

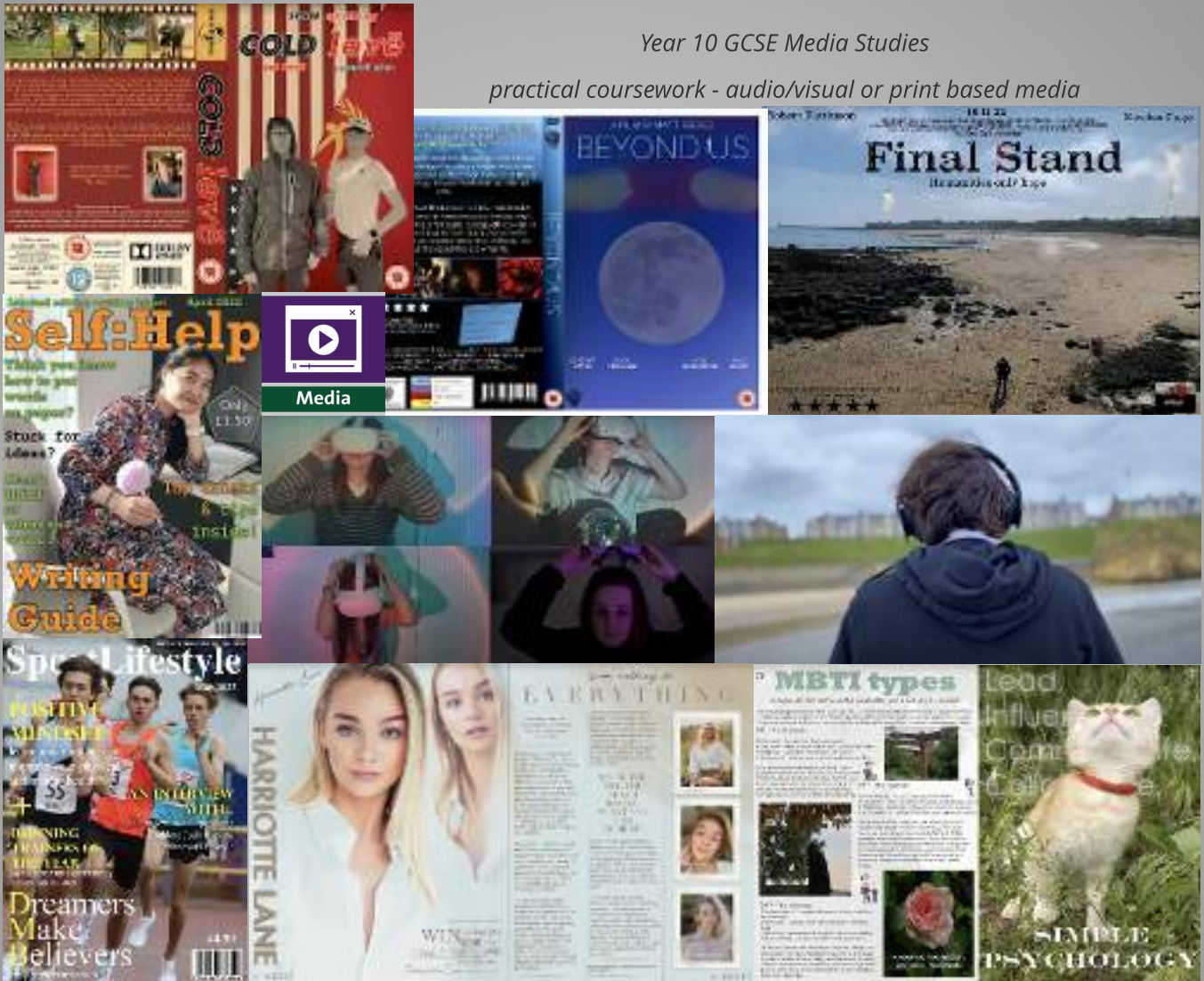


MARDEN NEWS

July 2022 End of Term Edition

Year 10 GCSE Media Studies

practical coursework - audio/visual or print based media



Featuring

Message from
The Headteacher

Technology

Drama

English

Media

Geography

Literacy

RE

Science



Marden High School

Friday 15th July 2022

Dear All,

"We have just completed an academic year which has been quite extraordinary." These are the words I used in my newsletter at the end of the summer term last year, and I might be forgiven for hoping I would not be using these same words again now that we approach the end of this current academic year. And yet ... another challenging year, this time courtesy of a roof which succumbed to the force of Storm Arwen. And yet in spite of, or maybe because of, having to rethink and reinvent how and where we carry out our business of education, we have continued to deliver high quality educational experiences for our children, and to develop our school community in so many ways. Once again I believe it is the closeness of our school community and the sense of belonging that people have within it that has enabled us to work together so well, and I would like to thank all our members - students, staff, parents and carers, governors - for all the contributions they have made to this past year.

At the end of this term we will be saying goodbye to a number of staff. Mrs Scott, Head of Year and science teacher will be retiring after 37 years at the school, and Mrs Rae, technology teacher will be retiring following 35 years of service. We and the thousands of students who have been taught by both these people are very grateful for the dedication and commitment shown by Mrs Scott and Mrs Rae through their combined 72 years of teaching. We also say goodbye to Ms Wallace, our Deputy Head, who has supported me in the leadership of Marden through some key times for the school. We started at Marden together, moving everyone into the new building, eliminated the significant deficit the school had, saw student numbers increase by a third to become oversubscribed, and more latterly managed the challenges of Covid and a roof blowing off. So we have experienced significant challenges together, and throughout, Ms Wallace has been instrumental to the successful outcomes we have achieved, at the same time developing relationships with, and opportunities for, students and staff which have helped them flourish as confident, valued members of our community. Miss Hedworth, one of our specialist support assistants, will also be leaving us next week, to enter the busy world of hospitality, and Miss Murray, geography teacher, will be entering the world of A level teaching at college. We thank them for all their work and wish them all the best for their respective futures.



