

KING JAMES'S SCHOOL

**Year 7**  
**Transition Evening for**  
**Parents**





# Aims of the Evening

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- To meet your child's Form Tutor, Year Head and Associative Assistant Head of Year
- To be given information on how to support your child through the milestones they will face in Year 7
- To have an opportunity to ask any questions.





# The Pastoral Team



**Pastoral Officer –Miss English**



**Learning Manager– Mr King**



**Deputy Headteacher  
Mr Mcintosh**



**Assistant Head  
Mrs Holdsworth**



**Assistant Head SENCO –  
Mrs Knight**



**Assistant Head Safeguarding  
Mrs Kingston**



**Family Support Office –  
Mrs Kinsey-Stephens**



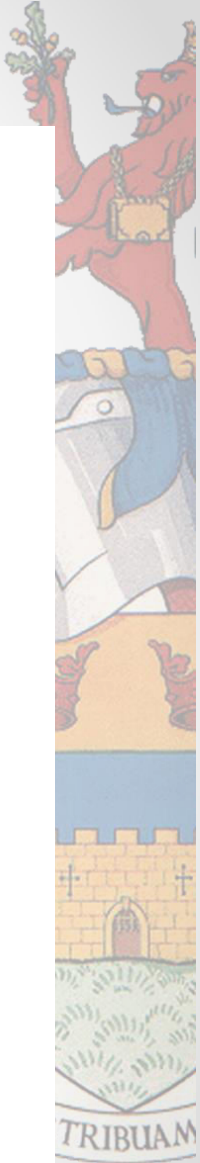
**School Nurse –  
Mrs Miles**



**Attendance Officer  
Mr Kent**



