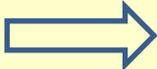
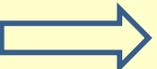
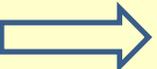
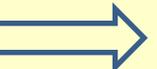
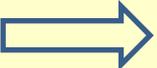
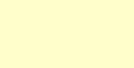


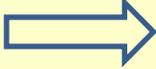
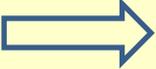
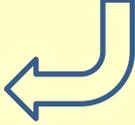
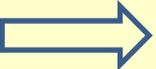
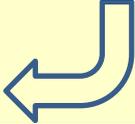
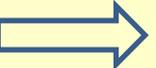
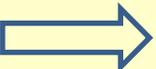
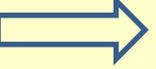
Year 8 Homework Grid: Autumn Term

Consolidating Progressing Skills. Students should complete one task a week. All written work should be coherent and accurate.

<p>Spellings: Page 15-18 of workbook.</p> <p style="text-align: right;"></p> <p>w/c: 12th September 2016</p>	<p>Create a revision card to explain the two main uses of the semi colon.</p> <p style="text-align: right;"></p> <p>w/c: 19th September 2016</p>	<p>Summarise a newspaper article on a topical event (which is not linked to sport, music or celebrities) and explain the writers' viewpoint on the subject.</p> <p style="text-align: right;"></p> <p>w/c: 26th September 2016</p>
<p>Learn a further 10 words from your vocabulary book. Write the definition(s) and a sentence using the word correctly in all of its contexts if more than one possible meaning and usage.</p> <p style="text-align: right;"></p> <p>w/c: 3rd October 2016</p>	<p>Research an author of one of the stories from your pre 19th century fiction Produce a mind-map which includes the following information: What did he do for a living? Where did he live? When was he born? When did he die? Who were his parents? Who were his literary influences?</p> <p style="text-align: right;"></p> <p>w/c 10th October 2016</p>	<p>Spellings: Pages 19-22 of workbook.</p> <p style="text-align: right;"></p> <p>w/c 17th October 2016</p>
<p>Learn 10 words from your vocabulary book. Write the definition(s) and a sentence using the word correctly in all of its contexts if more than one possible meaning and usage</p> <p style="text-align: right;"></p> <p>w/c 31st October 2016</p>	<p>Create a revision card to help you recall a range of poetry terms.</p> <p style="text-align: right;"></p> <p>w/c 7th November 2016</p>	<p>Complete a self-assessment of a piece of your written work. In a different colour pen proof read and improve your work. Re-draft your work and consider your handwriting carefully.</p> <p style="text-align: right;"></p> <p>w/c 14th November 2016</p>
<p>Memorise an extract or complete poem – no less than 10 lines.</p> <p style="text-align: right;"></p> <p>w/c 21st November 2016</p>	<p>Annotate an extract of no less than 4 paragraphs from a pre 19th century fiction text (from the anthology).</p> <p style="text-align: right;"></p> <p>w/c 28th November 2016</p>	<p>Create a leaflet or museum poster for an exhibition of the life and times of the author you chose for the research task. You will need to research this on the internet or at the library.</p> <p style="text-align: right;"></p> <p>w/c 5th December 2016</p>

Year 8 Homework Grid: Spring Term

Consolidating Progressing Skills. Students should complete at least one task a week. All written work should be coherent and accurate.

