

Year 8

English Homework Booklet

Autumn One

Within KS3 and KS4 students will be expected to write from a stimulus. Over the course of this booklet vital skills for this will be practised and mastered.

Complete all the tasks to the best of your ability.

Loss of this booklet will result in a 60 minute referral.

Student Name:

Form Group:

English Set:

English Teacher:

The Parent Guide to English Homework

- Each task should take one hour.
- Students should draft before they write up in their neatest handwriting into the booklet.
- Students should write in standard formal English; using correct spelling, punctuation, accuracy and grammar (SPAG)
- Students should try to write figuratively, with language devices that they learn in class E.G AAAMOPS (See the model below).



Writing to describe (AAAMOPS) Model Answer:

The **tiny** **triumphant** **tortoise** stood **proud** against the **shiny white** surface of the windowsill. As he stretched **curiously**, yellow flecks in his complexion pulled and strained under the pressure he was exerting. He had hoped to feel the refreshing droplets against his skin; to dream of home. **Drip! Drop! Drip!** Instead he longed, as the **wind and the leaves danced so contently, like partners.** **He was a solitude soldier** in a world full of fun he couldn't have.

Devices used: **Alliteration, Adjectives, Adverbs, Metaphor, Onomatopoeia, Personification, Simile.**

| Task Set | Due Date | Deadline met (yes or no) |
|----------|----------|--------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

Show Off

Ws

Opinion

Facts

*Organise
Information*

How

Figures

*Specific
detail*

| | Technique | What is it? |
|----------|-------------------------------------|---|
| S | Specific detail | Be clear, make sure what you are trying to say is obvious. Be confident and know exactly why and what it is you are writing. |
| H | How | Whatever your topic is, make sure you explain HOW solutions are going to be achieved, or HOW you formed the opinions you are writing about. |
| O | Opinions | Use opinions; say what YOU think and believe. |
| W | 5 W's (Who, what, where, when, why) | Include details about what you are writing about, all of the 5 w's need to be answered in your response to the statement or question. |
| O | Organise information | Make sure your views are balanced; you have to address the opposite view to your own, even if you do not agree with it; you must acknowledge that you have thought and analysed the opposing viewpoint. |
| F | Facts | Use facts to back up the viewpoint you are explaining. |
| F | Figures | Use figures/statistics to support your views and opinions. |

Model Introduction and Paragraph 1

“The School Holidays are the Best Time of the Year.”
Explain your point of view for or against this statement

I believe there is absolutely no better time of the year than when we are on school holidays! This is when we can be free, enjoy the sunshine and spend more time with our families. This is the time we live for!

School keeps you locked up from 8.30 in the morning, right up to 3 o'clock. Once you get to year nine, sometimes you have to stay until four 'o' clock for enrichment so that you can be fully prepared for your GCSE exams and be whoever you want to be. That is so important and I think it's crucial we have this learning time. However, after working so hard, the joy summer brings when you can be wherever you want to be for as long as you like is unrivalled. I would always choose football up the park over sitting on plastic learning mats.

Higher Level Language Devices

Try to use some of these language devices in your creative writing to gain a higher level.

| Language Device | Definition | Example |
|---------------------|--|---|
| Alliteration | 2 or more words that start with the same letter. | His soul swooned slowly as he heard the snow falling faintly through the universe. |
| Assonance | Repetition of a vowel sound. | Poetry is old, ancient, <u>goes</u> back far. It is among the oldest of living things. <u>So</u> old it is that <u>no</u> man <u>knows</u> how and why the first <u>poems</u> came. |
| Adjectives | Word used to describe something or someone. | The tiny quivering turtle receded into his shell. |
| Adverbs | Adding more information to the verb. | The boy walked slowly towards the empty building. |
| Emotive language | Language that shows emotion, or appeals to the readers emotions. | The victims were executed in cold blood. |
| Hyperbole | Deliberate exaggeration. | I am dying of shame. |
| Imagery | Using language to create an image in the readers mind. | It was dark and dim in the forest. |
| Imperative | A phrase that is used to give a command or an order. | Pour me a glass of water! |
| Metaphor | A comparison that says one thing is another. | Her voice is music to my ears. |
| Minor sentence | A sentence without a verb. | Wow! |
| Onomatopoeia | A word that imitates a sound. | The water was splashing on the floor. |
| Oxymoron | Using two opposites together. | There was a deafening silence. |
| Personification | Giving a non-human thing human characteristics. | The stars danced playfully in the moonlight sky. |
| Pun | Using a word or phrase that has two meanings. | There were some prime factors for why he became a maths teacher. |
| Pathetic Fallacy | A type of personification where emotions are given to a setting, an object or the weather. | The clouds crowded together suspiciously overhead as the sky darkened. |
| Repetition | Repeating a word or phrase for effect on the reader. | Rage, rage against the dying of light. |
| Rhetorical question | A question that does not require an answer. | Can we do better next time? |
| Simile | A comparison of two things, using the word like or as. | Our soldiers are as brave as lions. |
| Simple sentence | A short sentence with a verb, and no pauses. | The effect was devastating. |
| Sibilance | Repeated use of the 's' sound, to create a soft 's' sound or a harsh hissing sound. | Sweet moans, dovelike sighs, Chase not slumber from thy eyes. |
| Triples | Using 3 words to describe something in a row. | Life, liberty, and the pursuit of happiness. |

