KS3 Reading Skills

Read the extract below and complete the questions in your books

It was December 21st, the last Friday before Christmas. The sky was purple and strings of lights dangled between Victorian lampposts on the pedestrianised London street. The pubs around Covent Garden tube station were crammed and office workers huddled in doorways smoking cigarettes. Teens gawped into shops well out of their price range and The Body Shop was full of miserable-looking men buying last-minute gifts.

Shoppers and drinkers ignored a rectangular pen made from metal crowd barriers as they shuffled past, though some noted the irony that two dozen police officers in fluorescent jackets lined up to face thirteen protestors inside the barriers.

From *The General* by Robert Muchamore

5 Quick-fire questions

1. What was the date? _____
2. Where were the pubs? _____
3. Which shop was full with 'miserable-looking' men? _____
4. How many police officers were there? _____
5. How many protestors were there? _____

4 Things we learn about the setting (you must write these in full sentences)

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____

3 Definitions and examples

1. **Pedestrianised** - Definition:



_____

Example Sentence:

_____

2. **Gawped** - Definition:

_____

Example Sentence:

_____

3. **Fluorescent** - Definition:

_____

Example Sentence:

_____

2 Quotes to find

1. A quote that describes the setting.

_____

2. A quote that describes the people.

_____

1 Language analysis question: How does the writer use language to describe the people? Write at least 5 sentences. You must use quotes (WHW):

_____

_____

_____

_____

_____



_____

_____

_____

_____

Sentence starters

The writer uses the phrase/words " ….."

The writer describes "…….."

This suggests/shows/implies the people are….

The phrase "……." suggests…..

KS3 Reading Skills

Read the extract below and complete the questions in your books

Kaede's entire body was tense as she hurried down the stairs away from the Council chambers. The unexpected encounter with her father had rattled her, and she needed to shake it off. Her teachers would have advised her to go to the practice hall, to sit quietly, but she wanted to go outside and breathe the fresh air.

She took the empty corridor behind the kitchens, avoiding the students at their work shifts. The kitchen cat, curled in his basket by the back door, stretched lazily as she unlatched the door and slipped outside. The rain had lightened to a drizzle, but the cobblestones of the path down to the beach were slick, and she walked carefully. The sea, visible ahead of her in a gray swathe only a few shades darker than the sky, moved in giant, undulating swells. She could hear the crash of the surf below.

5 Quick-fire questions:

6. What was the girl's name? _____
7. What had made her feel tense? _____
8. Why did she take the corridor behind the kitchens? _____
9. Why did she have to walk carefully? _____
10. What could she hear? _____

4 Things we learn about the setting (you must write these in full sentences):

6. _____
7. _____
8. _____
9. _____

3 Definitions and examples:

4. Encounter

Definition:

_____

Example Sentence:

_____

5. Swathe

Definition:



_____

Example Sentence:

_____

6. Undulating

Definition:

_____

Example Sentence:

_____

2 Quotes to find:

3. A quote that describes the setting.

_____

4. A quote that describes how Kaede feels about her father.

_____

1 Language analysis question (WHW):

1. How does the writer use language to describe the setting to make the atmosphere seem dismal?

_____

_____

_____

_____

_____

_____

_____

_____



_____

_____

S-T-R-E-T-C-H: What can we infer about Kaede's father based on this extract?

_____
_____
_____
_____
_____
_

KS3 Reading Skills

Read the extract below and complete the questions in your books

The name he bore as a child, Duny, was given him by his mother, and that and his life were all she could give him, for she died before he was a year old. His father, the bronze-smith of the village, was a grim unspeaking man, and since Duny's six brothers were older than he by many years and went one by one from home to farm the land or sail the sea or work as a smith in other towns of the Northward Vale, there was no one to bring the child up in tenderness.

He grew wild, a thriving weed, a tall, quick boy, loud and proud and full of temper. With the few other children of the village he herded goats on the steep meadows above the river-springs; and when he was strong enough to push and pull the long bellows-sleeves, his father made him work as a smith's boy, at a high cost in blows and whippings.

A Wizard of Earthsea by Ursula Le Guin

5 Quick-fire questions:

11. What was the boy's name? _____
12. How many brothers did the boy have? _____
13. What was his father's job? _____
14. What is the area in which the boy lives? _____
15. Where were the meadows? _____

4 Things we learn about the boy (you must write these in full sentences):

10. _____
    __
    _____
    __
11. _____
    __
    _____
    __
12. _____
    __
    _____
    __

13. _____

__

_____

__

3 Definitions and examples:

Tenderness - Definition:

_____

Example Sentence:

_____

Herded - Definition:

_____

Example Sentence:

_____

Thriving - Definition:

_____

Example Sentence:

_____

2 Quotes to find:

A quote that describes Duny.

