



**We are
Lyng Hall
11.03.26**





The Year of Reading

What does it mean?

Building a legacy that lasts beyond 2026

2026 is the foundation for a national movement to get everyone reading. The UK-wide campaign is a Department for Education initiative with the aim of everyone rediscovering the joy of reading: children, adults, families.

It is a national movement **to go all in**.

But why?

Reading allows you to:

- expand your mind
- visit new worlds
- build confidence
- learn new vocabulary
- fuel creativity.

But, with so many distractions in our day-to-day lives, how easy it is not to give ourselves this time?

If we allow ourselves to reconnect reading with everyday culture, we can experience the joy that stories, ideas and imagination belong everywhere.

This week’s newsletter captures how Lyng Hall **go all in** for **World Book Week**.

*Go All In –
look at the What’s
On calendar:*



*“This is the biggest reading initiative the country has ever seen – and it’s just the beginning. Our ambition is to transform reading for generations” –
David Haymon, Director, National Year of Reading*

The initiative is supported by more than 60 passionate partners including:





The Year of Reading

Monday: visiting author, Rich Murland

An Introduction into the Publishing Industry. Fantasy and Worldbuilding Workshop

We welcomed author, Rich Hurland, into school to work with 20 of our students from Y7-9.



Mustafa Abbasi (8RC) shares his thoughts:

Today I will be talking about my experience meeting the author, Rich Hurland. I was chosen to attend the workshop in recognition of my contributions, and work, in English lessons. I felt lucky to have this opportunity.

It was an engaging workshop – he shared his journey of creating a book. I had no idea there was so much involved.

We then had the chance to learn about his genre of writing – fantasy. His book, Dawn of Darkness, the photos reveal some of the interesting worldbuilding, and character designs.

He encouraged us to avoid the temptations of AI when thinking of our own creations, and to celebrate our own original imaginations. We could be the next author alongside him.



Our winner of the morning's workshop, Miran, with author Rich Murland

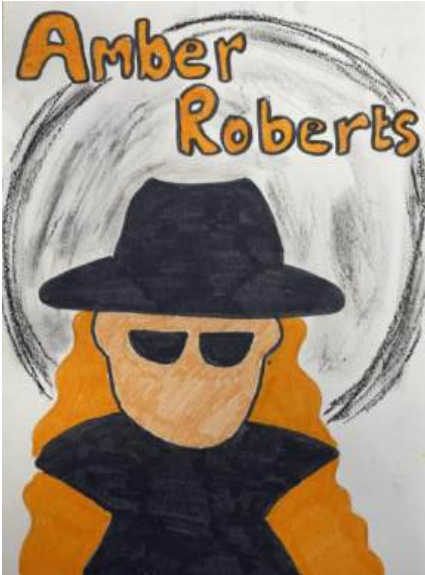


The Year of Reading

Monday: visiting author, Rich Murland

Designing Stars

Our visiting author spent some time in the Foundation Stage. Students had been working hard on their book cover designs through the morning. He viewed all designs, spoke to the students, and selected a winning student in each year group. They each received a signed, personalised copy of his book *Dawn of Darkness*.



Feedback from Lexie (the author prize winner):

"It was such a fun activity because I love Art. It was a challenge because we only had the blurb, not the title which made us have to really imagine what the book cover might be like. I was so proud that my art was recognised, as I put a lot into it. The author was really kind and funny. I am already halfway through the book I won!"



The Year of Reading

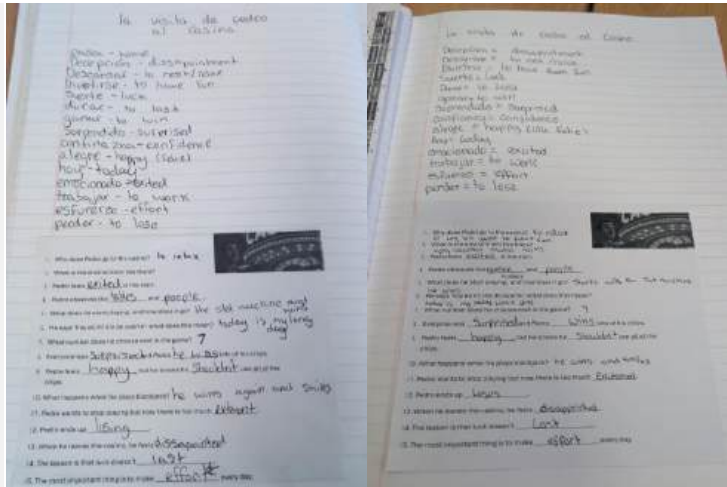
Tuesday: Mad Matters, Pedro and Soundscapes

La Visita de Pedro al Casino

"I liked how it was fun and educational. I also liked how I learnt more about how much can be understood without subtitles."