English Language Writing Year 8 Grade Criteria

| Grade | Communicate imaginatively | Adapting for audience and purpose | Organising | Vocabulary and sentences | SPAG |
|-------|--|--|--|--|--|
| 1 | I use my imagination to make my writing interesting. | I can write differently for different reasons. | I can structure my ideas into chronological or non-chronological order. | I can write simple and compound sentences and use –ly words and interesting verbs. | I can spell some words with two syllables and use the full stop. |
| 2 | I can sometimes communicate simply with limited clarity for the reader. | I sometimes show limited awareness of purpose. | I can produce texts with limited sense of a basic structure. | I sometimes show limited control over sentence types, the structure of my writing and use familiar vocabulary to limited effect. | I spell, punctuate and use grammar with limited accuracy. |
| 3 | I can sometimes communicate simply with some clarity for the reader. | I sometimes show some awareness of purpose. | I can produce texts with some sense of a basic structure. | I sometimes show some control over sentence types, the structure of my writing and use familiar vocabulary to some effect. | I spell, punctuate and use grammar with restricted accuracy. |
| 4 | I can communicate simply with some clarity for the reader. | I show some awareness of purpose. | I can produce texts with a sense of a basic structure. | I show some control over sentence types, the structure of my writing and use familiar vocabulary to some effect. | I spell, punctuate and use grammar with limited accuracy. |
| 5 | I can communicate with some clarity for the reader. | I show awareness of purpose. | I can produce texts with a sense of a structure. | I show control over sentence types, the structure of my writing and use vocabulary with intended effect. | I spell, punctuate and use grammar with some accuracy. |
| 6 | I communicate effectively for the reader's interest. | I can sometimes produce purposeful texts. | I can sometimes produce writing that is coherent and well-structured. | I show control over a variety of sentence types, the structure of my writing and use vocabulary with successful effect. | I can spell, punctuate and use grammar accurately and make some sporadic errors. |
| 7 | I communicate effectively, sustaining the reader's interest. | I can produce purposeful texts. | I can produce writing that is coherent and well-structured. | I can vary sentence types, structures and use vocabulary appropriate to purpose and effect. | I can spell, punctuate and use grammar accurately and make some occasional errors. |
| 8 | I independently communicate effectively, sustaining the reader's interest. | I can independently produce purposeful texts. | I can independently produce writing that is coherent and well-structured. | I can confidently vary sentence types, structures and use vocabulary appropriate to purpose and effect. | I can confidently spell, punctuate and use grammar accurately and make some occasional errors. |
| 9 | I can attempt to communicate with impact and influence. | I attempt to produce an effectively structured text. | I attempt to produce ambitious, accomplished and effectively-structured texts. | I use a wide range of well-selected sentence types, structures and precise vocabulary to attempt to enhance impact. | I can confidently spell, punctuate and use grammar accurately and make minimal errors. |

