

# The Ivybridge Way



Spiritual • Moral • Social • Cultural • Equality • Inclusive  
Future Self • Creativity

Courage • Honesty • Authentic • Resilient • Empathy  
Respectful • Ambitious • Charitable • Tolerant

## Parent Forum

### Tuesday, 8 December 2020



Calm and Purposeful • High Expectations  
Pride • Attitude • Conduct • Effort • Be Your Best

Achievement • Creativity  
Broad • Balanced • Knowledge-Rich • Breadth

Opportunity

Endeavour

Excellence

Achievement

# The Ivybridge Way

<b>Welcome and Introduction</b>	<b>Amy Pearce Assistant Principal</b>
<b>Mental Health and Wellbeing</b>	<b>Amy Pearce Assistant Principal</b>
<b>Forensic Reading Forensic Reading Q &amp; A</b>	<b>Charlotte Hanton Associate Leader</b>
<b>Parent Messenger Presentation Parent Messenger Q &amp; A</b>	<b>Dominic Fenton Assistant Principal</b>
<b>Closing</b>	<b>Amy Pearce Assistant Principal</b>

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01271 388162

[Y-smart@devon.gov.uk](mailto:Y-smart@devon.gov.uk)

Work with young people in Devon who have issues around substance use.



01752 434343

[harbourcentre@harbour.org.uk](mailto:harbourcentre@harbour.org.uk)

Work with young people in Plymouth who have issues around substance use.



01752 434008

[livewell.schoolnursingreferral@nhs.net](mailto:livewell.schoolnursingreferral@nhs.net)

Registered nurses and health workers offer confidential advice and support on a range of physical and emotional health issues.



[parents@kooth.com](mailto:parents@kooth.com)

Personalised digital mental health care for parents and Young People.



[info@youngdevon.org](mailto:info@youngdevon.org)

+44 (01752) 691511

Offices based in Ivybridge and Plymouth

Offering mental health support for over 20 years. Counsellors will listen, help and never judge giving straight-forward support for problems that young people might be facing.



01392 662112

[info@spacepsm.org](mailto:info@spacepsm.org)

Youth Intervention support for Young People based in Devon.



01752 206626

[ENQUIRIES@THEZONEPLYMOUTH.CO.UK](mailto:ENQUIRIES@THEZONEPLYMOUTH.CO.UK)

Youth Intervention Support, advice and counselling for young people based in Plymouth.



SAMARITANS

shout  
For support in crisis

POLICE.UK

childline  
Free on the phone, 24/7

NHS



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# Virtual Wellbeing

We have recently looked at what we can offer to support Wellbeing in the virtual world. It is brand new in the last week or two and very developmental so any ideas of future sessions would be gratefully received. So far we have the following ideas:

card tricks, Harry Potter, Star Wars discussions, making pop up cards, cake decorating, fun maths and science and origami.

We even have breathing and yoga sessions for the Year 11 and Sixth Form to help with mocks and coursework demands.

If you could let us know what your sons and daughters would like to be involved in we can see if we can help more. The idea is to use simple household items or have card etc collected from College rather than buying anything special in.

# The Ivybridge Way

Champion  
Every Child

Character  
Education

Excellent  
Teaching

PAGE

# Forensic Reading

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# Forensic Reading

## What is Forensic Reading?

Through **Forensic** Reading we want students to develop their enjoyment and confidence in reading. This will help students to relate texts to their place in the world.

The main objectives of Forensic Reading are:

- Supporting reading for pleasure
- Build 'cultural capital' for all students
- Developing a fascination for learning new things
- Building the ability to contribute from an informed perspective and communicate this with confidence
- The development of oracy (discussion and debate are central to Forensic Reading)
- Developing language analysis of high quality/challenging texts

**Forensic** (adjective)  
relating to or denoting the application of analytical methods and techniques in investigations