I would love to cover more short stories because I enjoy the videos and the work; it made it more interesting."

Charlie, 8JB



Choose one scene and create a 30-40 second structured soundscape

Falling Down the Rabbit Hole	Mad Hatter's Tea Party	Queen of Hearts Court
Musical Ideas: • Descending pitch • Glissandos on keyboards • Whispering voices • Gradual crescendo	Musical Ideas: • Sudden dynamic changes • Random percussion hits • Fast tempo • Layered textures	Musical Ideas: • Strong repeated rhythm (march feel) • Loud dynamics • Low instruments for power • Sudden silence for tension
		
Beginning (Setting the Scene – 10 secs) Establish mood Mostly quiet Clear tempo choice	Middle (Build or Change – 15 secs) Change something: Pitch Dynamics Tempo Rhythm	Ending (Clear Finish – 5-10 secs) Strong final sound Stop together

"Students were working brilliantly in creating soundscapes for 3 difference scenes from *Alice in Wonderland*. Some students went beyond and created a musical story linking each scene to one another also which very impressive, using a range of different sounds available to them on the keyboards. Each sound had a purpose and musical idea."

Mr. Harragan

Mad Hatter Tea Party in The Cove:

"It was enjoyable with the social aspect. We were able to be creative and have fun! The room was decorated lovely."

"The food was great! I loved being able to be creative with the hats."

"Making hats was really cool. I don't know a person that doesn't like cakes."

"I liked the cakes and the activities. I hated the tea."

"I liked making the tea. Even the teachers dressed up!"

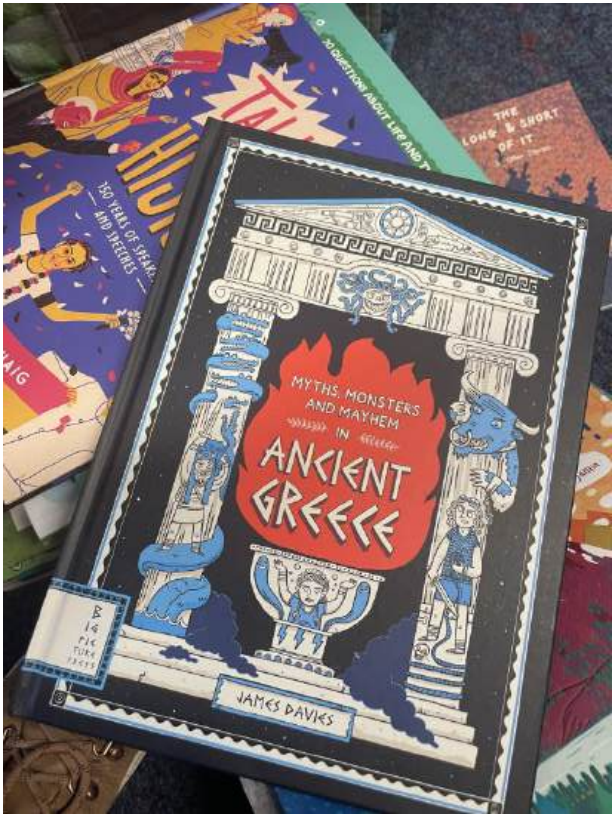


The Year of Reading

Wednesday: Community Recognition

Community Reading Partnership

“I had an insightful morning with Lyng Hall students, where we had the opportunity to virtually interact with Manfred Goldberg MBE, through the amazing Testimony 360 set up by the Holocaust Educational Trust. With the use of specialist equipment such as VR headsets, students were able to engage directly with Manfred’s testimony and learn about his life before, during and after the Holocaust.