Task One

Write a description suggested by this picture

OR

Write a story using this picture as a stimulus



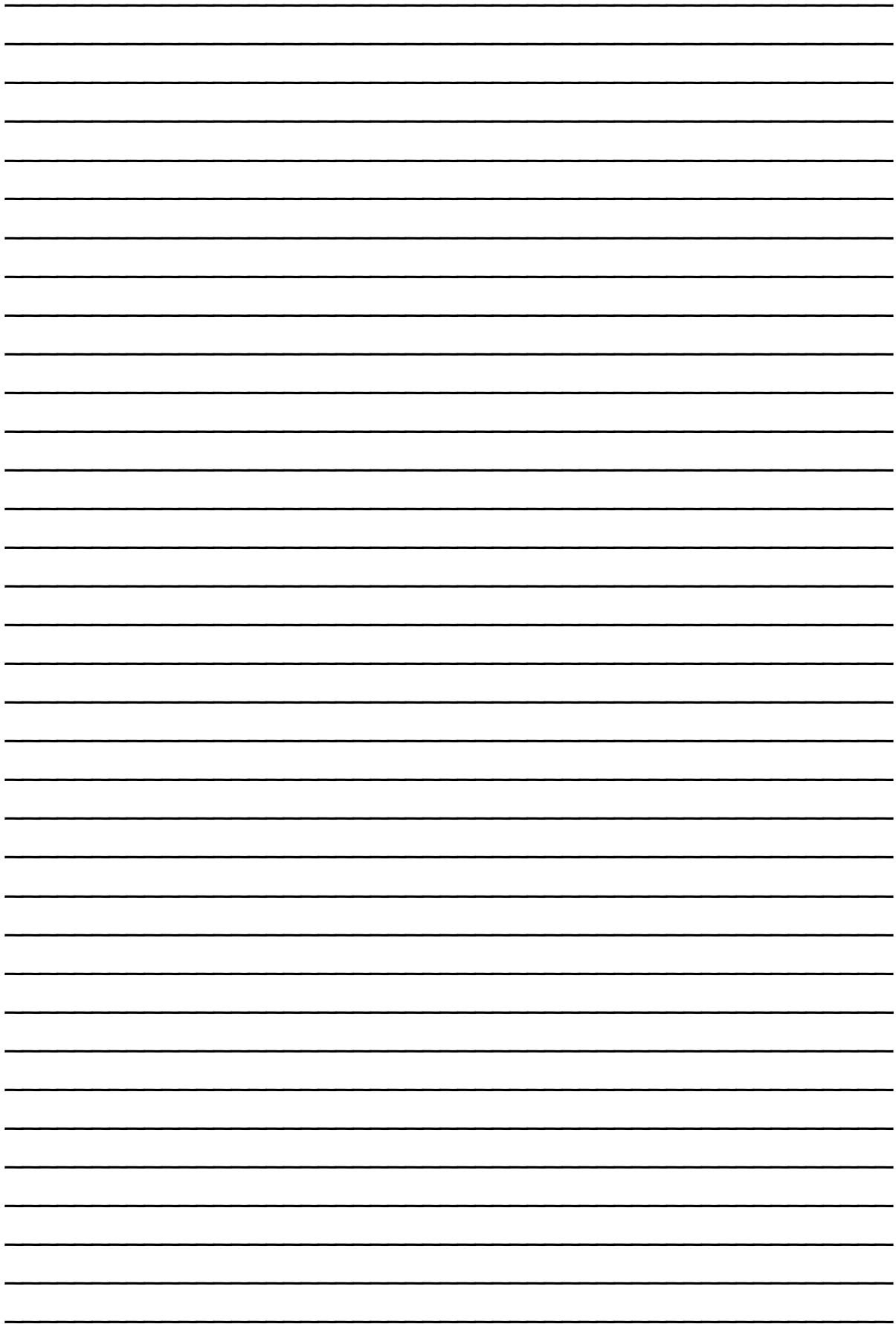
(24 marks for content and organisation

16 marks for technical accuracy)

[40 marks]

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**
- Correct spelling, punctuation and grammar.
- Use AAAMOPS.
- 5 senses (smell, taste, touch, hear, sight).
- Imaginative vocabulary.



Handwriting practice lines consisting of 18 horizontal black lines for text entry.

Self Assessment



Name:



Four horizontal yellow lines for writing a self-assessment.



Three horizontal green lines for writing areas for improvement.

To improve you need to: _____

Literacy: SP P EXP PL T ^ C // Handwriting

Approved by Teacher

Task Two

Explain how an incident from your life affected you in an important way.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Plan

1. Make notes about each of the 5 W'S
2. Write one example THAT YOU CAN USE IN YOUR ESSAY, for each part of AFOREST.
3. Plan each paragraph with 5 ideas in each paragraph. These will make your 5 sentences in each paragraph.
4. COMPLETE YOUR ESSAY USING EVERYTHING YOU HAVE WRITTEN ON THIS PLAN.

