



# Heston More Able Learners

Miss J Bowton – More Able Coordinator

Miss M Stone – Line Manager for More Able

Mr S O’Keeffe – Director of English, Literacy and Communication

## The aims for this evening are:

- More Able identification process
- The provision for More Able students at Heston Community School
- ‘A Passion for Learning’ How are we making learning special for our More Able students to excel at Heston Community School
- What can parents do?
- Questions



# Rationale

At Heston we want all students to achieve their full potential at any stage of their time with us in order to be successful in their future life.

Therefore, we believe that it is crucial to identify these particular students to offer them a wider experience.



## Provision for More Able students at HCS:

- The provision for More Able is part of the curriculum with **the whole staff** involved in delivering the programme in lessons.
- Sessions for all staff and students are planned during the academic year.
- In addition, the More Able Coordinator and Line Manager of the area will work closely with the Director of English, the Director of Science and the Curriculum Leader for Maths to ensure that effective interventions and enrichment activities are taking place.
- We are also part of a working party composed of 4 schools across London. We meet regularly to review our provisions and share good practice to develop Teaching and Learning strategies.
- We form part of the Independent State Schools Partnership (ISSP) and will also be teaming up with Eton School to complete joint projects.
- HCS has joined Potential Plus UK which works with parents/carers and schools to help the More Able students succeed.

## Our aims for More Able at Heston Community School

- To boost their attainment so that they maximise their potential
- To raise their aspirations to give them the motivation to boost their attainment
- To 'broaden their horizons'....i.e. help increase their knowledge of the spectrum of opportunities available beyond their time at Heston Community School – and what they need to do to access these opportunities
- To engage them in their learning
- To enhance their learning, and that of other students

# How can we challenge our More Able Students?

- Questioning
- Differentiation
- Extension
- Learning Styles



# What Kind of Mindset Do You Have?



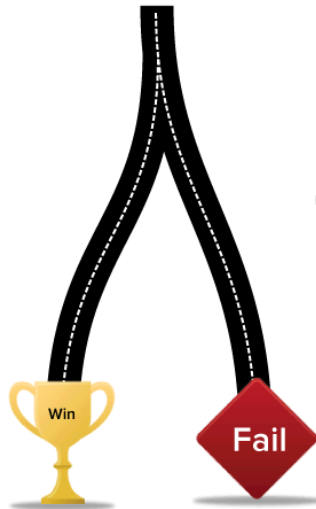
I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



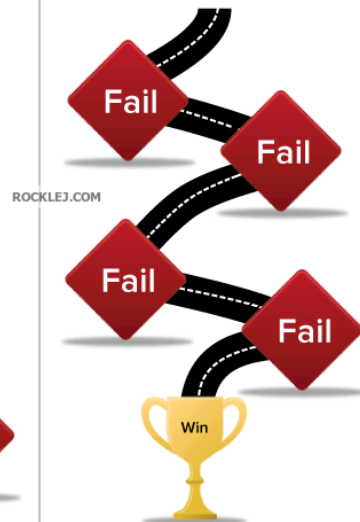
I'm either good at it, or I'm not.  
When I'm frustrated, I give up.  
I don't like to be challenged.  
When I fail, I'm no good.  
Tell me I'm smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath ☺🇧🇪🇨🇦 Icon from: [thenounproject.com](http://thenounproject.com)

What Most  
People Think



What Successful  
People Know



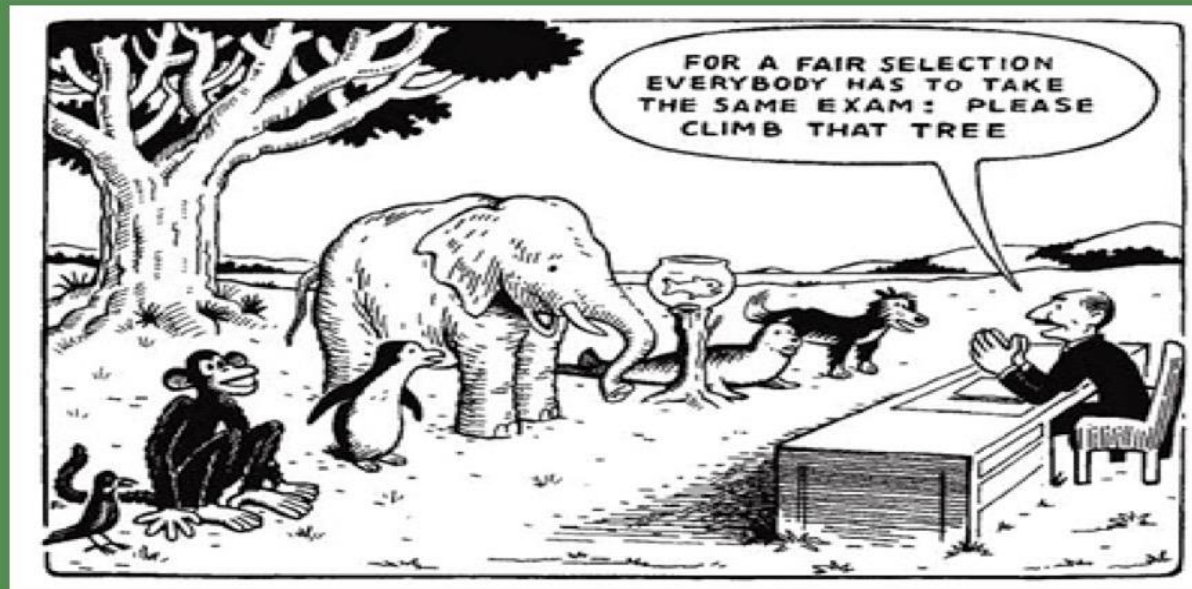
**FAIL**  
[F] **FIRST**  
[A] **ATTEMPT**  
[I] **IN**  
[L] **LEARNING**



