



CELEBRATING LITERACY!

Welcome to the round up of last year's literacy events and activities. Here at Enfield Grammar School, we believe that literacy is an integral part of education. It equips our students with the skills needed to access the whole curriculum and it also helps build their confidence needed to succeed.

Last year was a busy one. We wanted to draw on all areas of literacy across the curriculum in order to engage an array of learners with varying interests. There were graphic novel workshops, festive and science themed competitions, Carnegie reading groups, celebrations of culture and creativity, collaborative working to create engaging reading lists and an innovative 'Guess the Teacher' quiz. As a result, our boys have been able to explore the wide breadth of what literacy is and they have thrived!

In this newsletter we showcase just a small selection of what the Literacy team here at Enfield Grammar School has to offer.

GUESS THE TEACHER

This competition was launched in June 2018. Eighteen members of staff chose their favourite books and posed for photos holding the books in a way that hid their identities. Students from years 7 to 10 were invited to guess who each teacher was.

This was not only an opportunity to introduce students to a new range of engaging texts, it was also a chance to start a dialogue between staff and students about their interests in reading. The members of staff involved were able to give the boys some clues.

Three students from years 8 and 9, who guessed correctly, won JD Sports gift vouchers as a reward for the work they put into matching the right teachers with the books. The competition was also made available to staff members, with the aim of getting the whole school talking about books and reading.

The literacy buzz this competition caused around the school was unprecedented! It was also a fantastic opportunity to show that reading is for everyone!



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WE AIM TO:

- Promote a lasting interest in reading.
- Show that reading is for everyone!



ENFIELD GRAMMAR STUDENTS REMEMBER

ENFIELD GRAMMAR STUDENTS REMEMBER THE HOLOCAUST AND GENOCIDES



In assemblies given to Year 7-10 the power of both victims' and survivors' words

was discussed in reference to extracts from 'The Diary of Anne Frank' and Elie Wiesel's testimony, 'Never Again' which appears in his memoir 'Night'. Students were told about the rise of Nazism and persecution in Germany, together with facts and figures relating to the Holocaust and other genocides including Cambodia, Rwanda and most currently, ISIS activities. The assemblies finished with the words from Emperor Haile Selassie of Ethiopia, spoken at a UN conference in 1936:



"On the question of racial discrimination we must teach, to those who will learn, this lesson: We must become bigger than we have been: more courageous, greater in spirit, larger in outlook. We must become members of a new race, overcoming petty prejudice, owing our ultimate allegiance not to nations but to our fellow men within the human community."

"Believe in the power of the individual to make a difference to the world." Vera Federman

WORLD BOOK DAY 2018

Renowned graphic novel artists, Siku and Zoey, ran a Manga literacy workshop with a group of year 7 and 8 students.

Students had to plan and produce a book, using drawing and writing skills. Work from these workshops are displayed in C2 (Lower school) and the Upper school library.

Many thanks to Siku, Zoey, staff and the boys for their hard work!

WORLD BOOK DAY MANGA WORKSHOPS





Reading groups took off at Key Stages 3-4 this year!

READING GROUPS

Enfield Grammar reading groups finally launched this year with students in years 7, 8, 9 and 10 all involved in fortnightly reading sessions with our librarian, Mrs Rudolph.

The reading groups created a safe space for the boys to explore new and challenging books recommended for their reading age. Boys were tested using a programme called Accelerated Reader. This helped the literacy team to group boys according to their reading ages and to identify key areas that needed development.

Groups of students were taken from English classes once a fortnight in order to develop their reading, writing, comprehension and oral skills, in small focused groups of up to 8 students. We were able to measure progress using termly tests and through immediate oral feedback.

One group in particular were the boys who undertook a challenge reading the book nominated for the Carnegie awards. Each boy read up to two books independently and discussed them in a book club setting with their peers and our school librarian. The boys took great pride in their work and created reviews that were displayed both in the library and the school's blog. It was a great team effort!



The Book Café

Have you ever thought about what books you would have as a starter, perhaps something more filling as a main and a sweet story as dessert?

Enfield Grammar School's librarian, Mrs Rudolph, officially launched **The Book Café** in February 2018. This was a great success!

Boys were organised into groups by their teacher. Each group received a different list of books for a starter, main and dessert.

In their groups, the boys had to decide which book they preferred from each round using a series of extracts. At the end of each round, a book was the clear winner.

This helped us to identify which books the boys in years 7 to 9 preferred and also helped to foster the boys' independence when choosing texts to read.

EASTER EGG QUIZ!

World Book Day – Library quiz winners!

The challenge was for boys to match the author to the book.

Each winner received a chocolate Easter Egg as a prize in years 7 and 8.

Well done boys!

TOP TIPS FOR READING!

- Talk to your child about the book he is currently reading or is planning to read.
- Ensure that he reads different types of books written at different periods in time.
- Encourage your child to have a notebook for him to build up his own dictionary, using their own words to explain the meaning of words and then cross-reference with the actual definitions.
- Ask your child some of the following questions about the book they are currently reading: Who are the characters? What is the story or plot about? Does the story follow the typical story lines of books like this? Can you identify the climax of the book? How do the characters change over time? Does a character remind you of somebody? If so, why? Do you like the book? Why or Why not?
- Have a discussion with your child about a topic of his choice. Try to link the discussion to non-fiction texts, such as autobiographies or biographies.
- Provide your child with various opportunities to read.
- Have a 'Family Challenge'. Choose five books from the list provided and see who reads all the books first in the family. Give rewards to the family member who manages to do this.
- Encourage your child to visit the library and read a few pages of different books before settling for one.
- Remember to use the school eBook platform which can be found under Students, Curriculum, LRC/Library, ebooks. Students can sign in using their .308 user name and their password.
- Reading is not just about books. Newspapers and magazines have an important place in literacy too! Explore the Time-forKids website to support your child in keeping up and engaging with current national and international news stories.