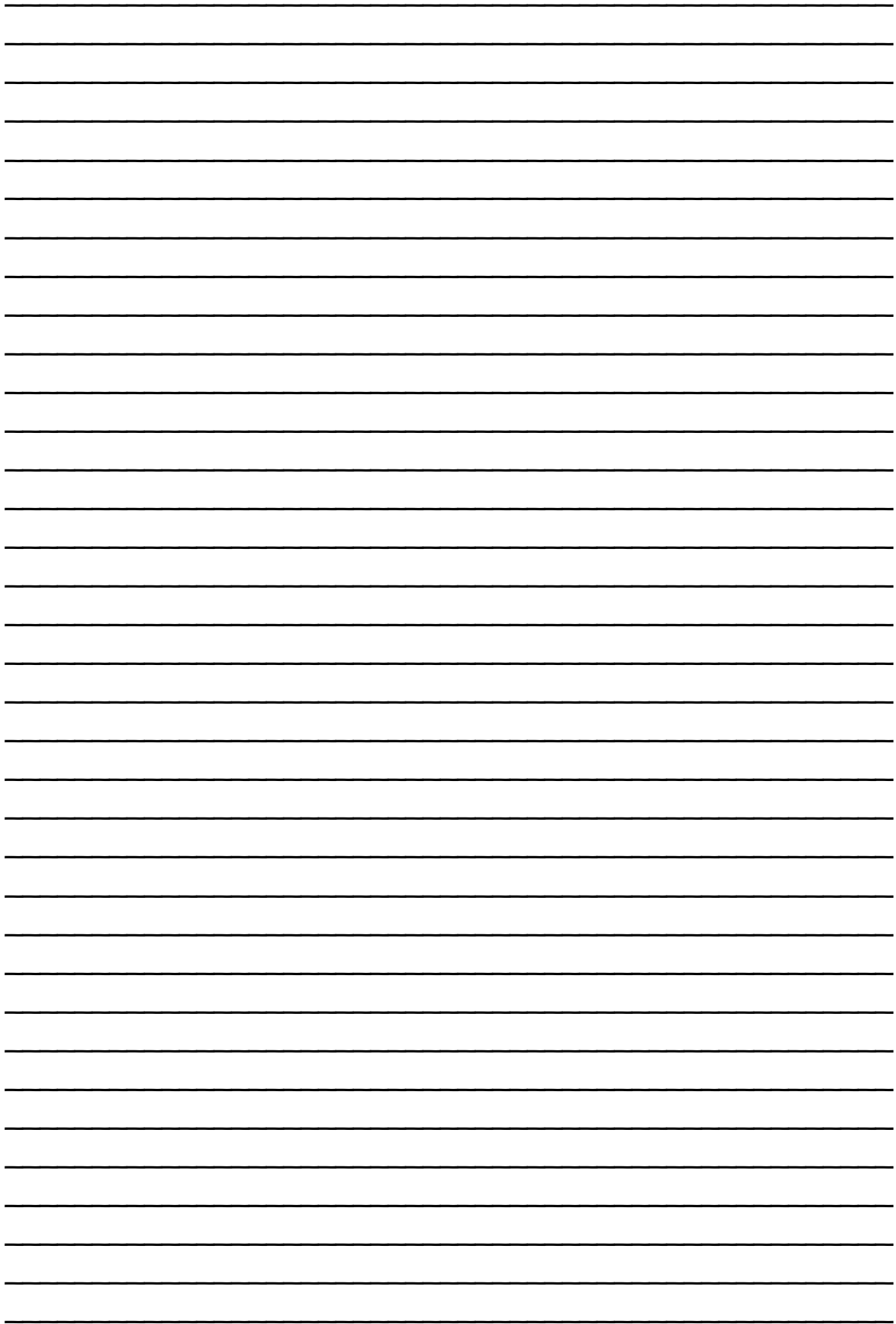
| | | | |
|---|--|---|--|
| A | | S | |
| F | | H | |
| O | | O | |
| R | | W | |
| E | | O | |
| S | | F | |
| T | | F | |

| Sense | NOTES about each 'W' |
|--------------|----------------------|
| WHO | |
| WHAT | |
| WHERE | |
| WHEN | |
| WHY | |

| Paragraph 1 – Introduction of the topic. | Paragraph 2 - FOR | Paragraph 3 - AGAINST | Paragraph 4 – Anecdote supporting your opinion | Paragraph 5 - Conclusion |
|--|-------------------|-----------------------|--|--------------------------|
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. | 5. |

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**
- Correct spelling, punctuation and grammar.
- Use SHOWOFF.
- RANGE of punctuation (...;:’')
- Imaginative vocabulary.



Lined writing area with 18 horizontal lines.

Self Assessment



Name:



Handwriting practice area with four horizontal lines inside a yellow border.



To improve you need to: _____

Handwriting practice area with two horizontal lines inside a green border.

