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| **English Home Learning Booklet**  **Year 10- June 2020** |
| Your teacher will send you feedback; get in touch with them if you have questions about your work.  **This booklet is for seven weeks. For each week there are four pages which include:**  1) A page to read with reminders of key skills.  2) A page of literacy tasks for you to complete, which are linked to that skill.  3) A short extract to read with comprehension questions to answer  4) A longer task to complete, with a mark scheme to help you.  **Instructions:**   * Read each page and the instructions carefully. * Answer in the spaces provided. Longer answers can be typed up and emailed. * Use your teacher’s feedback to correct your work. |

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| **Workbook contents:** | | | | |
| **Week** | **Pages** | **Literacy focus** | **Fiction extract** | **Longer questions** |
| Monday 1st June – Friday 5th June | 2- 5 | Apostrophes | Mrs Pratchett; Boy by Roald Dhal. | How does the writer present characters? |
| Monday 8th June – Friday 12th June | 6 - 9 | Sentence structure | Oliver Twist by Charles Dickens | How does the writer make the city sound busy? OR descriptive writing task. |
| Monday 15th June – Friday 19th June | 10 - 13 | Homonyms / homophones | Through the Tunnel by Doris Lessing | How does the writer create tension and drama? |
| Monday 22nd June – Friday 26th June | 14 - 17 | Plurals. | Cleopatra’s Sister by Penelope Lively | How does the writer show the relationship between two characters? |
| Monday 29th June – Friday 3rd July | 18 - 21 | Dialogue – punctuating speech. | The Lion, The Witch and the Wardrobe by C. S Lewis | How does the writer create a sense of confusion? |
| Monday 6th July – Friday 10th July | 22 - 25 | Using commas accurately. | The Great Gatsby by F. Scott Fitzgerald | What impression do you get of the house and its owner? |
| Monday 13th July – Friday 17th July | 26 - 31 | Retrieval of previous skills. | You have a page of retrieval tasks on each of the literacy topics. | |

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| **1st -5th June 2020**  **Literacy tasks: apostrophes**  In writing, apostrophes do two jobs. This is an apostrophe: **can’t**  Firstly, they show where two words have been joined, or ‘contracted’.  For example, we can say: “Do not sit on the table”.   * Or we can join the words ‘**do´** and ‘**not’** to make **“don’t”.** * Can and not = **can’t.** * Should and not = **shouldn’t .**   Secondly, we can use apostrophes to show possession.   * Mary**’s** bag was on the table. * The children**’s** coats were on the peg. * Shakespeare**’s** play highlights the problems of excessive ambition.   We never us apostrophes to show a plural e.g. apple / apples. We never use an apostrophe to show more than one of something.   * “I had three apple’s for lunch.” This is completely wrong. | | |
| **Write a list of examples of words that need an apostrophe to show contraction:** | | |
| Do not = don’t |  |  |
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| **Write four sentences that include words that need an apostrophe to show possession:** | | |
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| **1st -5th June 2020**  **Apostrophe retrieval tasks.**  **Put the apostrophe in the right place. Some might not need an apostrophe!** |
| **Contraction:** |
| 1. I dont know if hes coming to the party later; he didnt reply. |
| 1. Ali is an incredible writer; shes surely going to win some prize’s. |
| 1. We can not afford to lose the next game. Lets work hard to win. |
| 1. She should not run out into to road. Its not safe. |
| 1. Kate said she cant make it on time. Shes sorry but shes going to be late. |
| 1. We werent finished by the afternoon so we couldnt get to the game early. |
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| **Possession:** |
| 1. Katies football boots were in a bag on the table. |
| 1. The wheelchairs design meant it easily collapsed to fit in the car. |
| 1. When the boys class finished, he packed up his pencil case and planner. |
| 1. Brazils foreign minister was ready for the meeting. |
| 1. Ripening in the fruit bowl, the apples looked delicious. |
| 1. Dickens use of the ghosts adds to the sense of fear in the novel. |
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| **A mixture of both:** |
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| **Check and correct this paragraph – just add or cross out the apostrophes.** |
| Macbeths ambition is his fatal flaw; he is unable to control his desire. Hes infamous for his need to take control and rule over his country. He cant seem to control this thirst for power, which alongside Lady Macbeths cunning nature means that while they shouldnt kill King Duncan, in fact they do. He wont consider the effects of murdering the King; she doesnt realise the consequences of her action’s either.  Shakespeares intentions are to show us that humans cant allow a desire for power to overwhelm what is right, true and good. The playwrights use of violence and brutality really remind us of the dark side of human nature. |

**1st -5th June 2020**

**Reading tasks and questions.**

***The next lines are taken from the book Boy by Roald Dahl. In these lines, the narrator describes the character Mrs Pratchett, the owner of the sweet shop. Read the extract carefully then answer the questions.***

Her name was Mrs. Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in. By far the most loathsome thing about Mrs. Pratchett was the filth that clung about her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of the jar would have caused a starving tramp to go running from the shop.

**Find the answers / comprehension questions. Write your answers in the box below the question.**

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|  | What was the name of the shopkeeper? (1) |
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|  | List three of her physical features. (3) |
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|  | List two things she wore and what they were like. (4) |
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|  | Explain why her hands seemed ‘disgusting’. (3) |
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|  | When the writer says her hands “would have caused a starving tramp to go running from the |
|  | from the shop” what does the writer mean? (2) |
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**1st -5th June 2020**

The next question is worth ten marks. You need to consider the writer’s use of powerful language, language that is detailed and descriptive. Focus on the writer’s use of adjectives. You should back up your answers with short quotations. Highlight or underline the words from the extract (page 4) to help.