Last week, a group of Year 8 students visited the Port of Blyth for an exciting insight into the 'Wild Oyster Regeneration Project'. Students were immersed in a range of activities, including checking the oysters in their nurseries, looking for different sea creatures and building marine food chains and learnt about the role of a marine biologist and the importance of their role in monitoring marine life and ensuring we protect the biodiversity of our seas and oceans. Students had the chance to visit the Blyth Tall Ships project, learning about how the ships are built and how the project supports the local community, and went on board one of the ships and observed first hand what life is like when travelling on a voyage at sea. All students involved were really enthusiastic and thoroughly engaged in the whole experience.

This week was the Geography field trip when all our new Year 11 geography students took to the local coastline to examine the issues of coastal erosion and protection at Blyth beach, as well as the theme of rebranding, looking at recent redevelopments in the Whitley Bay area. The students worked hard and were excellent ambassadors for the school, making this day of local exploration a very enjoyable one.

As you are aware, on Monday and Tuesday next week we have our Creativity Festival which we are very much looking forward to. An immense amount of work has been put into preparing for the multitude of different activities students will be enjoying, and especially by Mrs Berriman and Ms Olbrecht, to whom I would like to extend all our thanks for going over and above in getting everything ready. I will be feeding back on the Creativity Festival at the start of the Autumn term, and this will be a useful way to remind us all then what we will continue to work on during next academic year, that is, 'enhancing the curriculum to develop our creative pedagogy, providing opportunities to develop skills such as problem solving, critical thinking, digital literacy and innovation' (School Development Plan 2022/23). In the meantime, we will be posting video and photographic accounts of what our students will have experienced during the Creativity Festival, on our school website.

Due to the Creativity Festival and the shorter week, there will be no extra curricular activities next week. These will commence again on Monday 12th September and will be bookable via the School Gateway. A new timetable for activities will be shared in September.

On Wednesday night we enjoyed the culmination of much work across the course of the last six months as the two year groups who were working with Hand Of and Ex-Easter Island Head performed at the Whitley Bay Playhouse. In two acts, the younger Year 8 students who created the backing track using sounds created on the coastline, in the physics laboratory of Newcastle University and in school each week, were able to present their very own musical interpretation of the coastal landscape we enjoy in the North East, whilst the Year 11 students performed their musical journey which travelled from Holy Island to the centre of



Newcastle, via Blyth and Seahouses. The aeolian music was interwoven with learning about both the local geography and local history. This fantastic performance was yet another reminder of the creative community we celebrate at Marden.

On Thursday we attended the NTLT Star Awards where one of our students was recognised for her brilliant work locally, regionally and nationally. It is always a wonderful night when the students of Marden are recognised for their leadership and in this case hailed as a local hero. The nomination was well deserved and we are very proud that Marden's hope for all students to be agents of change has been once again recognised by the annual event which acknowledges young people and their success.

In the context of getting uniform and equipment ready for September, we have added a recommended value for money calculator to the equipment list and updated the clothing section on the website too. To ensure we support families during a period of time when costs are on the rise, we have continued to ensure that blazers, shirts, skirts, trousers, rugby tops, hoodies, shorts and tracksuit bottoms together with our ties can be bought from a range of outlets so that everyone is ready for learning in September. As part of the update we are now adding a further sense of belonging by adding House Colours to our ties. We have four houses at Marden; Alnwick which is yellow, Bamburgh which is blue, Dunstanburgh which is green and Warkworth which is red. Adding the colour means that students can proudly display the house they are in, as part of the Marden uniform. The current ties will remain as appropriate as uniform but going forward these will be phased out and replaced by the new house coloured ties. For students joining us in Year 7 this September, Miss Laing is emailing to update parents and carers with their child's House and its colour so the right tie can be purchased. If you already have one, then this can be swapped free of charge, and Miss Laing's email will explain how.

As this is the final letter of the academic year I would like to take this opportunity to wish everyone a pleasant and safe summer, and look forward to seeing everybody back in September. Staff start back on Monday 5th September, and all students begin term at 8.45am on Tuesday 6th September.

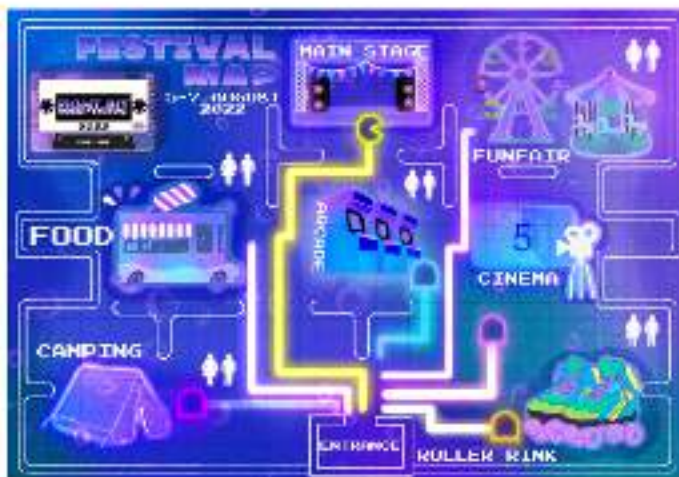
Thank you for your continued support and take care.