# How can you support your child at home?

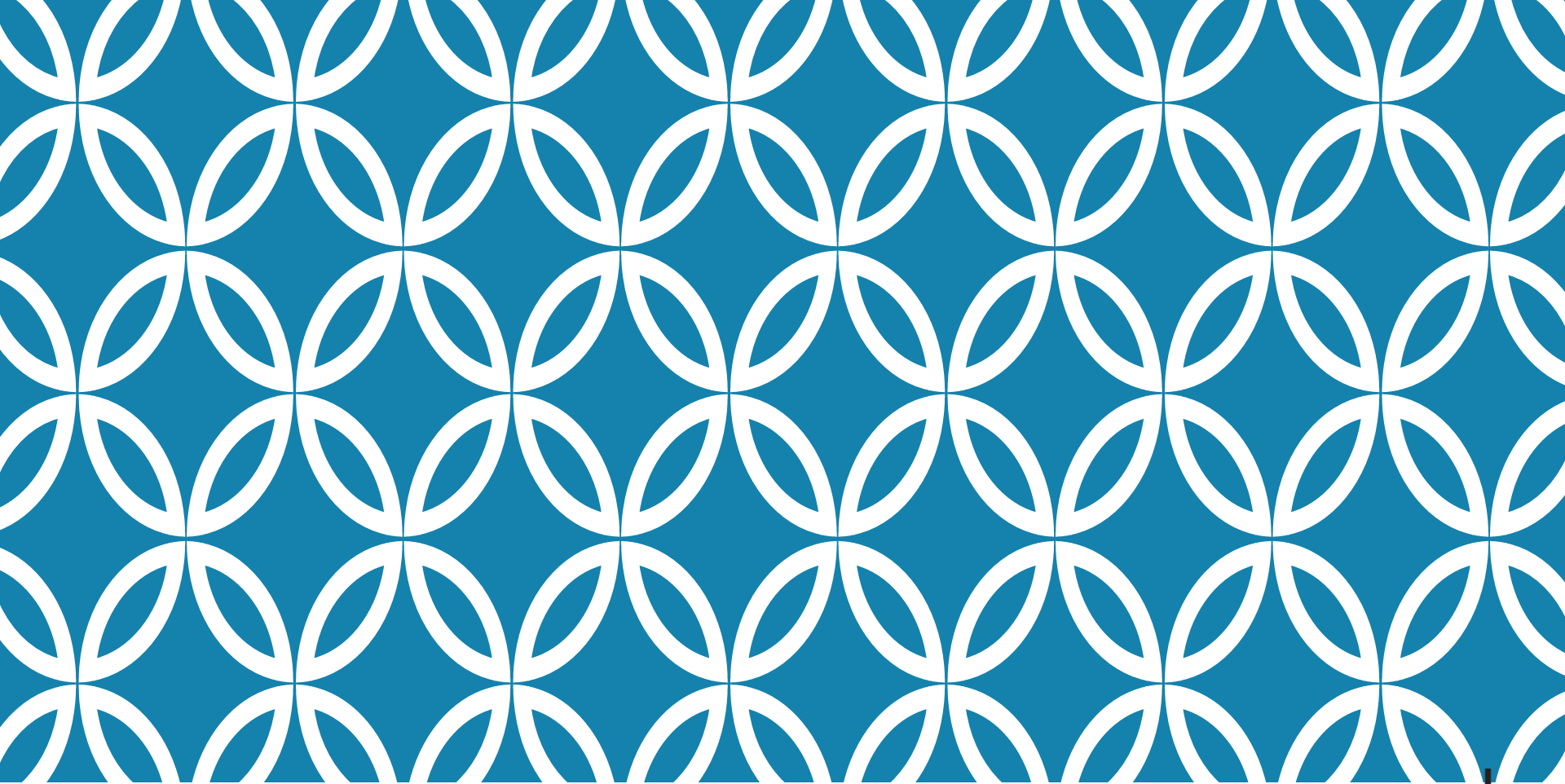
1. Discuss your child's progress with them.
2. Celebrate their achievement and encourage them to push their boundaries
3. Embrace mistakes
4. Discuss topical developments and controversies
5. Visit museums
6. Set challenges to find out about topics that interest them and report back to you
7. Encourage them to make games/ quizzes that you can play together
8. Get them to research career pathways





"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid"

Albert Einstein



# MORE ABLE

English



# WHAT DOES THIS LOOK LIKE?

Skills?

Attributes?

Interests?

Behaviours?

UNIVERSITY?

95% of degree  
qualifications are made  
up of written assessments.

# LITERACY AS SOCIAL PRACTICE?

People acquire and apply literacy for different purposes and in different situations;

Literacy is culturally and linguistically diverse;

Skills for written expression and comprehension are related to particular contexts and languages;

# UNDERGRADUATE WRITING ERRORS

1. Wrong Word
2. Missing Comma after an Introductory Element
3. Incomplete or Missing Documentation
4. Vague Pronoun Reference
5. Spelling
6. Mechanical error with a quotation
7. Unnecessary Comma
8. Unnecessary or Missing Capitalization
9. Missing Word
10. Faulty Sentence Structure