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| 1. **How does the writer create an unpleasant image of Mrs Pratchett? (8)** |
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**Question 6: marking grid**

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| **1-2** | | **3-4** | | **5-6** | | **7-8** |
| Shows simple awareness of structural features:  • Offers simple comment on the effect of structure  • Selects simple reference(s) or example(s)  • Makes simple use of subject terminology, not always appropriately | Shows some understanding of structural features:  • Attempts to comment on the effect of structural features  • Selects some appropriate examples  • Makes some use of subject terminology, mainly appropriately | | Shows clear understanding of structural features:  • Explains clearly the effects of the writer’s choices of structural features  • Selects a range of relevant examples  • Makes clear and accurate use of subject terminology | | Shows perceptive and detailed understanding of structural features: • Analyses the effects of the writer’s choices of structural features  • Selects a range of judicious examples  • Makes sophisticated and accurate use of subject terminology | |

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| **8th – 12th June 2020**  **Literacy tasks: sentence structure**  All writing, in any subject, must be written in sentences. Sentences need to be controlled so that they are accurate. The most common errors are sentences that are too long and complicated.  Sentences must start with a capital letter and end with either a full stop, a question mark or an exclamation mark.  **Simple sentences**: express one idea and don’t include a connective.   * We walked to the shop. * Macbeth was a cruel tyrant. * Dickens thought that inequality was a terrible issue.   **Compound sentences**: two connected ideas are joined with a connective.   * We walked to the shop and we bought a newspaper. * Macbeth was a cruel tyrant and he brought about his own downfall. * Dickens thought that inequality was a terrible issue so he used the characters of Ignorance and Want to depict the consequences of this.   **Complex sentences**: a main clause explores a key idea in a complete sentence. A subordinate clause adds an extra idea. A subordinate clause can before the main clause, or in the middle of the main clause.   * Although it was cold, I went out without my coat. * Macbeth, a cruel tyrant, brought about his own downfall. * Despite their obsession with power, the Macbeths fail to keep control for long. Lady Macbeth, so strong and powerful initially, ends the play wracked with guilt. As for Macbeth, he fails to defend his position and is slain by Macduff. |
| **Write examples of each type of sentence, on a topic of your choice.** |
| Simple – one main idea / no connective |
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| Compound – two main ideas joined by a connective |
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| Complex – a main idea and a subordinate clause |
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| **8th – 12th June 2020**  **Sentences retrieval tasks.** |
| **Add the right connectives to complete these compound sentences.** |
| **but because however so and** |
| 1. It was cold outside \_\_\_\_\_\_\_ I put on my coat. |
| 1. I went to the shop \_\_\_\_\_\_\_it was closed. |
| 1. Macbeth bravely defended Scotland against the invading arm \_\_\_\_\_\_ he soon became a traitor. |
| 1. The reader will feel great pity for Tiny Tim \_\_\_\_\_he has suffered terribly. |
| 1. Completing all of your home learning is really important\_\_\_\_\_will help you make excellent progress in Year 11. |
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| **Highlight or underline the main clause in one colour, and the subordinate clause in another colour.** |
| 1. Despite the cold, we went for a long walk on the beach. |
| 1. The morning, which was cold and crisp, felt like a fresh start for us all. |
| 1. Angry, scared and alone, Brian walked out of the house. |
| 1. Knowing what we know now, it wasn’t a great idea to continue the game. |
| 1. Of course, understanding the question is vital. |
| 1. Hammering down thunderously, the rain had not stopped for days. |
| 1. I first met her in Paris, where I lived as a young child. |
| **Check and correct this paragraph – you may need to cross out some words.** |
| From Harry Potter and the Sorcerer’s Stone by J. K. Rowling:  he was a big, beefy man with hardly any neck he did have a very large moustache Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours she was a mean and spiteful woman  a giant of a man was standing in the doorway his face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard you could make out his eyes, glinting like black beetles under all the hair |
| **Can you improve the sentence variety in the above description? Rewrite it below.** |
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**8th – 12th June 2020**

**Reading tasks and questions.**

**The next lines are taken fromOliver Twist, by Charles Dickens. In this section, Oliver and Bill are walking through the city, first thing in the morning, on wet day. Read through once, then re-read and look at the varied sentence types. Can you highlight or underline in different colours the writer’s use of simple, compound and complex sentences?**

It was a cheerless morning when they got into the street; blowing and raining hard; and the clouds looking dull and stormy. The night had been very wet. Large pools of water had collected in the road and the kennels were overflowing. There was a faint glimmering of the coming day in the sky but it rather aggravated than relieved the gloom of the scene. The sad light only made the streetlamps paler, without shedding any warmth or brightness on the wet roofs and dreary streets. There appeared to be nobody stirring in that area of the town. The windows of the houses were all closely shut and the streets through which they passed, were noiseless and empty.