# King James's School Values



**READY  
RESPECTFUL  
ENGAGED**



Be punctual



Be properly equipped



Wear uniform correctly



Have a positive mindset



Complete homework and missed learning



Be kind to all



Use polite verbal and body language



Respect the learning environment



Ask and answer appropriate questions



Interact with others with respect



Get involved



Use all opportunities to learn



Be self motivated and use initiative



Learn from mistakes



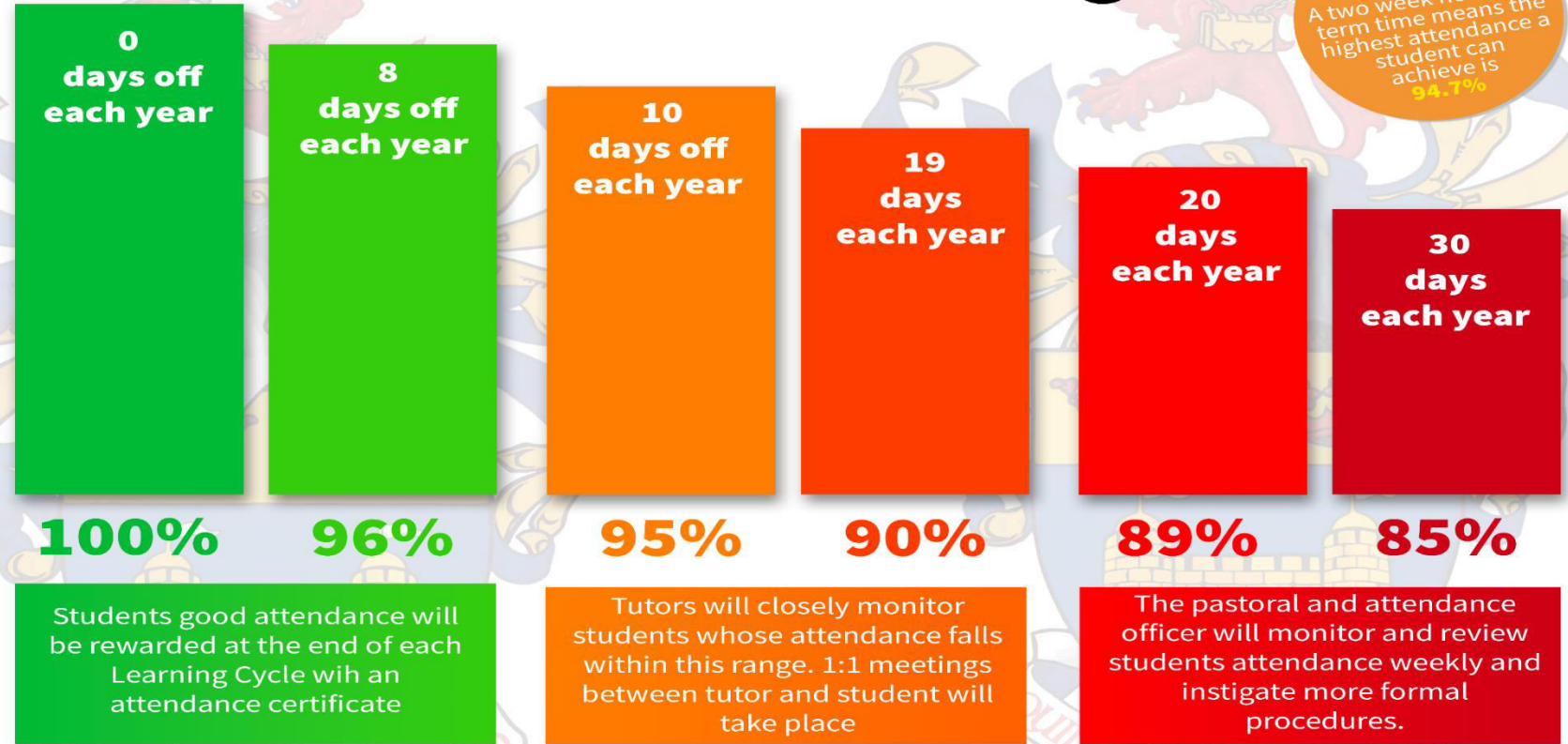
Listen to others





# READY – Attendance

## Attendance Percentage



Have good home routines, eat well, sleep well and build resilience where you can



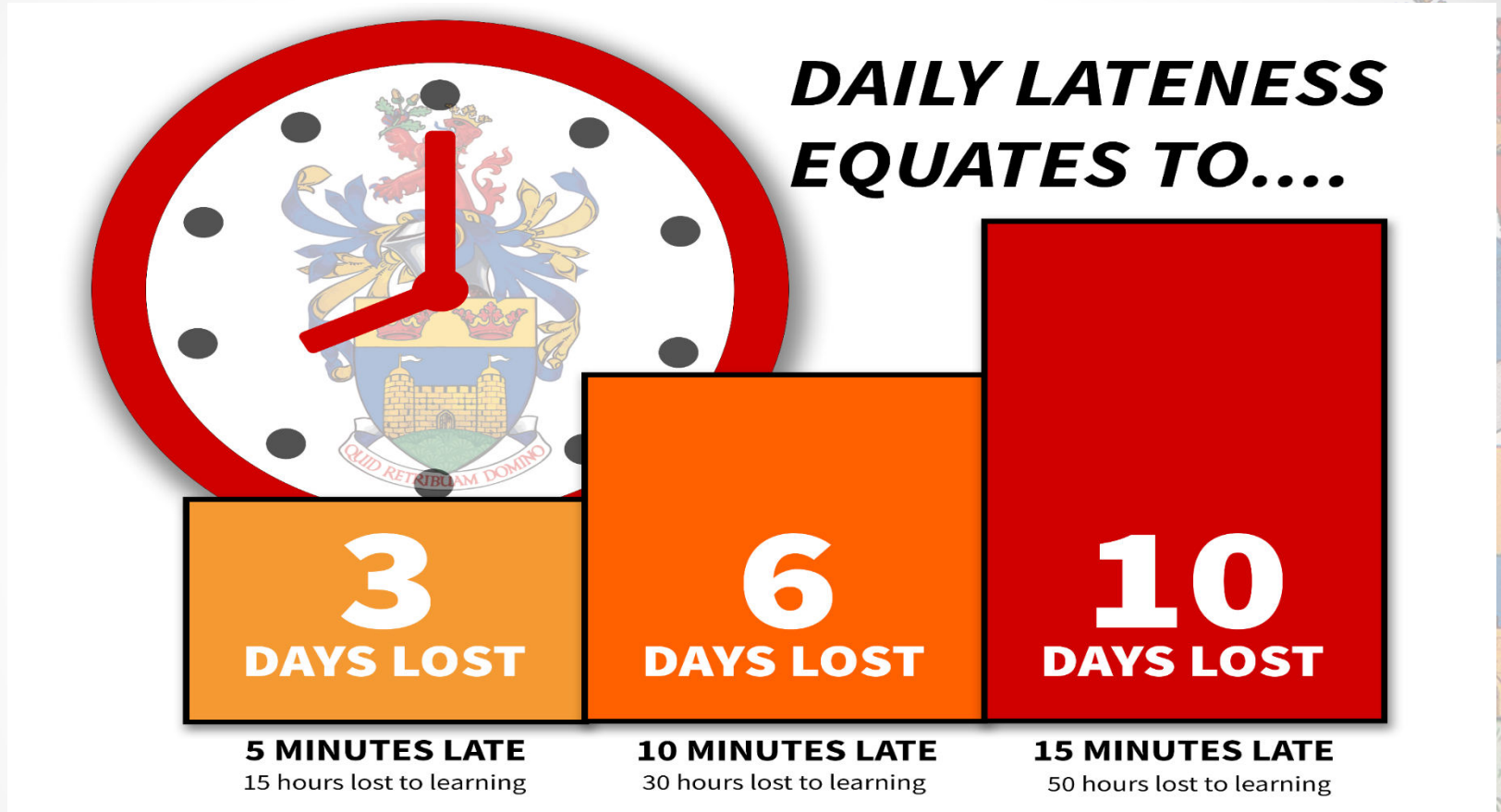
# READY – Attendance



Have good home routines, eat well, sleep well and build resilience where you can