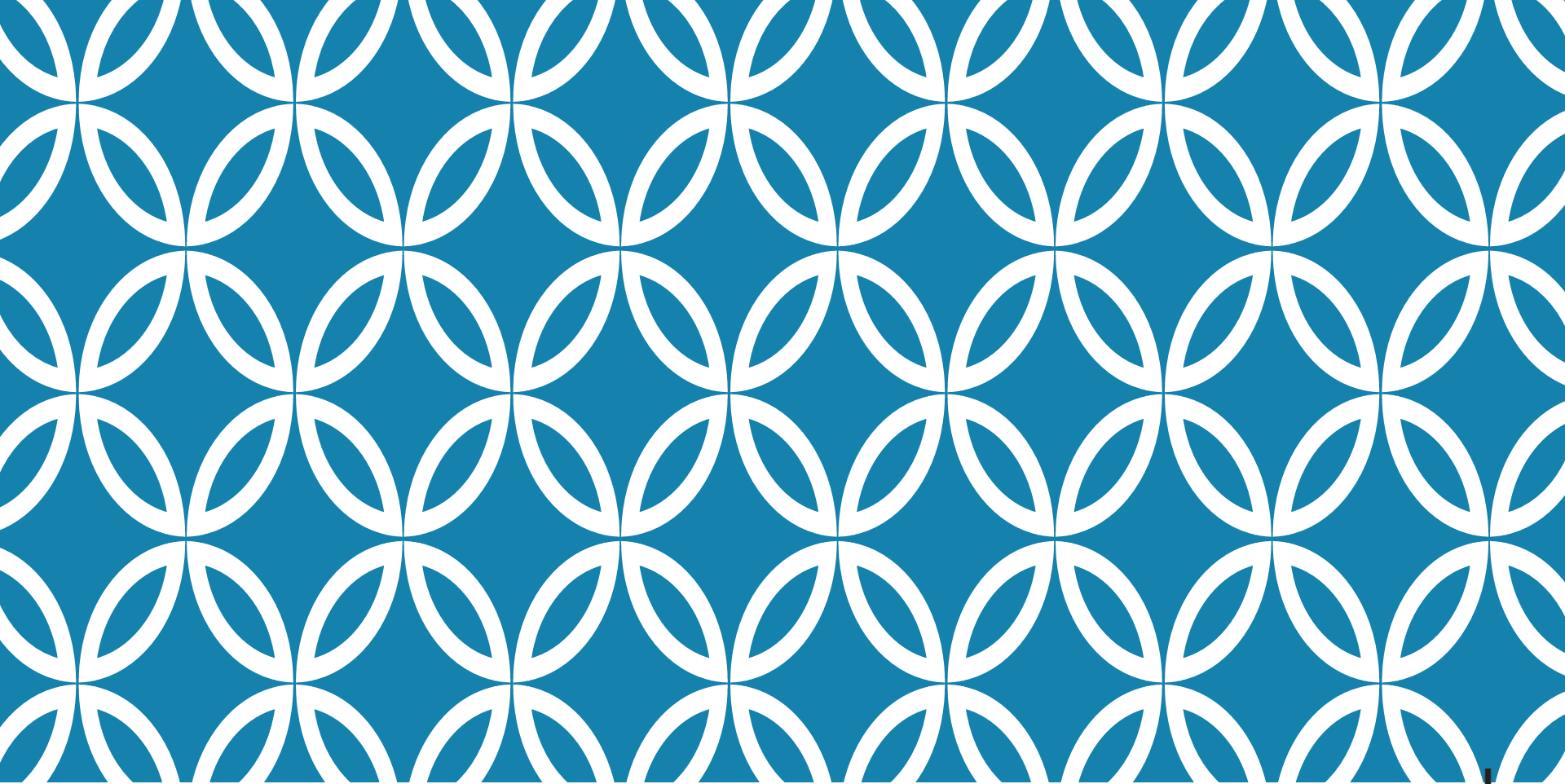


# UNDERGRADUATE WRITING ERRORS

11. Missing Comma with a Non restrictive Element
12. Unnecessary Shift in Verb Tense
13. Missing Comma in a Compound Sentence
14. Unnecessary or Missing Apostrophe (including its/it's)
15. Fused (run-on) sentence
16. Comma Splice
17. Lack of pronoun/antecedent agreement
18. Poorly Integrated Quotation
19. Missing or Unnecessary Hyphen
20. Sentence Fragment



# ASSESSMENT



HOW WILL WE SUPPORT YOUR  
CHILD?



***“The passion for stretching yourself and sticking to it , even (or especially) when it’s not going well is the hallmark of the Growth Mindset. This is the mindset that allows people to thrive during some of the most challenging times in their lives.”***

**Carole S Dweck**



# GROWTH MINDSET IN ENGLISH

As a department we embrace Heston's approach to developing a Growth Mindset within our Team and the students that we teach. We believe that Dweck's approach to learning is aligned to our departmental ethos of challenge and praise. In order to further support us with integrating Growth Mindset principles we will endeavour to ensure that all double lessons, where appropriate, include:

Opportunities for developing **higher order thinking skills** in a safe environment

Growth Mindset **language that focuses** on praising students for their **effort**

**Challenge points** that pose questions or use content that will increase the level of challenge for all learners

**Meta Questions** for learning will be used to help students access texts/ideas and to structure effective feedback

## The Hidden Skills of Academic Literacy

### Reading and Study Skills

- Collect and organize ideas through note-making
- Make sense of abstract academic vocabulary
- Read and interpret visual displays of information

### Reflective Skills

- Construct plans to address questions and tasks
- Use criteria and guidelines to evaluate work in progress
- Control or alter mood and impulsivity

### Thinking Skills

- Draw conclusions; make and test inferences, hypotheses, and conjectures
- Conduct comparisons using specific criteria
- Analyze the demands of a variety of higher-order thinking questions

### Communication Skills

- Write clear, well-formed, coherent explanations in all content areas
- Write comfortably in the following nonfiction genres: problem/solution, decision making, argument, comparative
- Read and write about two or more documents

*Then the carelessly dressed gentleman stepped lightly into Warren's carriage and held out a small card, I*

Heston Community School  
KS3 Spooky Short Story competition

*Enter if you dare...*

- Open to Year 7+8 pupils
- Entries must be handwritten and no more than 500 words
- Closing date: Friday 16<sup>th</sup> October (1pm)

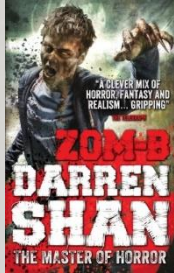
Prizes to be won!

Winner / 2<sup>nd</sup> place / 3<sup>rd</sup> place / 10 runners up

For further details see Ms Birk (English HS16)

*Then the carelessly dressed gentleman stepped lightly into Warren's carriage and held out a small card, John vanished behind*

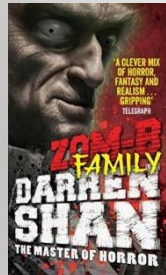




# ARE YOU A DARREN SHAN FAN?

*Well, I have exciting news for you all!*

*Darren Shan has asked for a few of his fans to write a group letter to him, to which he will personally respond, with one letter to you all at the school.*