Mr M. Snape
Head Teacher



This Is Creative Enterprise: *Graphic Design*

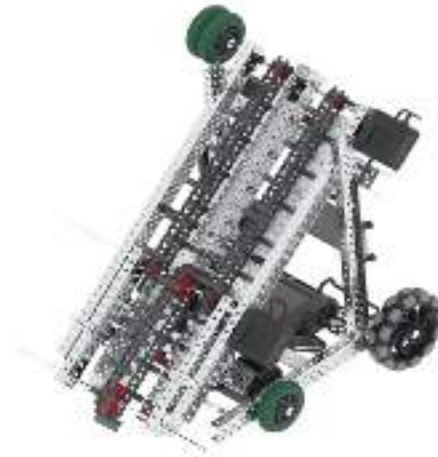
A small group of Year 9 and 10 students have completed the TICE Graphics project this term with some excellent outcomes. Students were given a choice of three briefs to explore and produce a portfolio of work on independently. The program also included two workshops where students were able to work with Lead Graphic Designer for Tommee Tippee, Mark Patterson. Both workshops allowed students to get hands-on experience of graphic design, developing their own branding with Mark in school and later visiting Newcastle College to learn about industry standard processes and develop their use of Photoshop. All students have done an amazing job in completing this work that can be used to develop their portfolios, Global Bridge account and CV's.





Vex Robotics:

After our success competing in the regional VEX robotics competition we are excited to have expanded our team of engineers for the 2023 challenge. Students will be given a new base robot, 'Disco', to build and modify ahead of the event. Our new team will work together to program their robot and compete against a series of other schools in the newly developed 'Spin Up' challenge.



To earn points teams need a stronger driver who can use their robot to collect discs and fire them into frisbee goals. [Click here](#) for a preview of what's to come; it's safe to say we're very excited to take part!



Tyne and Wear STEM Day:

On Friday 8th July, 12 students from Year 8 and Year 9 were invited to take part in a STEM challenge day at Sunderland University. Working in teams of 3, students each took part in 3 of 4 assigned challenges; a medical diagnostic, creating an electric vehicle, programming a Lego robot and creating an e-fit image of a would-be criminal. Each area challenged the students to work as a team to produce a successful solution using prior knowledge and skills. All teams worked fantastically throughout the day, and we were very pleased to return victorious with one of our teams having won the Lego robot competition! Well done Oli, Emily and Tanay!



Ms Nicholls



Welcome to Drama!

This term we welcomed some of our new Year 7 students into Drama. We explored poetry and created some imaginative scenarios using Role on the Wall as a starting technique. We're really looking forward to getting to know everyone in September and watching yet more wonderful dramas.

Key Stage 3 students have spent much time exploring production design in lessons. We have designed costumes and settings for 'Our Day Out' and 'TWOC'. Students are developing an insight into the world of the performing arts industry and the range of careers available.

Our Year 11 students completed their performance exam earlier this term. It was a pleasure to watch some stunning performances. We wish them the very best of luck in their future adventures.



It was great to meet our new Year 10 students and we have already begun working on a performance of 'Revolting Rhymes' to be performed at our Year 6 Opening

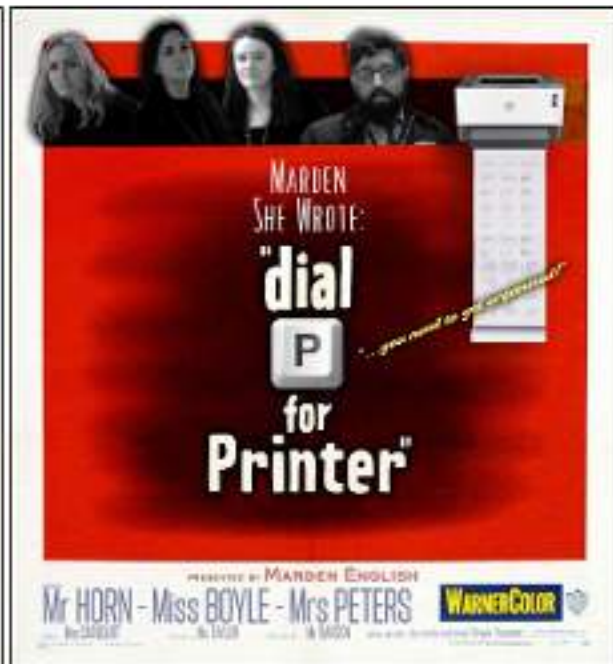
As we prepare for the Creativity Festival at the end of term we are encouraging Year 8 students to complete Part A of their Arts Award Explore qualification. Students will continue to gather evidence throughout next term and we do hope we can share their efforts with others.

Mrs Berriman



Marden She Wrote: Dial P for Printer

This term's study of Detective Fiction has culminated in Year 8 students investigating a real-life crime right here within the Marden English department! This year Miss Boyle was accused of racking up an extortionate printing bill and it was up to Year 8 to work out who had framed her. Students' investigations led to the creation of some impressive pieces of Detective Fiction. Here are the openings to two stories written by Marnie Boden and Archie Wells:



Marden She Wrote - Dial P for Printer *The Opening*

by Marnie Boden

The clock had just hit 4:30 pm sharp, on the 25th April 2013, when my useless assistant burst as loud as a herd of stampeding rhinos, through the door to my office, one of the fifty offices that had been compressed together over 5 different floors of the Inquisitive Detective Agency. I looked up, surprised, from my final stack of paperwork I had just finished with rather weary eyes. "Ma'am, I just heard a new case come in. Jenson's taken it on but I know you can solve it faster. what do you say?" I paused carefully for a moment, a prodigy lost in thought; it would be immoral to undermine Jenson and take his case, but after all, I was most certainly the better detective. I agreed eagerly and my assistant told me of this new case that had arrived mere minutes prior to his unsettling disturbance of my peaceful solitude. He left what had to be hours later and as soon as I heard the near silent click of the door, I fell into a whirlwind of darkness that enclosed me within its grasp, still slumped awkwardly in the clutches of my office chair.

