Welcome to English at HHHS! Our department is extremely excited to welcome you to Hawkley. We hope to continue to inspire your love for reading and creative writing through our exciting topics, including: Oliver Twist, Shakespeare's Romeo & Juliet and much more!

As part of your English lessons, you'll also get to visit our fantastic library every two weeks, so you can borrow the latest and greatest books whenever you want!

Task 1: All about you and your reading journey

Think back over the last couple of years both in primary school and outside of school. What books have you read? What have you enjoyed? Who are you favourite authors and why? What are your favourite stories– why?
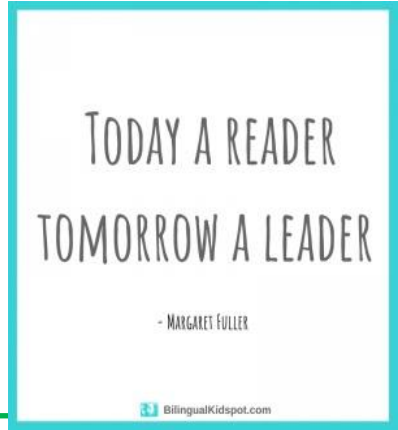
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TODAY A READER
TOMORROW A LEADER

- MARGARET FULLER

BilingualKidspot.com

Task 2: Here at Hawkley we love it when students use excellent vocabulary within their writing. Have a go at the gap fill task below using the fantastic vocabulary bank at the bottom!

Choose the most appropriate word to use in each sentence.

a   She felt very .... when looking at photographs of her children when they were babies.

b   After a long walk after lunch, he felt .... and only wanted to sleep.

c   Walking around the beautiful gardens, they felt .... and at peace.

d   Reading over the letter for the third time, she was still .... about whether her friend really wanted her to visit.

e   Although he didn't normally give money to charity, he felt much more .... after watching the television appeal.

f   I .... to be back on holiday again.

Word	Meaning
benevolent	well-meaning and kindly
dubious	hesitating or doubt
lethargic	sluggish or tired

Word	Meaning
nostalgic	emotional about the past
serene	calm
yearn	desire strongly or persistently

Now have a go at thinking of your own excellent synonyms for the boring words below:
Tip! You can use a thesaurus to help you!

Sad: Happy:

Tired: Grumpy:

Naughty: Sick:

Task 3: Now you've discovered some exceptional vocabulary for your boring words, try and use them in some sentences. Write one sentence for each of the original words– so that's six sentences in total, each with a better and more exciting word!

For example: Instead of SAD:

The girl felt <u>melancholy</u> as she thought about her final few months in primary school.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

imagination

Task 4: All this amazing vocabulary makes creative writing much more enjoyable to read! Let's see what your imaginative, creative writing skills are like!

All stories are made up of scenes. Often when we write a short story in class, we only have time to craft one or two scenes.

- This task will help you to construct an effective narrative scene which 'zooms in' on the key part of a story to give it pace, tension and atmosphere.
- Your story is going to be about two people getting into trouble. This could be a simple physical problem, like being stuck down a hole, or more complex like getting a message from a friend with bad news.

Making decisions

1. Pick one of the following settings:

- A forest path
- A crowded beach
- A remote hillside
- A city street

2. What is your characters' problem going to be?

3. Then think about the following decisions:

Your two characters – who are they?	First person or third person perspective?	Past or present tense?

	Character one	Character two
Name		
Age		
Gender		
Appearance		
Key traits		
Key likes		
Key dislikes		

Final task: Have a go at using your plan from the last page to write the imaginative opening to your story. Use the steps below to help you:

The steps below will help you write varied and interesting paragraphs. Each numbered point refers to a paragraph in your writing.

You can add other details/information or extra paragraphs if that helps you tell the story:

1. Describe the setting. This should include at least some of: the weather, the background, why the characters are there, what the place looks like.

2. Include some dialogue, remembering to punctuate it correctly and to put each speaker on a different line. Make sure it sounds like things people actually say (you can use contractions and slang!)

3. Introduce the problem. Describe some of the reasons this is a problem.

4. Have one (or both) of your characters think ahead – what are some possible outcomes for your problem? Use this to show something about the character too (for example, a panicky person will see the worst possible outcomes; a more laid-back person will expect things to turn out okay).

5. Your character(s) try to fix the problem but fail. How do they do this? What happens? Describe this process in detail. Include what the character sees/hears/smells/feels to add more detail.

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