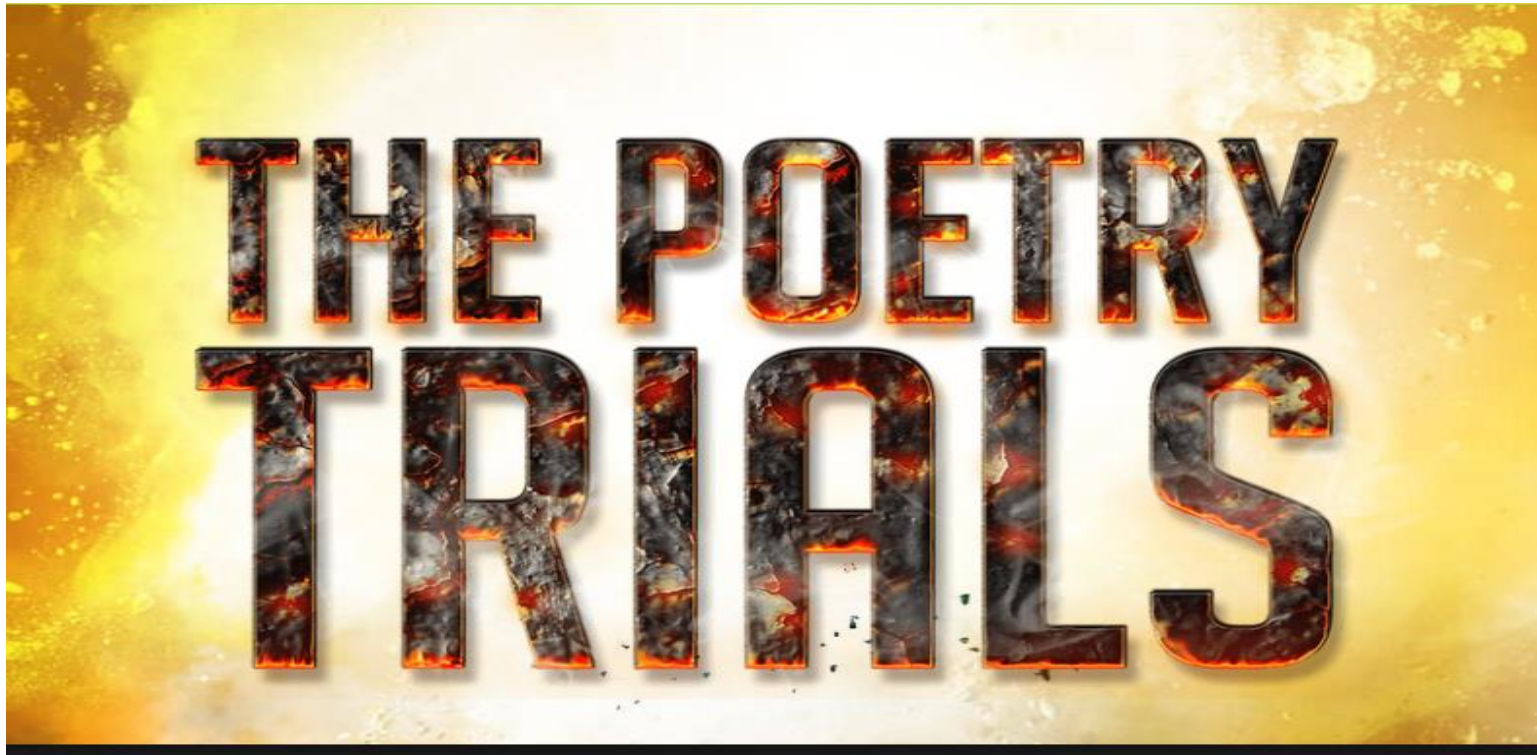
*If you would like to get involve, then please come and see Miss Hurley in the LRC at Break or lunchtime.*

*Thank you.*





DEADLINE 22<sup>ND</sup> OCTOBER





## ■ Year 10 Mentors for Literacy



Leadership skills are being developed by a group of dedicated Year 10 students who are currently mentoring Year 7s with their Literacy every Friday morning. Providing one to one support, the mentors have taken on a teaching role; showing Year 7s a range of strategies to use when tackling tricky spellings.



English Teacher, Ms Janet Macdonald said: "So far, the results have been amazing, the Year 7s are performing consistently well in the tests completed at the end of each session. Additionally, the atmosphere has been brilliant – the older students are realising just how much they are capable of when they take on a new challenge. The effort of all students involved in this project is commendable"

## ■ Journalist & poet's workshop



On Thursday 19<sup>th</sup> March, Siana Bangura came to Heston Community School to work with a group of Year 10 girls. As a journalist and spoken word poet, she had a refreshing and informed insight into the issues we face in society today; discussions ranged from Charlie Hebdo to American racism to intersectional feminism.

## ■ Poet's workshop with English students



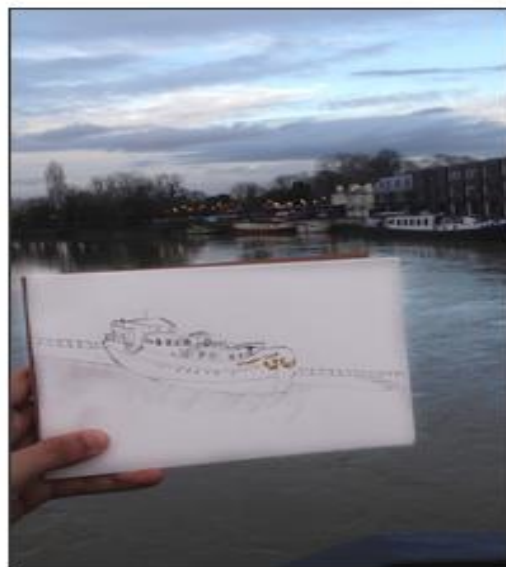
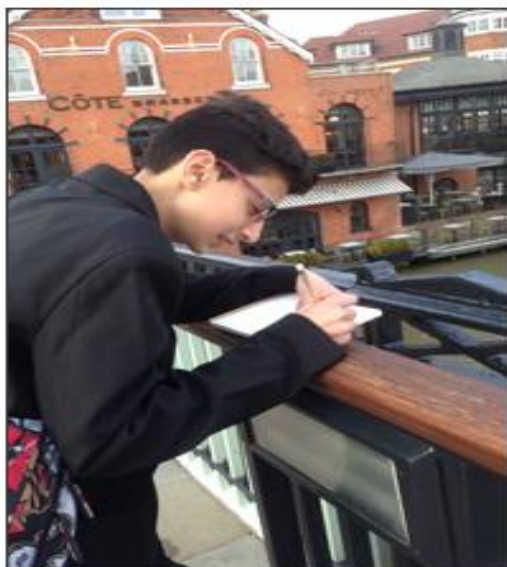
Spoken word poet Anthony Anaxagorou visited Heston to work closely with some of our high achieving KS3 English students.

