around us, irrespective of the subject. If we cannot read, we cannot always understand the full picture...

Promoting literacy helps students to develop core skills that enable students to access the activities students undertake in their English lessons and all other subjects.

Our strategies to make this happen include:

- A whole Federation working group identifies key areas for improvement and how to address these weaknesses through training and resources;
- All staff receive training once a term promoting best practice for the whole Federation literacy focus;

- All staff must plan and create pupil resources to promote literacy (including practical subjects such as Art, Catering and PE);
- All staff follow a literacy focused marking policy;
- Pupils who fall below average progress rates in literacy receive a personalised intervention programme targeting reading and writing skills using a nationally acclaimed scheme (Fresh Start). Pupils on average improve their reading age by 13 months across a 10 month period.



Our autumn term focus was 'Communication and Broadening Vocabulary', which culminated in our cross-federation writing competition.

Please take the time to enjoy each fabulous winning entry, here in print.

THE FUTURE'S COMING

Mr Parrish stumbled, almost fell, through the door. He looked dishevelled, confused, frightened. His tie was missing, his shirt was untucked, his hair looked like he had been caught in a hurricane. With wild eyes, he scanned the room, then glanced behind him. "Group seven, you are our only hope!" he hoarsely whispered, drawing an object out of his shirt pocket and offering it to us. "You have to use this to stop the future and save us all!"

He threw the object on the table and ran through the break-out room. As soon as the door closed, he reappeared at the classroom door, looking like his normal self. What had happened? What did we have to do to save everyone? We looked at the object in front of us.

The object was a thick piece of glass that curved inwards, like a teardrop shape. Kamran poked it with a ruler, it floated in the middle of the table. It showed an image of what I thought was planet Earth, then it switched, there was a black tower, with yellow beams flying out, there were kids being tortured. They had metal brackets stuck in their heads.

It disappeared. Everyone was speechless, 10 seconds passed, 'tick-tock', the noise of the clock pierced through my heart.

No-one talked, suddenly everything started moving. Books flew off the shelves, chairs moved, the floor shook, everything went quiet, nothing moved... 'screech'; the whiteboard turned off, a big hole appeared in the middle of the board and everything started flying in, getting flung into the white, what seemed like a portal. Miss Heart grabbed the table as the portal sucked her in as she gripped onto the sides of the wall as most of her body went in the swirly portal. She disappeared.

"Yay" exclaimed Jimmy, Derell, Kam and me. But Patrick was in the toilet, playing on his phone. Everything was black for a few seconds. We all fell out at the same time.

Adam G.

A TELEPHONE DIALOGUE

Kevin receives a phone call from his brother:

Callum – "Kev I've just run out of school coz the teacher is picking on me, I'm not having it it's not fair it wasn't even me."

Callum takes in a deep breath as he is running down the street – school disappearing in the background.

Kevin – "What! What you saying???? Say that again slowly." The sound of machinery was making it difficult for Kevin to hear what his little brother was saying.

Callum replied "I said I've just ran out of school because the teacher is picking on me. She is trying to give me detention because I didn't hand my homework in so am going home". Callum is getting more and more out of breath as he continues to run, he knows that the teachers could be following him to try to get him to go back to school.

He stops and listens for footsteps...there wasn't any. Callum thought to himself phew I am safe and began to slow down, he had forgotten he was on the phone to his brother.

Kevin was now screaming down the phone at Callum, "Listen to me no you're not going home you need to go back to school because I'm at work and you don't have a key."

Callum now began to think about what he had done and was worrying about what he was going to do next. He snapped back at his brother "NO I am not going back there its crap! You can't make me and if you think I'm going there again you better think again!"

Kevin was getting really angry and shouted at Callum "look if you don't go back I am not taking you to football on Saturday you little brat!"

Kel Gorman

MY NAME IS SAM

My name is Sam and for the last three years I have had to grow up and be a soldier. I was forced to join the army when I was 11 years old when I was supposed to be at home playing out with my friends like any other child. I was taken away from my mother, and my dad passed away when I was 3; he was killed in the war and I'm an only child.