# READY - Punctuality



Have good evening and morning routines including rules on screen time .



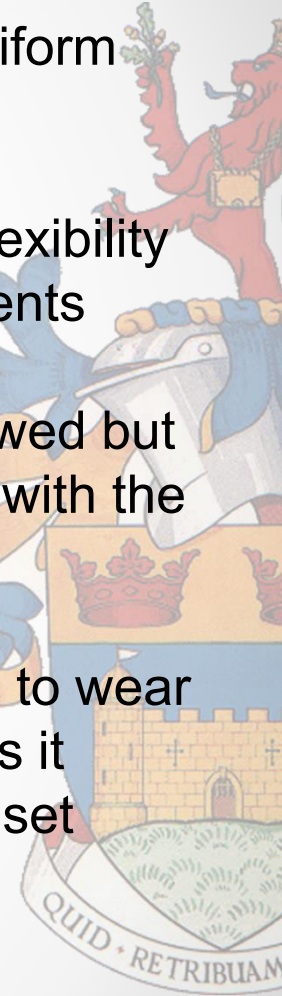
# READY - Uniform

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- We are proud of our Uniform and tradition
- The Uniform provides flexibility and choice for our students
- Any combination is allowed but must have tartan either with the tie or the kilt
- We expect our students to wear the uniform with pride as it promotes the right mindset

**Check you child's uniform before leave for school in the morning**







# READY – Phone Use

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- From the school gates in the morning it should be switched off and in bags
- Can be turned back on at the end of the school day at 3.15
- If seen using your phone it is taken off students who can collect this from Reception at the end of the day.

