

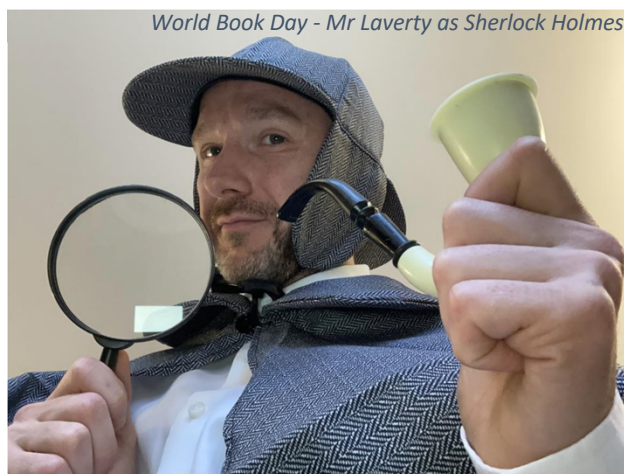
ENGLISH - CONTENTS

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Welcome to Aston

On behalf of the English Department, I would like to welcome you to King Edward VI Aston School.

Over your time at Aston, we will encourage your intellectual curiosity and guide your progress. We hope that you will leave us as capable writers, articulate speakers, and independent thinkers.



World Book Day - Mr Laverty as Sherlock Holmes



The school library

The transition to secondary school requires a change of mindset: as you progress through the school, you will take greater responsibility for your own learning. You should set yourself the target of reading widely, seeking out increasingly challenging texts from different genres. In Year 7, you can record your reading by taking quizzes using the Accelerated Reader programme. We look forward to greeting you properly in September – it would be fantastic if you are able to introduce yourself by recounting your summer reading!

Mr Laverty

Induction Day Activity

My First Day

In a normal year, we ask students to write a short piece of descriptive writing about their first day at Aston. Although that is not possible this year, it does offer us an opportunity to make some creative changes!

Either on paper, or using a word processor (we would recommend using paper, considering the prevalence of technology over the last year), write about one of the following scenarios:

- 1.) Think back to your very first day of primary school. Write about a moving or dramatic moment from the day.
- 2.) Imagine your first day in September. Write about a moment where something changes: your mood, your perception of the school or a person you have encountered, or as the result of a significant event.
- 3.) Using the instructions above, transport your reader to a school that is unusual in some way. Is it a school of magic, a small class in the first human colony on another planet, or is there something strange or unsettling about your new teachers?

You should aim to write at least four paragraphs; try to vary the structure and focus of them. Don't forget TiPToP when you are confused about when you should start a new paragraph.

TiP ToP
Time Person Topic Place

If you need some more help, take a look at the example below:

Concise and focused paragraphs

The school gates towered overhead; the posts were sharpened to cruel points. The bus trembled and growled beneath me, sending tremors through the seats. As I glanced frantically around me for a familiar face, my stomach answered the bus with a groan.

A strange, smiling face dropped into the seat next to me!

Varied and accurate punctuation

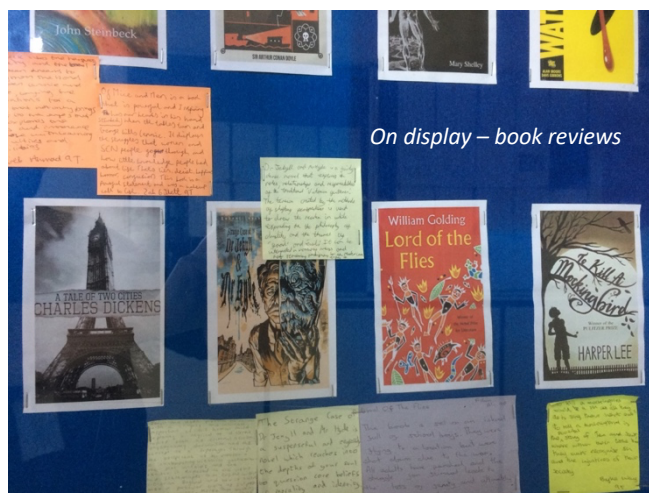
Evocative verbs, adverbs and adjectives

A focus on emotions and the senses

Summer Work

The most important 'homework' you have over the summer is independent reading – arrive at the school having established positive habits! However, we have attached a few resources and short activities to help guide you:

- A book review outline
- A recommended reading list
- A short story



The English department encourages students to hand in short reviews of their reading books for a school display, with every submission earning an achievement point. Why not start the year with an achievement point lead by **handing one to your teacher in your first English lesson?** Check the recommended reading list for Year 7 English if you need any inspiration and print out the A5 review blueprint if you would like your review to be neatly presented.

Your first modules in the Autumn term will be *Autobiography* and *Poetry from Different Cultures* (a complete curriculum plan can be found on the school website). Like many works of great literature, they deal with the theme of identity. These books and poems explore the identity of the writers and, in doing so, invite the reader to question: who am I? This is certainly true of the story detailed below.

We would like to challenge you to **read a complex short story: *Everyday Use* by Alice Walker.** You can impress your teacher by coming to your first lesson with some **short responses to the following questions:**

- 1.) Section 10 - why do you think Dee was satisfied to see the house burn down?
- 2.) Section 27 – Dee is referring to the practice of slaves being forced to take traditionally 'American' names in the 17th-19th centuries, and how these names survive in the modern day. She has tried to reclaim her heritage by choosing an African name for herself. What is her mother worried that she may be turning her back on?
- 3.) The title of the story is *Everyday Use*. Dee wants to preserve her family history by hanging the quilts her ancestors sewed together. Her mother thinks that they should be used. Which perspective do you agree with?