I awoke the next day still in my office chair, with my neatly finished paperwork now strewn carelessly across the desk. Sighing to myself, I orderly gathered them back up and settled them into a neat pile once again. I stretched and yawned with fatigue, before turning my attention to the round clock hung elegantly upon the blank wall reading 6:00am and shaking my head vigorously - it was 6:00am, I should most certainly not be tired, I had received my regular 7 hours of uninterrupted sleep. Perhaps it was the uncomfortable position in which I had been fixed throughout the night. Yes, that was it. Pulling open the drapes to reveal a pale green horizon beaming into the immaculate office, I pondered what my clueless assistant had told me



yesterday. This new case I had been given, or rather I had stolen, enfolded the tale of a poor English teacher that had been framed. "Lies and deceit within their department Ma'am" his voice echoed repeatedly through my brain again, as I reviewed the details he had told me of. This was sure to be a tough case, one of the toughest I had faced yet, but I knew that nothing could defeat the best detective in the country. In other words, nothing could defeat me.

I watched her curiously through the small, glass window leading into her office from the main meeting room of our department. She was a very odd woman. Even her appearance was peculiar. The way her short, grey hair streaked with blonde fell haphazardly around her pointed face. The way her pale complexion seemed to be carved with shadowed lines from her high cheekbones. Everything about her seemed to be harsh and brisk; she was an intimidating woman with no real warmth in her heart, but I still admired her exceptional work. Her protuberant eyes seemed to swivel around like a bird looking for prey as she hunted for clues. When she was in detective mode, she was an unstoppable poacher, determined to catch the criminal no matter what. Snapping me back to reality, she walked over to her desk and shuffled the papers she had already taken notes on. I studied her face carefully. She had strangely familiar facial features, as if you felt like you'd met her in the past - she just had that effect on people. Her long, sharp nose; her thin, pointed eyebrows; her piercing, steel blue eyes; everything was so intimidating yet intriguing at the same time. She seemed to be X-raying you as she looked deep into your eyes, revealing all of your darkest secrets. She had an uncanny knack of knowing more about you than you did yourself and never failed to be as omniscient as ever. She always wore the same navy blue suit, a little faded around the edges but still looking tremendously smart. She pursed her thin lips as she frowned at her papers; I had known her for long enough to know that this was her concentrating face. I had worked with her for many years now, but she still gave me looks of most contempt whenever I entered a room and still regarded me just as a useless assistant she would be better off without. She was not a very likeable person. Not at all. And yet she still wonders why she was ignored by every worker within our department...

Marden She Wrote - Dial P for Printer
The Opening

by Archie Wells

Mr Horn slowly pushed open the door to the printing room to see if the noise was coming from in the room, the winding, whirling wheels of the printer had come to a stop and the smell of the fresh ink was warm in the air. There, hunched over the printer, was a middle aged man, his arms were crossed, gripping each elbow like he was holding himself together, he stood silent, motionless, no emotion visible on his stubbled pale face. Without acknowledging that someone else had entered the room he reached his left hand effortlessly towards the printers menu and lightly pressed a few buttons, after a few silent seconds the machine groaned to life and after the whirring had stopped a single crisp page perfectly delivered itself onto the tray. The man turned his hanging head slowly to face Mr Horn, his dark tinted glasses hiding his eyes "The Xerox Versalink 400", he spoke with a powerfully gruff voice that rumbled through Mr Horn's body, before he reached down and calmly lifted the paper up, folding it into quarters before placing it in his inside jacket pocket.

Mr Horn quickly looked around the room, only the stranger was there, he was continuing to look at the printer slowly working through the menu, "Sorry, can I help you? This is a school print room, What are you doing in here? Who let you in?" Mr Horn's voice was shaking as he spoke, his eyes blinking fast as he swallowed to clear his throat.

The stranger exited the menus on the touch screen control panel before turning to face Mr Horn, the printer quietly going to sleep in the background, "interesting logs," he spoke before starting to make his way out of the small, warm, brightly lit room, pausing as he arrived next to Mr Horn and without turning his head muttered, "for a department this size."





Summer Anthology Competition



Key Stage 3 Students are taking part in a Creative Reading and Writing Project in English for the final weeks of this year. They are exploring the genre of Eco-Dystopian Fiction through the writing and artwork of *Tales of the Inner City* by Shaun Tan. Students have the Summer Challenge of creating their own Eco-Dystopian Anthologies- working together to create a cohesive collection of short-stories and accompanying illustrations. The winning Anthologies will be published on the website as a downloadable e-book in September! Here are a selection of openings using the first line 'Crocodiles live on the eighty-seventh floor'.



Crocodiles Live on the Eighty Seventh Floor.

Bella McConville:

Nobody knows now, or when they got there. Few crocodiles are still alive, the crocodile species is slowly leading to extinction. Bodies lie on the floor, being trampled on by the remaining crocs, roaming around the room. Claw marks cover the walls from top to bottom, and cracks creep in and out of thin layers that are left, which are slowly being grinded away.

Until, one day, when everything was going perfectly, the city's worst nightmares, came to reality. The last layer of the wall had been ripped apart, causing the crocs to pour out of the building, one by one, creating havoc and destruction, every step they took. They roamed the city, taking control, causing damage to the natural world. Soon everyone understood the reason they were there.

Annie Harrison:

Crocodiles live on the eighty seventh floor, mine is on the eighty-eighth. Why did I book this hotel? No wonder it is only a one star. Hauling my luggage up the numerous stairs, my blood curdled and a chill fluttered down my spine. As I passed the eighty-seventh floor there was only one thing I could sense which was danger. I could hear claws digging into the ground and the sound of serrated teeth clashing together. Walking away with fear I went up to the next floor which was where my room was. I lay on the bed as if I was dead and all I could think about was the crocodile who were only 30cm below me, all of a sudden sleep washed over me, hopefully I will be lucky enough to wake up alive.



Finlay MacKenzie:

Crocodiles live on the Eighty-Seventh floor. Bears live on the Fifty-Seventh, the building is corrupted with animals. Locked up on each floor. There is no way out. The tall building glares upon the rest of the city, bearing down on the people below. The animals hopeless. Life had been like this for a while now. Once a month animal testers, would experiment. But behind this something completely different was happening. Unimaginably, without even knowing it, the animals would no longer be trapped in cagey rooms, filled with hopelessness and despairity, only with in a couple weeks. The whole city will change, was about to change.

