

Key Stage 3 Homework Assignment Information



Student Name:	Target level	Year Group:	8
----------------------	---------------------	--------------------	----------

Subject	Date Set	Deadline	Teacher
English	14/06/10	05/07/10	

Assignment Title/Theme: Creative Writing

Objectives:

To improve writing skills by focussing on key writing objectives:

- **Using varied and exciting vocabulary**
- **Using a range of sentence types**
- **Using a coherent and cohesive overall structure**

Complete Tasks 1, 3 and 5.	Level 3-4
Complete Tasks 1, 2, 3, 5 and 6.	Level 4-5
Complete Tasks 1, 2, 3, 4, 5 and 6.	Level 5-7/8

What you have to do to succeed:

- **Present work neatly (typed or handwritten) on A4 paper with your name at the top.**
- **Complete tasks in detail and carefully.**
- **Write creatively and use your imagination.**
- **Write to meet the writing assessment objectives.**

Resources and Websites:

- This homework outline and your imagination.

Department guidance for parents:

- Ensure that your child is doing the tasks suitable to their level.
- Help your child to read and understand the tasks (where necessary).
- Encourage your child to use a range of sentence structures, exciting vocabulary and to structure their work appropriately.
- Help your child to be creative.
- Encourage your child to present their work neatly.

General guidance for parents**You can help by:**

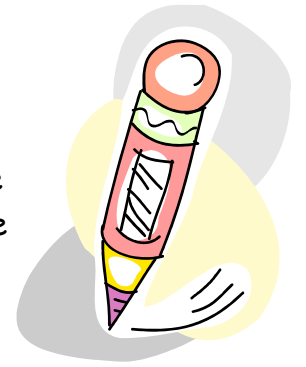
- Ensuring at least 3 hours are spent researching, developing, drafting, reviewing and producing homework to the best standard possible.
- Making sure work is handed in by the deadline.
- Noting at the end of the homework any problems experienced by the student.
- Checking there is no plagiarism, ie. downloading/copying from the internet or books.

Students should read the material, make bullet points, write rough notes in their own words, draft and then develop these notes in their own words into their final piece. Plagiarism leads to coursework being disqualified at GCSE/A level. Plagiarised work will not be accepted by teachers.

Please do not:

- do any part of the work for your child
- give extensive guidance; the student must be able to understand the task for themselves and teachers understand what students can/cannot do.

Creative Writing



At the end of year 9 you will sit tests that will be marked to determine your end-of-KS3 level. In these tests you will be required to do a piece of writing. This piece of writing may be a persuasive letter, an advice article or the first chapter of a novel. Whatever it is you must be able to meet the following **assessment objectives**:

		Yes	No
1	<i>Write imaginative, interesting and thoughtful texts.</i>		
2	<i>Produce texts for different audiences, changing your style to fit with the purpose of the task and the type of text.</i>		
3	<i>Organise and present your writing effectively, sequencing and structuring information, ideas and events to either build tension, develop an argument or reach a conclusion.</i>		
4	<i>Construct paragraphs with a topic sentence, using connectives and make links between other paragraphs.</i>		
5	<i>Vary your sentence length and structure for purpose and effect.</i>		
6	<i>Write with technical accuracy, arranging your sentences correctly, using appropriate punctuation for effect.</i>		
7	<i>Select appropriate, interesting and exciting vocabulary.</i>		
8	<i>Use correct spelling.</i>		

When you have completed this homework task, you will have to return to this table to check if you have covered the objectives.

Task 1

In this task you will focus on assessment objective 5 and 7 (using a range of sentence structures and interesting vocabulary).

1. Read the following piece of writing, and answer the questions that follow:

I like playing in the snow. It is fun because it is cold. I like to run around and throw snowballs. I get very wet when I'm in the snow. Usually, I take my sledge when I go in the snow. It is fun to slide on the slopes on a sledge.

- This is not the best piece of writing. List between 3 and 5 reasons why this piece of writing is not good.
- The word 'fun' has been repeated twice. Try to think of two other words for 'fun' and write them down, e.g. exhilarating - the more unusual and exciting, the better.



- c) This piece of writing uses lots of short simple sentences. Rewrite the paragraph and join some of the sentences using different connectives. You could use some of these: however, although, because. You may change the order of the words to help it make sense.

2. Read through this piece of writing, and answer the questions that follow:



The thick, crunchy snow was soft beneath my feet as I stepped into the wide, white field. It was so quiet. The snow had stopped falling and all around me I could see the shadowy figures of my friends creeping slowly out of their houses, sledges in hand, looking for an adventure.