**I STOPPED
SCREAMING...
I COULD ONLY
HEAR THE
SILENCE**

My mum was devastated when they took me; I could see the fear in her face. She was holding on to my wrist, pulling me back, begging them not to take me. I didn't really know what was going on because I was so young. I watched them beat my mum to death until she was no longer able to speak.

I was taken away and thrown into a van like I was a piece of garbage. I was put in a cage. I was screaming for help but it was no use; no one could hear me. I was frightened. I didn't know what they were going to do to me. I stopped screaming. I could only hear the silence.

Jess Townsley

MR. BRIGGS'S SECRET SIDE

Mr Briggs is an assertive, bossy teacher. He hates kids, just the thought of them sends a shiver down his spine. He has a life motto of 'shut up lad'.

Mr Briggs yells and bellows that much that you feel he could hit you. This man with a big nose and curly hair, thought the trip to Conway Castle was disorganised and a shambles, his initial thought about the trip had come true.

After the cliff incident with Carol, he was feeling sympathetic towards her but as time went on, he turned back to his strict, menacing self. He thought about telling people, but he didn't because his softer side must remain a secret. With his secret side hidden, he can continue to march down corridors wearing his plain suit and tie.

Mr Briggs, as strict as he is, thinks Mrs Kay is on the kid's side and he feels that this should not be allowed.

Adam Nassiri-Rad

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In English, this half-term, we have been focusing on the skills required for 'Paper 2: Writers' Viewpoints and Perspectives'. We have explored this theme through a wide variety of activities including language analysis, script writing, and evaluating texts and documentaries.

Throughout all of these activities, empathy has been a key element of our learning. In order to understand a range of viewpoints and perspectives, students have successfully placed themselves in the shoes of others. This has been helpful in understanding issues and attitudes regarding complex matters such as homelessness. This has also been helpful for students to develop awareness of their own feelings and to express them articulately.



Students were asked to write a creative piece based on the viewpoints and perspective of a homeless person or child soldier. This piece of writing allowed students to show their understanding of language and structure, and to apply the empathetic aspect of learning from this half-term.

Year 9 have written stories based around time-travel as part of a unit on Science Fiction. They have read and responded to a range of Sci-fi, developing knowledge of the genre and focusing particularly on dystopian and utopian worlds. They read extracts from the Hunger Games and short stories such as "A Sound of Thunder" and use these as a springboard into narrative writing. Pupils worked on expanding adjectival phrases and using a range of punctuation in descriptive writing when carrying on the time traveller story.



At Wythenshawe Campus, the Year 10 students have been studying English Literature which has had them thoroughly engaged in 'Blood Brothers' and 'Macbeth'. The students have enjoyed looking at the variety of different characters in Blood Brothers and have been discussing how changes in circumstances can affect the way a child turns out (nature vs nurture).

In Macbeth they have been studying the effect the witches have on the reader and also looking at the historical background of the book and assessing how the relationship between Macbeth and Lady Macbeth is different to what would culturally be the norm.



The Year 11 students have been engaged in creative texts and have looked at being able to write creatively themselves. They have been reading extracts of literature fiction text and been discussing the different ways in which the writers use narrative and descriptive techniques to capture the interest of the readers. They have also been using scenarios and visual images to write their own creative texts using their own narrative and descriptive skills.

8/9 CO have been studying the play 'Our Day Out' by Willy Russell, written in 1977. It tells the story of a special educational needs class (The Progress Class), who go on a school trip to Conway Castle in Wales. They leave the ugly, grey sprawl of inner-city Liverpool and arrive at the beautiful coastal resort of Conway. The trip is accompanied by two very different teachers. Mrs Kay, a kind and gentle lady who cares deeply about the children in her care and Mr Briggs, the strict Deputy Head, a strong disciplinarian who shouts a lot.

The play shows how Mr Briggs' character changes when they are away from school and how one dramatic event impacts so greatly upon him, that his views on education and disadvantaged pupils are changed forever...or are they?



The pupils have been tasked to use good, descriptive vocabulary to describe the Deputy Head, Mr Briggs, from the dramatic cliff top scene. To intertwine a physical description with how he is feeling emotionally.