By the time they had turned into the Bethnal Green Road, the day had begun to break. Many of the street lamps were already extinguished; a few waggons were slowly driving on, towards London. Now and then, a stage-coach, covered with mud, rattled briskly by. The pubs, with gas-lights burning inside, were already open. Gradually, other shops began to be open, and a few scattered people made their way in. Then, came **straggling** groups of labourers going to their work; then, men and women with fish-baskets on their heads; donkey-carts laden with vegetables; carts filled with live-stock or whole carcasses of meat; milk-women with pails; an unbroken trail of people, **trudging** out with various supplies to the eastern ends of the town. As they approached the City, the noise and traffic gradually increased; when they **threaded** the streets between Shoreditch and Smithfield, it had swelled into a roar of sound and bustle. It was as light as it was likely to be, till night came on again, and the busy morning of half the London population had begun.

**Find the answers / comprehension questions. Write your answers in the box below the question.**

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| 1. What was the weather like that morning? List three details. (3) |
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| 1. In the first paragraph, list five things you learn about the city. (5) |
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| 1. In the second paragraph, what was going on in the streets? List at least four details. (4) |
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| 1. What do the words “swelled into a roar of sound and bustle” suggest about the noise that could be heard? (2) |
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| 1. Words in context. Find the words: “straggling”, “trudging” and “threaded”. Can you look them up? What do they mean? What words could you replace them with? |
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**8th – 12th June 2020**

Descriptive writing- Write two paragraphs describing a busy setting in a story where you felt overwhelmed. It could be a city, a train station or a football match. Focus on describing what can be seen and heard. Make sure you vary your sentence structures.

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**What are we aiming for? Self-assess here before getting feedback from your teacher.**

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| Level Skills descriptors  Level 4  13-16 marks | • Sentence demarcation is consistently secure and consistently accurate  • Wide range of punctuation is used with a high level of accuracy  • Uses a full range of appropriate sentence forms for effect  • Uses Standard English consistently and appropriately with secure control of complex grammatical structures  • High level of accuracy in spelling, including ambitious vocabulary  • Extensive and ambitious use of vocabulary | What did you do well?  What do you need to improve?  Set 2 targets below |

**15th – 19th June 2020**

**Reading tasks and questions.**

**The next lines are taken from ‘Through the Tunnel’ by Doris Lessing. In this section the character Jerry, an 11-year-old boy, attempts to swim through a long underwater tunnel. He counts to himself as he swims.**

A hundred, a hundred and one, he counted. His lungs were beginning to hurt. A few more strokes and he would be out. He was counting wildly; he said a hundred and fifteen, and then a long time later, a hundred and fifteen again. The water was a clear jewel-green all around him. Then he saw, above his head, a crack running up through the rock. Sunlight was falling through it, showing the clean, dark rock of the tunnel, a single mussel shell, and darkness ahead.

He was at the end of what he could do. He looked up at the crack as if it were filled with air and not water, as if he could put his mouth to it to draw in air. A hundred and fifteen, he heard himself say inside his head---but he had said that long ago. He must go on into the blackness ahead, or he would drown. His head was swelling, his lungs cracking. A hundred and fifteen, a hundred and fifteen pounded through his head, and he feebly clutched at rocks in the dark, pulling himself forward, leaving the brief space of sunlit water behind. He felt he was dying. He was no longer conscious. He struggled on in the darkness between lapses into unconsciousness. An **immense**, swelling pain filled his head, and then darkness cracked with an explosion of green light. His hands, **groping** forward, met nothing; his feet, kicking back, **propelled** him out into the open sea. He drifted to the surface, his face turned up to the air. He was gasping like a fish. He felt he would sink now and drown; he could not swim the few feet back to the rock. Then he was clutching it and pulling himself up on to it. He lay face down, gasping.

**Find the answers / comprehension questions. Write your answers in the box below the question.**

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|  | What colour was the water around him? (1) |
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|  | Why do you think the boy counts as he swims? (2) |
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|  | How did he respond physically to what happened? (2) |
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|  | What do the words “feebly clutched at rocks in the dark” suggest about the boy’s situation? (2) |
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|  | Words in context. Find the words: “immense”, “groping” and “propelled”. Can you look them up? What do they mean? What words could you replace them with? |
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**15th – 19th June 2020**

The next question is worth 8 marks. You need to consider the writer’s use of powerful language, language that is detailed and descriptive. The writer’s use of verbs specifically. You should back up your answers with short quotations. Highlight or underline the words from the extract (page 4) to help. Use your book if you run out of space.

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| **6) How does the writer create tension in this extract? Consider: what happens / how the boy is described / the language and tone used.** |
| Firstly…. |
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**Question 6: marking grid**

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| **1-2** | | **3-4** | | **5-6** | | **7-8** |
| Shows simple awareness of structural features:  • Offers simple comment on the effect of structure  • Selects simple reference(s) or example(s)  • Makes simple use of subject terminology, not always appropriately | Shows some understanding of structural features:  • Attempts to comment on the effect of structural features  • Selects some appropriate examples  • Makes some use of subject terminology, mainly appropriately | | Shows clear understanding of structural features:  • Explains clearly the effects of the writer’s choices of structural features  • Selects a range of relevant examples  • Makes clear and accurate use of subject terminology | | Shows perceptive and detailed understanding of structural features: • Analyses the effects of the writer’s choices of structural features  • Selects a range of judicious examples  • Makes sophisticated and accurate use of subject terminology | |