“I chose to volunteer because as a year 9 student going into year 10 I think it’s really important to help the younger generation develop reading skills as young as they can do that it can give them a real opportunity to learn to the fullest extent and become the best they can. I think the power to get people to read together builds confidence and understanding in books and their future education. The best part of it is seeing young children’s eyes light up when being gifted something new.” **Kristy Ebihon, 9LH**

Cicero: "A room without books is like a body without a soul."



The Year of Reading

Wednesday: Community Recognition

Stars of the Week Celebration: Respectful voices, Resilient minds, Excellent effort

The English Celebrations' Afternoon was an opportunity to recognise students who had been nominated by the English Directorate for resilience, progress or excellence.

There were three categories of awards. We are incredibly proud of their contributions and know they will continue to do great things. They all received a new book, titles selected by their English teacher.



Recognising resilience

Kezia Oduro 9LH

For resilience shown through the group-changes and a stunning level of progress.



Nominated by Miss. Hagan



Respecting your journey

Gufran Elmesalati 9VP

Brilliant creative mind applied to independent and group tasks.



Nominated by Miss. Kaur



Role models of excellence

Tyler Lawrence 8GS

Consistent excellence demonstrated every lesson.



Nominated by Mrs Cockrell



Nominated: Elian Mohammed, Kezia Oduro, Jan Kubacki, Tyler Lawrence, Ierene Kour, Josie Sanders, Mustafa Abbasi, Mia O'Loughlin, Isaac Brown, Louis Johnson, Nadia Swift-Speed, Hauwa Malik, Alfie Ward, Mariana Castanho, Gufran Elmesalati, Rory Coulton, Nana-Ama Akumi, Jack Hodgson

Letter from Our Chair of Governors

Dear Parents/Carers,

Your child was recognised by their English teacher in our Celebrations for World Book Week on Wednesday 4th March.

As the Chair of Governors at Lyng Hall School, I have always been proud of the work our pupils deliver. The work they have done for English Celebrations is second to none. It is always very inspiring, original, and captures the work done by students from all backgrounds, who share their cultural understanding in their work.

I wish them all the best for the future and encourage them to continue with this fantastic work in later life.

This message is to say: "Well Done" and an encouragement to keep up the good work.

Ghulam Vohra
Vice Chairman - Coventry Muslim Forum

Cicero: "A room without books is like a body without a soul."



The Year of Reading

Wednesday: Community Recognition

#1MillionStories: Platforming the Voices of Working-Class Boys and Young Men on World Book Day

"I really enjoyed meeting the boys and reading with them. They did well and all contributed to a discussion about reading, favourite books, stereotypes about boys and what they might like to read and whether it was true, plus what their responses would be if people said boys shouldn't read."

Ms Allton, Director of Education Development

"This workshop was a wonderful opportunity for us to discuss our stories, identities and aspirations – each testimony, and narrative, we chatted about, encouraged us to challenge our understanding of masculinity. It was an open space to think, consider, and build a narrative."



"When we read about David Goggins's story, it was so surprising because he went through hell and even though everyone was swearing at him, calling him weak and stuff, he still pushed through and chose to discipline himself to change and to be better. Now he's known as the hardest man on the planet. This showed us that to change you need to listen to yourself and not anyone else, it also showed us that you can be better if you discipline yourself."

Stanislav Rakas

"I really enjoyed the story about David Goggins as it showed us that whatever you believe in you can complete, you can see this by him running a extreme number of meters. He is now known as one of the most athletic people on the planet. This story made me take the message that everyone should persevere and believe in themselves. He also teaches us that if you believe in yourself then you can achieve anything."

Jan Kubacki



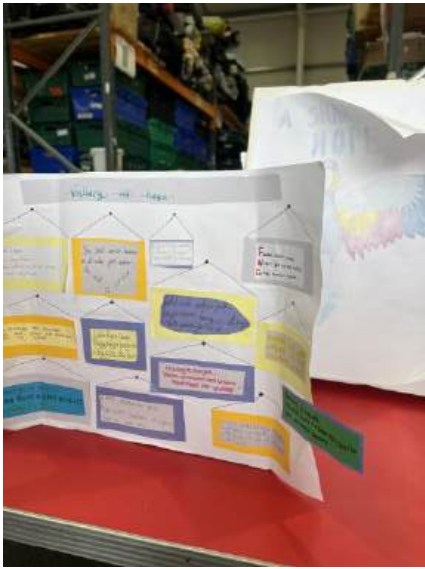
The Year of Reading

Wednesday: Community Recognition

Stories of Hope

In their English lessons, Y7-9 have been writing *Stories of Hope*, and building Hope boxes to donate to Carriers of Hope. Each member of the team selected one of their students to visit their site, to make their donation, tour their facility, and learn more about their work.

Imran Mohammed, Matilda Oduru, Nora Grace Russel, Momina Nlsa , Erin Baker, Kane Kennedy and Fred Yeboaa share some thoughts, and photos from their visit.



Cicero: "A room without books is like a body without a soul."

The Year of Reading

Wednesday: Community Recognition

Erin - The volunteers seemed very sweet and respectful, and they think outside the box to support members of our community. It helped us to see how everyone can have an impact.

Matilda – They welcomed us warmly with open smiles – you could feel the light, and hope, that was carried in the place. It was clear to see that being helpful was a powerful purpose that drove them. They taught us how to be kind and shared kindness with us. We learned that a quarter of a million was saved by members of the community who donated furniture, to support families in turning a house into a home.

Kane - I really enjoyed this trip to the warehouse to learn about how they operate – it was valuable to see the structures that are necessary for a charity to have purpose, and significant impact on its community.

Fred - I learnt they helped the migrants and asylum seekers – with strategies like a social supermarket. This approach to giving, I believe, enabled families to have dignity when establishing a new home, in a new place.

Imran – I learnt how helpful humanity can be. That was the hope I carried out of the warehouse.

Momina - I felt content knowing that they are helping those in need and members of our community have played a part in supporting that initiative.

Miss. Hagan and Miss. Kaur accompanied the students, they are incredibly proud of all members of Y7, Y8 and Y9 who played a role in their stories of hope being gifts to families of Coventry.



The Year of Reading

Wednesday: Wonderland

"We used physical theatre to create wonderland images. We explored contact work and used our bodies to create an interactive world of wonderland. The students were exceptional and created some fantastic work."

Ms Middleton



The students really enjoyed our physical theatre workshop. Tasks included thinking creatively to make objects/animals such as teapots, rabbits and jam on toast, using their whole group. Students learnt how to use contact work and sticky shapes to make interesting worlds that are interactive with the audience. Finally, the students told 4 important scenes inspired by *Alice in Wonderland*, through physical theatre methods.

'I really enjoyed using movement and balances to create Alice's wonderland' - **Ambreen**

'My favourite thing is that we are having fun but still learning' - **Fatima**

'It was fun to use our bodies to create different objects' - **Esther**

Cicero: "A room without books is like a body without a soul."



The Year of Reading

Thursday: Can you name that book?

During World Book Week, the teachers dressed up as a variety of different, well-known books. In the Humanities' department, the book they dressed up as was *Where's Wally*. We believe Miss Gilbert and Ms Turvey dressed as either the real wally or a decoy wally, for the students to figure out. In the English Department, the book they dressed up as was *Macbeth*. Miss Kaur dressed up as Banquo's ghost.

Daizy Newman, Mohammed & Kiruthic 7RK



During World Book Week, on Thursday, teachers were dressed up as characters from books and students were asked to guess what it was. It was amazing! Some costumes had us very confused, for example, some people thought that Mr Sanford-Casey was dressed up as Caillou, but really, he was dressed as Tweedle Dee. For another insight, some people thought Miss Kaur was dressed as a witch, but she was actually dressed up as Banquo from *Macbeth*!

Gabriella Adeniyi, Nova McGuigan and Valerie Omoregbee 7RK

Winners of the competition announced in next week's newsletter.

Cicero: "A room without books is like a body without a soul."



The Year of Reading

Thursday: Can you name that book?



Cicero: "A room without books is like a body without a soul."

The Year of Reading

Thursday: Can you name that book?

Madhatter's Tea Party

Our Prom fundraising has got off to a fantastic start with our recent Mad Hatter's Tea Party event. The event was a lovely opportunity for pupils to come together at breaktime, enjoy some delicious treats, and help raise money towards the upcoming Prom.

There was a wonderful selection of cakes, biscuits and sweet treats available. The event created a really positive atmosphere and was a great way to bring the school community together. Mrs Glancy would like to say a huge thank you to everyone who baked, donated, helped organise, or purchased items on the day. Your generosity and support made the event a great success. Thanks to these contributions, we were delighted to raise over £104 towards the Year 11 Prom fund.

The Year 11 Prom Committee have been working hard behind the scenes and have already come up with several other exciting fundraising ideas that we hope to run over the coming weeks. Their enthusiasm and teamwork have been fantastic to see, and they are committed to helping make the prom a really special event for their year group.

Thank you again to everyone who supported the Mad Hatter's Tea Party. We look forward to sharing more fundraising updates soon as we continue working towards a memorable celebration for our pupils.



Cicero: "A room without books is like a body without a soul."

The Year of Reading

Thursday: Can you name that book?

Archival Workshop for Cultural Identity: The Museum of You

The session involved exploring archives, identity, heroes, and Coventry. It included published poems by young people (from her Centerprise, Bogle L'Ouverture, and Young World collections) along with archival material about people of colour in Coventry such as Ira Aldridge, Pauline Black, Jasvir Kang, and Steve Mokone.

Students watched the Herbert's short film *Stories That Made Us – Roots, Resilience, Representation*, which introduced both personal and institutional archiving. Students then thought about which objects they would include in their own personal museum before examining materials related to British—and especially Coventry—history.

Finally, she shared poems and short essays by young people about identity and place. After discussing these, students designed their own Museum of Me and wrote a short poem that tied it all together.

Ms Mehra

"I was in the workshop and it's safe to say that I enjoyed it. We started by ripping up pieces of paper to make a portrait. Most were better than mine as they went into detail while I made mine basic. After that we learned about archives, and different types of archives, which allowed us to complete the reflective task: writing down objects we would put in our private archives (photos, collectibles). I really enjoyed this workshop, and I hope the school do more workshops like this. It was beyond fun and reflective, I hope more people get to experience it."

Harry Rogers

"I was in the workshop called 'The Museum of Me.' I liked the practicality of the workshop, and how she explained the backstory, details about herself. I liked creating my own archive, with all the things that are important to me. My favourite part about the workshop was creating my own collage – using tissue paper and card to create my own portrait. I think that opportunities like this are important to school life because it helps bring imagination and fun to school. I think changing the pace of how we learn once in a while is a great opportunity for children's learning."

Tyler Lawrence



Selected students from Year 8 with Professor Karen Sands-O'Connor (a global expert in Diverse British Children's Literature and archives)



Cicero: "A room without books is like a body without a soul."



The Year of Reading

Thursday: Can you name that book?

Year 9 Maths Workshop – Cracking Codes with Simultaneous Equations

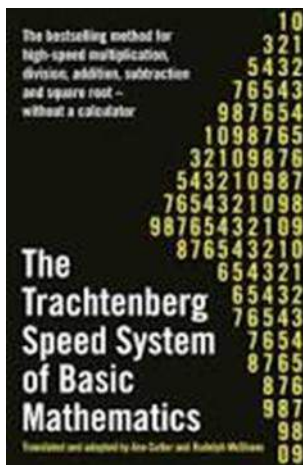
For World Book Day in Maths, Year 9 students explored how mathematics played a crucial role in history.

During the session, pupils learned about how, during World War II, British cryptanalysts worked to break the German Enigma cipher, which was used to send coded military messages. This was an extremely difficult challenge and many early attempts to break the code were unsuccessful.

Students discovered how the mathematician Alan Turing and his team approached the problem in a new way. By using an algebraic model similar to simultaneous equations, they were able to identify patterns within the coded messages. This mathematical approach played a key role in finally breaking the code in 1941. Pupils then explored this idea themselves by looking at how simultaneous equations can be used to solve complex problems. A special thanks to Ms Muresan for developing this activity.

For further reading around this topic, pupils were shared with the further reading list below.

Mrs Glancy



"Mathematics and War" by Bernhelm BooB-Bavnbek and Jens Høyrup: This book covers how mathematical technology was vital in World War II, specifically discussing the development of new military technologies and the role of mathematics in the conflict.

"The Trachtenberg Speed System of Basic Mathematics": Developed by Jakow Trachtenberg while imprisoned in a concentration camp during WWII, this system offers mental calculation methods that were designed to be rapid and simple.

"Differential Games: A Mathematical Theory with Applications to Warfare and Pursuit, Control and Optimization" by Rufus Isaacs: A book focusing on game theory and differential equations applied to pursuit-evasion scenarios, such as aerial combat.

"Mathematicians under the Nazis" by Sanford L. Segal: This explores the impact of the war on German mathematicians and their work.

"First Stage Mathematics Suitable for the R.A.F. and A.T.C." (1941): A 95-page booklet designed to teach basic arithmetic, geometry, and trigonometry for range-finding and map-making for the Royal Air Force.  [Reddit +7](#)

How solving equations (simultaneous) shortened WWII

Code breaking

- Suppose a simplified cipher produces:
 - $x + y = 12$
 - $2x - y = 3$
- Solve simultaneously
- Interpret x and y as possible rotor positions.
- Why must there be only ONE consistent solution?



Cicero: "A room without books is like a body without a soul."



The Year of Reading

Friday: Community Stories

If They Come For Us

The words we create can leave a legacy of a lifetime. For students in Y9, 10, 11 and 12 this was true. Lady Godiva formally presented our students with published copies of their anthology. Their beautiful writing has travelled to Northern Ireland, to be shared with students there, inspiring their creative reflections. Their anthology will continue to travel the world demonstrating the power of young voices.



World Book Day Challenge



Blake S 8M – “I really enjoyed the World Book Day quiz. It was super fun and interactive testing my book knowledge. The author talk was interesting finding out about his interests and I am yet to buy Lessore’s book with my book token”.

Aleena M 8M – “I was really surprised on how much I knew in terms of my reading knowledge and I am proud of this. It was a really enjoyable session before the author talk!”

Daniel W 8M – “I loved the different activities that made you really think on the World Book Day quiz and working together in teams to see how much we all knew made it competitive.”

Cicero: "A room without books is like a body without a soul."



The Year of Reading

Friday: Community Stories

Storytime with Lady Godiva

My experience of the Lady Godiva workshop was incredible! As soon as I walked in through the door, I saw a beautiful, long, ancient-looking dress. Little did I know, I was very lucky to be chosen as a part of an amazing opportunity. Her hair was long, lush, lovely, it cascaded on her shoulders perfectly. She welcomed us with a friendly smile, and we went on learning interesting facts, such as a young girl warning others not to fall for Hitler's trap! We received a book with cool drawings that we could colour; but also read interesting information about the war. We also learnt that the Lady Godiva we met, does events similar to our session we had, she has an active member of our community promoting, peace, reconciliation and community. Reflecting on it now, my eyes glisten with excitement because, ultimately, it was a beautiful experience, and the future holds so much more.

Alisha Akhtar, 7RK



Godiva Coventry is with Pru Porretta and 3 others.

3 d · 🌐

On World Book Day Friday 6th March 2026 I was invited to Lynghall school to share the Coventry story with some students.

I was also given a great honour to meet and make an award presentation to the UNESCO ambassador students, with copies of their professionally published anthologies, combined contributions of their poems, artwork and reflections. these booklets have been distributed as gifts from the Lord Mayors peace committee to many parts of the world to include Northern Ireland, as well as Dunkirk, Germany and Poland, a special Coventry gift of young people's thoughts, hopes and visions, a keepsake and a treasure

Huge congratulations, well done to all of them and to their inspirational teacher Miss. L. Hagan, Director of English School Curriculum Working Party Lead UNESCO School Ambassador and Paul Maddocks for his assistance with design/ layout of booklet.

Cicero: "A room without books is like a body without a soul."

The Year of Reading

What books do our community love?

Helianah Chizororo interviewing Hanna Pawlowicz from 7RK

What is your favourite book?

"A Good Girls guide to Murder."

Why do you like it?