**Cultural Capital**  
the essential knowledge that children need to be educated citizens

**Oracy** (noun)  
the ability to express oneself fluently and grammatically in speech.

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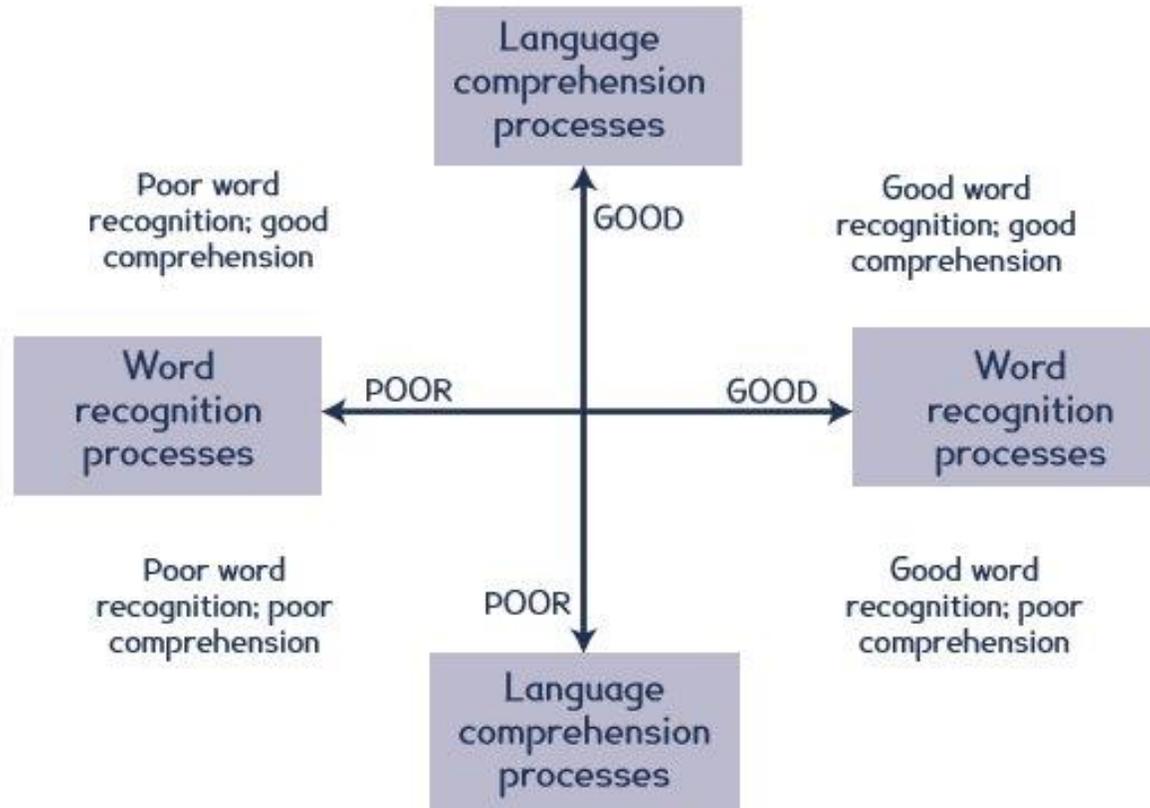
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# Forensic Reading

## Why Forensic Reading?

Figure 3: The Simple View of Reading – Different patterns of performance



'Tier 2 Language' has been identified as a barrier for students nationally in their examinations across all Key Stages.

Only 73% of pupils leaving primary school reached the expected level for reading in 2019... one in four children will not read well in school and likely beyond – **Alex Quigley**

Closer focus on vocabulary- For a child to read a text independently they need to read with around 95% word reading accuracy.

**Phonics** – sounding out the word

**Etymology** – the origins of the word

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## What are the lessons like?

Each student will be given an anthology in which all of the Forensic Reading texts can be found. They contain other visual stimuli in there too including pictures, and space in which students can undertake writing activities. *Multimedia* is explored alongside the main text in order to provide the cultural capital to access the deeper themes found within.

All teachers are teachers of literacy - we have teachers from English, History, Science, MFL, Performing Arts, and Mathematics. This is to reinforce the importance of reading across all subjects.

**Years 7 - 9 Students - one lesson a week**

**Year 10 Students - one lesson a fortnight**

*(Years 11 - 13 will currently not be participating in the programme)*

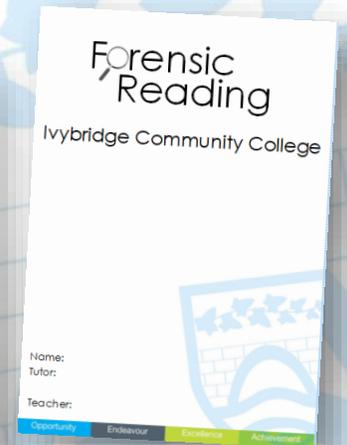
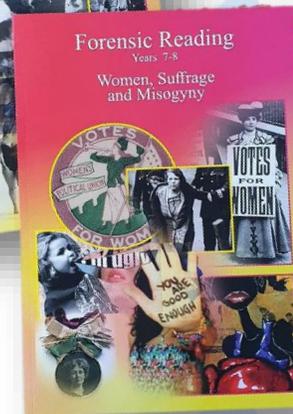
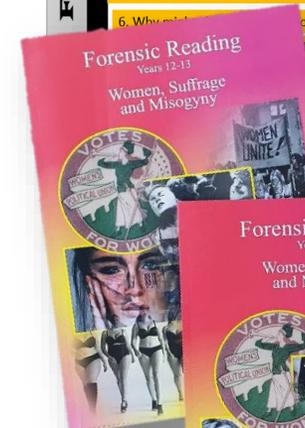
**Forensic Reading**

