Caldew School

English Department

Personal Reading & Homework Programme

Year 9

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N.B. All reports must be written in fully developed and explained sentences and paragraphs.

Year 9 Reading & Homework Programme

Throughout Year 9, your teacher will set the class a number of homework tasks that you will be expected to complete within a few days. However, this booklet provides you with the information about what you will be doing **in between** all those tasks. In other words, there's always homework to be getting on with!

The main thing to remember is that **you are now responsible for your own homework and reading** and so you will be provided with lots of choices in this booklet. You must choose from different tasks and options at different times but you can ask your teacher, or your parents, for advice if you ever feel unsure about what to do next.

Okay, let's get started…

1. All pupils at Caldew School are expected to read for **at least half an hour at home each week**. However, you can choose how you wish to organise this:

- ☐ Read for five minutes each day with one day off (e.g. Saturday);
- ☐ Read three times a week for 10 minutes;
- ☐ Read twice a week for quarter of an hour;
- ☐ Read only once a week but for a full half hour.

Obviously, we'd love you to read much more than this, but this is the minimum you are expected to do in order to participate in the next task.

2. As a result of all this reading, you will be able to complete a book report every term on a book you've read. The Home Learning page on the school website shows you when this will be due.

This is where your next choice comes in as there are many different reports to choose from in this booklet. Read on to discover more…

Fiction Plan

You can use this paragraph plan to write about any novel you have read.

1. Give the title of the book, the name of the writer and the genre of the novel (look at your spider for help if you're unsure).

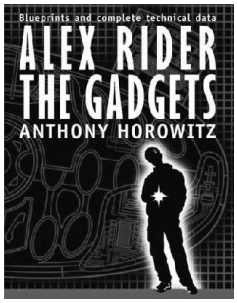
2. In no more than 100 words, explain what the book is about (the plot).

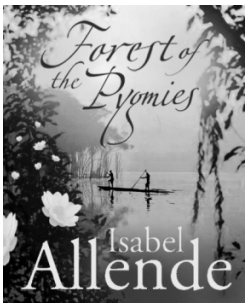
3. Choose your favourite character from the book and describe him/her/it! Explain whether the character is funny, serious, brave or cowardly. Explain any special qualities or powers the character has. Explain clearly why you liked this character. You may even try to use quotations from the book to support your points.

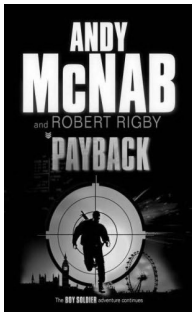
4. Now do the same for another character but try to make it someone you didn't like or who was meant to be the villain perhaps. Again, describe them as before but explain why this character was so different or less likeable.

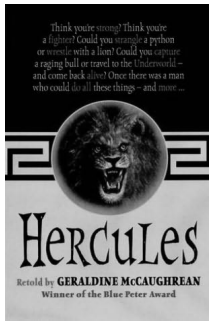
5. Now choose the part of the novel you enjoyed most. Explain what happened and why you enjoyed it so much. Again, try to use some quotations as evidence of your ideas.

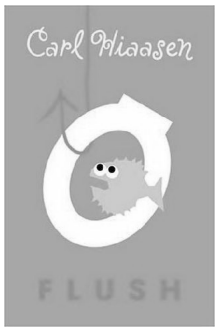
6. Finally, explain what you thought about the ending of the book. Did you expect it or did it surprise you? Was the writer trying to make a point about something e.g. friendship and what did you think of that? Sum up your feelings on the novel.

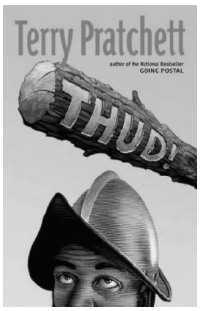


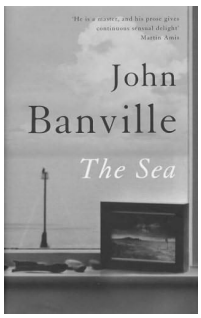












Character Plan

Pick a main character from the book that you thought was particularly interesting in some way and write about him/her.