_____

A quote that describes Duny's father.

_____

1 Language analysis question (WHW):

2. How does the writer use language to describe Duny?

_____

_____

_____

_____

_____

_____

_____

S-T-R-E-T-C-H What is a "smith" in this context? What would he do with "bellows"?

_____

_____

_____

_____

_____

_____

KS3 Reading Skills

Read the extract below and complete the questions in your books

The old man's eyes burned red, reflecting the last flames of the fire. The sun had already begun to set and the shadows were closing in. Far away, a huge bird – a condor – wheeled around in a lazy circle before plunging back down to earth. Then everything was still. The night was just a breath away.

"He will come," the old man said. He spoke in a strange language, and one known to very few people in the world. "We have no need to send for him. He will come anyway."

He got to his feet, supporting himself on a walking-stick carved from the branch of a tree, and made his way to the edge of the stone terrace where he had been sitting. From here he could look down into a canyon that seemed to fall away forever, a fault line in the planet that had occurred perhaps a million years ago. For a time he was silent. There were a dozen men behind him, waiting for him to speak. None of them moved. Not one of them dared interrupt him while he stood there in deep thought.

At last he turned back.

5 Quick-fire questions:

16. What kind of bird did the man see in the distance? _____
17. What language did the old man speak? _____
18. How many people could speak the language? _____
19. What was the terrace made of? _____
20. How many men were stood behind him? _____

4 Things we learn about the man (you must write these in full sentences):

14. _____
15. _____
16. _____
17. _____

3 Definitions and examples:

7. Plunging

Definition:

_____

Example Sentence:



_____

8. Terrace

Definition:

_____

Example Sentence:

_____

9. Interrupt

Definition:

_____

Example Sentence:

_____

2 Quotes to find:

5. A quote that describes the setting.

_____

6. A quote that describes the old man.

_____

1 Language analysis question (WHW):

3. How does the writer use language to describe the old man?

_____

_____

_____

_____

_____



_____

_____

_____

_____

S-T-R-E-T-C-H What impression does the writer give us about the mood in in the extract?

_____

_____

_____

_____

KS3 Reading Skills

Read the extract below and complete the questions.

An African guard salutes us and then opens the huge white school gates. We pass through and drive along a beautiful avenue of trees called Pilgrim's Walk towards the school's gigantic red brick buildings which are covered in green moss and ivy. My father is so busy pointing out a pair of mating dogs to my mother that he doesn't spot the speed bump that savages the underbelly of the car. Our station wagon limps up to the school and slides between a Rolls Royce and a Mercedes-Benz. To announce its grand arrival our rust-infested jalopy vomits up a couple of gallons of oil onto the ancient cobblestone paving.

5 Quick-fire questions:

21. What colour are the school gates? _____
22. What was the avenue called? _____
23. What happens to the car when the boy's father isn't concentrating?

    _____
24. What two types of cars are on the drive? _____
25. What does the boy's car do when it arrives? _____

4 Things we learn about the setting (you must write these in full sentences):

18. _____
19. _____
20. _____
21. _____

3 Definitions and examples:

10. Gigantic

Definition:

_____

Example Sentence:

_____

11. Savages

Definition:

_____

Example Sentence:

_____

12. Infested

Definition:

_____

Example Sentence:

_____

2 Quotes to find

7. A quote that describes the setting.

_____

8. A quote that describes the car that the narrator is travelling in.

_____

1 Language analysis question (WHW):

4. How does the writer use language to describe the setting to make the school seem impressive?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Stretch and Challenge

What can we infer about how the narrator's family is different from other people at the school?

_____

_____

_____

_____

_____

_____

_____

YR10 AUT 1 LEARNING RECALL INDEPENDENT LEARNING TASKS:

