



Saint Benedict  
A Catholic Voluntary Academy

Dear Parent/ Guardian,

Happy New Year and welcome back. We are taking this opportunity to write to you about the topics your child will be covering this term.

It was wonderful to see the effort and commitment pupils have demonstrated so far in this academic year in last term's English Excellence Awards assembly. There was an overwhelming number of nominations from teachers and pupils wrote engaging a varied pieces.

During this term, Year 8 pupils will be studying a Shakespeare play and they will be using different performance adaptations as inspiration for their writing, as well as analysing aspects of language in the play. Shakespeare continues to be an author studied for GCSE. Therefore our aims is not only to expose pupils to his language so that they may gain confidence in their future reading, but also to become aware of his style whilst learning about dramatic conventions. Your child will continue to be assessed for both reading and writing.

We hope your child is finding the use of the 'little red book' beneficial to keeping a track of new vocabulary and spellings. Pupils will continue to be tested this term and a weekly spelling list can be found on Boodle under the English Department section, English Year 8.

We will continue to use Bug Club as a means of exposing children to a variety of narratives, however we will also encourage visits to the library and the reading of other texts. Please ensure your child reads a minimum of two texts of their choice a term.

For your information we have also provided the level descriptors which will be used by your child's teacher to assess their work and some examples of what that level may look like. We look forward to working with you and your continued support.

Kind regards,

Miss M. C. Kureczko

KS3 Co-ordinator

## What does a level in writing look like?

3L 3S 3H	4L 4S 4H	5L 5S 5H	6L 6S 6H
<h3>Level 3</h3> <p>Children working at level 3 are able to adapt their style of writing for different purposes, e.g. making a newspaper differ from a story. They may sometimes choose a variety of words to make their writing interesting. Furthermore their ideas may be connected between sentences and paragraphs are used.</p>	<h3>Level 4</h3> <p>Children working at level 4 begin to use paragraphs accurately and correctly-punctuated writing for a range of different purposes. They choose interesting and adventurous words for their writing, and begin to write more complex sentences. Spellings are generally accurate and pupils begin to use internal punctuation.</p>	<h3>Level 5</h3> <p>Children working at level 5 show their ability to select words, sentences and styles for different types of writing. They use a mix of sentence types and vocabulary, including imaginative structures, and using a full range of punctuation. Ideas are coherent and are able generally spell words with complicated spelling patterns.</p>	<h3>Level 6</h3> <p>Children working at level 6 adapt their writing with the reader in mind. They select vocabulary and sentence structures to affect readers' reactions. They use all punctuation, including colons &amp; semi-colons. Their writing is often imaginative. Spellings are accurate.</p>
<p>The footballer Henry, 22 years old was hit yesterday in the car crash. whilst he was coming from the big match in Liverpool on his way to London.</p> <p>The best player in the arsenal team who scored a 5 goals in the last two matches that the team had. The car crash were at night while the road was quite empty.</p>	<p>The famous footballer Henry, 22, was involved in a car crash on his way home to London after the big match in Liverpool.</p> <p>Henry, the best player in the arsenal team has scored 5 goals in the team's last two matches.</p> <p>The car crash happened at night while the road was quite empty. Most cars were driving fast so the crash was not noticed straight away. A young lady saw the car crash when she noticed parts of a car on the road.</p>	<p>In the early hours of yesterday morning football player Thierry Henry (22), was involved in a catastrophic car crash whilst on his way home to London after the big match in Liverpool.</p> <p>Henry, Arsenal's golden boy, was involved in a two car crash on the M6 Southbound to London. Henry was airlifted once the cars had been discovered by a female motorist on her way to work. "I saw debris all over the road" Lisa (33), from Manchester.</p>	<p>Thierry Henry, Arsenal's golden boy, has been "badly hurt" in a car accident in the early hours of the morning. Doctors at East Earling Hospital report that "he is in a stable but critical condition".</p> <p>Local media have reported that the collision occurred on a slip-road of Junction 26 on the M6 Southbound. A late model Vauxhall Astra clipped the front of Henry's Aston Martin causing a catastrophic spin into the central reservation; both cars have been declared a "write-off".</p> <p>Henry's football career lies in flux as his transfer contract with the prestigious Real Madrid team has yet to be finalised.</p>

# What does a level in reading look like?

3L 3S 3H	4L 4S 4H	5L 5S 5H	6L 6S 6H
<h2>Level 3</h2> <p>Children working at level 3 can read a range of texts fluently and independently. They can write about the main points of a piece of writing and can also formulate their own ideas and opinions about a text.</p>	<h2>Level 4</h2> <p>Children working at level 4 begin to be able to understand main themes, events and characters in range of texts. They begin to deduce hidden meaning and they support their understanding using examples from a text (quotes). They may also comment or reflect on the time and culture in which they were written and make comments about effects on the audience.</p>	<h2>Level 5</h2> <p>Children working at level 5 show that they can select essential points from texts. Where appropriate they deduce and infer information and meaning from these texts. They are able to support their understanding by commenting on features of language such as similes and metaphors, as well as beginning to comment on word choices.</p>	<h2>Level 6</h2> <p>Children working at level 6 demonstrate a confident understanding of a text. Not only do they identify the main points from a text but are also able to make perceptive comments about their meanings. Their interpretations are developed in depth and are supported by precisely selected quotations. They are able to make comments on writer's use of language, structure and how these features further emphasise a theme and ideas.</p>
<p>Little Red Riding Hood is a story about a young girl who goes through the woods to deliver food to her grandmother. She is warned not to speak to stranger on her way. In the woods she meets a wolf. She informs the wolf of her plans to go and visit her grandma.</p> <p>The wolf races Little Red to her grandmother's house and tries to trick her dressing up as her grandmother, but Little Red knows something is wrong when she says 'What big eyes you have!'.</p>	<p>In the fairy tale Little Red Riding Hood the character of Little Red is presented as good child. In the text it describes her as 'Her mother was excessively fond of her; and her grandmother doted on her still more'. This shows that she is a good child because her mother love her and so does her grandmother. This is probably because she is helpful and does things for them so she is a good child.</p> <p>She is called 'Little Red Riding Hood' this tells me that she is young and going into the woods might be a dangerous thing for her.</p>	<p>The writer introduces the character of Little Red as 'a little country girl'. This is because the writer is emphasising that Little Red is very young and innocent. She is described as a 'girl' so her going into the woods on her own creates tension as woods are meant to be scary places, so the reader is aware that she might get hurt. Fairy tales were written for children as lessons and here Little Red learns a lesson about talking to strangers on her way home and how dangerous they can be.</p>	<p>Perrault's fairy tale of Little Red Riding Hood is a cautionary tale aimed at children to warn them of the dangerous of talking to strangers. The writer creates tension when he introduces Little Red as 'a little country girl'. The use of the adjective 'little' emphasises Little Red's youth, but the writer may be hinting at naivety by also referring to her as 'country girl'. He might be suggesting that she is a bit simple minded. This is the case when she reveals her journey to the wolf, putting her grandmother and herself in danger.</p> <p>The character of the wolf is there to emphasise the dangers of the outside world as he is described as 'wicked'. This highlights that the wolf's intentions are bad and that he is not to be trusted.</p>