Literacy: SP P EXP PL T ^ C // Handwriting

Approved by Teacher

Task Three

Write a description suggested by this picture

OR

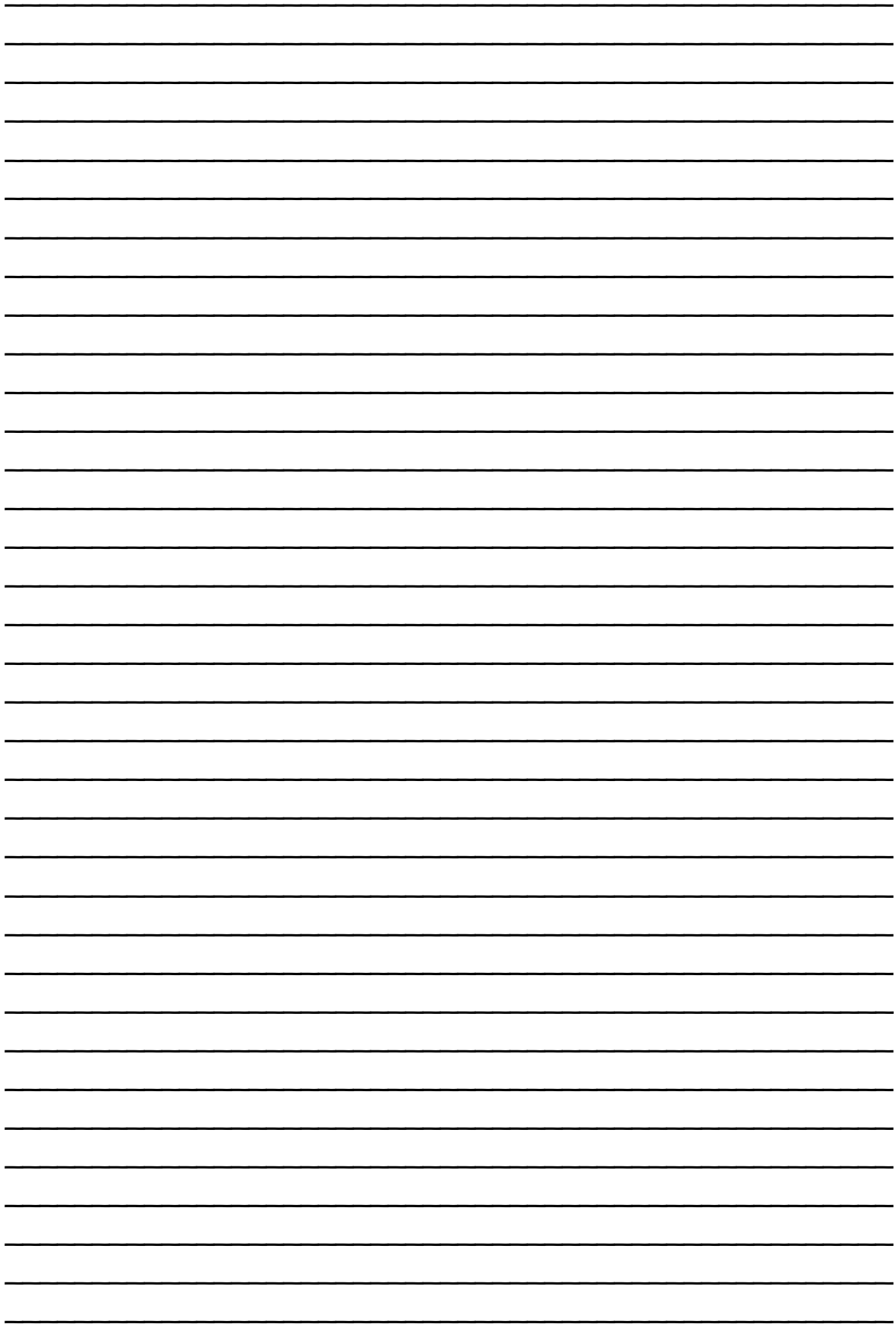
Write a story using this picture as a stimulus



(24 marks for content and organisation
16 marks for technical accuracy) **[40
marks]**

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**
- Correct spelling, punctuation and grammar.
- Use AAAMOPS.
- 5 senses (smell, taste, touch, hear, sight).
- Imaginative vocabulary.



Self Assessment



Name: _____





To improve you need to: _____

Literacy: SP P EXP PL T ^ C // Handwriting

Approved by Teacher

Task Four

Teenage life can be fun but difficult.

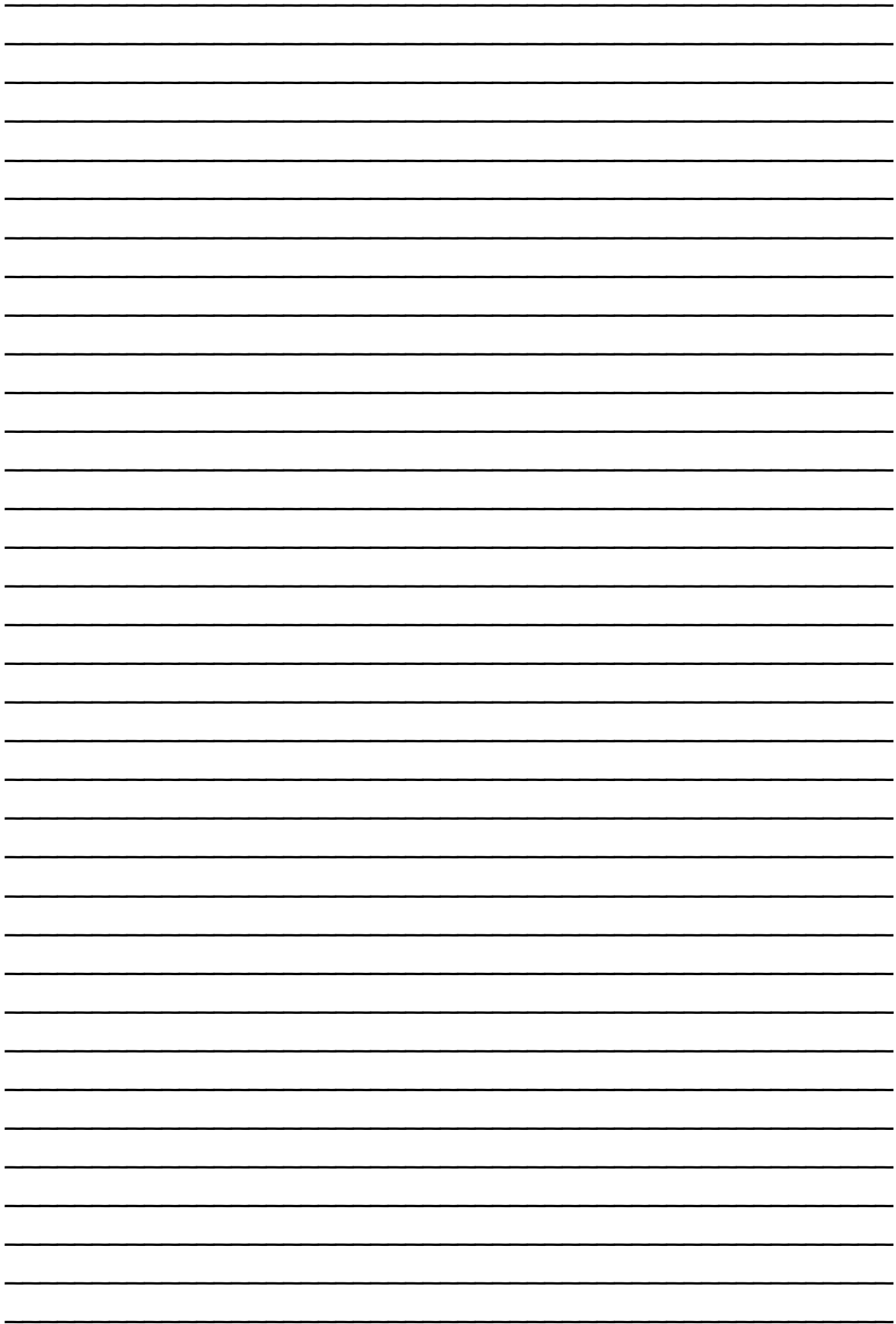
Explain your view.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Plan