Power & Conflict: Nature Cluster & Creative Writing

	Focus	Tasks
1	**Exposure**	**1. Read the poem.** **2. Annotate** methods that present the power of nature (minimum 10 annotations). **3. Complete a quotation table** with quotation, technique and effect. **4. Write two PEE paragraphs** answering: *How does Owen present nature as a powerful force?*
2	**Storm on the Island**	**1. Read and annotate the poem.** **2. Fill in a vocabulary glossary.** **3. Create a mind map showing how nature is presented.** **4. Answer five analytical questions on language and structure.**
3	**The Prelude**	**1. Read an extract from the poem.** **2. Highlight evidence that shows nature's power.** **3. Complete retrieval and inference questions.** **4. Write a paragraph explaining how Wordsworth presents man's relationship with nature.**
4	**Comparing Nature Poems**	**1. Complete a comparison grid for Exposure and Storm on the Island.** **2. Find three similarities and three differences.** **3. Write a comparative introduction.** **4. Write one comparative paragraph using evidence from both poems.**
5	**Nature Poetry Assessment**	**AQA-style question:** *Compare how poets present the power of nature in Exposure and one other poem from the anthology.* Students plan and write a full response.
6	**Creative Writing: Description**	**Image-based task.** Describe a stormy landscape. Include: - Simile - Metaphor - Personification - Varied sentence lengths - Sensory imagery Minimum 400 words.
7	**Creative Writing: Narrative**	Write a story beginning: *'The weather changed everything.'*

	Focus	Tasks
		Plan characters, setting and conflict before writing a complete narrative.
8	**Vocabulary and Crafting**	**1. Complete ambitious vocabulary matching activities.** **2. Improve weak sentences.** **3. Rewrite a paragraph using advanced punctuation and imagery.**
9	**Creative Writing Assessment**	AQA Paper 1 Question 5 style task. Students complete a full 45-minute response followed by self-assessment against AO5 and AO6.
10	**Anthology Retrieval Project**	Create a revision booklet/poster containing: - Key quotations - Themes - Context - Comparative links between Exposure, Storm on the Island and The Prelude. Must include explanations for each quotation selected.

Year 11 Revision Tasks

Topic	Task
A Christmas Carol	Follow the 'ACC Exploding Quotations Linked to Themes' Power Point and complete the tasks.
Language Paper 1	Follow the 'Paper 1 Q5 Revision Programme' and complete the tasks in the Step 1 section (planning). Use the descriptive writing approaches you have been taught in class. Go back to the start of your exercise book, to revise the work we did on descriptive writing at the start of the year.
Language Paper 1	Follow the 'Paper 1 Q5 Revision Programme' and complete the tasks in the Step 2 section (sentencing).
Macbeth	1. Revise the historical context for Macbeth on: https://classroom.thenational.academy/lessons/historical-context-james-i-witchcraft-and-regicide-cmu32c 2. Follow the 'Macbeth Revision' Power Point and complete the revision tasks.
A Christmas Carol	***How does Dickens present relationships between families in the novel?*** 1. Make a list of all the family relationships you can think of (e.g. Scrooge and Fan, Belle and her husband and children). 2. Identify **how** Dickens conveys closeness and affection between family members. 3. Focus on Dickens' language and structural choices. Make links to context. 4. Use your notes to write an essay plan in response to the question.
Language Paper 1	Follow the 'Paper 1 Q5 Revision Programme' and complete the tasks in the Step 3 section (punctuation).
Language Paper 1	Follow the 'Paper 1 Q5 Revision Programme' and complete the tasks in the Step 4 section (exemplars).
A Christmas Carol	1. Form, structure and language in 'A Christmas Carol.' https://www.bbc.co.uk/bitesize/guides/zqxp4j6/revision/1

	2. Social responsibility and charity (Part 1). https://classroom.thenational.academy/lessons/social-responsibility-and-charity-part-1-61hp8e 3. Social responsibility and charity (Part 2). https://classroom.thenational.academy/lessons/social-responsibility-and-charity-part-2-6gt36r
Macbeth	1. Macbeth and Lady Macbeth. https://classroom.thenational.academy/lessons/macbeth-and-lady-macbeth-part-12-cdj38c 2. Macbeth and Lady Macbeth. https://classroom.thenational.academy/lessons/macbeth-and-lady-macbeth-part-22-64v32d
Language Paper 1	1. Use the approaches you have been taught in class. Revise the work we did on how to answer questions 1 to 3 in Language Paper 1. Watch and make notes using the following clip: https://www.youtube.com/watch?v=tzPHynl8h40 2. Answer questions 1-3 in Language Paper 1.
Language Paper 1	1. Use the approaches you have been taught in class. Revise the work we did on how to answer question 4 in Language Paper 1. Watch and make notes using the following clip: https://www.youtube.com/watch?v=ISqZY2RCOgo 2. Answer question 4 in Language Paper 1.
Language Paper 1	1. Use your class notes and your revision notes to remind yourself of how to write a successful piece of descriptive writing. 2. Answer question 5.


ENGLISH