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| **22nd – 26th June 2020**  **Literacy tasks: plurals**  Nouns – naming words – have a singular and plural form. Singular means there is one of something, for example, *apple*.  Plural means there is more than one of something, for example, *apples.* Most words in English follow the same rule- add an ‘s’ to make the plural, for example, *one house* and *five houses / there was a row of houses.*  You need to learn the rules below, and the words that do not follow the rules (exceptions).  **nouns ending in ‑s, -ss, -sh, -ch, -x, or -z:** add ‑es to the end to make it plural.   * bus – buses * lunch – lunches * tax – taxes   **nouns ending in -y and the letter before the -y is a consonant:**  add -ies to make it plural.   * baby – babies * lady – ladies * city - cities   **nouns ending in -y and the letter before the -y is a vowel:**  add an -s to make it plural.   * ray – rays * boy – boys   **nouns ending with ‑f or ‑fe:** f is often changed to ‑ve before adding the -s to form the plural version.  **exceptions**:   * roof – roofs * belief – beliefs * chef – chefs * chief – chiefs * wife – wives * wolf – wolves * knife – knives   **nouns ending in ‑o:** add ‑es to make it plural.   * potato – potatoes * tomato – tomatoes * Exceptions: * photo – photos * piano – pianos   **Irregular nouns**   * child – children * goose – geese * man – men * woman – women * tooth – teeth * foot – feet * mouse – mice * person – people   **Exceptions that don’t change at all:**   * sheep – sheep * series – series * species – species * deer –deer | | | |
| **Below are word pairs that cover all the different plural spelling rules. Fill in either the singular or the plural spelling of the word.** | | | |
| banana - b\_\_\_\_\_\_\_\_\_\_ | sheep – s\_\_\_\_\_\_\_\_ | | monkey – m\_\_\_\_\_\_\_\_\_ |
| leaf – l\_\_\_\_\_\_\_\_\_\_\_\_\_ | b\_\_\_\_\_\_\_ - babies | | child – c\_\_\_\_\_\_\_\_\_\_ |
| trolley – t\_\_\_\_\_\_\_\_\_\_\_ | knife - \_\_\_\_\_\_\_\_\_\_\_ | | match – m\_\_\_\_\_\_\_\_\_\_\_ |
| l\_\_\_\_\_\_\_ -lorries | sausage – s\_\_\_\_\_\_\_\_\_ | | poppy – p\_\_\_\_\_\_\_\_\_\_\_ |
| **If a word ends in ‘ch’, ‘x’, ‘sh’, ‘s’ or ‘ss’, add ‘es’ rather than just ‘s’ to make a plural. Add the plural of each word.** | | | |
| one sweet, three s\_\_\_\_\_\_\_\_ | | one dress, two \_\_\_\_\_\_\_ | |
| one bush, lots of \_\_\_\_\_\_\_\_\_ | | one box, a pile of \_\_\_\_\_\_\_\_\_\_\_ | |
| one kettle, lots of \_\_\_\_\_\_\_\_\_ | | one match, a box of \_\_\_\_\_\_\_\_\_ | |
| one kiss, many \_\_\_\_\_\_\_\_\_\_\_\_ | | one glass, two \_\_\_\_\_\_\_\_ | |
| one bus, several \_\_\_\_\_\_\_\_\_ | | one sandwich, a pile of \_\_\_\_\_\_\_\_\_ | |
| **Write the plural for each of these words:** | | | |
| football: \_\_\_\_\_\_\_\_\_\_\_ | | table : \_\_\_\_\_\_\_\_\_\_\_ | |
| cross: \_\_\_\_\_\_\_\_\_\_\_ | | deer: \_\_\_\_\_\_\_\_\_\_\_ | |
| glass: \_\_\_\_\_\_\_\_\_\_\_ | | telephone: \_\_\_\_\_\_\_\_\_\_\_ | |
| chair: \_\_\_\_\_\_\_\_\_\_\_ | | fish: \_\_\_\_\_\_\_\_\_\_\_ | |
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**22nd – 26th June 2020**

**Reading tasks and questions.**

**The next lines are taken from Cleopatra’s Sister by Penelope Lively. In this section, the writer describes a child called Lucy, whose mother is called Maureen. Lucy’s father is called Brian. Her father is not a very dedicated father.**

Lucy’s relationship with her father Brian was to last for a few years only; she remembered him as a friendly figure who took her once to a funfair and bought her some candyfloss. The memory seemed appropriately shabby. Her father was fixed in her memory as that jaunty figure who combined selfishness with a desire to make up for his failings.

When Lucy was five, Maureen had two small children to cope with, a third on the way, and a husband who had embarked on the process of gently easing himself out of their lives. Lucy was not aware of what was going on because Brian made an effort now and again. He was ‘away a great deal’. It was ‘his work, of course’. Maureen was never very clear with Lucy about what it was that Brian was involved with at any particular moment. He would be away for a week and then turn up with presents for the children. Then he’d be gone again, with a hug and a wave. It became just a series of phone calls.

By the time Lucy was six, the weeks of absence had extended to fortnights and to months. Her father failed to show up for birthdays, and then for Christmas. The phone calls became more infrequent and then tailed off into erratic postcards from places like Scunthorpe or Rhyl.

