



Putteridge
High
School

Extended Learning

English

Years 7 & 8



English

Year 7 – Autumn Term



Extended Learning Opportunities

Subject: English

Year: 7

Term: Autumn

Topic: A Christmas Carol/Wonder

Learning Objectives:

- To add to wider knowledge of Charles Dickens *A Christmas Carol/Wonder* through a variety of different forms
- To be able to read between the lines in *A Christmas Carol/Wonder* for implied information
- To practice reading with clarity and intonation out loud
- To practice spelling common words correctly when writing about a film, theatre production or a prose text
- To extend vocabulary choices

Extended Learning Opportunities

- Watch a film version of *A Christmas Carol* or *Wonder*
- Research the author you are studying
- Visit the theatre and watch a production
- Complete 20 minutes of reading a day
- Read with someone – reading out loud helps you increase your comprehension.
- Can someone question your understanding? If you are reading to someone ask them to question you about the plot, the characters or to make predictions about what will happen next.
- Ask someone to read to you- if you find reading challenging, asking a family member or your carer to read to you can be helpful.
- Take notes as you read- if you are reading a longer or more challenging text, it might be useful to take notes along the way to help you remember the plot.
- Download KS3 and KS4 spellings
- Write Cover Check - write the word, cover it, spell it out loud, and check if you were right.
- Ask someone to quiz you on your spelling
- Stick the more challenging words on post-it notes and place them around your room or house. Looking at the words for a while might help you commit them to memory.
- Use the words you are learning to spell in a sentence.



Putteridge
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English

Year 7 – Spring Term



Extended Learning Opportunities

Subject: English

Year: 7

Term: Spring 1

Topic: Macbeth

Learning Objectives

- To add to wider knowledge of William Shakespeare and 'Macbeth'
- To be able to read between the lines in 'Macbeth' for implied information
- To practice reading with clarity and comprehension
- To practice spelling common words correctly when writing about a film, theatre production or a prose text

Extended Learning Opportunities

- Watch a modern film version of 'Macbeth'
- Watch cartoon version of 'Macbeth'
- Create a character log and write down facts and quotations corresponding to all characters from 'Macbeth'
- Write a film review on 'Macbeth'
- Read an alternative version of 'Macbeth' and quiz it in your AR lesson
- Research the Elizabethan era and learn 10 facts about Shakespeare
- Research Early Modern English (Shakespearean English) and how it differs from modern English
- Visit the theatre and watch a production
- Complete 20 minutes of reading a day



YEAR 7 EXTENDED LEARNING OPPORTUNITIES

READING

Each students should work on developing their reading skills further. Please aim to read for minimum 20 minutes a day. Use the information regarding your reading level given to you by your teacher or our librarian. This will help you choose the books which are challenging and appropriate for you.

Use the strategies listed below to help you develop your reading skills:

- Read with someone – reading at loud helps you increase your comprehension.
- Can someone question your understanding? If you are reading to someone ask them to question you about the plot, the characters or to make predictions about what will happen next.
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- Take notes as your read- if you are reading a longer or more challenging text, it might be useful to take notes along the way to help you remember the plot.

SPELLING

Use the spelling list included in this folder to practise your spelling. Set yourself a challenge of 10 new words per week.

You might find the following useful:

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English

Year 8 – Autumn Term



Extended Learning Opportunities

Subject: English

Year: 8

Term: Autumn

Topic: Uncle Montague's Tales of Terror

Learning Objectives

- To be able to understand the main ingredients of gothic fiction
- To be able to explain, comment on and analyse how writers use gothic feature to create suspense
- To be able to use relevant subject terminology to support views
- To be able to compare two short stories
- To locate appropriate textual references in Uncle Montague's Tales of Terror
- To communicate clearly and effectively when writing a response to Uncle Montague's Tales of Terror
- Organise information and ideas in a variety of sentence types and paragraphs
- Use a range of vocabulary
- Spell common words accurately
- Spelling and punctuate with accuracy

Extended Learning Opportunities

- Research the author you are studying
- Visit the theatre or cinema and watch a production or film based on the gothic horror genre
- Complete 20 minutes of reading a day
- Read with someone – reading at loud helps you increase your comprehension.
- Can someone question your understanding? If you are reading to someone ask them to question you about the plot, the characters or to make predictions about what will happen next.
- Ask for someone to read to you- if you find reading challenging, asking a family member or your carer to read to you can be helpful.
- Take notes as your read- if you are reading a longer or more challenging text, it might be useful to take notes along the way to help you remember the plot.
- Down load KS3 and KS4 spellings
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- Ask someone to quiz you on your spelling
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- Use the words you are learning to spell in a sentence.



English

Year 8 – Spring Term



Extended Learning Opportunities

Subject: English

Year: 8

Term: Spring 1

Topic: Gothic Tales

Learning Objectives

- Identify and interpret key elements of gothic literature
- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers
- To learn and be able to use relevant subject terminology
- Compare writers' ideas and perspectives across two or more texts
- Evaluate texts critically and support this with appropriate textual references
- Use a range of vocabulary and sentence structures with accurate spelling and punctuation

Extended Learning Opportunities

- Watch a modern film version of the 'Monkey's Paw' on YouTube
- Research strange but true stories
- Write a review of 'Monkey's Paw'
- Write your own creative story, inspired by your research on gothic literature
- Research classic gothic stories and elements of gothic literature
- Create a storyboard which shows your understanding of the story of 'Monkey's Paw'
- Write a newspaper article based on your research on the strange but true stories
- Complete 20 minutes of reading a day