Our Life in Books

As part of a Reading for Pleasure project, Students in Year 8 had the task of creating and presenting 'My Life in Books': the books that represent, reflect and have inspired their lives so far. Here are a few examples and perhaps some inspiration for summer reading!



Reading for Pleasure Homework

As part of their Reading for Pleasure lessons in English, year 7 students were asked to create a record of the things that they have been reading this term. The challenge was two-fold: to read as much and as widely as possible, and to be as creative in your responses. Here are two of the most impressively creative records by Freya Grange and Marlie Johnson!





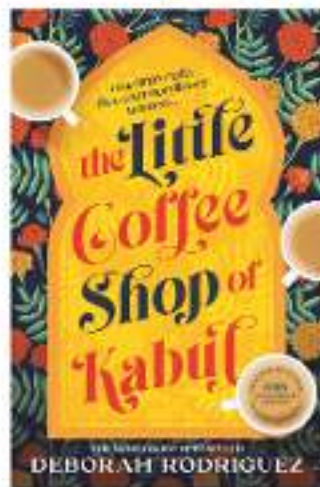
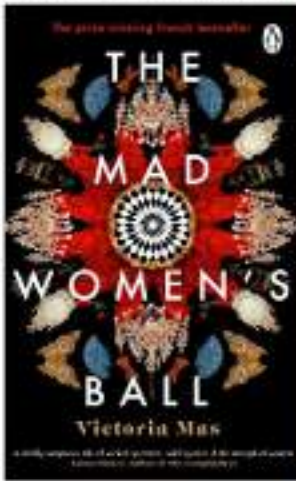
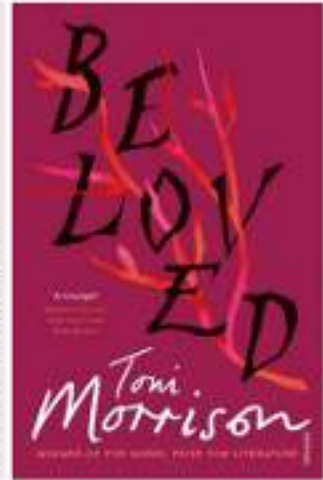
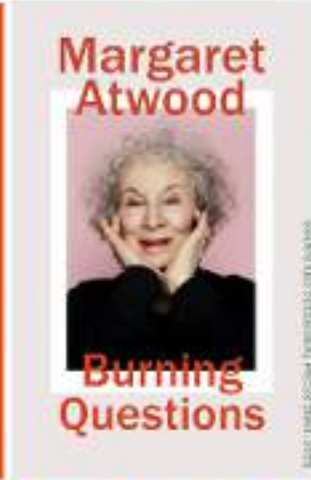
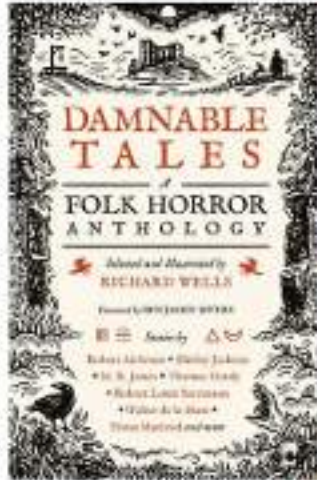
Now Open: The English Collection of the LRC!



As an exciting part of expanding our *Reading for Pleasure* lessons in English we have invested in a huge range of new books written by contemporary authors (lots of them recommended by students). The new 'English Collection' of the LRC is now open! The books will be used in *Reading for Pleasure* lessons as well as be available to borrow through the Library. Why not take one out to read over the summer?

Looking for a new book? Take a look at what some of your English teachers are reading:

- Mr Horn: *Damnable Tales: A Folk Horror Anthology* by Richard Wells
- Ms Taylor: *I heard What You Said* by Jeffrey Boakye
- Miss Laing: *Burning Questions* by Margaret Atwood
- Mrs Robson: *Beloved* by Toni Morrison
- Mr Ranson: *The Mad Women's Ball* by Victoria Mas
- Miss Boyle: *Convenience Store Woman* by Sayaka Murata
- Mrs Cathcart: *Such a Fun Age* by Kiley Reid
- Miss Lees: *Misery* by Stephen King
- Miss Eastlake: *The Little Coffee Shop of Kabul* by Deborah Rodriguez