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| 1 | List two things Lucy remembers her father doing with her or for her? (2) |
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| 2 | By the time she was five, how many siblings did Lucy have? (1) |
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| 3 | What does Maureen tell Lucy about her father’s absences? (2) |
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| 4 | What do the words “failed to show up” suggest about the father? (2) |
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| 5 | Words in context. Find the words: “infrequent”, and “erratic”. Can you look them up? What do they mean? What words could you replace them with? |
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The next question is worth 8 marks. You need to consider what you learn about the character, her father, and their relationship. Consider the words the writer uses and why these words and phrases are selected. You should back up your answers with short quotations. Highlight or underline the words from the extract (page 4) to help. Use your book if you run out of space.

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| **6) How does the writer show the relationship between Lucy and her father Brian, in these lines? [8] You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.** |
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**Question 6: marking grid**

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| **1-2** | | **3-4** | | **5-6** | | **7-8** |
| Shows simple awareness of structural features:  • Offers simple comment on the effect of structure  • Selects simple reference(s) or example(s)  • Makes simple use of subject terminology, not always appropriately | Shows some understanding of structural features:  • Attempts to comment on the effect of structural features  • Selects some appropriate examples  • Makes some use of subject terminology, mainly appropriately | | Shows clear understanding of structural features:  • Explains clearly the effects of the writer’s choices of structural features  • Selects a range of relevant examples  • Makes clear and accurate use of subject terminology | | Shows perceptive and detailed understanding of structural features: • Analyses the effects of the writer’s choices of structural features  • Selects a range of judicious examples  • Makes sophisticated and accurate use of subject terminology | |

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| **Narrative task- Write a story with the title ‘The surprise’**  **Write the opening paragraph below. Try to hook the reader in and be original- don’t use a film plot.** |
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| **9th June - 3rd July 2020**  **Literacy tasks: dialogue – punctuating speech**  These are the rules for writing dialogue:  Firstly, dialogue begins with an opening speech mark and a capitalised letter. It is closed with speech marks.   * “I’ll be there soon,” he replied.   If dialogue is interrupted, you do not need to capitalise the second part in the same sentence.   * “I’ll be there soon,” he replied, “unless you don’t need me.”   If you use a question mark or an explanation point within dialogue, only capitalise the next work if the sentence is truly over.   * “Would you like to answer the door?” she asked.   Secondly, all punctuation must go inside the speech marks.   * “Four!” he shouted, as the ball whacked off the tree * “I don’t feel well, I haven’t for a while now.” * “No,” he replied.   Thirdly, start a new line for a new speaker.  “Over here!” I shouted, “over here!”  “I can see you!” Tim roared back at me.  We never write two voices speaking on the same line  “Over here!” I shouted, “over here!” “I can see you!” Tim roared back at me.   |  | | --- | | **29th June - 3rd July 2020**  **Dialogue correction tasks.** | | **Add capital letters to the following sentences.** | | 1. “you haven’t been listening to me, have you?” | | 1. she spoke quietly, “don’t even bother.” | | 1. “i wish I could go back,” he muttered to himself | | 1. “like you said,’ she replied, “it’s not worth the hassle. | | 1. ‘you don’t understand!” | | **Add the correct punctuation: speech marks, commas, full stops, question marks, exclamation marks.** | | 1. How many times am I going to have to tell you | | 1. I suppose it’s time to trust each other she said don’t you think | | 1. She screamed back at him I won’t go | | 1. Raising her hand, she asked the question When are we going to lunch | | 1. I’ll be back later he said as he walked out the door | | **In the following paragraph, I will model written dialogue:** | | “How did you get on in the exam?” the teacher asked the girl coming out of the room. | | “Not so well,” she replied, “I just didn’t feel comfortable at any point.” | | The teacher tried to reassure her, “You may feel that way now, but I’m sure you did | | better than you think. | | “I hope you’re right.” | | “Go home and get some rest, you can’t change anything about that exam now.” | | “I will,” she replied, “thanks.” | |  | | **Write a short dialogue between two friends who are making plans for the weekend** | |  | |  | |  | |  | |  | |  | |  | |  | |

**29th June – 3rd July 2020**

**Reading tasks and questions.**

**The next lines are taken from The Lion the Witch and the Wardrobe by C.S Lewis. In this extract, a young girl, Lucy, has just entered the magical world of Narnia for the first time and encounters a faun (a kind of half horse, half man creature.)**

“Good evening,” said Lucy. But the Faun was so busy picking up its parcels that at first it did not reply. When it had finished it made her a little bow. “Good evening, good evening,” said the Faun. “Excuse me — I don’t want to be inquisitive — but should I be right in thinking that you are a Daughter of Eve?”

“My name’s Lucy,” said she, not quite understanding him.

“But you are — forgive me — you are what they call a girl?” said the Faun.

“Of course I’m a girl,” said Lucy.

“You are in fact Human?”

“Of course I’m human,” said Lucy, still a little puzzled.

“To be sure, to be sure,” said the Faun. “How stupid of me! But I’ve never seen a Son of Adam or a Daughter of Eve before. I am delighted. That is to say -” and then it stopped as if it had been going to say something it had not intended but had remembered in time. “Delighted, delighted,” it went on. “Allow me to introduce myself. My name is Tumnus.”