<p>Spellings: Pages 23-26 of workbook</p> <p>w/c 9th January 2017 </p>	<p>Memorise an extract or complete poem – no less than 15 lines.</p> <p>w/c 16th January 2017 </p>	<p>Create a revision card to explain how speech and quotes are presented using commas and speech/quote marks</p> <p>w/c 23rd January 2017 </p>
<p>Annotate an extract of at least 5 paragraphs from a non-fiction text. You should use terminology and explain the effect of chosen language.</p> <p>w/c 30th January 2017 </p>	<p>Write a diary entry for one of the main characters in a story you have read in your anthology or novel. Explain their thoughts and feelings about a key event in the novel.</p> <p>w/c 6th February 2017 </p>	<p>Spellings Pages 27-32 of workbook</p> <p>w/c 13th February 2017 </p>
<p>Learn a further 10 words from your vocabulary book. Write the definition(s) and a sentence using the word correctly in all of its contexts if more than one possible meaning and usage.</p> <p>w/c 27th February 2017 </p>	<p>Complete a self-assessment of a piece of your written work. In a different colour pen proof read and improve your work. Re-draft your work and consider your handwriting carefully.</p> <p>w/c 6th March 2017 </p>	<p>Learn a further 10 words from your vocabulary book. Write the definition(s) and a sentence using the word correctly in all of its contexts if more than one possible meaning and usage.</p> <p>w/c 13th March 2017 </p>
<p>Create a revision card for referencing comma use.</p> <p>w/c 20th March 2017 </p>	<p>Memorise an extract or complete poem – no less than 15 lines.</p> <p>w/c 27th March 2017 </p>	<p>Summarise a page of events from one of the modern short stories in your anthology.</p> <p>w/c 3rd April 2017</p>

Consolidating Progressing Skills. Students should complete at least one task a week. All written work should be coherent and accurate.

<p>You are planning a speech on the advantages and disadvantages of the internet. Create 3-4 points you could make together with 2-4 development points for each one. You can present it as a mind-map and make it as detailed as possible.</p> <p>w/c: 24th April 2017 </p>	<p>Copy out the poem Daffodils (see below) and look up any words you don't understand and write their meaning in your vocabulary book.</p> <p>w/c: 1st May 2017 </p>	<p>Find a non-fiction text from a newspaper, magazine or internet and stick it in your exercise book. Annotate the text with the language or other devices which tell you HOW THE WRITER FEELS ABOUT THE TOPIC HE IS DISCUSSING. Each annotation should also state the writer's viewpoint e.g. hopeful, critical, amused.</p> <p>w/c: 8th May 2017 </p>
<p>Learn the first 2 stanzas of the poem Daffodils (see below)</p> <p>w/c: 15th May 2017 </p>	<p>You are planning a letter to discuss your view on young people taking regular exercise. Create 3-4 points you could make together with 2-4 development points for each one. You can present it as a mind-map and make it as detailed as possible.</p> <p>w/c: 22nd May 2017 </p>	<p>Look at the extract from the novel A Christmas Carol by Charles Dickens. Write 3 paragraphs each of which makes a point about an IMPRESSION the reader gets of Scrooge due to the choice of language used. Remember to give evidence, use terminology and give a full explanation of HOW the language gives the impression.</p> <p>w/c: 5th June 2017 </p>
<p>Find out, and learn, the meaning and synonyms for the following words. Remember to write them in your vocabulary book. rugged, countenance, scant, discourse, eminently</p> <p>w/c: 12th June 2017 </p>	<p>Complete a self-assessment of a piece of your written work. In a different colour pen proof read and improve your work. Re-draft your work and consider your handwriting carefully.</p> <p>w/c: 19th June 2017 </p>	<p>Learn the last two stanzas of the poem Daffodils (see below)</p> <p>w/c: 26th June 2017 </p>
<p>Revise poetic devices and annotate the poem Daffodils (see below) with any you can identify. Choose one and write a paragraph stating its EFFECT on the reader.</p> <p>w/c: 3rd July 2017 </p>	<p>Revise word classes- common and proper noun; collective noun, abstract noun; verb; adverb; adjective; pronoun; definite and indefinite article; connective and prepositions. Create a colourful revision aid.</p> <p>w/c 10th July 2017 </p>	<p>Write a paragraph which includes both uses of the apostrophe, 3 different uses of the comma, the use of the semi colon and the use of the colon. Highlight and annotate each usage.</p> <p>w/c 17th July 2017 HAPPY HOLIDAYS</p>

DAFFODILS

BY WILLIAM WORDSWORTH

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed- and gazed- but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often came down handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, ``My dear Scrooge, how are you. When will you come to see me." No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, ``No eye at all is better than an evil eye, dark master! "

But what did Scrooge care! It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call nuts to Scrooge.