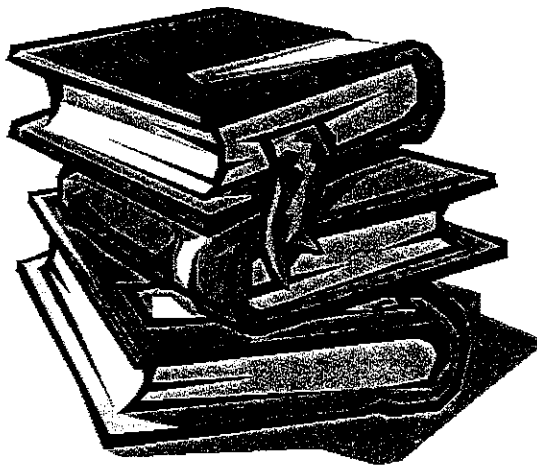




Year 8 English

Homework Pack



Term 1

Levels 3 and 4

Year 8 English

Homework Pack

Homework Schedule

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Your homework this term must consist of:

- 4 ‘I Love Books’ tasks
- 4 spelling tasks
- 5 skills sheets
- 2 x half term reflection that must be done at the end of every half term
- All homework should be completed in your **homework book**
- If you lose/write on/rip your homework pack you will have to pay for a new one.

- **WARNING!** Failure to complete homework will result in a **homework detention** from the English department. This will take place on Wednesdays 3.00-3.30pm.

- If you need help with your homework ask the **Library** and the **English department** for information on **homework help** Mondays 3.00-3.30pm.



Decipher the code and work out the names of the pieces of punctuation.
 Choose 3 pieces of punctuation and write a sentence that includes them.

Punctuation Cryptogram

* Some of the names may run onto two lines!

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 9 14 20 19 25

A _ O _ _ _ O _ _ E / _ O _ O _ _ E _ I
 9 21 19 16 6 5 19 21 24 14 / 2 19 18 19 1 16 14 3 20

_ O _ O _ _ _ A _ _ E _ _ / _ O _ _ A /
 2 19 18 19 1 12 5 9 2 23 14 6 16 / 2 19 3 3 9

E _ _ _ A _ A _ I O _ _ A _ _ / _ U _ _ _ O _ _
 14 17 2 18 9 3 9 6 20 19 1 3 9 5 23 / 26 25 18 18 16 6 19 21

_ _ _ _ E _ / _ U E _ _ I O _ _ A _ _
 24 13 21 24 14 1 11 25 14 16 6 20 19 1 3 9 5 23

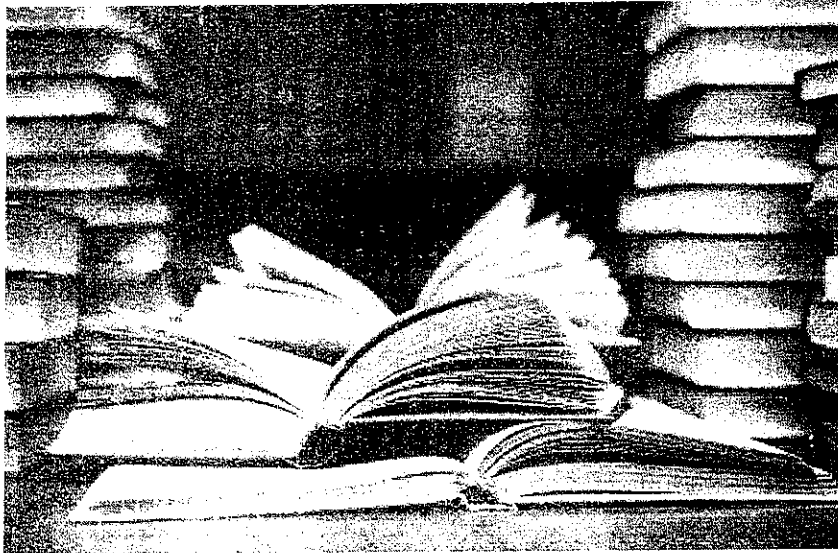
_ _ E E _ _ _ A _ _ _
 16 21 14 14 2 24 3 9 5 23 16

WEEK 2

'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





WEEK 3



Year 8
Term 1
Spellings

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Academically
Accelerate
Accommodation
Achievement
Aerial
Altogether
Amount
Appalling
Appropriate
Argument

Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



Apostrophes

Ownership

- B. When we place 's after a noun it means that it belongs to. If a word already ends in an "s" then you may add an 's or simply ' (an apostrophe) after it to show possession.

Place the apostrophe or 's in the correct place to make the objects belong.

Examples: This is Peter 's hat.

Mr. Jones' hat or Mr. Jones's hat

Copy out the following sentences, using an apostrophe where necessary.

1. The doctors stethoscope.
2. Mrs. Williams garden.
3. The cricket players bat.
4. These are Daniels gobstoppers.
5. Les Ferdinands goals are always brilliant.
6. I was in James house.
7. This is Sallys book.

- Now write two of your own sentences for each use of the apostrophe (missing letters and ownership).

WEEK 5

'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!