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**
- Correct spelling, punctuation and grammar.
- Use SHOWOFF.
- RANGE of punctuation (...;''')
- Imaginative vocabulary.



Task Five

Write a description suggested by this picture

OR

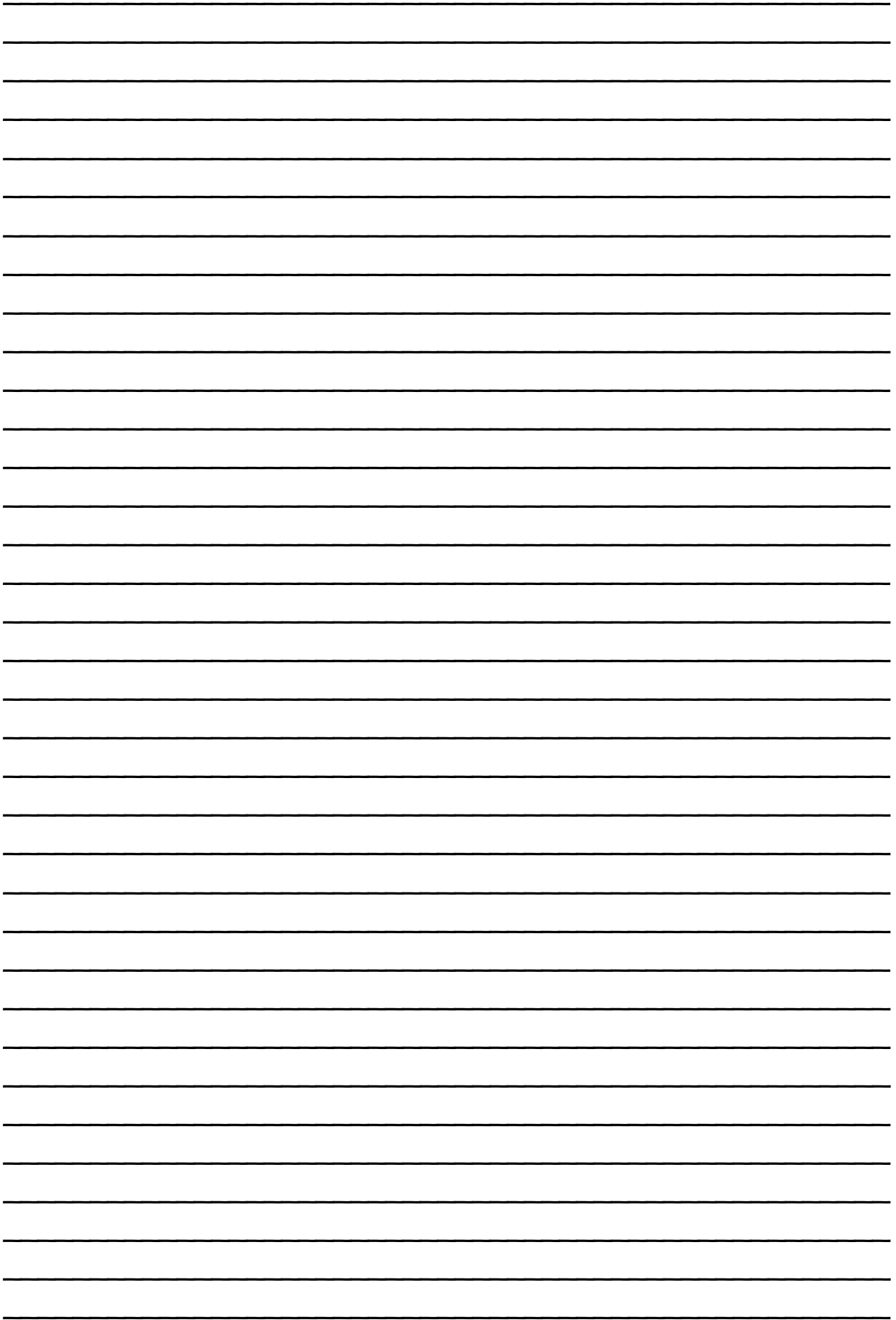
Write a story using this picture as a stimulus