Ms A Taylor



Media Studies Year 10 NEA

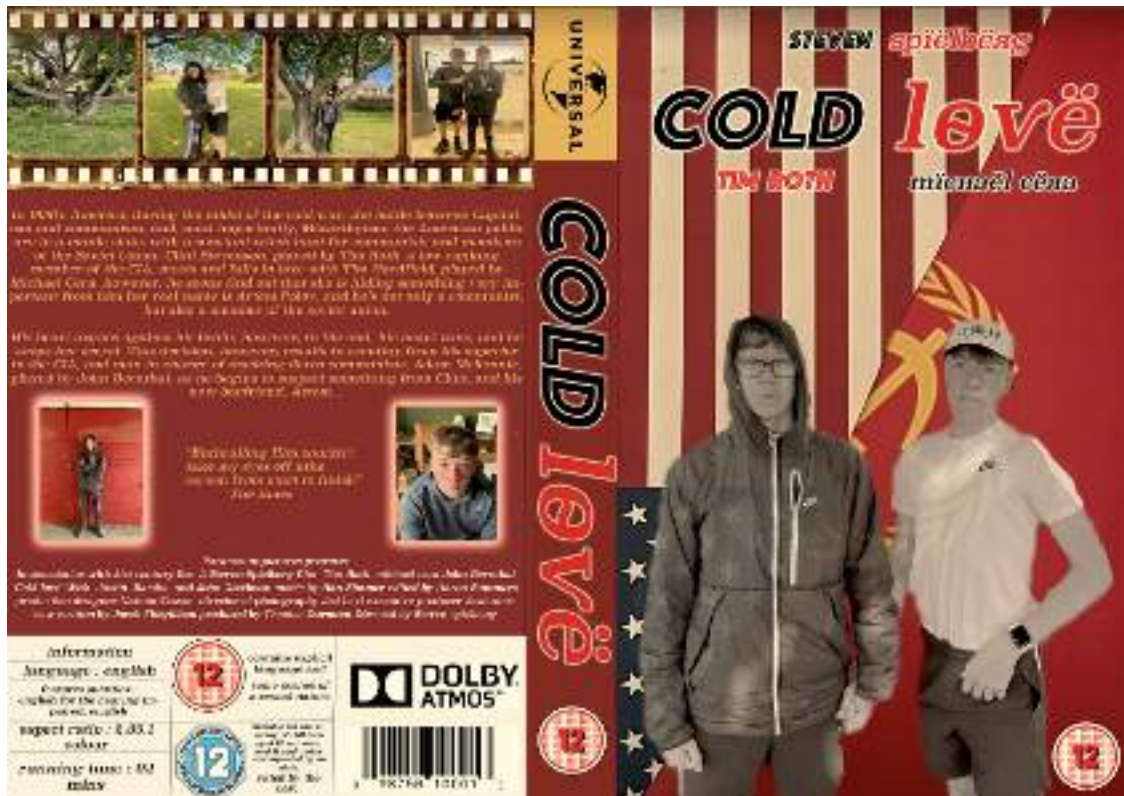
During the summer term, Year 10 students have been working on their Non-Exam Assessment, a practical coursework element of Media Studies that is worth 30% of their final GCSE grade which they sit next year in Year 11.

They chose to produce either an audio/visual piece of work or print based media. Here is some of the really creative work they have produced!

FILM PROMOTION:

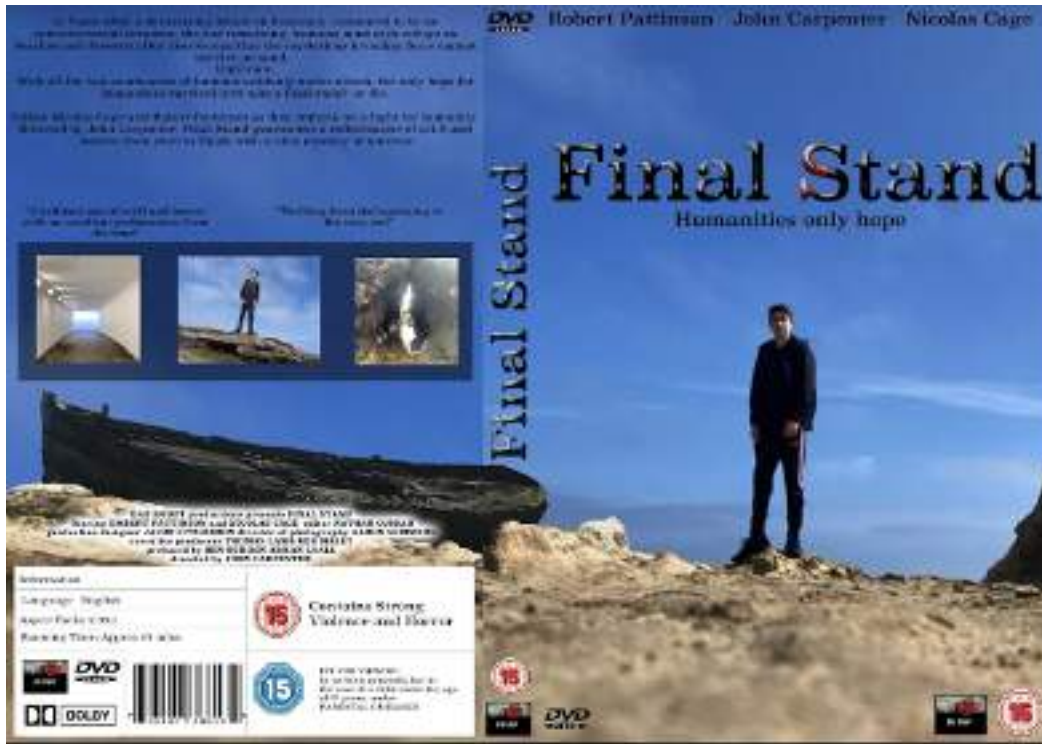


Eddie Hart (DVD cover)



Jacob Fitzgibbon (DVD cover)





Jed Levi (film poster and DVD cover)

MAGAZINES:





Erin Wrightson (magazine cover and double page spread)



Jessica Jiang (magazine cover)



Masha Kryzhanovska (magazine double page spread)



Matthew Blevins (magazine cover)



MUSIC PROMOTION:



Holly Bailey (music video)



TELEVISION:



Elliot Dyer (TV crime drama)

Mr Ranson



Our new Year 11 students have had a busy term completing their mock exams. The dedication and preparation the students have shown for these assessments has been exemplary and puts them in an excellent position for their summer exams, keep up the hard work! The students should use these assessments to highlight areas to focus on for their revision in the upcoming year.

Finally after two years of not being able to take the students outside into the field, Year 11 geographers are heading to the coast to complete their GCSE fieldwork. As fieldwork skills are an integral part of our subject we are hoping to give our KS3 students more opportunities to develop their skills in data collection, cartography and analysing quantitative and qualitative sources.



Our new Year 9 students have been studying development within their Geography lessons looking at the factors that lead to unequal development and the strategies to reduce the development gap.