1. How does this sentence both introduce this new character and frame her as potentially dangerous to the other characters?
2. Why would the author chose to describe her as 'a girl', rather than 'a woman'?
3. What might the colour 'red' represent here?
4. What impression does this give of her?

Both men glanced up, for the rectangle of sunshine in the doorway was cut off.<sup>1</sup> A girl<sup>2</sup> was standing there looking in. She had full, rouged<sup>3</sup> lips and wide-spaced<sup>4</sup> eyes, heavily made up. Her fingernails were red.<sup>5</sup> Her hair hung in little rolled clusters, like sausages. She wore a cotton house dress and red<sup>6</sup> mules, on the insteps of which were little bouquets of red<sup>3</sup> ostrich feathers<sup>5</sup>.

"I'm looking for Curley," she said. Her voice had a brittle, nasal quality. George looked away from her and then back. "He was here a minute ago, but he went."

5. Why does John Steinbeck gives us this acutely observed detail here? What does it imply about this character whom he has just introduced to the reader?
6. Why does Steinbeck use such detail to explain her presence in the bunkhouse? How does Steinbeck use both his sentence length and his sentence structure in this paragraph?



# Forensic Reading

# A Forensic Reading Lesson at Ivybridge Community College



Title Page

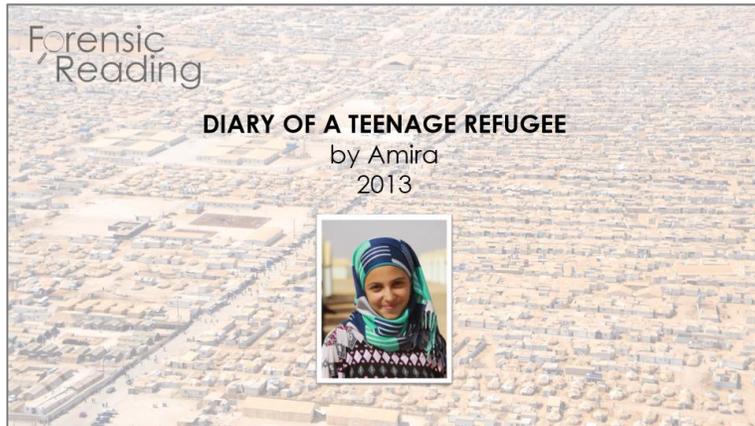


## Forensic Reading Key Vocabulary

- Immigrant**  
a person who comes to live permanently in a foreign country. An **immigrant** is a person who moves to one country from another.
- Migrant**  
a person who moves from one place to another, especially in order to find work or better living conditions. A **migrant** is a person who moves from one place to another within a country.
- Refugee**  
a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
- Asylum Seeker**  
a person who has left their home country as a political refugee and is seeking asylum in another.
- Expatriate (Expat)**  
a person temporarily or permanently residing in a country other than that of the person's upbringing.

Activating the schema

Learn Key Vocabulary



The Central Text

Forensic Reading  
**DIARY OF A TEENAGE REFUGEE**

Amira is a pretty normal 16 year-old. She's got the usual interests: pop music, boys and her mobile phone. But, along with 30 million other children and young people around the world, she's a **refugee**. Amira lives in a camp with her family after fleeing the **civil war** in Syria. This is her story, in her own words.

**AMIRA'S STORY**  
One night the bombs were coming closer and closer. We were all sitting together downstairs because we couldn't sleep. As houses were being destroyed one by one in our village, neighbours were running from one house to the next. So some neighbours were gathered in our house too.

A rocket landed on the roof of our house, but no one was injured. We ran in fear to another house. We were so terrified we didn't even think about taking anything with us. Soon after, our house was totally destroyed. We left with no IDs, nothing.

**Refugee** (noun)  
a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

**Civil War** (noun)  
a war between citizens of the same country.

The extract and discussion points

Forensic Reading  
**DIARY OF A TEENAGE REFUGEE**

Which of the following best describes the central idea of the text?

- A. Amira is a normal teenage girl living through extraordinary circumstances as a refugee.
- B. Amira and others like her have built communities in refugee camps that resemble home.
- C. The United Nations needs to better protect refugees, particularly those fleeing Syria.
- D. More refugees should tell their tales in order to spread awareness about the issues they face.

Extra Questions & Discussion Points

# Forensic Reading

# A Forensic Reading Lesson at Ivybridge Community College



Video Clips

Forensic Reading **Good News**

Originally from Damascus, Syria, Mohamad Rahimeth found a talent for cooking in the Calais refugee camp.

Mo came to the UK just two years ago, after spending a year in Calais, where he learnt to cook. "I taught myself. I didn't know how to cook. I was a political science student. I started because I had to. I used to be in the jungle, in France, in France, I started to cook because I have a Syrian friend, his name is Mohammed, he's like my brother. We tried to come to the UK together. When we tried, he broke his legs and I had to take care of him and when I first started cooking it was for him. In the Jungle, it's a bad situation and you have to make something nice that reminds you of home while you're there. So I started to cook, asking my mum, asking friends"



Mo still lives with his friend, Mohammed, in a shared flat in Brighton, and still cooks for him: "I cook, he does the washing up". They live with their cat, Camun, the Arabic word for his favourite spice cumin. Mo says it was the volunteers he met while in the camp that inspired him to start a Syrian brunch in the UK.

Good News Stories

Forensic Reading **Recommended Books for Further Reading**



Recommended Books for Further Reading

Recommended Books

Forensic Reading **Useful Websites for Further Reading**

[Refugee Week: Famous Refugees](#)

[British Red Cross: Refugees Facts and Figures](#)

[The Guardian: Why are white people expats when the rest of us are immigrants?](#)

[Global Justice Now Campaigns: Migration](#)

[Migration to Europe explained in seven charts](#)

[BBC: The battle over the words used to describe migrants](#)

