



OXFORD HOME
S C H O O L I N G

English

Key Stage 3, Year 8





English

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English
KS3
Year 8

Introduction

Welcome to your Oxford Home Schooling Key Stage 3, Year 8 English course! In this introduction you can read about what you can expect from the course and how to plan your English studies effectively.

The course is based on the kind of books and topics you would study in English if you were in a school. You will read fiction and non-fiction and do creative writing of your own. In addition, every lesson begins with a 'starter activity' that aims to improve your technical grasp of English – especially of the rules of grammar, punctuation and spelling. These are the 'nuts and bolts' of English. Where possible, they relate to the subject or text studied in the rest of the lesson.

The course has been set out in six modules which bring together the various skills that you need to develop now that you are in Year 8. If you did the Oxford Home Schooling Year 7 course, you will find some topics revisited in the starter activities. However, these will always advance your knowledge of the topic, as well as serving as a reminder.

There are, of course, comparable courses for Years 7 and 9. We hope you will go on to the Year 9 pack in due course.



Oxford Home Schooling

Arrangement of Lessons

Module 1 Literary non-fiction

- Lesson 1 Autobiography
Starter: adjectives
- Lesson 2 Diaries
Starter: verbs
- Lesson 3 Satire and irony
Starter: opposites
- Lesson 4 Descriptive writing
Starter: similes
- Lesson 5 Travel writing
Starter: metaphors
- Tutor-marked Assignment A**

Module 2 Louis Sachar, *Holes*

- Lesson 6 *Holes*: Chapters 1–10
Starter: sentence lengths
- Lesson 7 *Holes*: Chapters 11–20
Starter: capitals
- Tutor-marked Assignment B**
- Lesson 8 *Holes*: Chapters 21–32
Starter: using a dictionary
- Lesson 9 *Holes*: Chapter 33–50
Starter: spelling strategies
- Lesson 10 The novel as a whole
Starter: adverbs
- Tutor-marked Assignment C**

Module 3 Berlie Doherty, *The Snake-Stone* (play)

- Lesson 11 *The Snake-stone*, Act 1, scenes 1–14
Starter: compound words
- Lesson 12 *The Snake-stone*, Act 1, scenes 15–28
Starter: participles
- Lesson 13 *The Snake-stone*, Act 2
Starter: prepositions
- Lesson 14 *The Snake-stone*, Act 3
Starter: pronouns
- Lesson 15 The play as a whole
Starter: from novel to playscript
- Tutor-marked Assignment D**

Module 4 Poetry

- Lesson 16 Poems expressing an opinion
Starter: fact and opinion
- Lesson 17 Atmospheric poems
Starter: building your vocabulary
Tutor-marked Assignment E
- Lesson 18 Poems that tell a story
Starter: prefixes
- Lesson 19 Poems about people
Starter: suffixes
- Lesson 20 Writing your own poems
Starter: spelling words with silent letters
Tutor-marked Assignment F

Module 5 Media and persuasive writing

- Lesson 21 Newspapers
Starter: bias
- Lesson 22 Magazines
Starter: concrete and abstract nouns
- Lesson 23 Writing to persuade
Starter: signposting
Tutor-marked Assignment G
- Lesson 24 Writing to analyse and review
Starter: critical language
- Lesson 25 Comparing, merging and précis
Starter: redrafting and proofreading
Tutor-marked Assignment H

Module 6 Sally Grindley: *Spilled Water*

- Lesson 26 Introducing *Spilled Water*: Chapters 1–6
Starter: tenses
- Lesson 27 *Spilled Water*: Chapters 7–14
Starter: apostrophes
- Lesson 28 *Spilled Water*: Chapters 15–22
Starter: semicolons and colons
- Lesson 29 *Spilled Water*: Chapters 23–8
Starter: exclamation marks
Tutor-marked Assignment I
- Lesson 30 The novel as a whole
Starter: *psy*, *ph* and the sibilant *c*
Tutor-marked Assignment J

Required Supporting Texts

Louis Sachar, *Holes*
Bloomsbury, ISBN 074754459X

Berlie Doherty, *The Snake-Stone* (Oxford Modern Playscripts)
OUP, ISBN 0198320876

Michael Harrison and Christopher Stuart-Clark (eds.), *One Hundred Years of Poetry for Children*
OUP, ISBN 0192763504

Sally Grindley, *Spilled Water*
Bloomsbury, ISBN 0747564167

The Structure within Lessons: How to Study

Front Page

The front page of every lesson shows:

- the **title**
- **aim(s)** for the lesson. These tell you what you should have learned after having worked through the lesson.
- the **context**. This gives a brief summary of how this particular lesson relates to the rest of the course.

Lessons

You should read all sections of the lesson carefully until you have a thorough understanding of the topics. Your parent or guardian will have their own guides, to be detached from the end of each module, and they or your tutor will be able to help you with any areas of lessons that you find particularly difficult.

Activities

Every lesson also has a range of questions, practical activities and internet activities to make the topics more exciting and easy to understand. They usually look like this:

<p>Activity</p>	<p>Activities often involve writing a short answer or drawing a diagram. Suggested answers to these activities are generally given within the Parental Guide for each module.</p>
	<p>In general, it is expected that you will write your answer in the space provided. Depending on the size of your handwriting and what you want to say, you may well find that there is not always enough space. If so, continue your answer on a separate sheet of paper and file it in the relevant place in your copy of the course.</p> <p>If no blank space is given, it is expected that written work, if any, will be done on a separate piece of paper and perhaps slotted into the appropriate place in the file.</p>

Some optional activities are marked as 'Extension Activities'. You can do these if you would like to try something a bit more challenging, or if you are particularly keen on the topic.

Self-Assessment Activities

At the end of many lessons, you will find a self-assessment test designed to test your factual recall of the content of the lesson or the accompanying text.

Tutor-marked Assignments

Every module is tested with one or two TMAs, which will give you and your parent or guardian a very good idea of how well you are progressing. **You should answer all TMAs on lined paper.** This gives you the opportunity to develop neat, well structured answers, as well as show what you have learned.

Alternatively, it may be possible for you to word-process your assignments and print them out or send them as e-mail attachments.

You should not write the answers to questions on the pages from the folder and then send them in to your tutor. There are two reasons for this: firstly, you should keep the original pages for revision, and secondly, it does not encourage good study skills and organisation of materials.

The Glossary

Technical terms used in the lessons are shown in **bold** the first time they are used, and are explained in the Glossary at the end of the course materials. It will be helpful if you get to know these words and phrases so that you are able to use them appropriately in your own writing.

Module Guides for Parents

There is a separate Parents' Guide for each module of the course. It is recommended that parents take these documents out of the course and keep them in a safe place.

Each Parents' Guide contains everything that a parent should need to offer practical support to the student. There is guidance on the content and aims of each lesson in the course, together with guidelines to help with marking most of the activities. Although it is possible for students to mark their own work, it is generally far more effective if a parent does the marking and provides feedback on the lesson as a whole.

The answers should also provide a starting point for discussion, so that you can let your parent or guardian know how easy or difficult you found the course material.

The Guides also contain:

- discussion of practical issues
- guidance on internet resources
- a section on topics that you may find difficult

Your Tutor

Your tutor is available not only to mark the appropriate TMAs, but also to offer help and advice when needed.

And finally... very good luck with your studies!

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