1. Give the title of the book, the name of the writer and the genre of the novel. State the name of the character you have chosen to write about and say why you made your choice. You can briefly add any other facts about the character which you think are relevant.

2. Write about the kind of person he/ she was (e.g. kind, caring, funny, moody, evil, etc). Give evidence from the story to support your points by quoting something they said or describing something that happened.

3. Was your character involved in some kind of conflict? Explain what that was. How did things work out in the end? Do you think it changed or affected your character in any way?

4. What were your feelings about this character? Did your feelings change as the novel progressed or did you always feel the same way? Explain why. Try to explain why you felt the feelings you did (e.g. did the character remind you of someone? Perhaps even yourself!).

5. Did you agree or disagree with what happened to your character in the story? Did they get what they deserved in life or was life unfair to them? Give reasons for your decision. Finally, explain why you think the writer ended the novel in the way that they did and how you felt about it.

Classic Plan

A classic book is regarded as a high quality book which has stood the test of time. Explain in your report how your book was 'classic' and why.

1. Give the title of the book, the name of the writer and the genre of the novel. Explain when it was written and a bit about that time in history.

2. In no more than 100 words, explain what the book is about (the plot).

3. Choose two characters from the book and describe them. Describe the personality, appearance, behaviour and speech of each character. Explain what you thought of them and why. You should try to use quotations from the book to support your points.

4. Now try to explain which aspects of the book you loved or loathed and why.
You must cover at least 2 of the following:
- where it was set and what was good or bad about that
- the message the author was trying to put across (theme)
- the way the book was organised or written (style)
- the descriptions and what they told you about the people/places

5. Explain how the book has changed you/made you more interested in certain issues.

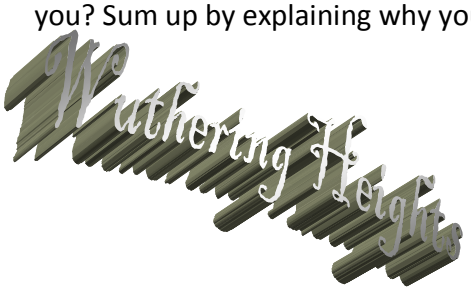
OR

Explain how the book made you more interested in past places/events.

OR

Explain how the book was too long/boring/complex/old and why you disliked it.

6. Finally, explain what you thought about the ending of the book. Did you expect it or did it surprise you? Sum up by explaining why you thought the book was a 'classic' and why.



Tom Sawyer & Huckleberry Finn

Animal Farm

Treasure Island

Great Expectations

Non-fiction Plan

A non-fiction book contains facts about a subject. So, if you've been reading up about a hobby or interest, give this report a try!

1. Give the title, author(s) and subject(s) of the book.

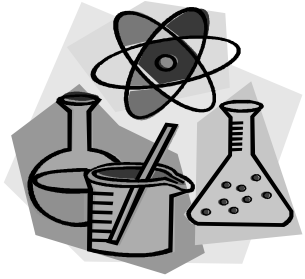
2. Explain what you knew about the topic before you read the book and why you were interested in the topic.

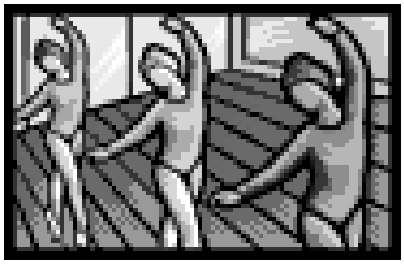
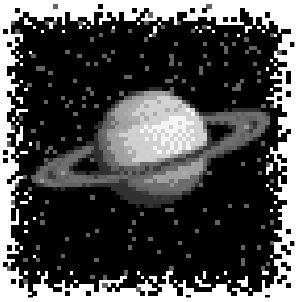
3. Explain what you learned about the topic whilst reading the book. You must discuss at least 3 things you learned.