Anthony worked with students over the course of a day encouraging students to develop their writing and performing skills which they thoroughly enjoyed. Students produced some fantastic work and were pleased to develop these skills in conjunction with their classroom study of poetry.

The English department is looking forward to working with other spoken word poets to promote



## ■ Tales of the River



On Wednesday 25<sup>th</sup> February, a group of high-achieving Key Stage 3 students visited Windsor town centre. The students are members of an extra-curricular club called “Tales of the River”; they have been studying poets and writers who were inspired by the River Thames such as William Wordsworth, Charles Dickens, Joseph Conrad and Carol Ann Duffy. Whilst in Windsor, students sketched and wrote ideas about their surroundings, drawing their own creative inspiration from the beautiful river views.

## ■ Urban Debate League



*Developing verbal intelligence in young people*

Students from Years 7–9 went along with Miss Dua and Mr Howkins to the Urban Debate League competition which was being held in Isleworth and Syon School. The students who participated in this event had been attending Debate Mate sessions every Wednesday to improve their debating and higher order thinking skills.

Debate Mate is a programme created to improve speaking and listening attainment of students in Years 5 to 10 and to develop soft skills such as leadership, teamwork and confidence. It is also designed to raise students' aspirations and expectations through sustained contact with successful university students and engage young people with the world beyond the classroom, addressing issues that affect them, their communities and the wider world through an activity they enjoy.

## ■ Poetry workshop with Daljit Nagra



To enhance their study of Shakespeare's *Romeo and Juliet*, Year 9 English students had the opportunity to participate in a poetry workshop with the poet Daljit Nagra. Daljit read a selection of his poetry including *The Balcony Song of Raju and Jaswinder*, a re-interpretation of the famous balcony scene in a modern setting. Students learnt about Daljit's ideas and influences and considered similarities and differences with

Shakespeare's work. Then, they composed their own poetry around the theme of doomed love and overcoming barriers in society.

Daljit Nagra comes from a Punjabi background. He was born and raised in London then Sheffield. He has won several prestigious prizes for his poetry. In 2004, he won the Forward Prize for Best Individual Poem with *Look We Have Coming to Dover!* This was also the title of his first collection which was published by Faber & Faber in 2007. This won the South Bank Show Decibel Award. the Forward Prize for Best First Collection





## ■ Literacy Project for Year 6 visitors



On 18<sup>th</sup> November, Year 6 students and teachers from Wellington and Westbrook Primary Schools visited Heston Community School to participate in a literacy workshop on the theme of desert islands. Heston's Year 7 A Team students were fantastic at supporting and guiding the younger pupils in their groups. Students watched film clips, read extracts from the challenging texts 'Robinson Crusoe' and 'Lord of the Flies' and analysed images from desert island locations to produce a piece of creative writing. Back in their own schools and classes, the students involved are going to create lessons based on the workshop so that they can share their experience with their peers.

## ■ War of Words Poetry Competition



In May, Heston students had the opportunity to enter a Young Writers' competition called 'War of Words'. The brief was to write a poem in any style on the theme of conflict. In English lessons and literacy tutor time activities, students explored their own personal understandings of "conflict" and



# LADY MACBETH — QUOTE BANK — ACT 2 SCENE 2

**You are going to write x3 PEEL paragraphs about how Shakespeare has presented Lady Macbeth's emotional disturbance – this will be graded.**

**Resources to help:**

***Annotated Act 2 Scene 2***

***Model answer***

***PEEL guide sheet with questions***

***Critical essay writing guide***

***English Literature CA Learning Ladder***



**Challenge:**

Refer to stichomythia, focusing solely on Lady Macbeth's rapid responses to Macbeth in the opening of Act 2 Scene 2.

# Accelerated Reader and DEAR

It is vitally important that students read widely as this is beneficial across every Curriculum Area. Heston is a reading school and a member of the Accelerated Reader programme.

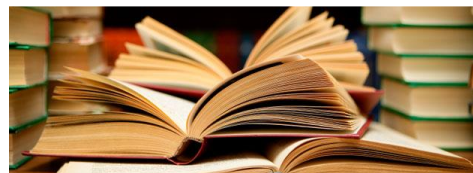
Today a  
**READER,**  
tomorrow a  
**LEADER.**

Margaret Fuller



Imagination  
MUSEUM

"A reader lives a thousand  
lives before he dies. The  
man who never reads lives  
only one." - **George R.R.  
Martin**





HOW CAN YOU SUPPORT YOUR  
CHILD?



# WHAT CAN YOU DO AS A PARENT?

Encourage your child to read at home

Create a culture of reading at home - start a home library, visit your local library or bookstore

Discuss the book with your child

Read yourself

Read with your child – be part of their development

**Make learning a family affair**



### **Recommended reading list for English More Able**

This list is by no means exhaustive (although it would take you a while to get through it all!) nor are there any guarantees that you will enjoy all the books included. It is merely a list of suggestions that will give you somewhere to start when faced with a whole library-full of possibilities. With any luck, there is something on this list that you will still be re-reading in 20 years time!