Students have produced some excellent presentations when designing their own bottom up schemes aimed at helping local communities in the Democratic Republic of Congo to improve their quality of life. Students created their own charities/action groups and came up with schemes that enabled lives to be improved long term.

FOOD FOR DRC

After importing the food, it distributes the food based on which areas need it most.

My project works to identify which areas are suffering most for starvation.

It works with starvation charities to help import food into the DRC, including identifying the best charities for the job.

Every few months, my project updates the map because the rate of hunger is changing.

My project works to make a noticeable positive impact on starvation in the DRC.

ACTION AGAINST HUNGER

PROJECT: WATERFALL

The quality of the water will be the same as water quality in developed countries such as USA or England, this is of course not ideal but it may prove difficult.

Association

Waterfall™ is a non-profit organization who work with a couple of other charities to provide as much aid as possible. Our main objective is to achieve clean and safe water for all residents of poverty-stricken Africa. We will work with companies such as:

- Nestle, who will fund the production of water bottles.
- Coca Cola, who will responsibly source water from a purification plant from preferred countries such as Norway.
- Shipping - Mærsk SeaLine, who will ship the packages to the coast of Tanzania by ocean.

We personally make sure that the shipments are delivered to suffering villages in the centre of the DRC.

THE LOCALS

Waterfall™ will work with the local communities in the DRC and strive to meet all of their issues in regards to the clean water situation. We will ensure that the locals have access to safe drinking water straight away and members of our team will use responsible methods of transport to listen to everyone's thoughts and opinions about the situation.

Examples of local communities are Oshana, Kapanga and more.

THE BENEFITS

We believe this will benefit the communities as drinking water is a large problem as many will contract diseases from the water. With water being the main concern of families around the DRC, they can focus on other needs such as food or shelter, which, once our objective is complete, we will also assist in improving.

As well as this, we aim to bring attention to other impoverished areas in countries such as Brazil (Palatien, Kenya and Zimbabwe). With all of this in mind, the main benefit is the improvement of living standards by greatly boosting the supply of food and water and giving shelter to those in need.



Our new Year 8 students have been looking at the impact of tourism around the world and reflecting on the reasons that people travel. They have been able to spend some time thinking about being more sustainable to reduce the impact on the world through their travel. Some of our students have designed some amazing ecotourism resorts and they have thought about the possibility of working in ecotourism as a future career.

Overall it's been a very productive year, our students have demonstrated commendable levels of resilience this year, they are a credit to the school community and teaching them in Geography has been a real pleasure this year.

Miss Robson



This term in RE we have been finishing off old topics and getting ready for the start of our new academic year. Our new year 8 students are beginning with an introduction to key themes in religion, philosophy and ethics where we have already explored ideas such as atheism and extremism. Our new year 9 students are completing a research task, focused upon the six world religions. They have produced some excellent work already and will be able to refer back to these notes to support their classwork next year.

The new GCSE class have got off to a flying start and have begun paper one content. Their approach and attitude has really impressed me already and I will look forward to a year of brilliant discussions and debates. The year 11s have taken their practice exams very seriously and are now focused upon acting on feedback and consolidating their knowledge of paper one. We will be looking forward to beginning the paper two topics in September starting with Peace and Conflict, and Crime and Punishment.

Mrs Macleod



STEMFEST NET ZERO



'I'm now going to look into apprenticeships' SW



58 year 8 students visited St James' Park to attend STEMfest. A great day was had by all with fun interactive activities which developed key skills.



'It was really interesting and there was a wide variety of things to do' WD-T



Ms Randall



Summer Writing Competition!

Students have the chance to enter the *Young Writers Annual Showcase 2022* and be in with the chance of becoming published writers. This competition celebrates all creative writing styles up to 1,000 words. You could select the best piece of writing you have completed this year or write something new! The link to submit your entries has been emailed by Ms Taylor. If you have any questions just send her an email.

ANNUAL SHOWCASE

Creative Writing Competition for 4-18 Year-Olds

- ★ You could win **£100** and a trophy
- ★ Showcase your writing talent
- ★ 1,000 word limit
- ★ Free to enter

Closing Date: 19th September 2022

Here are some ideas to inspire a new piece of work...

- ★ Poem
- ★ Speech
- ★ Story
- ★ Song Lyrics
- ★ Play
- ★ Blog
- ★ TV or Movie Script
- ★ Letter
- ★ Essay
- ★ Article
- ★ Memoir
- ★ Journal / Diary

Young Writers est. 1991

Summer Reading Competition!

Create a scrapbook of your summer reading! Books- fiction and non-fiction, news articles, blogs, recipes, editorials, music lyrics, short stories, poems... Keep a creative record of everything that you read over the 6 weeks holiday. This can be online (on Google Slides) or on paper. The winner will be decided in September and will receive a book voucher!



Summer Reading Challenge



Create a scrapbook of your summer reading!

How you choose to record your reading is part of the competition. The winners will have the most creative, original Reading Records! They can be done online or on paper, as a piece of artwork, as a book, on canvas, a poster, a cardboard box, a video, a diary...



Read as much as you can & keep a record of everything that you read!
Books- fiction and non-fiction, news articles, blogs, recipes, editorials, travel writing, music lyrics, short stories, poems... Keep a creative record of everything that you read over the 6 weeks holiday. See the [Literacy Cloud](#) for Inspiration!



The winner will be decided in September and will receive an amazon voucher!

Join the Literacy Leaders!

We are looking for new recruits for September! If you are interested in organising Literacy events and competitions; creating displays; running the library or mentoring younger students, get in touch with Ms Taylor.

Literacy is Power

Interested in becoming a Literacy Leader?
Email Ms Taylor a.taylor@mardenhigh.net

Marden Literacy Leaders

We need **Literacy Leaders** to come up with ways to encourage writers, inspire readers and empower voices!

Are you a voracious reader, a brilliant writer, a superb public speaker? Would you love to be involved in planning events, activities and competitions?

- Mentor younger students
- Create engaging displays.
- Create reading lists, books of the week & books of the month.
- Create & run literacy events & competitions across the school to get other students interested in reading & writing!
- Develop the library website!
- Run the library & come up with ways to develop the library & make it an exciting place to be!
- Run activities & competitions.
- Develop the Literacy Cloud
- Decide on new books for the LRC!



Looking for something to read this summer?

If you are looking for a book to read this summer, take a look at the new English Collection of the LRC.

Library Club invites you to come & browse *The English Collection* of the LRC



Here you will find a selection of contemporary books curated by *Library Club Literacy Leaders & the English Department*.

These are books with diverse voices and different perspectives.

They are books that build empathy and develop our understanding of our world and people in it.



Marden Literacy Leaders



You will be exploring these books in *Reading for Pleasure* lessons and they are available for you to borrow from the LRC!





An Exciting Summer Term Trip!

Students are off to *The Sill* in the Northumberland National Park on the last week of term as part of the Creativity Festival.

The *Inspire by Nature* workshop will explore art and creative writing. The natural world inspired artists of all kinds. In the first part of the session, students will learn about different artists who have been inspired by nature, landscape, and wildlife. They will also explore the poems of current Poet Laureate Simon Armitage, who worked with Northumberland National Park to write 6 special poems about the beautiful landscapes he saw around him. In the second part of the session, pupils will take a walk along to Sycamore Gap and spend some time writing their own poetry or creating their own art inspired by the landscape. Students will receive an A5 sketchbook to fill with their art and writing and take home.

Inspired by Nature
NATURE, ART & POETRY WORKSHOP
IN THE NORTHUMBERLAND NATIONAL PARK
18TH & 19TH JULY

The Sill
National Landscape
discovery centre

Explore the work of artists inspired by the natural world.

Explore the poetry of Simon Armitage on the POEMS IN THE AIR APP

Location: The Sill and Hadrian's Wall

Walk to Sycamore Gap

Duration: Full day

Receive your own sketchbook to fill with your own art & poetry



Ms A Taylor



MARDEN



Reading List

Here are some suggestions of books you might want to read over year 7.

(You should be trying to read at least

- The Enemy - *Charlie Higson*
- Cosmic - *Frank Cottrell Boyce*
- Wonder - *R.J Palacio*
- Treasure Island - *R.L Stevenson*
- The Adventure Series *Lee Tony*
- The Adventure of Huckleberry Finn - *Mark Twain*
- Blitzcat - *Robert Westall*
- Holes - *Louis Sachar*
- Stormbreaker - *Anthony Horowitz*
- The Hobbit - *J R R Tolkien*
- Madame Doubtfire - *Anne Fine*
- The Edge - *Alan Gibbons*
- Millions - *Frank Cottrell Boyce*

Want a challenge?

- War Horse - *Michael Morpurgo*
- Great Expectations - *Charles Dickens*
- The Lord of the Rings Trilogy - *JRR Tolkien*
- The Book Thief - *Marcus Zusak*
- The Adventures of Sherlock Holmes - *Sir Arthur Conan Doyle*

Reading List

Here are some suggestions of books you might want to read over year 8.

(You should be trying to read at least one of these per half-term)

- The Adventures of Sherlock Holmes - *Sir Arthur Conan Doyle*
- The Hitchhiker's Guide to the Galaxy - *Douglas Adams*
- The Hunger Games - *Suzanne Collins*
- After the First Death - *Robert Cormier*
- The Universe Versus Alex Woods - *Gavin Extance*
- The Enemy - *Charlie Higson*
- Cosmic - *Frank Cottrell Boyce*
- Carrie's War - *Nina Bowden*
- The Foreshadowing - *Marcus Sedgewick*
- The Northern Lights series - *Philip Pullman*
- Noughts and Crosses - *Malorie Blackman*
- Treasure Island - *R.L Stevenson*
- Martyn Pig - *Kevin Brooks*
- The Ruby in the Smoke - *Philip Pullman*
- Small Steps - *Louis Sachar*

Want a challenge?

- The Curious Incident of the Dog in the Night-Time - *Mark Haddon*
- Life of Pi - *Yann Martel*
- The Help - *Kathryn Stockett*
- Animal Farm - *George Orwell*
- Jane Eyre - *Charlotte Bronte*



MARDEN READS

Reading List

Here are some suggestions of books you might want to read over year 9.

(You should be trying to read at least

Animal Farm - George Orwell

The Curious Incident of the Dog in the Night-Time - Mark Haddon

Of Mice and Men - John Steinbeck

The Absolutely True Diary of a Part-Time Indian - Sherman Alexie

Looking for Alaska - John Green

Lord of the Flies - William Golding

The Help - Kathryn Stockett

Life of Pi - Yann Martel

Want a challenge?

Wuthering Heights - Emily Bronte

Junk - Melvin Burgess

1984 - George Orwell

The Catcher in the Rye - J.D. Salinger

The Great Gatsby - F.Scott Fitzgerald

Reading List

Here are some suggestions of books you might want to read over year 10 & 11.

(You should be trying to read at least

Tip! Try to get into the habit of reading newspapers too! This will help for your

1984 - George Orwell

Animal Farm - George Orwell

A Room with a View - E.M. Forster

The Book Thief - Markus Zusak

Brighton Rock - Graham Greene

Catch 22 - Joseph Heller

The Catcher in the Rye - J.D. Salinger

The Color Purple - Alice Walker

The Curious Incident of the Dog in the Night-Time - Mark Haddon

David Copperfield - Charles Dickens

East of Eden - John Steinbeck

Frankenstein - Mary Shelley

The Grapes of Wrath - John Steinbeck

The Great Gatsby - F.Scott Fitzgerald

The Help - Kathryn Stockett

I Know Why the Caged Bird Sings - Maya Angelou