4. Explain in detail the most interesting and/or important thing that you learned.

5. Describe how the book was presented. You can talk about layout, paragraphing, pictures, diagrams, headings, etc. Was the layout helpful or not? Explain why you felt this way.

6. What was your overall opinion of the book? Do you think any aspect of it could have been improved? Why (not)?



Biography or Autobiography Plan

A biography is a person's life story written by someone else. An autobiography, however, is book written by someone about their own life story. Try this report if you've been reading about someone interesting.

1. Give the title and author of the book and explain whether it is a biography or autobiography.

2. Explain why you were interested in reading about this person's life. Is this someone you've liked for a long time, someone you've just discovered or was it recommended to you perhaps?

3. Describe what this person is like. Think about their appearance, personality and behaviour. You could choose some quotations at this point to illustrate what you are saying about them.

4. Describe an important event in this person's life. Explain what happened and why it was important to them. How did you feel when you were reading about it? Did you think it was important? Why (not)?

5. Explain how you feel about this person now that you have read the book. Has your opinion improved, changed or do you now like them less? Explain why.

Bookworm

This report allows you to add to the departmental bookworm that you see around classrooms. Draft your review first then trace and cut out the circle below. Write your review neatly in a circle and hand it in instead of a report.

Name of book, author and genre…

What the book is about (max. 50 words)….

Describe the best character and explain why you liked them…

Describe the best part of the story explaining why you enjoyed it so much…

Sum up why you enjoyed this book so much and why you would recommend it to other people you age…

Spelling List

Reviewing these common words may support your child with their learning in English and other subjects.

Try a variety of ways to learn them. To remember these spellings, you need to revise them often and test yourself. You might be able to remember the spelling after 5 minutes… or even a day… but making it stick for life takes regular practice!

Actually
Advertise/ advertisement
Alliteration
Although
Analyse/ analysis
Apostrophe
Applause
Argument
Assessment
Atmosphere
Audience
Beautiful
Beginning
Believe
Beneath
Characters/ characteristics
Chorus
Clause
Cliché
Comma
Comparison
Concentration
Conclusion
Conjunction
Conscience
Conscious
Consequence
Consonant
Costume
Creation
Curtain
Decide/ decision
Definite
Development
Dialogue
Diary
Director
Disappear
Disappoint
Dramatise
Embarrass
Enquire
Entrance
Evaluation
Evidence
Exclamation
Exit
Explanation
Expression
Figurative
Freeze
Fulfil
Furthermore
Genre
Grammar
Happened
Imagery
Imaginary
Improvise
Inspire
Interesting
Interrupt
Issue
Knowledge
Lighting
Listening
Lonely
Metaphor

Modern
Movement
Myth
Narrative/ narrator
Necessary
Onomatopoeia
Original
Outrageous
Pamphlet
Paragraph
Parallel
Participation
Pattern
Perform/ performance
Permanent
Personification
Persuade/ persuasion
Playwright
Plural
Position
Possession
Potential
Prefix
Preposition
Prioritise
Receive
Reference
Rehearse/ rehearsal
Remember
Research
Resolution
Rhyme
Role
Scene
Scene/ scenario
Script
Separate
Sequence
Simile
Sincerely
Skilful
Soliloquy
Spotlight
Stage
Strategy
Subordinate
Success
Suffix
Synonym
Tabloid
Technique
Theatre/ theatrical
Tomorrow
Unfortunately
Vocabulary
Vowel

These words are often written incorrectly (sometimes because they sound similar and are confused or because they are written as one word instead or two or three). Check them carefully and make sure that you know how to use each one!

Advise/ advice
A lot of
Affect/ effect
Allowed/ aloud
Bought/ brought
Braking/ breaking
Choose / chose
Our/ are
Practise/ practice
Quiet/ quite
Their/ there/ they're
Threw/ through
To/ too/ two
Your/ you're