#### **Author**

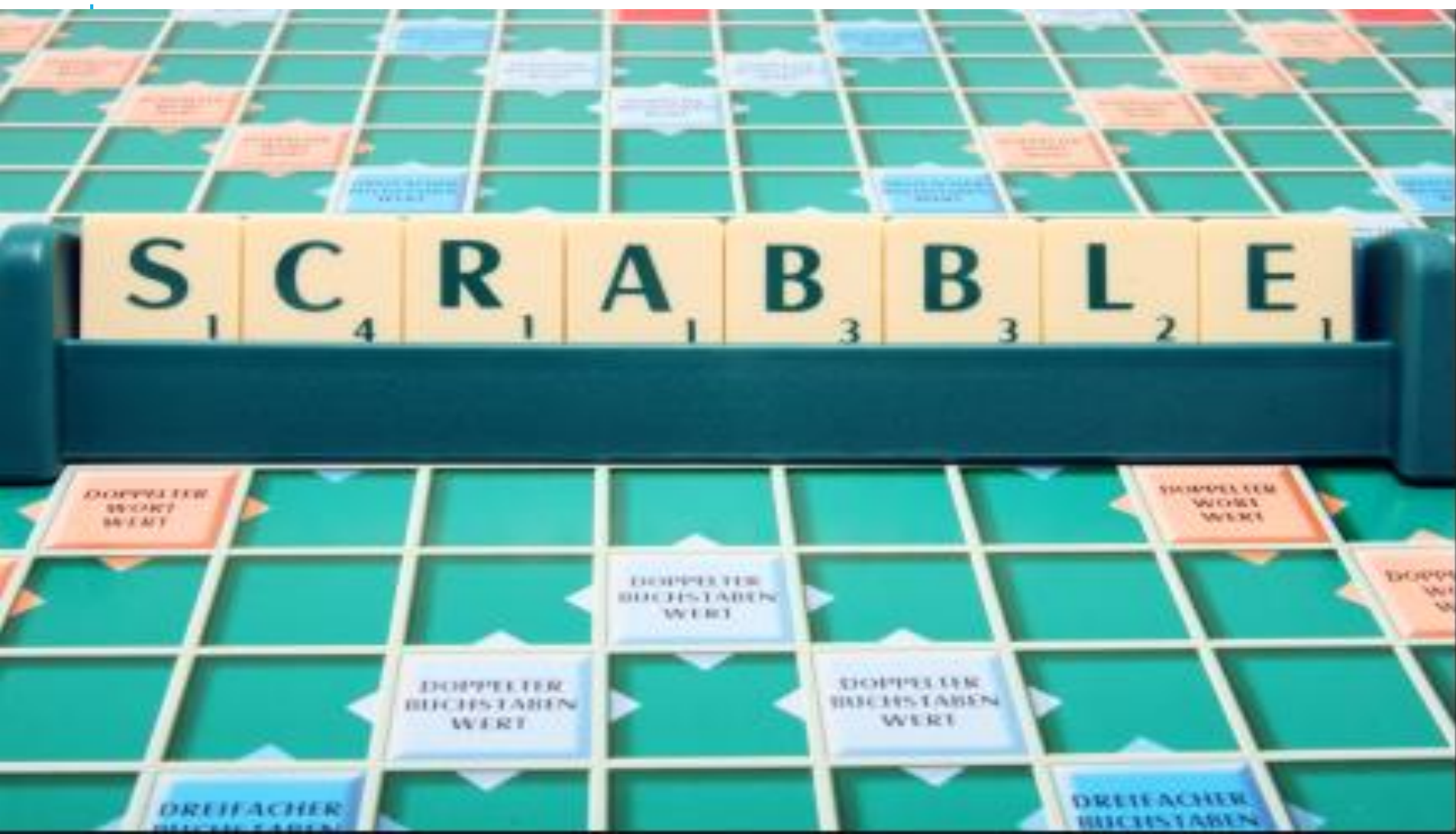
C. Achebe  
Richard Adams  
Kingsley Amis  
Martin Amis  
A. Asimov  
Margaret Atwood  
Jane Austen  
Iain Banks  
Louis de Bernieres  
John Braine  
Charlotte Bronte  
Emily Bronte  
Anita Brookner  
Anthony Burgess  
Angela Carter  
Wilkie Collins  
Joseph Conrad

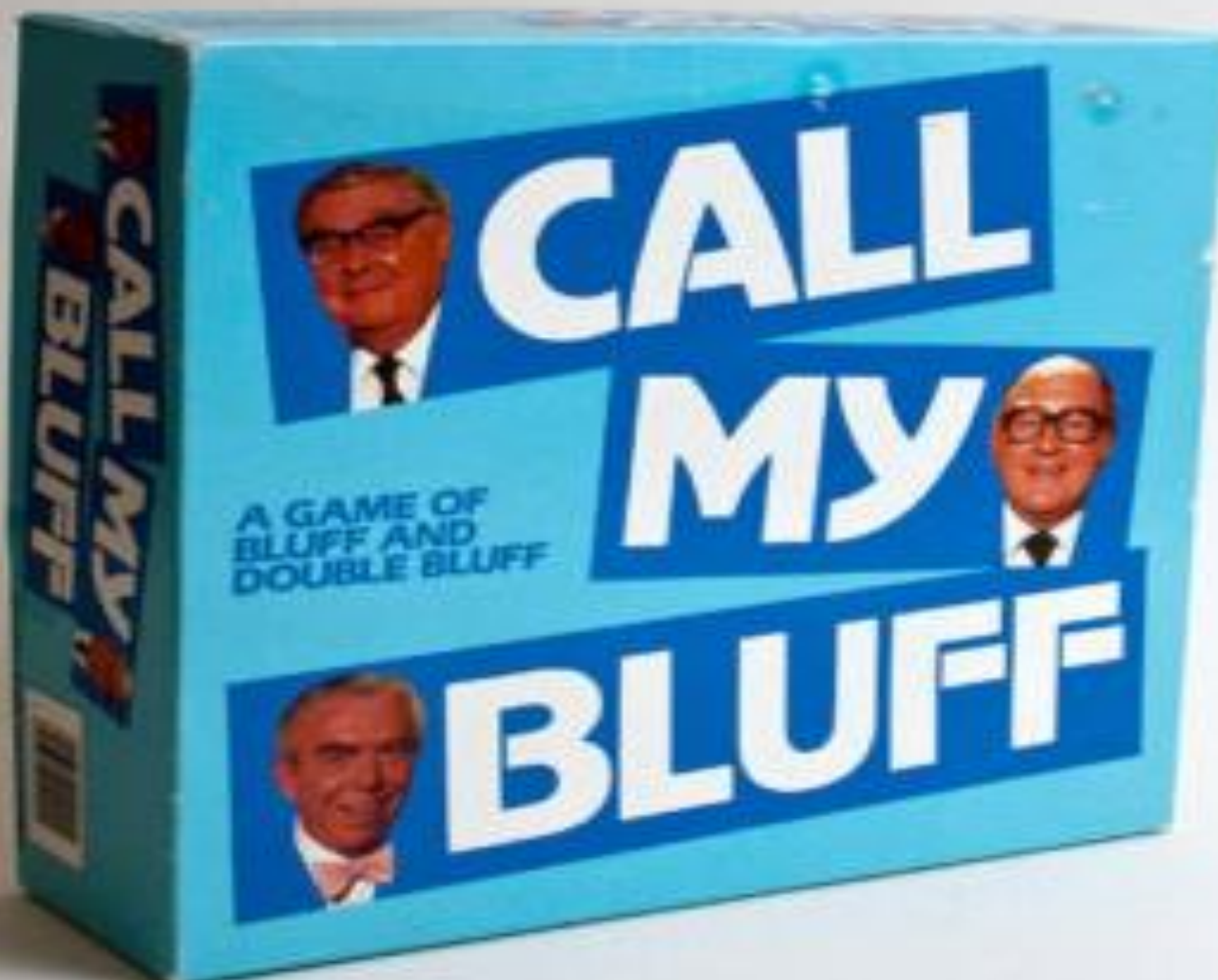
#### ***Particularly recommended titles (feel free to extend this to other titles by the same author!)***