“I am very pleased to meet you, Mr Tumnus,” said Lucy

**Find the answers / comprehension questions. Write your answers in the box below the question.**

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| 1) | What was the faun busy doing at the start of the extract? (1) |
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| 2) | List three terms that the faun uses to describe Lucy. (3) |
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| 3) | List two emotions that Lucy is feeling and explain why she is feeling this way. (4) |
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| 4) | Explain why the writer has used hyphens (-) in the faun’s speech in line six. (2) |
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**29th June – 3rd July 2020**

The next question is worth 8 marks. You need to consider the writer’s use of powerful language, language that is detailed and descriptive. Focus on the writer’s use of adverbs and the writer’s use of punctuation. You should back up your answers with short quotations. Highlight or underline the words from the extract (page 4) to help. Use your book if you run out of space.

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| **5) How does the writer create a sense of confusion between the two characters? (8)** |
| Firstly…. |
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**Marking grid**

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| **1-2** | | **3-4** | | **5-6** | | **7-8** |
| Shows simple awareness of structural features:  • Offers simple comment on the effect of structure  • Selects simple reference(s) or example(s)  • Makes simple use of subject terminology, not always appropriately | Shows some understanding of structural features:  • Attempts to comment on the effect of structural features  • Selects some appropriate examples  • Makes some use of subject terminology, mainly appropriately | | Shows clear understanding of structural features:  • Explains clearly the effects of the writer’s choices of structural features  • Selects a range of relevant examples  • Makes clear and accurate use of subject terminology | | Shows perceptive and detailed understanding of structural features: • Analyses the effects of the writer’s choices of structural features  • Selects a range of judicious examples  • Makes sophisticated and accurate use of subject terminology | |

**6th July – 10th July 2020**

**Literacy task: using commas accurately**

Here are four of the most important rules for using commas accurately:

Firstly, use commas to separate independent clauses when they are joined by a connective like: *and, so, but, or*

* The game was over, but the crowd refused to leave.
* Yesterday was her brother’s birthday, so she took him out for dinner.
* He walked all the way home, and he shut the door.

Secondly, use commas to separate two adjectives.

* He is a strong, healthy man.
* She walked into the cold, dark room.

Thirdly, when starting a sentence with a dependent clause (this clause does not make sense as a sentence on its own), use a comma after it.

* Having finally arrived in town, we went shopping.
* If you have something to say, tell me now.
* Despite what you may think, I’m actually quite shy.

Finally, use commas to surround non-essential words (words that can be removed and the sentence still makes sense).

* Jill, who is my sister, shut the door.
* The car, that my dad had recently bought, broke down in the driveway.
* The man, knowing it was late, hurried home.

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| **6th July – 10th July 2020**  **Using commas accurately: retrieval tasks.** |
| **Add a comma between the independent clauses. Create your own for number 5.** |
| 1. I don’t like most meat but I enjoy chicken. |
| 1. It was getting late so I headed back home. |
| 1. My friend bought a drink and he got me one too. |
| 1. You can play football or you can play cricket. |
|  |
| **Use commas to separate the adjectives** |
| 1. The cold dark morning greeted me when I awoke. |
| 1. The school had a large winding pathway out front. |
| 1. I hoped that it would be a bright sunny day. |
| **Use commas after dependent clauses. Create the final two for yourself.** |
| 1. Before I could play my console I needed to finish my homework. |
| 1. If you want to achieve top marks you must complete your homework. |
| 1. Instead of joining in with the class I kept quiet |
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| **Use commas around non-essential words in the following sentences. Create the final two for yourself.** |
| 1. The dog who had followed me from the park was clearly lost. |
| 1. The teacher despite not hearing the remark was sure that the pupil had said something rude. |
| 1. The laptop in the science room that has a broken keyboard was finally being replaced today. |
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| **Write a description of your journey to school in the morning. Try to use at least one example of each of the above rules for commas.** |
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**6th July – 10th July 2020**

**Reading tasks and questions.**

**The next lines are taken from The Great Gatsby by F. Scott Fitzgerald. In this extract, the day to day activities of Gatsby’s (a mysterious, wealthy man) mansion are described.**

There was music from my neighbour's house through the summer nights. In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars. At high tide in the afternoon I watched his guests diving from the tower of his raft, or taking the sun on the hot sand of his beach while his two motor-boats slit the waters of the Sound, drawing aquaplanes over cataracts of foam. On week-ends his Rolls-Royce became an omnibus, bearing parties to and from the city between nine in the morning and long past midnight, while his station wagon scampered like a brisk yellow bug to meet all trains. And on Mondays eight servants, including an extra gardener, toiled all day with mops and scrubbing-brushes and hammers and garden-shears, repairing the ravages of the night before.

Every Friday five crates of oranges and lemons arrived from a grocer in New York - every Monday these same oranges and lemons left his back door in a pyramid of pulp-less halves. There was a machine in the kitchen which could extract the juice of two hundred oranges in half an hour if a little button was pressed two hundred times by a butler's thumb.

At least once a fortnight a corps of caterers came down with several hundred feet of canvas and enough coloured lights to make a Christmas tree of Gatsby's enormous garden. On buffet tables, garnished with glistening hors-d oeuvre, spiced baked hams crowded against salads of harlequin designs and pastry pigs and turkeys bewitched to a dark gold. In the main hall a bar with a real brass rail was set up, and stocked with gins and liquors and with cordials so long forgotten that most of his female guests were too young to know one from another.