Recommended Websites



Forensic Reading  
Ivybridge Community College

**A Refugee's Journey**

**REFUGEES ARE HUMAN BEINGS**

**ILLEGALS HAVE LANDED**

**THE BONE SPARROW**  
Zana Fraillon

Matching Booklet

# The Ivybridge Way



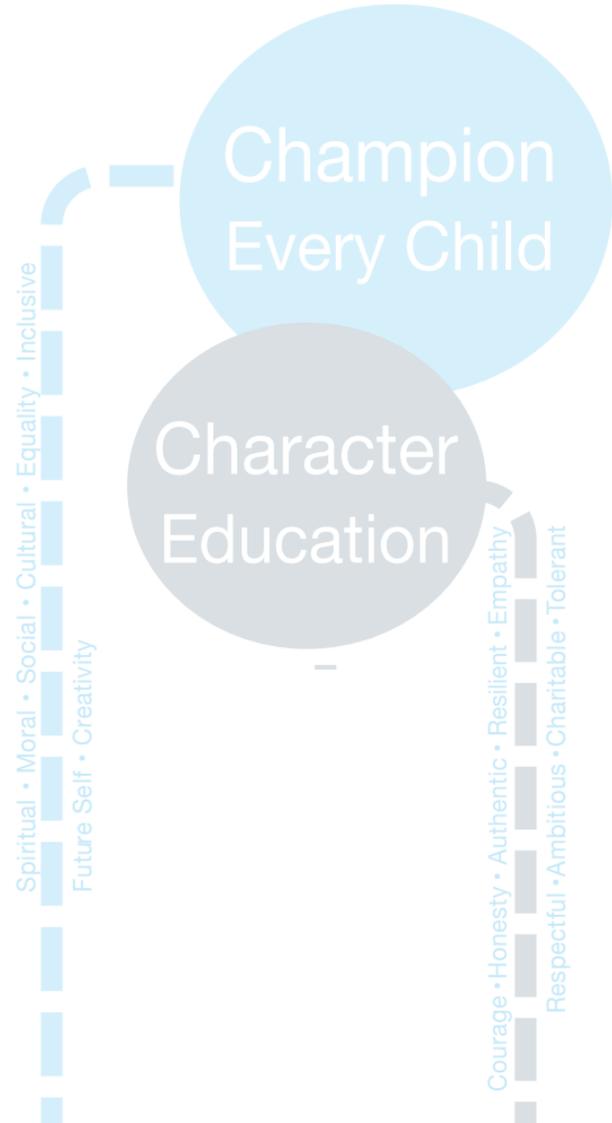
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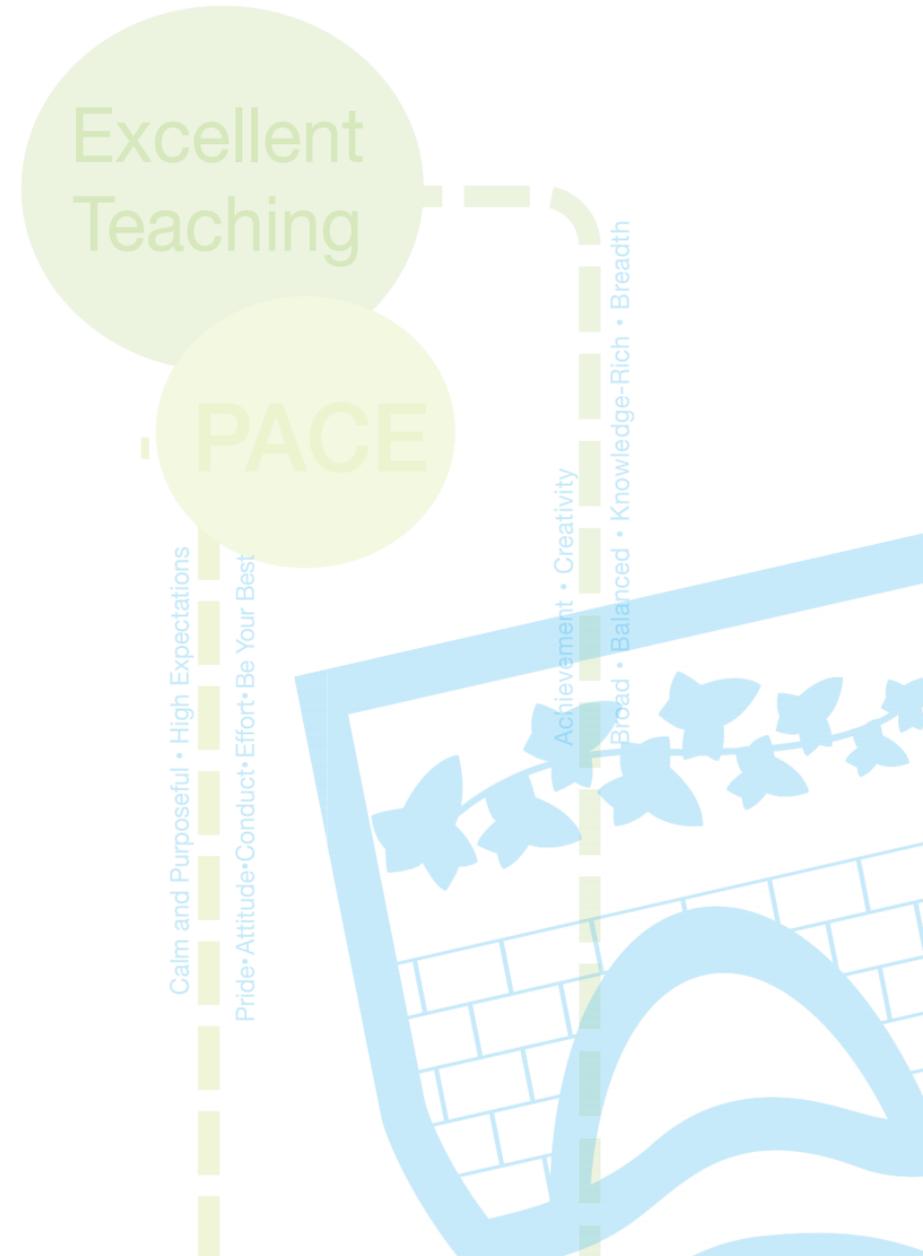
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# The Ivybridge Way



## Evening Summary



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# Thank you

**Parent Meet**  
Wednesday, 16 March  
**Parent Forum**  
Tuesday, 2 February

Spiritual • Moral • Social • Cultural • Equality • Inclusive  
Future Self • Creativity

Courage • Honesty • Authentic • Resilient • Empathy  
Respectful • Ambitious • Charitable • Tolerant

Calm and Purposeful • High Expectations  
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