Go to page 15





WEEK 6



Year 8
Term 1
Spellings

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Article
Associate
Attachment
Attitude
Balloon
Beautiful
Beggar
Benefited
Bicycle
Calendar

Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



WEEK 7

KNOWLEDGE ABOUT LANGUAGE

NAME _____

Read the following passage carefully filling in the missing words. All the words you need are at the bottom of the sheet to help you. Some of the words can be used twice. When you have finished - turn over!

In English, there are lots of rules for writing sentences and for punctuating sentences. We have to follow these rules in order for our writing to improve.

Sentences must always _____ with a _____ and they must always end with either a _____ or an _____, or a _____. You use an _____ when someone is shouting, joking or exclaiming. You use a _____ when someone is asking a _____. Commas are used when you are writing a _____, or to break up a sentence. If you don't use commas, your sentence will be very _____ to read. When someone is talking it is called _____. To punctuate direct speech you must use _____. Sometimes these are called _____. You also need to use apostrophes. There are two types of these. When something belongs to someone eg) **Jamal's bag**, it is called an apostrophe of _____. When a letter is missed out, shortening two words eg) **shouldn't**, it is called an apostrophe of _____. When you are doing a long piece of writing you need to use _____ to break up the writing. Paragraphs must be indented an inch from the _____. Paragraphs must also be at least _____ sentences long.

Missing words - Three, Paragraphs, Capital letter, Possession, Exclamation Mark, Question, Margin, Begin, Full-stop, List, 66 and 99, Direct Speech, Difficult, Question mark, Omission, Speech marks.

WEEK 8

'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





WEEK 9



Year 8
Term 1
Spellings

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Campaign
Careful
Carefully
Cemetery
Chaos
Completely
Conceive
Condemn
Conscientious
Conscious

Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



Verbs I

Verbs are words which denote an **action** or a **state of being**. The **verb** element in a sentence or clause can be a single word or more than one word.

For example: The children watched television. The children were watching television.

In the second sentence watching is the main part of the verb. An auxiliary verb, were (part of the verb **to be**), is added to the main verb to complete its meaning.

Copy out and complete the sentences below.

Choose the most suitable auxiliary verb from the list below to complete each sentence.

can	is	has	would	was	am
could	are	have	will	were	are

1. The boy waiting for his friends outside school.
2. The police watching the house from an unmarked car.
3. "The school bus coming," called Jenny.
4. "The trains running late again," said the angry commuter.
5. "I doing my homework," said Sean.
6. We going to Spain for our holidays this year.
7. "I draw quite well," said David.
8. "I meet you after school," said Mary.
9. The milkman left us two pints of milk today.
10. The children collected loads of wood for the bonfire.
11. "I like to have my bedroom redecorated," said Jane.
12. "I pay you when you have finished the job," said the woman.

Write a sentence for each of the following verbs.

is going	are going	was chasing	were chasing	am eating	are eating
can see	could see	has gone	have gone	did know	does know

Underline the verbs in the sentences you have written.



WEEK 11

'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





Year 8
Term 1
Spellings

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

- Courteous
- Cruelly
- Curiosity
- Deceit
- Decision
- Definite
- Description
- Despair
- Developed
- Development

Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



◆ Simple and compound sentences

Remember – A compound sentence has two clauses which CAN stand alone and still make sense so a complex sentence must have a dependent clause and an independent clause.

1. There are clouds in the sky.
2. Daphne walked to the shop.
3. Duncan changed his clothes.
4. The dog is happy.
5. Damien's new t-shirt is blue.
6. Daniel ate a whole cake.
7. She said she would buy the flowers herself.
8. The weather is fresh this morning.
9. The golf ball hit Dudley.
10. The train rushed past Doreen.
11. Darren has a big spot on his chin.
12. A member of the audience hit Davina.

Add another clause by using a connective to make these simple sentences into compound ones and write them in your book.

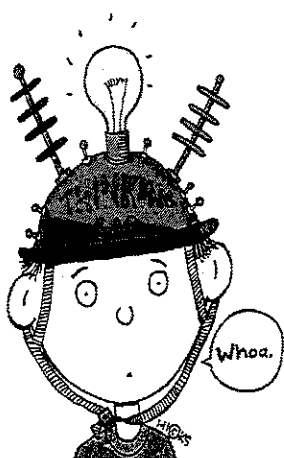
For example: There are clouds in the sky therefore it will probably rain!

Half term reflection

Why is it important to get your reflective thinking cap on?

So you can reflect on what you have done in lessons every half term and so you know what you can improve on!

Get your thinking cap on by answering the reflective questions below in your homework books:



- 1) What English skills have you learnt this half term in your lesson?
- 2) What parts of the work have you enjoyed and why?
- 3) What parts of the work have you disliked and why?
- 4) What part of the work did you find really difficult and why?
- 5) What other skills do you think you worked on this half term? (Choose from the skills box at the bottom of the page if you get stuck!)
- 6) What do you think you need to improve on next half term? Choose 1 English skill to improve and 1 BLP skill.
- 7) How do you think you can improve on these? What will you need to do in lessons to help you improve?