**Find the answers / comprehension questions. Write your answers in the box below the question.**

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| --- | --- |
| 1) | Who is describing Gatsby’s house to the reader?(1) |
|  |  |
| 2) | List three objects used by the servants to clean and prepare the house (3) |
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| 3) | In line two, what simile is used to describe people visiting Gatsby’s gardens? Why has the writer used this simile? (2) |
|  |  |
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| 4) | Find an example of where the write has used commas around non-essential words in a sentence. Write the sentence below and circle the non-essential phrase. (2) |
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**6th July – 10th July 2020**

Write two paragraphs describing a section of a narrative where a party you are hosting at your parents’ house (without permission) is getting out of control. Make sure to use each of the rules for commas in your writing.

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**13th July – 17th July 2020**

**Literacy tasks: Retrieval**

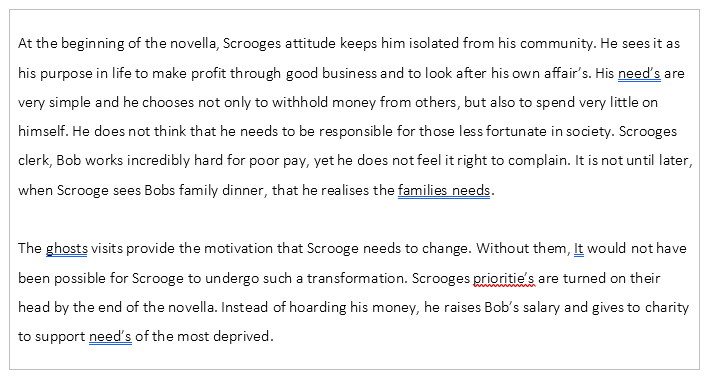
The work this week is aimed at practising all the skills that we have learnt so far in this booklet. Remember to look back in your booklet to the first teaching of the skill if you are unsure about any of the retrieval tasks.

**Your retrieval topics are:**

1) apostrophes – page 2

1. sentence structures – page 6
2. homonyms – page 10
3. plurals – page 14
4. dialogue – page 18
5. accurate use of commas – page 22

You will need to review the pages above to remind yourself of the rules, before completing the next tasks.



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| **13th July – 17th July 2020**  **Apostrophes** |
| **Use contractions (do not = don’t) where you can.** |
| 1. I did not want to go to the cinema with everyone else. |
| 1. Despite what you may think, you should not be doing that. |
| 1. She is going to hurt herself if she does not slow down. |
| 1. I will not be held responsible for his mistake. |
| 1. We were not behaving in an appropriate manner so we did not get rewarded. |
|  |
| **Add apostrophes to the following sentences. Use contractions where applicable.** |
| 1. You could not escape the noise emanating from Michaels part of the classroom. |
| 1. Wouldnt you want white sand and sun on English beaches, just like Spains tourist destinations? |
| 1. Hes always getting into trouble, despite his mums best efforts. |
| 1. I should not drink as much coffee as I do, its not good for my health. |
| 1. The police officers car was not marked and so I did not realise it was behind me until it was too late. |
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| **Correct these paragraphs (possessive apostrophes/contractions/no apostrophes for plurals)** |

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| **13th July – 17th July 2020**  **Sentence structures** |
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| **Write three simple sentences** **about A Christmas Carol** (check back on page 6 if required) |
| 1) |
| 2) |
| 3) |
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| **Circle the connective in this compound sentence** |
| The Macbeths appeared to get away with the murder of Duncan but the guilt would catch up with them later in the play. |
|  |
| **Compose two compound sentences of your own (in reference to the play Macbeth)** |
| 1) |
|  |
| 2) |
|  |
| **Underline the subordinate clause in each of these complex sentences. Write your own 4 and 5 (in reference to the play)** |
| 1. Despite his moment of doubt, Macbeth goes through with the murder of Duncan |
| 1. Lady Macbeth, who started the play in control of the relationship, gradually loses power over her husband. |
| 1. Macduff determines to defeat Macbeth, thereby restoring the throne to the rightful heir, Malcolm. |
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| **Check and correct this paragraph – you may need to cross out some words; you may need to add some words. Try to use a combination of simple, compound and complex sentences.** |
| macbeth who seemed the ideal loyal soldier at the start of the play becomes a tyrant by the final act it could be argued that he is not completely to blame for this lady macbeth is partly responsible for his downfall because she manipulated him to commit the first act of treason which he may not have performed if left to make his own decision the witches were also perhaps to blame due to their misleading prophecies that caused macbeth to descend into madness and also to believe that he was invulnerable the audience may feel sympathy for macbeth because he was misled by those he trusted yet at the same time we see that it was his ambition that caused him to betray the king, his best friends and the lords of scotland so perhaps he was deserving of his fate. |

