

A guide to the English Home Learning pack

Dear Year 7, 8 and 9 students,

We hope that this pack provides lots of variety and stimulation for you while school is closed. We expect you to complete all of the work to the very best of your ability. Use your common sense when approaching the tasks. For example, when it says to discuss with a partner or with your group, you could just note some ideas down on paper. Alternatively, you could message a friend and complete the same section together and talk to each other over the phone, Skype, or by messaging each other and share your thoughts in real time, as you complete the activities.

Read through the instructions below very carefully in order to help you navigate the home learning pack, as there is a lot of material. The page numbers refer to the PDF document itself, not the numbers displayed on the pages as they are copied from different sources.

Remember to pace yourself and take your time over the activities; it is a marathon, not a sprint! Perhaps complete one creative writing task or the activities for a story or extract every couple of days, and really focus on the quality of what you produce. After completing the creative writing tasks, why not take a photo of the work you are proudest of (or scan it), and swap it with your friends to share what you have done!

We have indicated whether tasks are more suitable for students from all year groups, or perhaps aimed more at Year 9s. Anyone in the younger years can attempt them, and this guidance is only down to how complex the tasks are, not because they contain any inappropriate material. Please note, however, that there is some violence in the extract taken from *The Hate U Give*.

We wish you well over the coming period of home learning, and expect you to work well, read a lot every single day, and take care of your friends, your families and yourselves. We cannot wait to see you all back at school once the situation improves.

With very best wishes.

- **Pages 3-8 – Creative writing tasks** – suitable for all.
- **Page 9-30 – Diverse Shorts (Power, Freedom and Control)**. Suitable for all year groups. Each of these contain thought-provoking questions to consider, and then creative writing tasks for after you have read the extracts.
 - p.11-14 – tasks and extract from Angie Thomas, *The Hate U Give* (suitable for all, but does contain some violence)
 - p.15-19 – tasks and extract from Alex Wheatle, *Crongton Knights*. (suitable for all)
 - p.20-25 – tasks and extract from Orwell, *1984*. (A more challenging extract. Suitable for Year 9. Year 8 could give it a go if you want to stretch yourselves)
- **Page 31-78 – Literary Shorts** (suitable for all year groups). This section needs more careful navigating. **DO NOT START BY READING THE EXTRACTS FROM THE STORIES, EVEN THOUGH THEY COME FIRST IN THIS SECTION!** Start by reading Pages 56-64 and considering what makes a story. Then, for each of the three extracts, start by reading the activity pages, each of which has a section called **'Before Reading'** **'During Reading'**, and **'After Reading'**, the last of which contain creative writing tasks for you to complete afterwards.
- See below for the page numbers. So, before reading the Jamila Gavin story, turn to Page 65. Before the Meg Rosoff, turn to Page 71. Before the Barbara Bleiman story, turn to Page 75.
 - p.56-64 – **What is a Story?** Tasks to read through and think about before reading the tasks and stories themselves.
 - p.65-70 – Tasks on **Jamila Gavin** story (p.32-36)
 - p.71-74 – tasks on **Meg Rosoff** story (p.37-46)
 - p.75-78 – tasks on **Barbara Bleiman** story (p47-55)
- **Page 79-91 KS3 Poetry Plus**. Pick and choose the activities that you want to do. Have a play around with putting poems into Google Translate and then putting them back to English again!

- **Page 92-112 Non-Fiction Shorts.** (generally suitable for all year groups. Year 7 might find 'The Unconscious Machinery of the Brain' a bit too challenging. 'Feeding the Body and Feeding the Mind' is more suitable for Year 9 as it is a more complex text).
 - Page 100-102 - start by reading the article 'The Sleeping Teenage Brain'. Then turn to page 94 and work through the activities up to page 99, ending with writing the letter as directed by the final bullet point on p.99.
 - Page 103 – complete the 'Before Reading' tasks for 'The Unconscious Machinery of the Brain'. Then read the article (p.105-106). Then complete the 'After Reading' tasks to the best of your ability on p.103-104, ending with the creative writing task, which is the final bullet point on p.104.
 - Page 107 – Complete the 'Before Reading' task. Then read the article 'Feeding the Body and Feeding the Mind' on p.110-111. Then read and complete the 'After Reading' tasks from p.107-109.
 - Page 112 – Comparing texts. Follow the tasks, and in particular, complete the fourth bullet point (the re-writing of a section).

- **Pages 113 – 145 – KS3 Language Laboratory – Exploring Writers' Choices** (primarily suitable for Year 9, but Year 8 can give it a go) For p.113-120 – most of the tasks you cannot do as you cannot access the video clips they refer to.
 - Page 121-129 – Charles Dickens – Read through and complete the activities.
 - Page 130-145 – The Evolution of Language. Read through and complete the activities. **Students from all year groups** can complete the section about Emojis (p.140-142 as well as the reworking of John Lennon's 'Imagine' on p.145)