*Things Fall Apart*  
*Watership Down*, *The Plague Dogs*  
*Lucky Jim*  
*Time's Arrow*, *London Fields*  
*anything*  
*The Handmaid's Tale*, *Cat's Eye*, *Alias Grace*  
*anything*  
*Complicity*  
*anything*  
*Room at the Top*  
*Jane Eyre*  
*Wuthering Heights*  
*Hotel du Lac*  
*A Clockwork Orange*  
*The Passion of New Eve*  
*anything*  
*The Heart of Darkness*, *the Secret Agent*

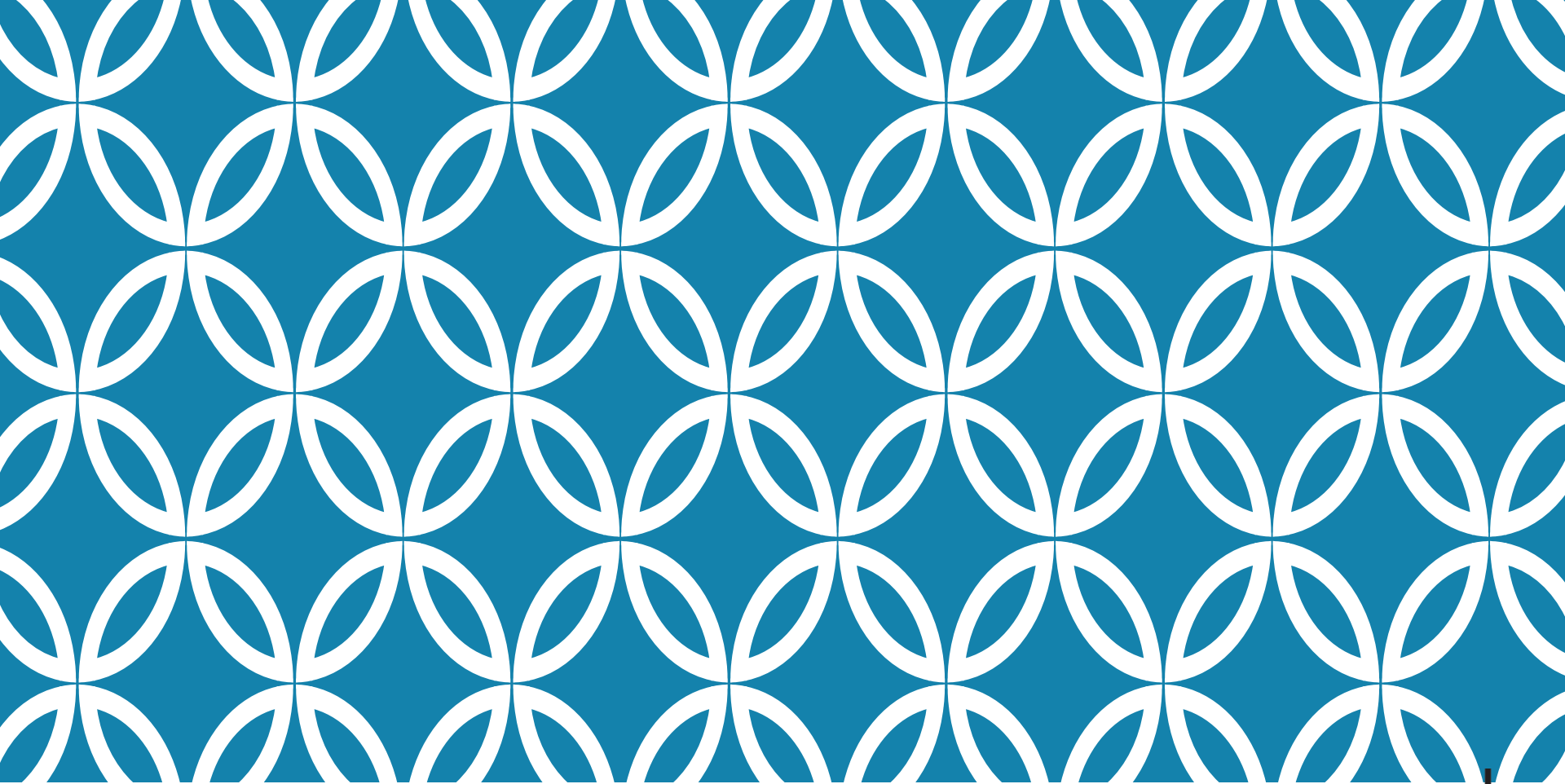












# VOCABULARY GAMES

Coalesce

Enrapture

Ephemeral

Inexorable

Myriad

Resonant

Chafe

Unctuous

Visceral

Cacophony

Maladroit

Obstreperous

Coalesce: unite, or fuse

Enrapture: delighted

Ephemeral: fleeting

Inexorable: relentless

Myriad: great number

Resonant: echoing, evocative

Chafe: irritate, abrade

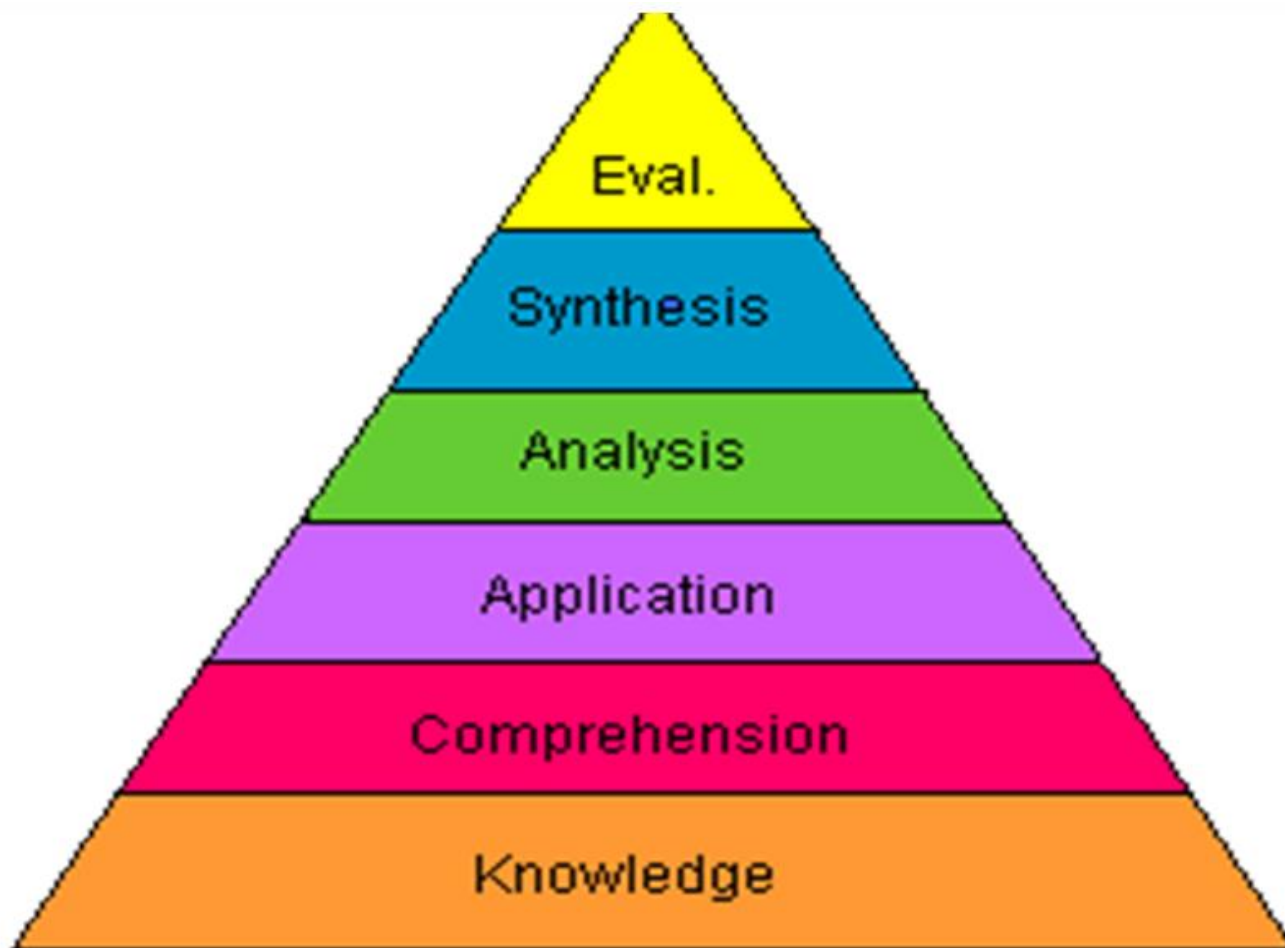
Unctuous: smug, ingratiating























































































Visceral: crude, anatomically graphic

Cacophony: confused noise

Maladroit: clumsy

Obstreperous: noisy, unruly



<p><b>Knowledge questions help recall or revise material that has already been covered.</b></p> <p> How...?</p> <p> Where...?</p> <p> What...?</p> <p> Who...?</p> <p> Why...?</p> <p> When...?</p>	<p><b>Comprehension questions help clarify understanding of the main points.</b></p> <p>  What do you think could have happened...?</p> <p>  Who do you think...?</p> <p>  What was the main idea?</p> <p> Can you provide an example of what you mean?</p> <p> Can you explain that in your own words?</p>	<p><b>Application questions help transfer knowledge learned in one context to another.</b></p> <p>  Why is...significant?</p> <p>  Why is...important?</p> <p>  How is...related to...?</p> <p>  How is...an example of...?</p> <p>  Do you know another instance where...?</p> <p>  What factors would you change if...?</p> <p>  What questions would you ask of...?</p> <p>  Can you develop a set of instructions about...?</p>	<p><b>Analysis questions help think more deeply.</b></p> <p>  How does...compare to or contrast with...?</p> <p>  How do you know?</p> <p>  Why did...occur?</p> <p>  What would happen if...?</p> <p>  Why didn't...happen?</p> <p>  What was the problem?</p> <p>  What evidence can you list for...?</p> <p>  What do you see as other possible outcomes?</p> <p>  What else could have happened?</p>	<p><b>Synthesis questions help develop a critical stance based on information from a range of sources; to take an idea from one context and apply it to another.</b></p> <p>  What would you predict from...?</p> <p>  What would happen if...?</p> <p>  What is your hypothesis?</p> <p>  What ideas can you add to...?</p> <p>  How would you make a new...?</p> <p>  What might happen if you...?</p> <p>  Can you see a possible solution to...?</p> <p>  What would happen if...?</p>	<p><b>Evaluation questions help make judgments, compare and contrast and develop reasoning based on evidence.</b></p> <p>  What is the most important...? Why?</p> <p>  What criteria would you use to assess...?</p> <p>  What would you change?</p> <p>  Why have you done that?</p> <p>  Can you explain...?</p> <p>  How would you improve...?</p> <p>  How many ways can you...?</p> <p>  Is there a better solution to...?</p> <p>  Is there a better way?</p> <p>  How effective are...?</p> <p>  What changes to... would you recommend?</p>
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**'BEST THING WE CAN DO  
FOR KIDS..INSTEAD OF  
TEACHING THEM TO BE  
SUCCESSFUL...TEACH THEM  
HOW TO RESPOND WHEN  
THEY ARE NOT  
SUCCESSFUL!'**

**PRINCIPAL EL**

InstaQuote

[http://www.educationworld.com/a\\_lesson/Ten-Great-Activities-Teaching-With-the-Newspaper.shtml](http://www.educationworld.com/a_lesson/Ten-Great-Activities-Teaching-With-the-Newspaper.shtml)