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| **13th July – 17th July 2020**  **Homophones** |
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| **Highlight the correct homophone for each sentence** |
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| 1. Her shoes are two/too small. |
| 1. You left your/you’re money on the bus. |
| 1. I can’t believe how long their/they’re taking. |
| 1. Were/Where you at the party last night? |
| 1. You have to see/sea it to believe it. |
| 1. I don’t know weather/whether I should start now, or later. |
| 1. They weren’t allowed/aloud to take their drinks in to the theatre. |
| 1. The children bear/bare a resemblance to their grandfather. |
| 1. He had to break/brake suddenly to avoid the deer. |
| 1. The candidate one/won the vote by a narrow margin. |
|  |
| **Highlight and correct any incorrectly written homophones in this summary of Bob’s role in A Christmas Carol** |
| Bob is an important character in A Christmas Carol; the reader can clearly sea his effect on Scrooge. At first, Bob is mistreated by Scrooge and isn’t aloud even to keep himself warm in the office whilst working. Bob’s salary is two small to provide adequately for his struggling family. We assume that Tiny Tim, his disabled son, makes life even more difficult to bear. The humble grace with witch Bob accepts his meagre Christmas meal seems to have an effect on Scrooge, who begins to wonder weather he has been too harsh on him in the past.  Scrooge’s treatment of Bob is contrasted with Fezziwig’s treatment of Scrooge. Dickens presents, threw the character of Fezziwig, a model for how a wealthy business owner should behave towards other in Victorian society.  By the end of the play, Bob is on the receiving end of Scrooge’s generosity. Scrooge realises he has neglected his clerk for to long and he immediately raises his salary. In case the reader where in any doubt, Bob’s character helps scrooge to display his transformation at the end of the novella. |

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| **13th July – 17th July 2020**  **Plurals** | | |
| **What is the rule for nouns ending in -consonant -y, e.g. baby / lady?** | | |
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| **What is the rule for nouns ending in -o such as ‘potato’?** | | |
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| **List nouns that stay the same in the plural:** | | |
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| **List nouns that don’t follow the rules and are irregular.** | | |
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| **What is the rule for nouns ending in -f such as wolf?** | | |
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| **Task: the plurals below are incorrect; in some places an apostrophe has been incorrectly used to indicate a plural noun. The mistakes have been highlighted. Can you correct them?** | | |
| Macbeth is one of Shakespeare’s most popular **tragedys.** The **Macbeth’s** are notorious in literature for  their duplicitous plans to murder their king. As the play begins, the **witchs** reveal three **prophecys**  which trigger Macbeth’s overwhelming ambition to commit regicide. Spurred on by his wife, he plots  to kill his **enemys**. First, he kills Duncan, and Lady Macbeth smears his **guard’s** with blood and leaves  the **knifes** with the guards to make them look guilty. Macbeth commits several more **murder;** he kills  Banquo, attempts to kill Banquo’s son Fleance, and then turns to Macduff’s family. He sends  **murderer’s** to kill Macduff’s wife and many young **child**. | | |

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| **13th July – 17th July 2020**  **Dialogue** |
| **Before completing these activities, read again the rules on page 18 of this booklet.** |
| Add punctuation and capital letters to the following dialogue |
| 1. never mind she muttered under her breath |
| 1. i know he shouted back that’s why I did it in the first place |
| 1. the woman span round sharply don’t even think about it young lady she shouted |
|  |
| **Rewrite the following conversation so that it follows the three rules for writing dialogue that we have learned. You will need to need to begin some of the sentences on a new line. You will need to ensure that punctuation is in the correct position.** |
| The instructor frowned at the late arrival, “If you didn’t think you were going to be able to make it, you shouldn’t have volunteered to take the class”.  The girl was desperate. “I set off with plenty of time to spare,” she protested, “The bus broke down, I can’t help that.” “That may be the case, but having given my only other instructor the day off, I had to collapse both classes into one. The older pupils were not happy at all.”  “I promise if you give me another chance I won’t let you down.”  “It really was just complete freak accident. I get my car next week so I won’t have this problem again.” The instructor’s face softened. “One more chance” she said, sighing “While you are here you may as well help me tidy up.” “Thanks!” The girl said as she quickly began picking up the items of clothing strewn across the floor. |
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| **13th July – 17th July 2020**  **Using Commas Accurately** |
| **Remind yourself of the rules for using commas accurately on page 22 before completing these activities** |
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| **Add commas to these sentences. They are a mix of sentences with dependent clauses and non-essential words.** |
| 1. Bob Scrooge’s clerk represents the poor Victorian working class. |
| 1. When he is visited by the ghost of Marely Scrooge refuses to believe his senses. |
| 1. Despite clearly respecting Fezziwig Scrooge didn’t follow his example |
| 1. Macbeth is ruined by his ambition even though he started the play as a loyal general |
| 1. Macduff the thane of fife and a friend of Duncan is the man who eventually defeat Macbeth in battle despite Macbeth believing that he was invulnerable. |
| 1. As Shakespeare lived in a patriarchal society he may have created Lady Macbeth as a way of challenging the beliefs about women. |
|  |
| **Add commas to this paragraph summarising Shakespeare’s presentation of Macbeth** |
| Shakespeare’s presentation of Macbeth is complex. Despite ending the play as a tyrant and a murderer he was not always this way. At the beginning of the play Macbeth is presented as loyal brave and praiseworthy. Duncan refers to Macbeth as his ‘worthy cousin’ which is high praise coming from a king. What was it that caused Macbeth to fall so far? Critics have suggested that Macbeth is a tragic hero which means that he is destroyed by one fatal flaw in his character. For Macbeth the fatal flaw is his ambition. Macbeth already a general and favoured by the king did not need to aim any higher. In fact Macbeth tells his wife that he is happy with his current position but she uses the prophecies against him to suggest that he would be a coward in wasting the opportunity to seize the throne. Once Macbeth has committed this first terrible act it seems to unleash a bloodthirsty side to his character that surprises not only the audience but Macbeth himself. Shakespeare may be suggesting that every person is both light and dark good and evil and that it can take one false move to fall from grace. |