(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**
- Correct spelling, punctuation and grammar.
- Use AAAMOPS.
- 5 senses (smell, taste, touch, hear, sight).
- Imaginative vocabulary.



Task Six

A person's views change as they get older.

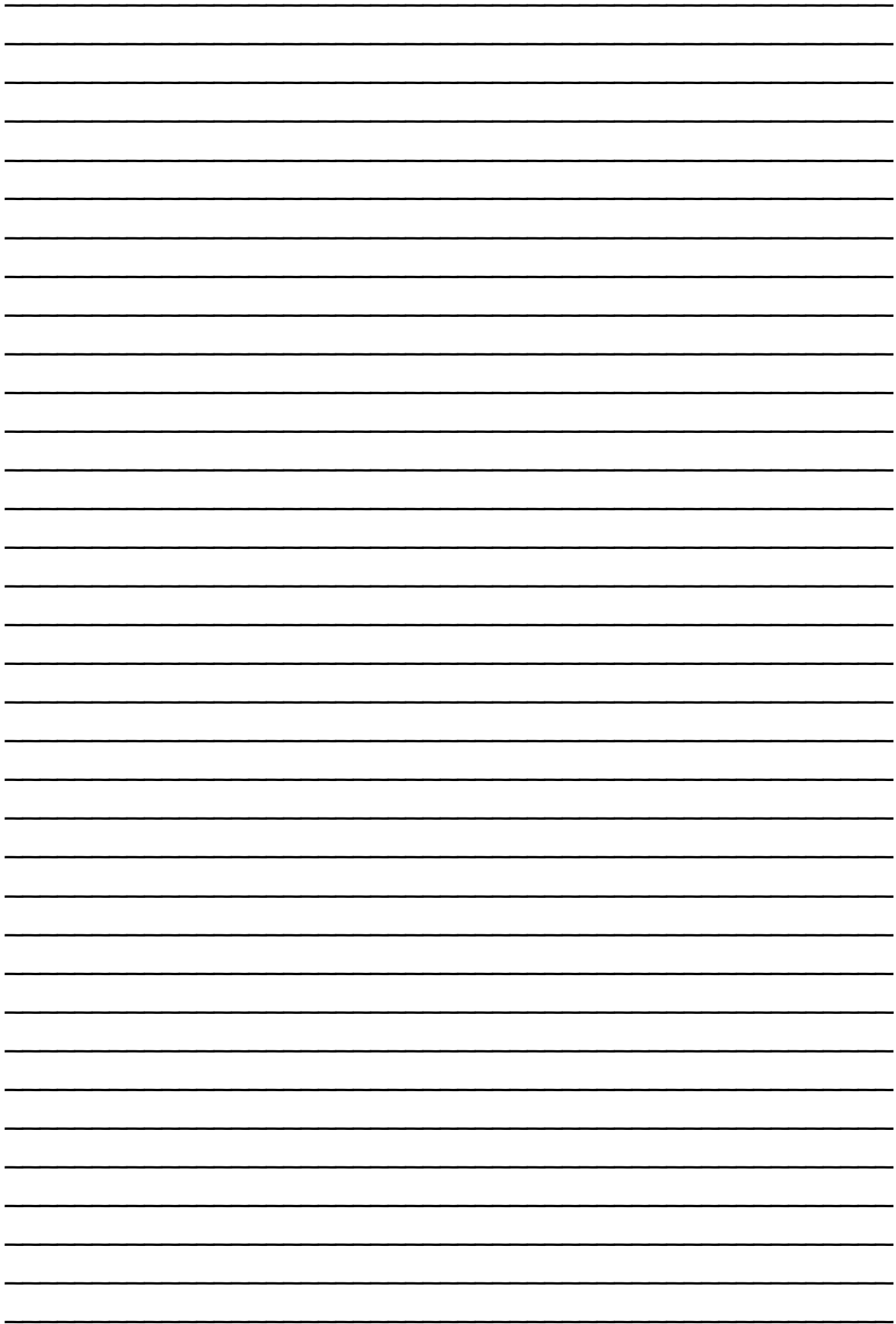
Explain how your views on a topic have changed as you have got older.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Plan

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**
- Correct spelling, punctuation and grammar.
- Use SHOWOFF.
- RANGE of punctuation (...;'"')
- Imaginative vocabulary.