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Encourage your child to take on the role of an author using the Book Creator app.

If you cannot beat the technology...

Your child could also use the following apps to access books: Ibooks, Comixology app; Wattpad and Audible app.

Remind your child of the following advantages of reading:

- It is fun. There is so much out there to choose from.
- It helps us to learn.

SCIENCE WRITING COMPETITION

Students had the opportunity to see their work published in an issue of The Oxford Scientist AND win a £50 Amazon voucher.

They were asked to write a 700-word article about a “scientific discovery” of their choice* by 27th April 2018. There were no right or wrong topic choices, so their article could discuss anything from early scientific discoveries such as Darwin’s theory of evolution, to more recent scientific discoveries such as the observation of gravitational waves.

Articles were judged by our panel of experts, and the winning article will be

published in the next issue of The Oxford Scientist. The winning entrant also received a £50 Amazon voucher, sponsored by Oxford Sparks.

The runners-up had their articles featured on the website.



“A good story is a good story, no matter who wrote it.” Anne Mccaffrey

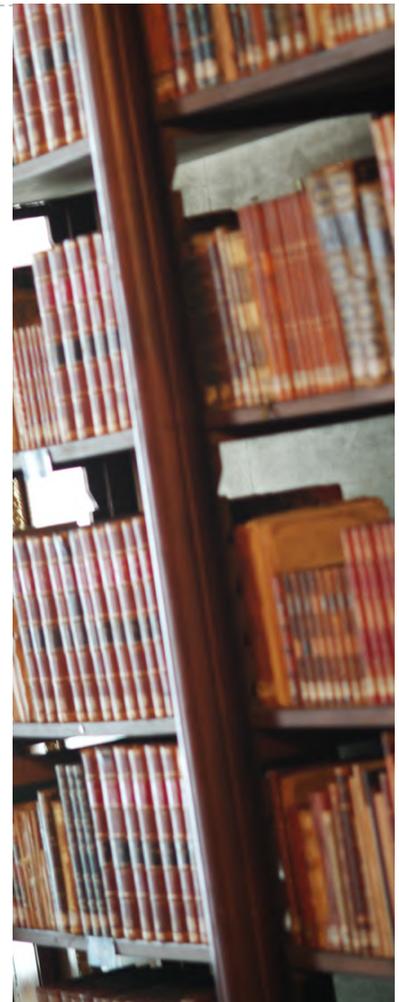
KEY STAGE THREE READING RECOMMENDATIONS

Novels

- ‘Curious Incident of the Dog in the Night Time’ by Mark Haddon
- ‘Life of Pi’ by Yann Martel
- ‘Nineteen Eighty-Four’ by George Orwell
- ‘An Inspector Calls’ by J.B. Priestley
- ‘The Perks of Being a Wallflower’ by Stephen Chbosky
- ‘The Hate U Give’ by Angie Thomas
- ‘I Know Why the Caged Bird Sings’ by Maya Angelou
- ‘To Kill a Mocking Bird’ by Harper Lee
- ‘I am Malala’ by Mala Yousafz
- ‘Dreams from my Father’ by Barack Obama
- ‘The Boy in the Striped Pyjamas’ by John Boyne
- ‘Maggot Moon’ by Sally Gardner
- ‘Stone Cold’ by Robert Swindells
- ‘The Outsiders’ by SE Hinton
- ‘Wonder’ by R.J Palacio
- ‘Noughts and Crosses’ by Malorie Blackman
- ‘Checkmate’ by Malorie Blackman
- ‘Double Cross’ by Malorie Blackman
- ‘Holes’ by Louis Sachar
- ‘Warhorse’ by Michael Morpurgo

Graphic Novels

- ‘The Bleach Series’ by Tite Kubo
- ‘Death Note’ by Tsugumi Ohba and Takeshi Obata
- ‘V for Vendetta’ by Alan Moore
- ‘The Arrival’ by Shaun Tan
- ‘The Lost Thing’ by Shaun Tan
- ‘Goliath’ by Tom Gauld



ENFIELD GRAMMAR SCHOOL

Thank you to everybody who helped to make these literacy initiatives a success.

It would be great if we could continue to work together to promote an interest in reading across the school.

If you would like to get involved in a new literacy scheme this year, please do not hesitate to get in touch with either Ms Rodgers (Literacy Coordinator) or Mrs Rudolph (Librarian):

srodgers@enfieldgrammar.org

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KEY STAGE FOUR READING LISTS

- 'Frankenstein' by Mary Shelly
- 'The Sign of Four' by Arthur Conan Doyle
- 'A Picture of Dorian Gray' by Oscar Wilde
- 'To Kill a Mockingbird' by Harper Lee
- 'Dr Jekyll and Mr Hyde' by Robert Louis Stevenson
- 'The Christmas Carol' by Charles Dickens
- 'Macbeth' by William Shakespeare
- 'An Inspector Calls' by JB Priestley
- 'Catcher in the Rye' by JD Salinger
- 'Terror Kid' by Benjamin Zephaniah
- 'Natives' by Akala
- 'A Street Car Named Desire' by Tennessee Williams
- 'Death of a Salesman' by Arthur Miller
- 'The Harlem series' by Chester Himes
- 'The Fault in our stars' by John Green
- 'The Hate U Give' by Angie Thomas
- 'The Big Sleep' by Raymond Chandler
- 'The Outsiders' by SE Hinton
- 'Things Fall Apart' by Chinua Achebe
- 'The Color Purple' Alice Walker

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