

Year 6 Transition

This week we are looking at the SEND (Special Educational Needs Department.) The SEND department at Thomas More Catholic School extends, develops and supports academic, social and emotional progress for all pupils.

We also have a focus on the English Curriculum and our Second in English, Miss Wickings features in the video this week. We have another Year 7 pupil sharing his experiences of Thomas More. The Year 7 tutors have done introductory videos that are on the transition area of the site.

Year 7 Pupil



SEND Staff

Rachel Tejera – SENDCo & DSL

Jill Williamson – SENDCo Designate

Diana McClure – SEN & Safeguarding Administrator

Dianne Pereira – Emotional Literacy Sport Assistant ELKLAN speech, language & communications assistant

What was it like in September?

I felt nervous, but you don't need to be as everyone was really nice and wanted to talk to you.

What was it like being a Year 7 at TMCS?

You do lots of new and exciting things, don't worry if you haven't done it before as the teachers will explain it to you.

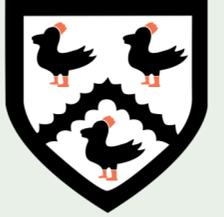
What were the best bits of Year 7?

If you are a football fan, you can go for a trip to watch an England game.

What advice would you give to a Year 6 pupil about starting here?

Don't worry, the more you worry the more you will get stressed. You will make lots of friends.

Thomas More Catholic School



SEND

Academic support at Thomas More Catholic School is predominantly within the classroom through a *Wave 1* initiative. This involves highly differentiated teaching and targeted support with both teachers and teaching assistants working in a collaborative fashion. In some instances, the SENDCo, Head of Department, Teacher or Teaching Assistant will identify a pupil who may need a more targeted and individualized intervention. This pupil is then referred to the SENDCo. This is our *Wave 2* initiative and may involve group Literacy or Numeracy sessions tailored for pupils or specific need or interventions related to social and emotional support. Our final way of support is through *Wave 3* intervention, which may comprise of a 1:1 intervention delivered by a specialist teacher, practitioner or outside agency.

The SEND department builds on the learning in the classroom and is staffed with trained practitioners from the Mental Health and Pastoral Team who deliver social skills, self-esteem, anger management, emotional literacy (ELSA), speech and language, extend learning and foster independent learners. The SEND department is a safe space for pupils to build and raise their confidence in all aspects of their academic journey.

Transition

In the summer term, the school contacts all primary settings in advance as children with SEND may require additional support from their primary school. We work with staff at the primary school to ensure this is as supportive to parents/carers and seamless for the child as possible. We ensure that staff from both schools liaise so they can share records and key information about the child's needs, use of equipment, strategies for teaching, agencies involved and so on.

We understand that any kind of transition can be challenging for children with SEND and we have several strategies in place to ensure the children have a positive experience when arriving at secondary school. Children with EHC plans are supported by a teaching assistant in the classroom and will be on hand to provide any other support such as homework, speaking to teachers, making friends, as well as any anxieties or worries.

We are particularly keen on involving parents/carers as much as possible in their child's transition to secondary school. The SENDCo will offer the opportunity for parents to be fully involved and consulted at all stages of the transition process.

If you would like to discuss your SEND requirements in detail, please contact the school to arrange an appointment.

English in Year 7

Thomas More Catholic School

To Care. To Learn. To Achieve



Year 7 pupils will study a series of modules which cover the key components of the new Key Stage 3 framework. We begin the year by studying 'Refugee Boy' by Benjamin Zephaniah or 'The Boy at the Back of the Class' by Onjali Rauf; we will use these texts to explore ideas surrounding culture, belonging and identity whilst introducing key language skills, such as analysing extracts. We will then move on to using the same texts to enter the world of imaginative writing, where pupils will use their exploration of the texts to create their own imagined experiences, whilst focusing on developing their creative writing skills.

After Christmas Year 7 will move on to studying Frankenstein (the play) with a focus on the Gothic, Science and Religion. Here pupils will begin to develop their skills in analysing themes and characters, as well as considering contextual factors and their importance.

Half Term 4 will begin their journey into poetry, whereby we will be on quite an adventure as we explore 'Cultures around the world'. Prepare for a journey through Pakistan, Jamaica, India, Ireland and more! We will then start the summer term with a focus on key Language skills: informing, explaining and describing using a variety of exciting extracts from a wide range of authors - from Angelo to Dickens and beyond. Pupils will begin to develop their understanding of what makes successful pieces of transactional writing, such as letters, articles and leaflets.

Year 7 will end the year with an exploration of Shakespeare, . His life, his work and the contextual factors that inspired him. Alongside your child's normal English lessons, they will have a literacy focused lesson bi-monthly in the library, with a key focus on developing reading skills. There are plenty of opportunities to win prizes in our reading and writing competitions throughout the year too!

Assessment

pupils are formally assessed during each module and their progress is closely monitored. Each assessment piece feeds into personal targets which enable the pupils to improve their skills. By the end of Year 7, each pupil will have a record of assessments completed in Reading and Writing components. Pupils will also have the opportunity to develop their confidence with speaking and listening skills through a range of activities such as group presentations and individual speeches.

How you can support your child's study

- Ensure homework is completed to your child's best ability and on time
- Encourage your child to ask for further help if required
- Encourage your child to proof-read their work and make any necessary corrections before handing work in
- Ensure your child reads a variety of fiction and non-fiction texts in their own time
- Discuss news items and articles with your child to encourage independent thinking

Reading:

At Thomas More, we value reading for many reasons: it helps to increase pupils' wider knowledge and vocabulary; it helps to foster good practice in your own writing; it encourages independence and empathy. At its best, it is a source of pure and sheer joy

Year 7 pupils are expected to read for at least 20 minutes each evening and then will have the opportunity to record this in their reading journals each week. We appreciate parents spending time with their child discussing his reading and helping to ensure they are reading a variety of challenging texts. We look forward to welcoming you to our community of readers.

Reminders for parents:

- Please check out Miss Wicking second in charge of the English Department on her video in the transition area.
- Please check out our Year 7 team introducing themselves on the transition area of the site.
- This is our last newsletter. We look forward to seeing you all at 8am on Wednesday 2 September. Have a great summer!