**Please do not ask your child to contact you with their mobile during the school day or contact them. In an emergency please contact the main Reception**





# RESPECTFUL – We promote this daily

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- Respect to others in the way we speak to each other
- Respect others by being kind
- Respect our school environment by looking after it.

Check MCAS to monitor positives & negatives. Reinforce these points at home





# ENGAGED – Personal Development Opportunities

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Encourage your child to get involved in the extracurricular and enrichment opportunities



# Year 7 – Tutor Time Programme







# Respectful – Monitoring, Rewarding & Consequences



QUID • RETRIBUAM

Check Bromcom



# ENGAGED – Curriculum – Learning Journeys




	Learning Cycle 1 Narrative Writing "The Magician's Workshop" Harry Potter, Hobbit, Monster Calls and other fantasy extracts used for inspiration		Learning Cycle 2 19 <sup>th</sup> C. Novel and Modern Poetry "London through Time" Christmas Carol (play) Chimney Sweeper, On London Bridge, London Snow, Upon Wts		Learning Cycle 3 Non-Fiction "Journeys" Travel writing, Bill Bryson, Fitzhiker's Guide, Abraham's accounts, Sci Fi etc		Learning Cycle 4 Drama/Media "Wonder" Media themed novel study	
Year 7								
Assessment	Baseline assessment reading and writing task	Narr. Piece – Journey through dark woods	Analytical Paragraph(s)	Analytical mini essay – how has the presentation of London changed?	Mood board – sections of non-fiction texts analysed for impact and features	Produce blog expressing a viewpoint, e.g. travel writing from Space	Analytical paragraph(s)	A perspective task written in character
Concepts	Narrative writing Writing as a journey Writer's toolkit Creating Imagery Sensory detail Characterisation	Developing detail Storyboarding Figurative language	Reading for meaning Close reading Inference & deduction Mood/Tone Impressions Impact/Effect Writer's Intention Stage directions	Status Inequality Connecting texts Atmosphere Temporality/Temporality Moral message Speaker/voice Purpose/Audience	Audience Purpose Journeys Humour Descriptive Connotation Impact Emotive Adjectives	Articulate comb AIC paragraph starts Headings	Sympathy/empathy Friendship Relationships Perspective/viewpoint Media features Director/Audience Visual narrative Connotation	Intentions Purpose Viewpoint Prompts/moral tone Being different/"the other" Multi-person narratives
Context	Fantasy Magicians Dragons Treasure Adventure		Class differences Victorians London 19 <sup>th</sup> C Poverty Poor houses Workhouses Poor Laws Society	Chimney Sweep Inequality Persuasion	Local: Leeds British travel writing Amazon jungles		Schools Bullying Teacher Collins Syndrome American High School	
Genre	Fantasy Fiction Narrative writing		Drama Stagecraft Lighting Play features Scripts	Morality play Poems	Travel writing Local writing: Leeds Space		Modern Fiction Movie Trailers Character Journey	
Technical Skill	Using linguistic devices Planning strategies Journey structure Structuring for understanding Creating Imagery Creating atmosphere	Structuring for impact Writing opening hooks Show not tell ROW work Peer assessment	Analytical paragraphs writing statements Info retrieval Using quotes Interpretation Developing inference Zooming in	ROW work Essay writing/structuring Example paragraphs Peer assessment	How to analyse Analysing key words Analytical paragraphs Mindmapping Example paragraphs Using a thesaurus How to expand nouns Varied sentence starters	Presentational features Peer assessment	Analytical paragraph Visual analysis: camera angles, shot length, colour, mise en scene, music etc Zooming in + out Peer assessment	
Grammar	Commas Comma splicing Speech punctuation Simple, compound, complex sentences TPTOP paragraphs	Clauses	Noun phrases Nouns		TPTOP paragraphs Analysing sentences Emotive Adjectives Pre-modifying adjectives Sentence types 13 Commas + splicing		Tenses Imperative Conditional Modal verbs	