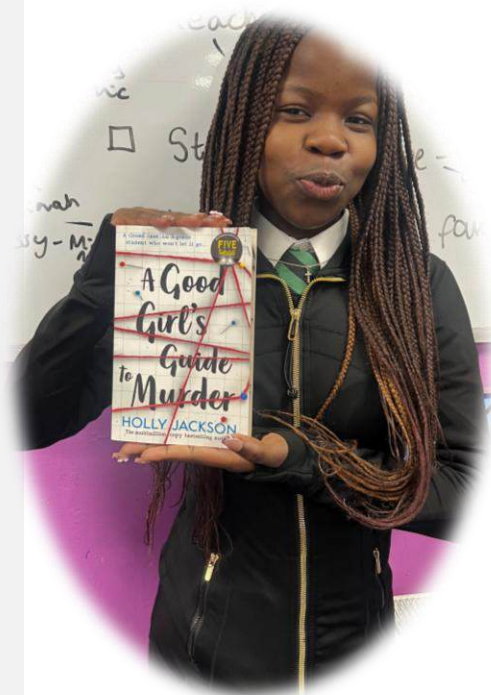
"Because I like murder mystery books and this book has not only murder but a twist of humour"

What's your favourite parts in the book?

"My favourite part of this book is when the main character figures out the mystery of the murder"

What is this book about?

"Five years ago, a popular girl called Andie Bell was murdered by Sal Singh. The police knew he killed her; everyone knew. Until Pippa Fitz-Amobi wasn't sure about this and didn't sit right with her."



Miss Kaur's favourite book!:

The name of the book is *The Line They Drew Through Us* by Hiba Noor Khan. This is a historical fiction book, and it has captivating chapters to lure the reader in. This book is about 3 friends and their experience during the partition of India. The reason Miss Kaur LOVES this book is because it is full of humour, as well as some upsetting and genuine moments. Another reason why this book resonated with her is because, her own grandparents experienced the partition of Punjab, so this book felt really close to home. She read this book as part of her being a UKLA Teacher judge. Miss Kaur rates this book a 10/10, if anyone wants to read it, go to her at W13 for a copy!!

- Simran Dhaliwal, Nyah Coleman and Alisha Akhtar

Miss McPhilimey's favourite book is 'Kill a Mockingbird' by Harper Lee

She is a white, female American writer. It was beautifully written. She only mentioned the colour of her skin because it is important for further on in the story. It is her favourite because she read it at a relatively young age when she had a narrow, white view of life. From the perspective of a young, white girl in Alabama, Montgomery. This was in a time when racism was harsh. Her family had a black nanny, but they treated her like family. Women writers weren't as respected, and she felt empowered to write about a black experience. She said it was a beautiful story about a horrible subject.

Miss McPhilimey's favourite character was Atticus Finch because he was the opposite of everyone racist and he was highly respected. He teaches his kids hard lessons but also teaches them like kids.

Cicero: "A room without books is like a body without a soul."



DID YOU KNOW?

SCHOOL MEALS	Your child may be eligible for free school meals if you receive certain benefits such as income support. Queries can be directed to Coventry City Council. Tel: 024768337733 or Email: freeschoolmeals@coventry.gov.uk Applications can be made through: http://www.coventry.gov.uk/applyforfreeschoolmeals		To purchase food in the school dining room, money must be paid onto ParentPay as we are a cashless school. Login through: https://app.parentpay.com/public/client/security/v2/ If you experience any problems with this, please contact your child's pastoral year coordinator.
TRAVEL PASS	If you live more than 2 miles from the school, your child may be eligible for a free bus pass. For information on how a student would qualify for a pass. please visit: http://www.coventry.gov.uk/schoolbuspasses Applications: www.coventry.gov.uk/applyforatravelpass Queries: Tel: 02476975445 or Email: schooltransport@coventry.gov.uk		
UNIFORM	If your child out-grows their blazer but it is still in very good condition, they may be able to swap their blazer for a bigger size, if our stock allows.	If you are struggling with the cost of items of the uniform, we will do our best to try and help you. Contact your child's pastoral year coordinator in the first instance	We accept uniform donations. Please drop any items that you no longer need or require into school reception.

SCHOOL CALENDAR

Tuesday 17th March – Year 10 Parent Evening

Monday 13th April – Teacher Training Day

Tuesday 14th April – Post 16 Parent Evening

Tuesday 14th April – Year 9 Vaccinations

Tuesday 21st April – Year 9 Vaccinations



- Built on **Respect**
- Driven by **Resilience**
- Defined by **Excellence**