- a) This is a good piece of writing. Make a list of between 3 and 5 reasons why this is good writing.
- b) This piece of writing uses a lot of interesting adjectives. Write down 3 interesting adjectives.
- c) Notice how this piece of writing uses long sentences, as well as short ones. What is the effect of the short sentence, "It was so quiet"?
- d) There is an example of alliteration in this piece of writing. Write it down.
- e) A mood of expectation has been created in this paragraph. Quote a phrase of words which shows this feeling of expectation.
3. Write a paragraph or two (no more than 3) describing an experience in the snow. Use a range of sentences for effect, try to create mood and use interesting words.

Task 2

In this task you will focus on assessment objective 3 (organising and presenting your ideas effectively).

1. Look at the following poem. It was once in the right order but has now been jumbled up. Your task is to read the poem and re-write it so it makes sense. Remember to read the poem as a whole before you start trying to put it in order.

Baby-Sitting

To her I will represent absolute
Abandonment. For her it will be worse
Than for the lover cold in lonely
Sheets; worse than for the woman who waits
A moment to collect her dignity
Beside the bleached bone in the terminal ward.



I am sitting in the strange room listening

For the wrong baby. I don't love
This baby. She is sleeping a snuffly
Roseate, bubbling sleep; she is fair;
She is a perfectly acceptable child.

As she rises sobbing from the monstrous land
Stretching for milk-familiar comforting,
She will find me and between us two
It will not come. It will not come.

I am afraid of her. If she wakes
She will hate me. She will shout
Her hot midnight rage, her nose
Will stream disgustingly and the perfume
Of her breath will fail to enchant me.



Task 3

The following task will require you to think about ideas for a particular topic. Here you will develop your planning ideas and how to organise ideas into paragraphs. This again will help develop how to organise your work effectively.

- a) So let's work on planning! Each of the following questions are exam questions from previous papers. Choose *two* of the following tasks and spend 10 minutes creating a detailed brainstorm on the ideas you think you could include:
1. The police are concerned about the increase of crime in your area. Brainstorm ideas as to how the police could possibly stop crime in the area.
 2. Your local city council want to build a new skate park in your local park. Brainstorm ideas as to why this could be a good idea.
 3. People in your community are worried that teenagers are spending too much time on the streets. Brainstorm different activities they could do in the evenings.

Planning is an excellent way to organise you ideas for an essay... and that's what you have just done, planned an answer! It's that simple.

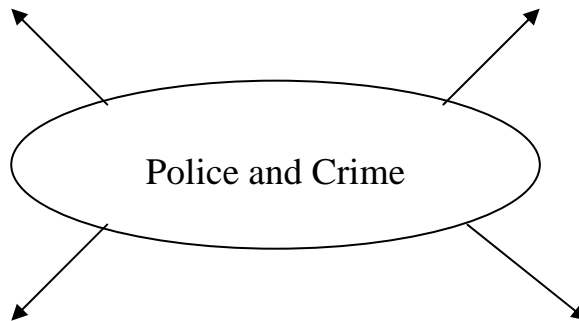


- b) So once you've got a brainstorm full of ideas you need to decide what order you will write about them, because each of your ideas will eventually turn onto a paragraph.

Re-read your ideas on your brainstorm and decide which order you think they should be written in. Here is an example:

2. The police to have weapons

1. More police on the street



4. Build community relationships

3. Non-tolerance approach

Task 4

In this task you will focus on assessment objective 4 (constructing paragraphs using connectives).

1. Connectives are joining words which link sentences and paragraphs together. Create a brainstorm to see how many connectives you know.
2. Now it's time to see if you can use connectives in your writing. Re-write and finish the following sentences to develop your use of connectives:

- a) I like cheese, however
- b) Harry went to the park but George
- c) The ducks crossed the road and
- d) I have two blue hats and one green one. In addition to this
- e) I have a fear of heights, therefore
- f) Although he was hungry,
- g) Jenny wanted a new coat so
- h) John supports West Ham, yet



Task 5

The following task will require you to cover all the writing assessment objectives but you must focus, in particular, on the ones you have already covered in this homework task. This means that you must spend time planning, and include an introduction, conclusion and clear focused paragraphs.

Choose *one* of the following tasks and write at least one and half pages.

1. The local council want to shut down the local swimming pool. Write a letter arguing why it should be kept open.
2. Write a sensational tabloid newspaper report on the local donkey race.
3. Write an entertaining and humorous article for a school newspaper on the disastrous opening of the new Food Technology area.
4. Write an advice article on how school children can avoid dangers while out with their friends in the evening.



Task 6

Read through your work and consider whether you have met all the writing objectives. Complete the table at the beginning of this homework project and answer yes or no to the given objectives.