

ENGLISH AT ASPIRE

BE READY



BE RESPECTFUL



BE SAFE



OPEN EVENING 2025

This year's open evening was a huge success! We focused on our fantastic new year 7 scheme 'The Origins of English'. Where students could make their own new words! This is based on the WIKI work we do in class and our understanding of etymology.

CULTURE AND CLUBS

* Poetry Club

THURSDAYS IN C5

Join Miss Woodhead in some exciting poetry workshop and unleash that artist!

* Debate Club

THURSDAYS IN C11

Miss England and Miss Martin join together to bring you an exciting range of debates and topics to let your voice be heard

* LESSON 6

WEDNESDAYS IN ENGLISH

Y11 PLEASE GO TO YOUR OWN ENGLISH TEACHERS FOR LESSON 6.



Mrs Gregory's year 8 class presenting their powerful presidential speeches!

A Flying Start To The Academic Year 25/26!

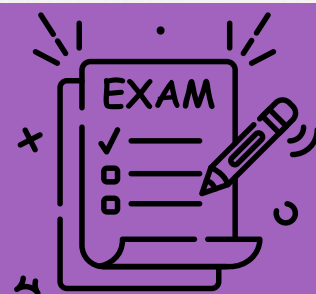
First of all, welcome back to all of our students this academic year. We have had an absolutely fantastic start to the year with already some amazing and exciting things going on in English! We have really appreciated how settled and ready to learn all of students at Aspire have been. We are very proud. We just know it is going to be an exciting school year!

This upcoming half term we have many exciting things heading your way, from poetry competitions, to live masterclasses and even a visit from the poet Nathan Parker! We believe that the passion for English is well and truly thriving at Aspire and we are looking forward to all of the wonderful things that will come from these opportunities for the students.

UPCOMING YEAR 11 MOCK EXAMS

We are so proud of your class efforts in tackling difficult texts and supporting one another.

Next half term year 11 will sit some mock exams in preparation for the summer. Please ensure you keep up revising and working hard this term.



Teacher Feature

Next Half Term...

- Year 7 - Origins of English part 2
- year 8- Romeo and Juliet
- year 9 - The Help
- year 10 - A Christmas Carol
- year 11- Bespoke Revision in classes



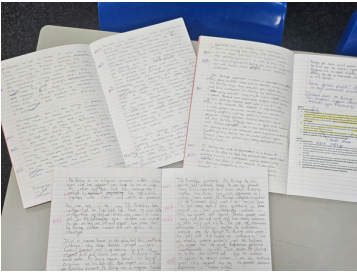
English Scholarly Awards This Half Term!

- Cadence K
- Elliot C
- Millie M
- Tommy C
- Ellie-Mae K
- Keegan H
- Lucas P
- Blake A
- Bailey B
- Harvey C
- Darin A
- Charlie A
- Cody H
- Hannah H
- LilyJane B
- Fiona M
- Stuart F
- Mayaleigha P
- Georgie H
- Adam C
- Wellington B
- Praise J
- Kaiden S
- Connor B
- Holly S
- Summer J
- Scarlett M
- Summer J
- Tarleah S
- Jacob L
- Madison B
- Eleanor E



"The more that you read, the more things you will know. The more that you learn, the more places you will go."
-Dr Seuss

Student In The Spotlight!

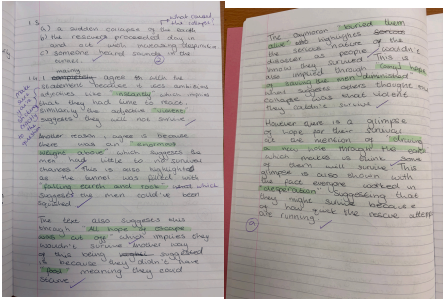


Who does the writer make these lines tense and dramatic?

Undoubtedly, the writer creates tension within these lines. The extract begins with a pause, which 'almost cost him his life'. The word 'almost' creates tension as the character comes close to death and the reader is yet to find out the cause of the near death experience. The writer describes something huge and other coming into view. The word 'Something' highlights the character's uncertainty of the threat, further creating drama and tension. He fumbled desperately for his false revolver shows the character's fear in the moment, the adverb 'desperately' shows he feels threatened and wants to defend himself at all costs. Paddling towards him, was a huge polar bear, the verb 'paddling' suggests the bear was slowly moving towards him, building the tension, not giving away whether the bear planned to attack or not. Paddling can also imply the animal is very large, increasing the tension by suggesting the threat of this bear. However, he then dropped his belongings and ran. From this, we can infer that his desire to survive the situation is greater than the cost of his belongings, which creates drama as we are shown the intensity of his fear. As he ran, the temptation to look back was irresistible, which shows his anxiety as he escapes the danger. Temptation shows his curiosity as well as his strong urge to find out whether he is safe or not. As he is about to escape, the steel gates exposed his limited progress. The verb 'resisted' builds tension as the gate slows his rushed escape. The gates yielded reluctantly and he forced his way through a narrow gap. The adverb 'reluctantly' makes the extract dramatic as the gates, his only escape, only barely let him through. The verb 'forced' shows his desperation to get away from this situation. The monstrous shape reared in a baffled fury. From the noun 'fury', we can infer the bear is aggressive and if he was met with a, a vulnerability would have attacked him. The verb 'reared' at the fable reared. The verb 'reared' suggests the hostility of the bear, creating tension by telling the reader imagine what would have happened to the character if he had entered the gates even slightly later than he had.

Mrs Gregory's student in the spotlight is from her Y10 class. She had some fantastic essays written in her class this half term.

Mrs Johnson's student in the spotlight has gone to Nikola B in her year 11 class. She created an excellent 10 mark answer for her homework.



Mrs Morgan has chosen Emily L from Y11 for giving a grade 9 answer response in her assesment. Well done!

Miss England has chosen Dottie F in year 7 for her fantastic Aritstotle's rhetoric traingle.