YEAR 8 EXTENDED LEARNING OPPORTUNITIES

READING

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Ambitious vocabulary spellings



Spellings 10-20

- Aberration- (n) something that differs from norm
- Abhor- (v) to hate
- Acquiesce- (v) to agree without protesting
- Alacrity- (n) eagerness, speed
- Amiable- (adj) friendly
- Appease- (v) to calm, satisfy
- Arcane- (adj) obscure, known only by a few
- Avarice-(n) excessive greed
- Brazen-(adj) excessively bold, clear and obvious
- Brusque- (adj) short, abrupt, dismissive
- Cajole- (v) to urge, coax
- Callous- (adj) harsh, cold, unfeeling
- Candor- (n) honesty, frankness
- Chide- (v) to voice disapproval
- Circumspect- (adj) cautious, careful
- Clandestine- (adj) secret
- Coerce-(v) to make somebody do something by force or threat
- Coherent- (adj) logically consistent
- Complacency- (n) a feeling of smug or uncritical satisfaction with oneself or one's achievements
- Confidant – (n) a person entrusted with secrets



Spellings 30-40

- **Connive-** (v) to plot, scheme
- **Cumulative-** (adj) increasing, building upon itself
- **Debase-** (v) reduce (something) in quality or value; degrade
- **Decry-** (v) to criticise openly
- **Deferential-** (adj) showing respect
- **Demure-** (adj) quiet, modest, reserved
- **Deride-** (v) to laugh at mockingly, scorn
- **Despot-** (n) one who has total power and rules brutally
- **Diligent-** (adj) showing care in doing one's work
- **Elated-** (adj) overjoyed, thrilled
- **Eloquent-** (adj) fluent or persuasive in speaking or writing, well-spoken
- **Embezzle-** (v) to steal money by falsifying records
- **Empathy-** (n) sensitivity to another's feelings
- **Enmity-** (n) ill will, hatred, hostility
- **Erudite-** (adj) having or showing great knowledge or learning.
- **Extol-** (v) to praise, revere
- **Fabricate-** (v) to make up, invent
- **Feral-** (adj) wild, savage
- **Flabbergasted-** (adj) astounded
- **Forsake-** (v) to give up, abandon or leave



Spellings 50-60

- Fractious- (adj) troublesome, irritable
- Furtive- (adj) secretive, sly
- Gluttony- (n) overindulgence in food and drink
- Gratuitous- (adj) done without good reason; uncalled for
- Haughty- (adj) arrogantly superior and disdainful
- Hypocrisy- (n) the practice of claiming to have higher standards or more noble beliefs than is the case
- Impeccable- (adj) exemplary, flawless
- Impertinent- (adj) rude, insolent
- Implacable- (adj) incapable of being appeased
- Impudent- (adj) casually rude
- Incisive- (adj) clear, sharp, direct
- Indolent- (adj) lazy
- Inept- (adj) not suitable, unqualified
- Infamy- (n) extremely ill repute, notoriety
- Inhibit- (v) to prevent, restrain, stop
- Innate- (adj) inborn, native, natural
- Insatiable- (adj) incapable of
- Insular- (adj) ignorant of or uninterested in cultures, ideas, or peoples outside one's own experience
- Intrepid- (adj) fearless; adventurous
- Inveterate- (adj) having a particular habit, activity, or interest that is long-established and unlikely to change.



Spellings 70-80

- **Jubilant-** (adj) extremely joyful
- **Knell-** (n) the solemn sound of bell
- **Lithe-** (adj) graceful, flexible
- **Lurid-** (adj) ghastly, sensational
- **Maverick-** (n) an independent, nonconformist person
- **Maxim-** (n) a short, pithy statement expressing a general truth or rule of conduct
- **Meticulous-** (adj) extremely careful with details
- **Modicum-** (n) a small quantity of a particular thing, especially something desirable or valuable.
- **Morose-** (adj) gloomy or sullen
- **Myriad-** (adj) a countless or extremely great number of people or things.
- **Nadir-** (n) the lowest or most unsuccessful point in a situation.
- **Nominal-** (n) very small; far below the real value or cost
- **Novice-** (n) a beginner, someone without experience
- **Nuance-** (n) a slight variation in meaning, tone, expression
- **Oblivious-** (adj) lacking awareness of something
- **Obsequious-** (adj) excessively submissive
- **Obtuse-** (adj) annoyingly insensitive or slow to understand.
- **Panacea-** (n) a remedy for all ills or difficulties
- **Parody-** (n) a satirical imitation
- **Penchant-** (n) a strong or habitual liking for something or tendency to do something



Spelling 80-101

- Perusal-(n) a careful examination, review
- Plethora-(n) an abundance, excess
- Predilection-(n) a preference
- Quaint-(adj) charmingly old-fashioned
- Rash-(adj) hasty, incautious
- Refurbish- (V) to restore, clean up
- Repudiate- (v) to reject, refuse
- Rife- (adj) abundant
- Salient- (adj) significant
- Serendipity- (n) luck
- Staid- (adj) sedate
- Superfluous- (adj) exceeding what is necessary
- Sycophant- (n) one who flatters for self-gain
- Taciturn- (adj) not inclined to talk
- Truculent- (adj) ready to fight, cruel
- Umbrage- (n) resentment
- Venerable- (adj) deserving of respect because of age and achievement
- Vex- (v) to confuse or annoy
- Vociferous- (adj) loud, boisterous
- Wanton- (adj) undisciplined
- Zenith- (n) the highest point