Resilience	Resourcefulness	Reflectiveness	Reciprocity
I have kept going when the work has been tough.	I have asked questions of myself and others to further my learning.	I have thought around ideas and created alternative ones.	I have worked well as part of a team.
I have accepted the challenges given to me in class.	I have played with and explored ideas in class.	I have made plans of action, selecting my best ideas.	I have listened respectfully to others.
I have helped create a supportive learning environment.	I have made links and connections between ideas.	I have revised and amended my plans and my work to improve what I have been doing.	I have shown initiative and worked on my own.
I have really got into a task and lost myself!	I have made use of a full range of resources.	I have learnt from my mistakes to improve my work.	I have assessed my own work and the work of others, setting targets to improve.

I ♥ books

You must choose **two** of these activities to do **every half term**. That means, at the end of the year you will have **twelve pieces** of work that you can put together to form your reading profile booklet. ☺

Years 7 & 8

<p>Write a rap/song based on the text.</p> <ul style="list-style-type: none"> ♥ Use a rhyming couplet ♥ Use similes and metaphors <p>Reflectiveness - Planning</p>	<p>Write a poem about the most important thing that you learned from the text.</p> <ul style="list-style-type: none"> ♥ Use similes/metaphors ♥ Use enjambment <p>Resourcefulness – Making Links</p>	<p>Write a C.V and letter of application for one of your main characters.</p> <ul style="list-style-type: none"> ♥ Use formal language ♥ Use a variety of punctuation in your letter <p>Reflectiveness – Distilling</p>	<p>Pretend that you are the author of the book and explain:</p> <ul style="list-style-type: none"> ♥ The title ♥ Why you wrote the book ♥ The fun part <p>Resourcefulness - Questioning</p>	<p>Choose a different narrator and tell a part of the story from their point of view.</p> <ul style="list-style-type: none"> ♥ Use sentences for effect. ♥ Use a full range of punctuation <p>Resilience – Managing Distractions</p>
<p>Write a weekly horoscope for one of the main characters.</p> <ul style="list-style-type: none"> ♥ Use modal verbs ♥ Use interesting adjectives <p>Resourcefulness - Imagining</p>	<p>Make up 5 interview questions (and possible answers) that you would like to ask one of the characters.</p> <ul style="list-style-type: none"> ♥ Set it out like a script ♥ Ask open questions <p>Resourcefulness - Questioning</p>	<p>Create a cartoon strip based on your book.</p> <ul style="list-style-type: none"> ♥ Include important quotations as speech ♥ Use the main points in the story <p>Reflectiveness – Meta-Learning</p>	<p>Create a post card (both sides) that one of your characters would send to a friend.</p> <ul style="list-style-type: none"> ♥ Think about how the character would write ♥ Decide whether they would be formal/informal <p>Resourcefulness – Reasoning</p>	<p>Create a model based on your text.</p> <ul style="list-style-type: none"> ♥ Consider themes and characters. ♥ Use a variety of resources. <p>Resourcefulness - Capitalising</p>
<p>Write a report on the 3 main themes in your book.</p> <ul style="list-style-type: none"> ♥ Link your themes to characters ♥ Use evidence from the text <p>Reflectiveness - Distilling</p>	<p>Create a ‘mood’ chart for a character that explains how the character changes throughout.</p> <ul style="list-style-type: none"> ♥ Use colours to indicate changes ♥ Use a wide range of vocabulary (avoid using simple words like ‘sad’) <p>Reflectiveness – Planning</p>	<p>Write a 2-3 minute script for a deleted scene.</p> <ul style="list-style-type: none"> ♥ Choose an aspect of the story that you would like to explore ♥ Link your deleted scene to one of the main themes in the book <p>Resourcefulness - Imagining</p>	<p>Storyboard a ‘scene’ from your book for a movie production. Use 6-8 frames.</p> <ul style="list-style-type: none"> ♥ Use different shots to show different emotions and viewpoints ♥ Research the different camera shots on line <p>Resourcefulness - Capitalising</p>	<p>Make a collage using magazines and newspapers about your text. Think about:</p> <ul style="list-style-type: none"> ♥ Themes ♥ Characters <p>Resilience - Absorption</p>
<p>Draw a portrait of your character and label it with evidence from the text.</p> <ul style="list-style-type: none"> ♥ Use quotation marks ♥ Ensure quotations are appropriate <p>Resilience - Noticing</p>	<p>Draw a map of the setting of your text.</p> <ul style="list-style-type: none"> ♥ Use descriptions in the book to help ♥ Label with quotations <p>Resourcefulness - Reasoning</p>	<p>Write a diary entry in the role of a character.</p> <ul style="list-style-type: none"> ♥ Use sentences for effect ♥ Use topic sentences <p>Reciprocity – Empathy and Listening</p>	<p>Create a set design for a location in your book.</p> <ul style="list-style-type: none"> ♥ Label key features ♥ Use a variety of resources <p>Reflectiveness - Planning</p>	<p>Create a new book cover and explain why it is more effective than the original.</p> <ul style="list-style-type: none"> ♥ Label your changes ♥ Write a different ‘blurb’ on the back <p>Reflectiveness – Revising</p>