Check Website – Curriculum – Learning Journeys for subject details



# ENGAGED – Curriculum – Homework

 <b>KING JAMES'S SCHOOL</b> <small>KENNESBOROUGH</small>			
YEAR	 <b>BRONZE</b> 15 MINS	 <b>SILVER</b> 30 MINS	 <b>GOLD</b> 1 HOUR <small>OVER 2 WEEKS</small>
Year 7	<p>Once in each learning cycle you will be directed to revise key terminology for a quiz.</p> <p>LC1: The Magician's Workshop/creative writing</p> <p>LC2: A Christmas Carol/Victorian London</p> <p>LC3: Amazing Journeys/travel writing</p> <p>LC4: Wonder/media features</p>	<p>Throughout the learning cycle, you will be given opportunities to direct your own reading journey and gain rewards. Visit the library and select a story (lists available from Ms Bryden and Ms Lloyd). Read the story and return a 50-word evaluation to your English teacher to acquire positive Bromcom points. You can do this as many times as you wish; there is no limit!</p>	<p>Optional homework: we encourage students to write for pleasure. Spend at least an hour working on some non-fiction writing such as a diary, a newspaper article or a biography, and bring it to your teacher when you're ready.</p> <p>Suggested topics: kindness, generosity, diversity, charity, journeys, hope</p>
Year 8	<p>Once in each learning cycle you will be directed to revise key terminology for a quiz.</p> <p>LC1: The Gothic</p> <p>LC2: Witch Child/history of witch trials</p> <p>LC3: Burning Issues/challenging debate topics</p> <p>LC4: Much Ado About Nothing/theatre of Shakespeare</p>	<p>Throughout the learning cycle, you will be given opportunities to direct your own reading journey and gain rewards. Visit the library and select a story (lists available from Ms Bryden and Ms Lloyd). Read the story and return a 50-word evaluation to your English teacher to acquire positive Bromcom points. You can do this as many times as you wish; there is no limit!</p>	<p>Optional homework: we encourage students to write for pleasure. Spend at least an hour working on some non-fiction writing such as a diary, a newspaper article or a biography, and bring it to your teacher when you're ready.</p> <p>Suggested topics: the supernatural, witchcraft, prejudice, persecution, otherness, patriarchy</p>
Year 9	<p>Once in each learning cycle you will be directed to revise key terminology for a quiz.</p> <p>LC1: Detective/mystery</p> <p>LC2: Of Mice and Men/hierarchies</p> <p>LC3: Greatest Speeches</p> <p>LC4: Romeo &amp; Juliet/tragedy</p>	<p>Throughout the learning cycle, you will be given opportunities to direct your own reading journey and gain rewards. Visit the library and select a story (lists available from Ms Bryden and Ms Lloyd). Read the story and return a 50-word evaluation to your English teacher to acquire positive Bromcom points. You can do this as many times as you wish; there is no limit!</p>	<p>Optional homework: we encourage students to write for pleasure. Spend at least an hour working on some non-fiction writing such as a diary, a newspaper article or a biography, and bring it to your teacher when you're ready.</p> <p>Suggested topics: mysteries, unsolved crimes, status, inequality, identity, protest, tragedy</p>



Check Website – Curriculum – Homework





# Parental Communication - Reporting

		Starting Point			
English	5	5	x	x	x
Mathematics	4	4	x	x	x
Science	4	4	x	x	x
Art	5	6	x	x	x
Computer Science	4	4	x	x	x
Drama			x	x	







# Parental Communication – Important Dates

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- September – Parent Expectations Evening
  - October – Pastoral Parents Evening – With Tutor
  - Nov, March, June – Learning Cycle Reports
  - June - Parents Evening – With Subject Staff
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- Planner - Homework recorded
  - Check MCAS – Attendance, punctuality, positive comments, concerns, detentions.
  - Parents Support booklet – Website
  - Transition page on the Website – Regular updates.