Self Assessment



Name: _____





To improve you need to: _____

Literacy: SP P EXP PL T ^ C // Handwriting

Approved by Teacher

Task Seven

Write a description suggested by this picture

OR

Write a story using this picture as a stimulus

(24 marks for content and organisation)



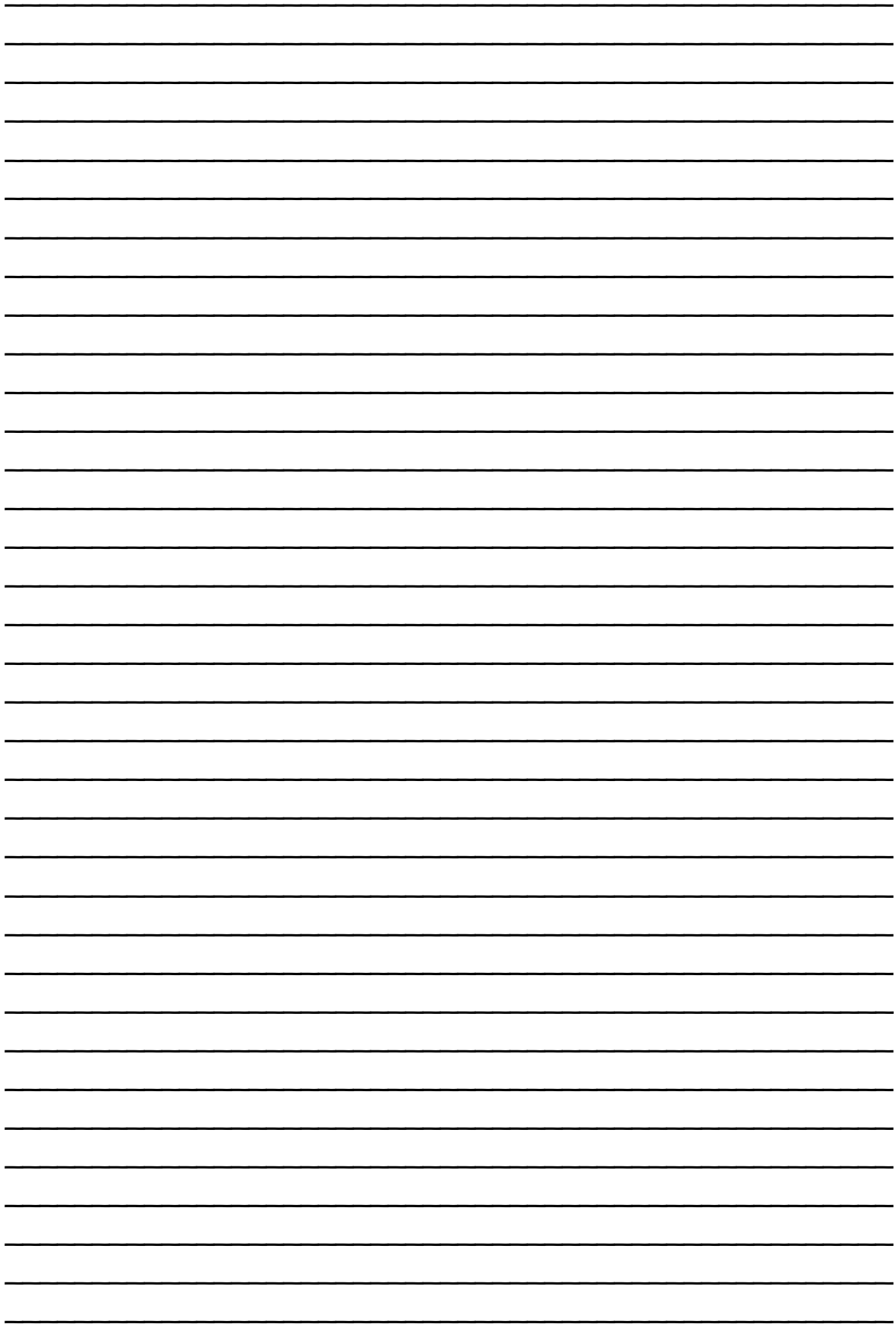
16 marks for technical accuracy)

[40 marks]

Remember:

- **Minimum of 5 paragraphs.**
- **Minimum of 5 sentences per paragraph.**

- Correct spelling, punctuation and grammar.
- Use AAAMOPS.
- 5 senses (smell, taste, touch, hear, sight).
- Imaginative vocabulary.



Self Assessment



Name:





To improve you need to: _____

Literacy: SP P EXP PL T ^ C // Handwriting

Approved by Teacher

Review of Autumn One Homework Booklet

How has this homework booklet helped you in English?

How could this booklet be improved for next half term to help you further in English?

What stimuli would you like to in your homework booklet for next half term?

Holistic teacher grade:

Teacher comments



Target grade for next half term: