

How to support your child in English

Dystopian Fiction – Creative Writing



Year 9 Edition



Dear parent/carer,

This support pack for English contains information designed to cover the whole scheme of work which runs for the duration of the Summer term. It will be focussed on a study of 'Heroes' by Robert Cormier.

On behalf of the English department at Dormston School, I recognise that you may not have hours to devote to helping your child with English. However, research proves that every child benefits from parental involvement in their learning and from one-on-one support, so any time that you can spare to aid them in their studies will be gratefully received.

This booklet has been compiled to help you if you wish to support your child further at home. It is by no means compulsory, but does include a number of activities, information and suggestions, both for the busy parents and those that have lots of time to offer. It is not homework and is not an extended learning project and therefore, will not be marked by English staff.

Please use it at your leisure and I hope that it gives you an insight into your child's learning. If you have any questions, please feel free to contact me via the school's main contact number.

A note for pupils: This is not a replacement for homework; homework must take first priority with pupils as it is compulsory.

Yours faithfully,

Mrs Barley

KS3 co-ordinator of English



Upcoming Assessment: Autumn

Assessment question:

45 minute assessment

You will have a **picture based** creative writing task which will be assessed for your creative writing prose skills

You will be given a task based on the dystopian genre and you will have to write creatively about this.

You should aim to write approximately 450 words

Marks are awarded for communication, organisation, vocabulary, sentence structure, spelling and punctuation.



Dystopian Fiction

‘Dystopian Fiction’ is a creative writing prose module in which pupils practise their creative writing skills. Creative writing is a component that pupils are examined on in their GCSE and therefore, it is important that this skill is practised regularly by the pupils throughout their time at Dormston School.

During this module, pupils will read extracts of creative writing, particularly extracts that are descriptive and use dystopian motifs. They will then practise these skills themselves.

Key skills:

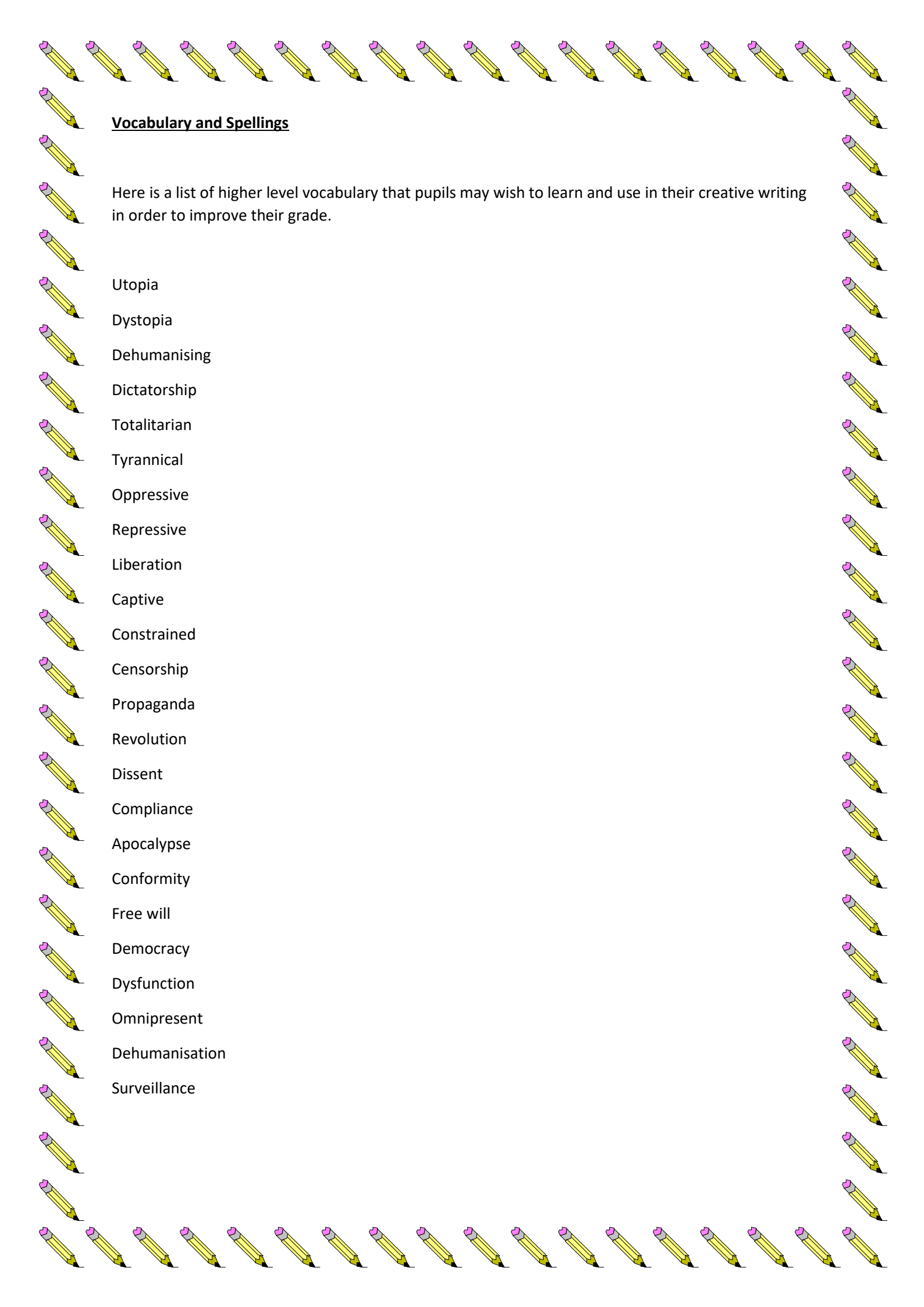
- Using the full range of punctuation accurately and for effect
- Structuring sentences accurately
- Varying sentence length and structure for effect
- Using a wide vocabulary for effect
- Using descriptive techniques such as simile, metaphor, personification, pathetic fallacy, etc.
- Using paragraphs accurately and for effect
- Planning and structuring creative writing

Extra materials to extend your pupil’s learning

- The Hunger Games – Suzanne Collins
- Divergent – Veronica Roth
- The Maze Runner – James Dashner
- The War of the Worlds – H.G Wells

These are simply some suggestions. Pupils may wish to read any works of fiction as these will all influence their vocabulary and creative writing style. However, fiction that creates tension in particular will be useful.

Advise your child to look in the school library or local library for these texts.



Vocabulary and Spellings

Here is a list of higher level vocabulary that pupils may wish to learn and use in their creative writing in order to improve their grade.

Utopia

Dystopia

Dehumanising

Dictatorship

Totalitarian

Tyrannical

Oppressive

Repressive

Liberation

Captive

Constrained

Censorship

Propaganda

Revolution

Dissent

Compliance

Apocalypse

Conformity

Free will

Democracy

Dysfunction

Omnipresent

Dehumanisation

Surveillance



Skill 1: Punctuation

The Comma (,)

The comma is useful in a sentence when the writer wishes to:

- *pause before proceeding*
- *add a phrase that does not contain any new subject*
- *separate items on a list*
- *use more than one adjective (a describing word, like beautiful)*

For example, in the following sentence the phrase or clause between the commas gives us more information behind the actions of the boy, the subject of the sentence:

The boy, who knew that his mother was about to arrive, ran quickly towards the opening door.

Note that if the phrase or clause were to be removed, the sentence would still make sense although there would be a loss of information. Alternatively, two sentences could be used:

The boy ran quickly towards the opening door. He knew that his mother was about to arrive.

Commas are also used to separate items in a list.

For example:

The shopping trolley was loaded high with bottles of beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.

Note that in a list, the final two items are linked by the word 'and' rather than by a comma.

Commas are used to separate adjectives.

For example:

The boy was happy, eager and full of anticipation at the start of his summer holiday.

As commas represent a pause, it is good practice to read your writing out loud and listen to where you make natural pauses as you read it. More often than not, you will indicate where a comma should be placed by a natural pause. Although, the 'rules' of where a comma needs to be placed should also be followed.

For example:

However, it has been suggested that some bees prefer tree pollen.



Full Stop (.)

A full stop should always be used to end a sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.

Exclamation Mark (!)

An exclamation mark indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word.

For example:

"Help! I love you!"

In this way, it can also be used to indicate a sharp instruction

- "Stop! Police!"

or to indicate humour

- "Ha! Ha! Ha!"

The exclamation mark at the end of a sentence means that you do not need a full stop.

Question Mark (?)

The question mark simply indicates that a sentence is asking a question. It always comes at the end of a sentence:

For example:

Are we at the end?

Note that the question mark also serves as a full stop.



Semi-colon (;)

The semi-colon is perhaps the most difficult sign of punctuation to use accurately. If in doubt, avoid using it and convert the added material into a new sentence.

As a general rule, the semi-colon is used in the following ways:

When joining two connected sentences.

For example:

We set out at dawn; the weather looked promising.

or

Assertive behaviour concerns being able to express feelings, wants and desires appropriately; passive behaviour means complying with the wishes of others.

The semi-colon can also be used to assemble detailed lists.

For example:

The conference was attended by delegates from Paris, France; Paris, Texas; London, UK; Stockholm, Sweden; Colombo, Sri Lanka; and Mumbai, India.

Colon (:)

The colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon:

It is most commonly used when listing.

For example:

She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.



Apostrophe (')

The apostrophe, sometimes called an inverted comma has two main uses.

The apostrophe indicates possession or ownership.

For example:

The girl's hat was green, (girl is in the singular).

This shows the reader that the hat belongs to the girl.

The girls' hats were green, (girls in this instance are plural, i.e. more than one girl, more than one hat).

This indicates that the hats belong to the girls.

Another use of the apostrophe is to indicate where a letter is omitted:

For example:

We're going to do this course. (We are going to do this course.)

Isn't this a fine example of punctuation? (Is not this a fine example of punctuation?)

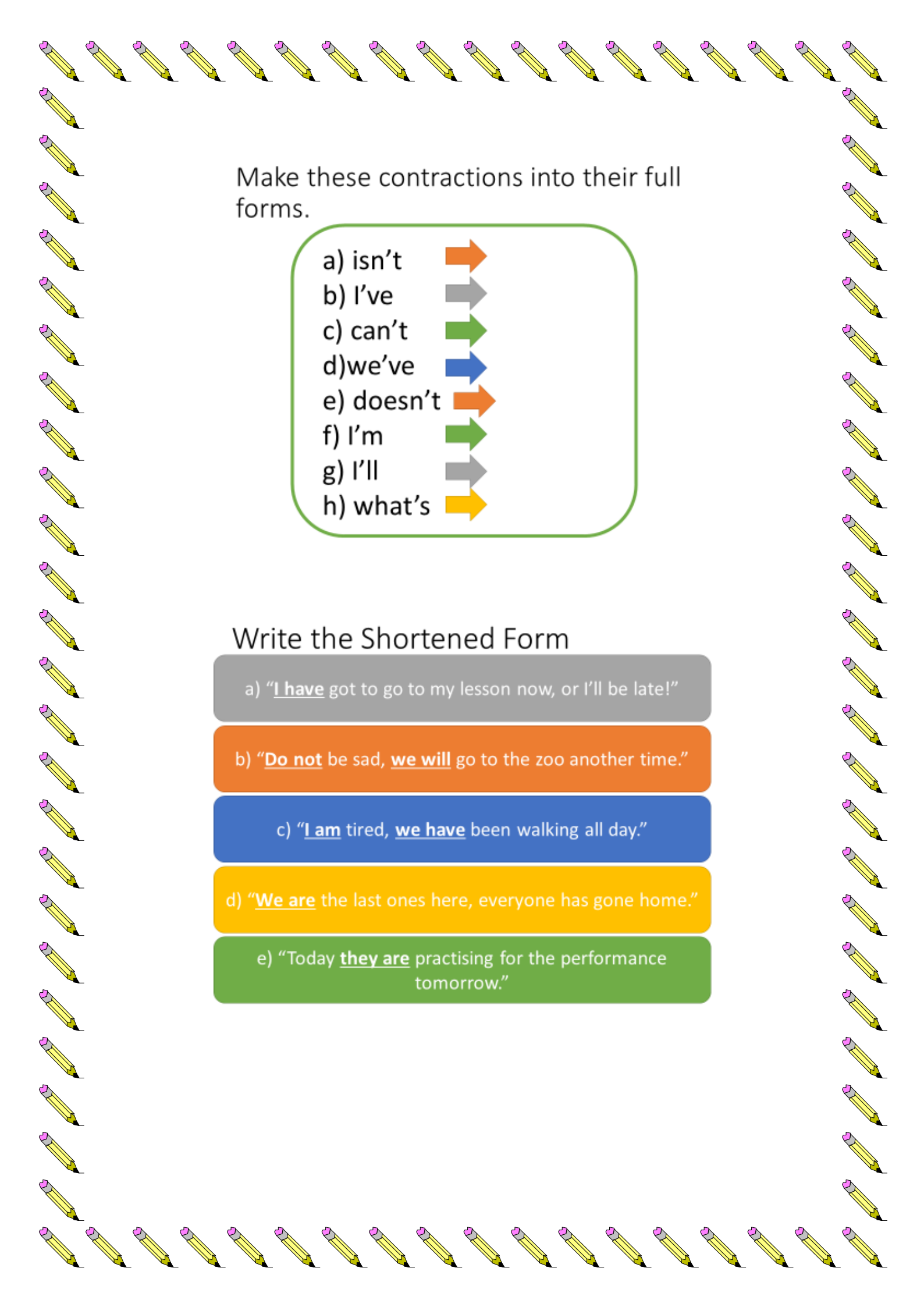
The time is now 7 o' clock. (The time is now 7 of the clock)

Note that a common mistake is to confuse *its* with *it's*.









It's indicates to the reader that a letter has been omitted.

For example:

It's a lovely day is an abbreviated way of saying: *It is a lovely day.*



Make these contractions into their full forms.

- a) isn't 
- b) I've 
- c) can't 
- d) we've 
- e) doesn't 
- f) I'm 
- g) I'll 
- h) what's 

Write the Shortened Form

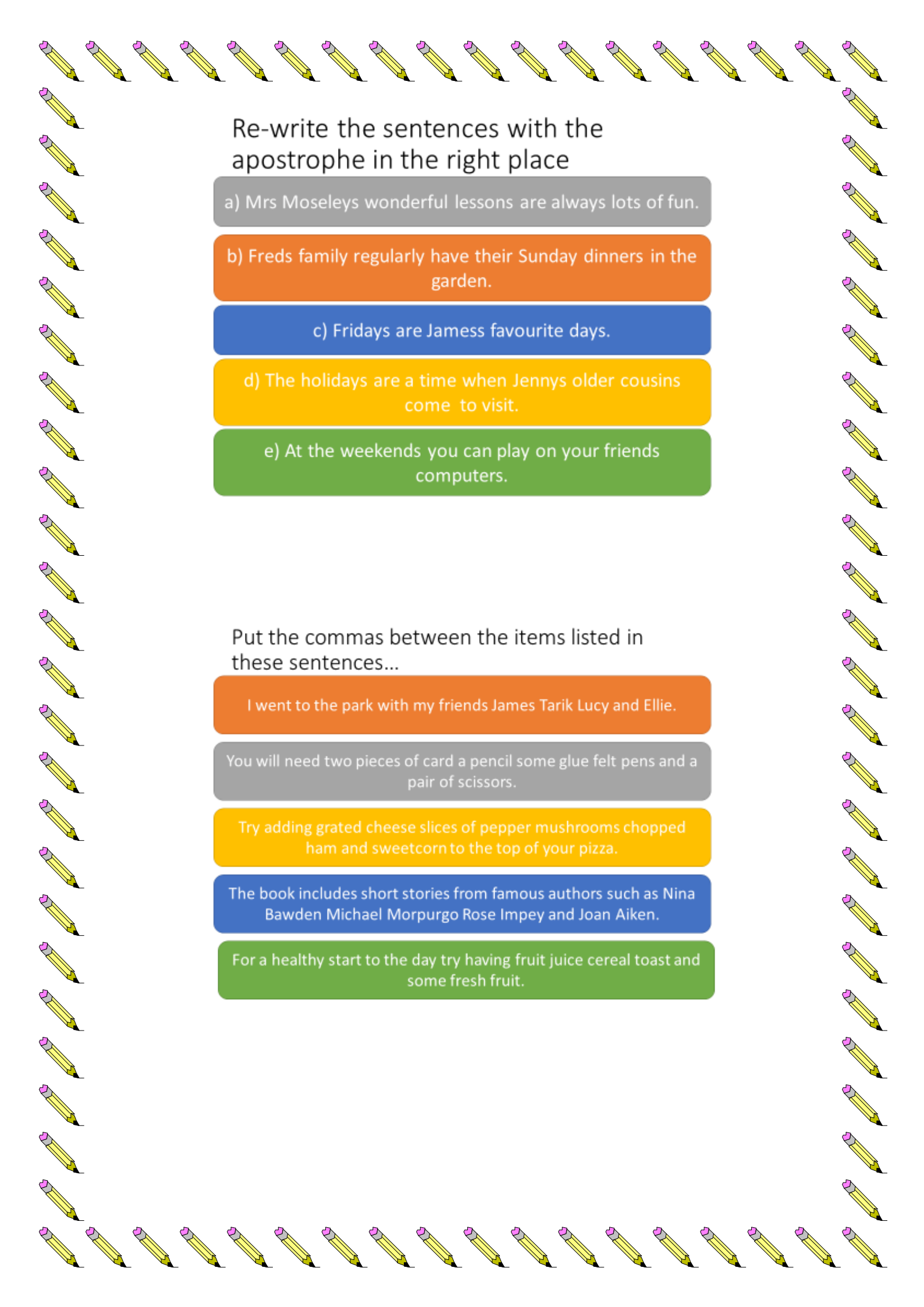
a) "I have got to go to my lesson now, or I'll be late!"

b) "Do not be sad, we will go to the zoo another time."

c) "I am tired, we have been walking all day."

d) "We are the last ones here, everyone has gone home."

e) "Today they are practising for the performance tomorrow."



Re-write the sentences with the apostrophe in the right place

a) Mrs Moseleys wonderful lessons are always lots of fun.

b) Freds family regularly have their Sunday dinners in the garden.

c) Fridays are James favourite days.

d) The holidays are a time when Jennys older cousins come to visit.

e) At the weekends you can play on your friends computers.

Put the commas between the items listed in these sentences...

I went to the park with my friends James Tarik Lucy and Ellie.

You will need two pieces of card a pencil some glue felt pens and a pair of scissors.

Try adding grated cheese slices of pepper mushrooms chopped ham and sweetcorn to the top of your pizza.

The book includes short stories from famous authors such as Nina Bawden Michael Morpurgo Rose Impey and Joan Aiken.

For a healthy start to the day try having fruit juice cereal toast and some fresh fruit.

Complete the first part of these sentences.
Use a comma to separate the two parts of
the sentence.

While _____
your dog ate the birthday cake.



When _____
I went to bed.

As _____
everyone looked up.



Complete the complex sentences. Add a comma
and then write what happened at that moment.

Waving his arms wildly, the man shouted for help.

Grabbing the steering wheel _____.

Trembling nervously _____.

Amazed by what he had seen _____.

Moving cautiously _____.

Underline the extra information that has been added into each of these sentences. Put in the two commas to separate the information from the rest of the sentence.

Mr Richardson the head teacher was pleased with the response.

Leon realising he was late began to run like the wind.

Sheila Jenks aged 50 was recovering last night in hospital.

The man smiling to himself put money in his pocket.

Mrs Patel who was rather old had to sit down to rest.

Re-write the sentence and add in the exclamation mark if you think that the sentence is surprising, exciting, frightening or loud.

I went to school.

Suddenly everyone shouted "HAPPY BIRTHDAY."

My best friend lives in the house next door.

My best friend has dyed her hair bright pink.

Great prizes to be won.

Sweets are bad for your teeth.

1. Correct punctuation.
2. Capital letters
3. Spellings copied correctly.

1. Bonus mark for handwriting!

Write these sentences again, adding a colon in the correct place

1. The register begins Andrews, Barlow, Carroll.
2. The sequence is as follows 2,4,6,8.
3. I love it when he says 'I'll be back!'
4. To make this delicious dessert you will need eggs, milk, flour, sugar and chocolate.



Write these sentences again, adding a semi-colon in the correct place

1. She was freezing the temperature had fallen to -10.
2. We need: five empty milk bottles two metres of rope one whistle and an old newspaper.
3. She loved her new CD she listened to it twice a day.





Skill 2: Sentence Structure

1. Simple Sentences

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

1. Joe waited for the train.
"Joe" = subject, "waited" = verb
2. The train was late.
"The train" = subject, "was" = verb
3. Mary and Samantha took the bus.
"Mary and Samantha" = compound subject, "took" = verb
4. I looked for Mary and Samantha at the bus station.
"I" = subject, "looked" = verb

2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.
2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.



3. Complex Sentences

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because
- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

Tip: When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Skill 3: Creating Exciting Sentences

At Dormston, we use Alan Peats sentences to make our writing more exciting



3__ed, sentences

3__ed sentences begin with 3 related adjectives (each of which end in ed):

Frightened, terrified, exhausted, the princess ran for home.

Diagram illustrating the structure of a 3__ed sentence:

- Three adjectives (Frightened, terrified, exhausted) are connected to the word "adjective".
- A comma is connected to the word "comma".
- The word "the" is connected to the word "adjective".
- The word "princess" is connected to the word "adjective".
- The word "ran" is connected to the word "adjective".
- The word "for" is connected to the word "adjective".
- The word "home" is connected to the word "adjective".



Double ly ending sentences

Double ly ending sentences end with two adverbs, after a verb:

He swam slowly and cautiously.

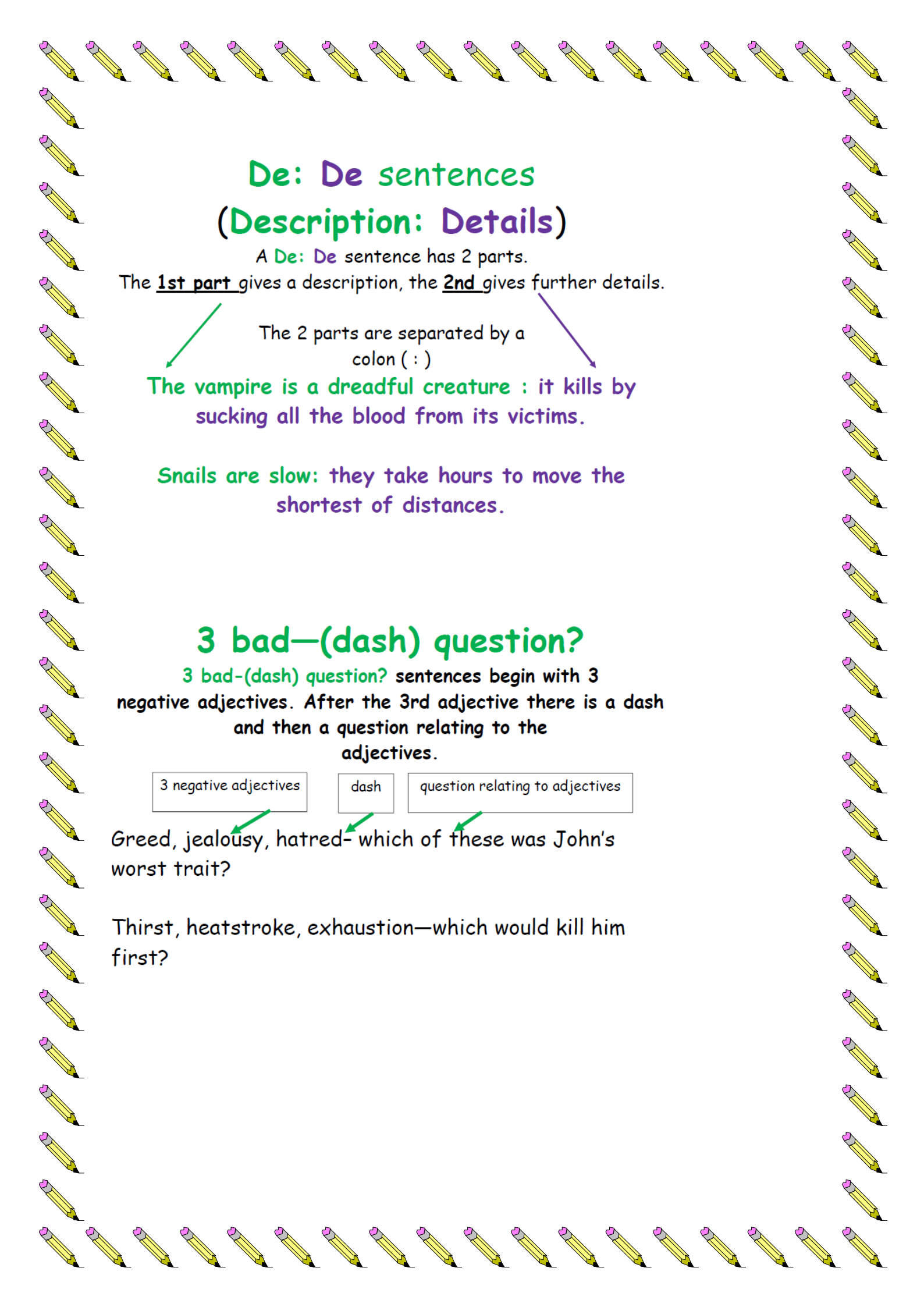
She searched frantically and determinedly.

Joyfully and purposefully, they hurried along.

Diagram illustrating the structure of a Double ly ending sentence:

- Two adverbs (Joyfully and purposefully) are connected to the label "2 adverbs".
- The word "hurried" is connected to the label "verb".
- The word "along" is connected to the label "verb".





De: De sentences (Description: Details)

A De: De sentence has 2 parts.

The 1st part gives a description, the 2nd gives further details.

The 2 parts are separated by a
colon (:)

The vampire is a dreadful creature : it kills by
sucking all the blood from its victims.

Snails are slow: they take hours to move the
shortest of distances.

3 bad—(dash) question?

3 bad-(dash) question? sentences begin with 3
negative adjectives. After the 3rd adjective there is a dash
and then a question relating to the
adjectives.

3 negative adjectives

dash

question relating to adjectives

Greed, jealousy, hatred— which of these was John's
worst trait?

Thirst, heatstroke, exhaustion—which would kill him
first?

If, if, if, then sentences

If, if, if, then sentences are made up of 3 separate parts:

If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.

If I hadn't found that watch, if the alarm hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today.

Imagine 3 examples:

These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed by a statement saying there is such a time, place, person.

Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.

Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Adromeda 5 system there is such a planet.

2 pairs sentences

2 pairs sentences begin with 2 pairs of related adjectives:



Exhausted and worried, cold and hungry, they did not know how much further they had to go..

Explanation of what the 2 adjectives relate to.



Skill 4: Paragraphing

Change paragraph when you change:

TiP ToP
Time Person Topic Place

Insert the symbol // whenever this person should have changed paragraphs:

Glass crunched under my heavy boots as I stepped into what was left of the street. Once this would have been the bustling heart of the city; a place where thousands of people each day would come to work, to eat, to meet, to live. Now it was a shell. Nothing more than a broken relic of the past. The communication earpiece cracked to life reminding me that I was there with a job to do. I turned and look at Joe behind me, his features hidden behind the black gas mask that protected our lungs from whatever poison lingered in the fetid air. He pointed in front of us and his tinny voice came through the earpiece. "Let's go. What's the holdup?" I waved my apologies and ehaded further on into the chaos.



Skill 5: Techniques

- **Alliteration**

the first letter of a word is repeated in words that follow; the cold, crisp, crust of clean, clear ice.

- **Dialogue**

conversation between two people; sometimes an imagined conversation between the narrator and the reader. This is important in drama and can show conflict through a series of statements and challenges, or intimacy where characters mirror the content and style of each other's speech. It can also be found in the conversational style of a poem.

- **Imagery**

similes, metaphors and personification; they all compare something 'real' with something 'imagined'.

- **Metaphor**

a word or phrase used to imply figurative, not literal or 'actual', resemblance; he flew into the room.

- **Onomatopoeia**

a word that sounds like the noise it is describing: 'splash', 'bang', 'pop', 'hiss'.

- **Oxymoron**

Where two words normally not associated are brought together: 'cold heat' 'bitter sweet'.

- **Personification**

attributing a human quality to a thing or idea: the moon calls me to her darkened world.

- **Repetition**

the repetition of a word or phrase to achieve a particular effect.

- **Simile**

a phrase which establishes similarity between two things to emphasise the point being made. This usually involves the words 'like' or 'as'; 'he is as quick as an arrow in flight', 'as white as snow', 'like a burning star'.

Write an example of each:

Alliteration	
Dialogue	
Metaphor	
Onomatopoeia	
Oxymoron	
Personification	
Repetition	
Simile	

Skill 6: Planning

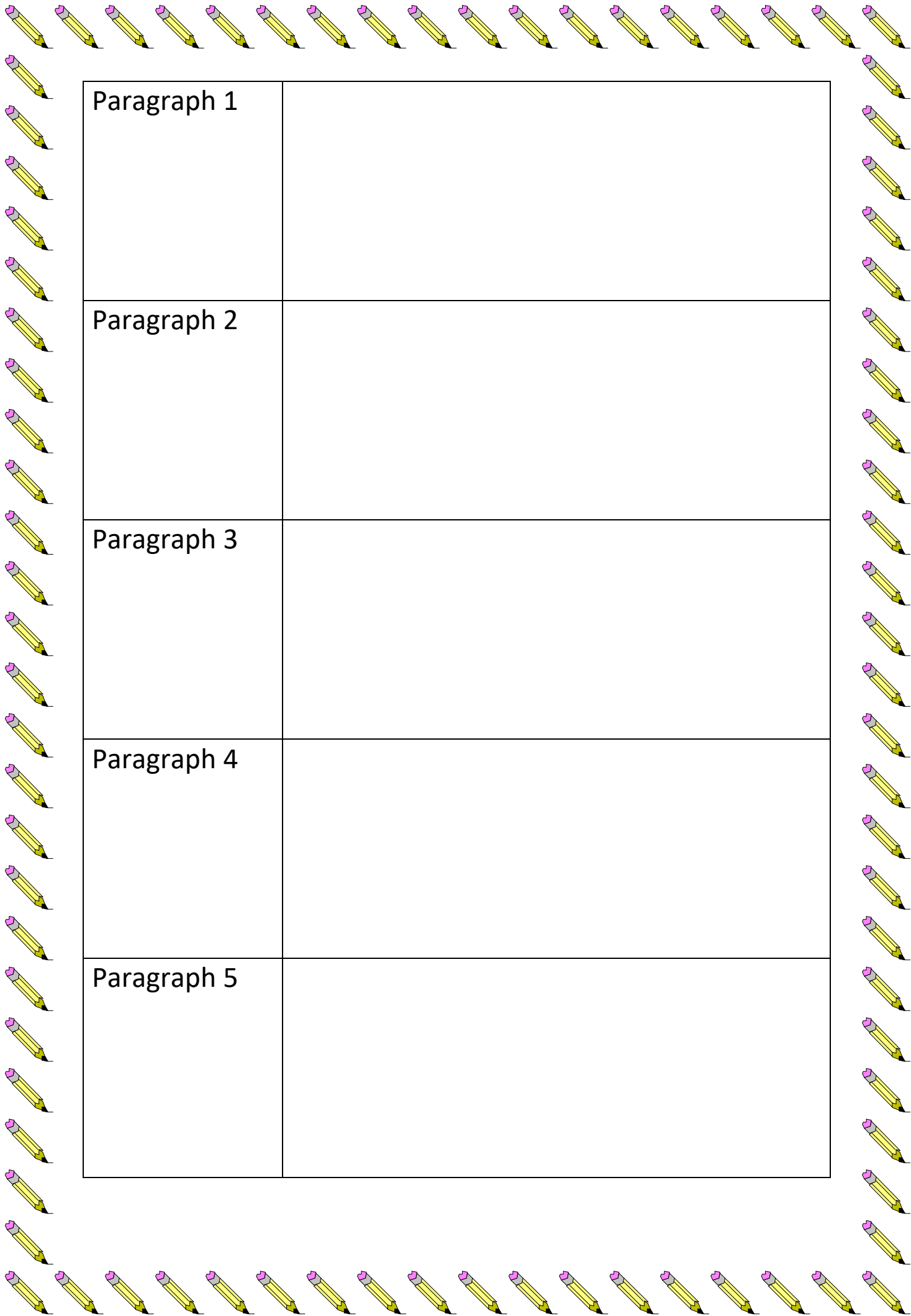
In the assessment, you will have 45 minutes. This should give you enough time to plan / write / proofread approximately 4/5 paragraphs.

You may want to organise your paragraphs in this way:

Paragraph 1	Setting description – Where? Words to describe? Similes? Metaphors? Personification?
Paragraph 2	Character description – Who? Words to describe? Similes? Metaphors? How does this person feel?
Paragraph 3	Build tension towards something happening – What techniques? Rhetorical questions? Verbs? Short sentences?
Paragraph 4	Introduce a problem – What happens? What goes wrong? Remember that it needs to be spooky. How does the character react?
Paragraph 5	Resolution – how is this problem resolved? Happy ending? Scary ending? Cliffhanger?

Use the grid on the next page to plan a story based on this picture:





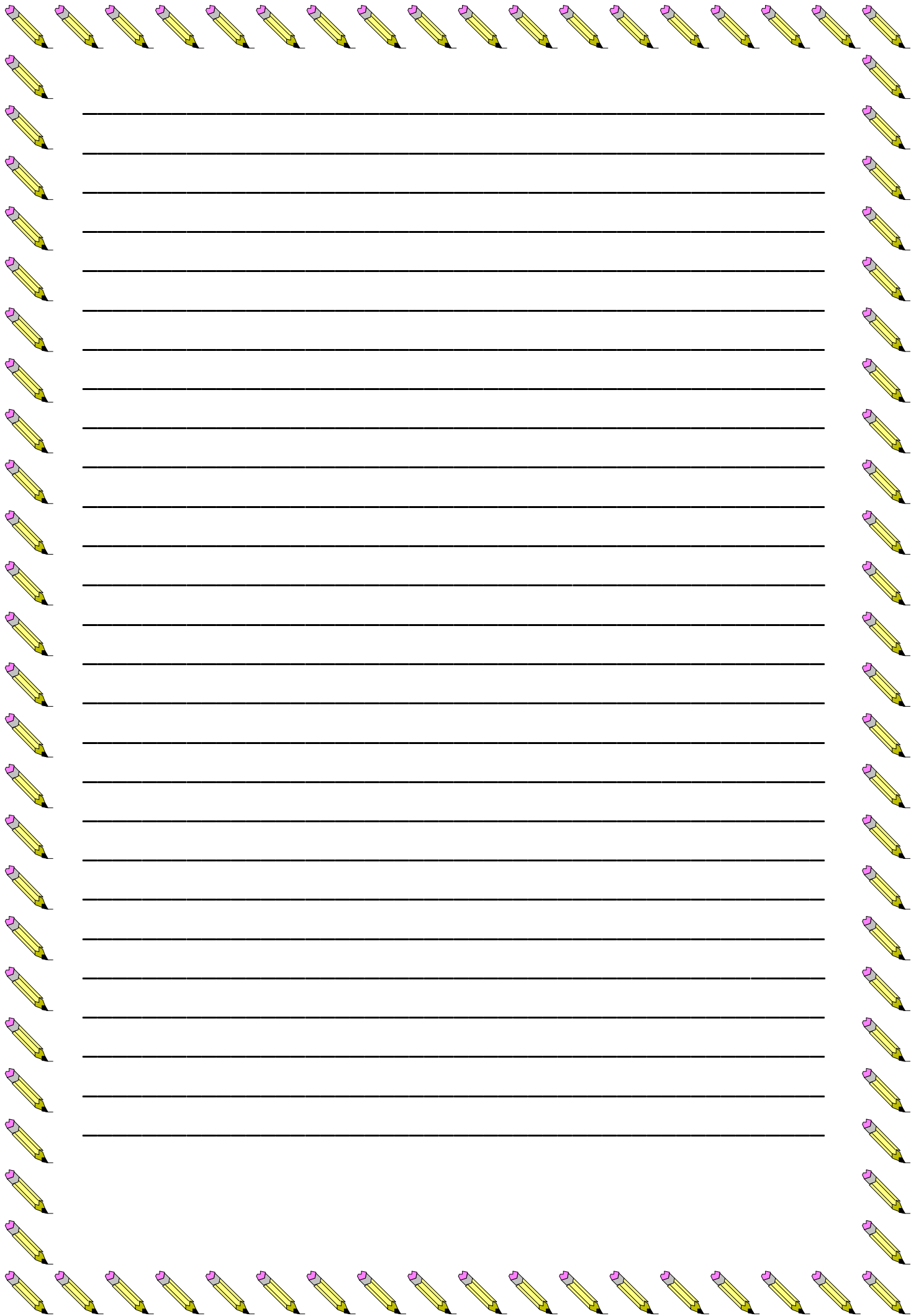
Paragraph 1

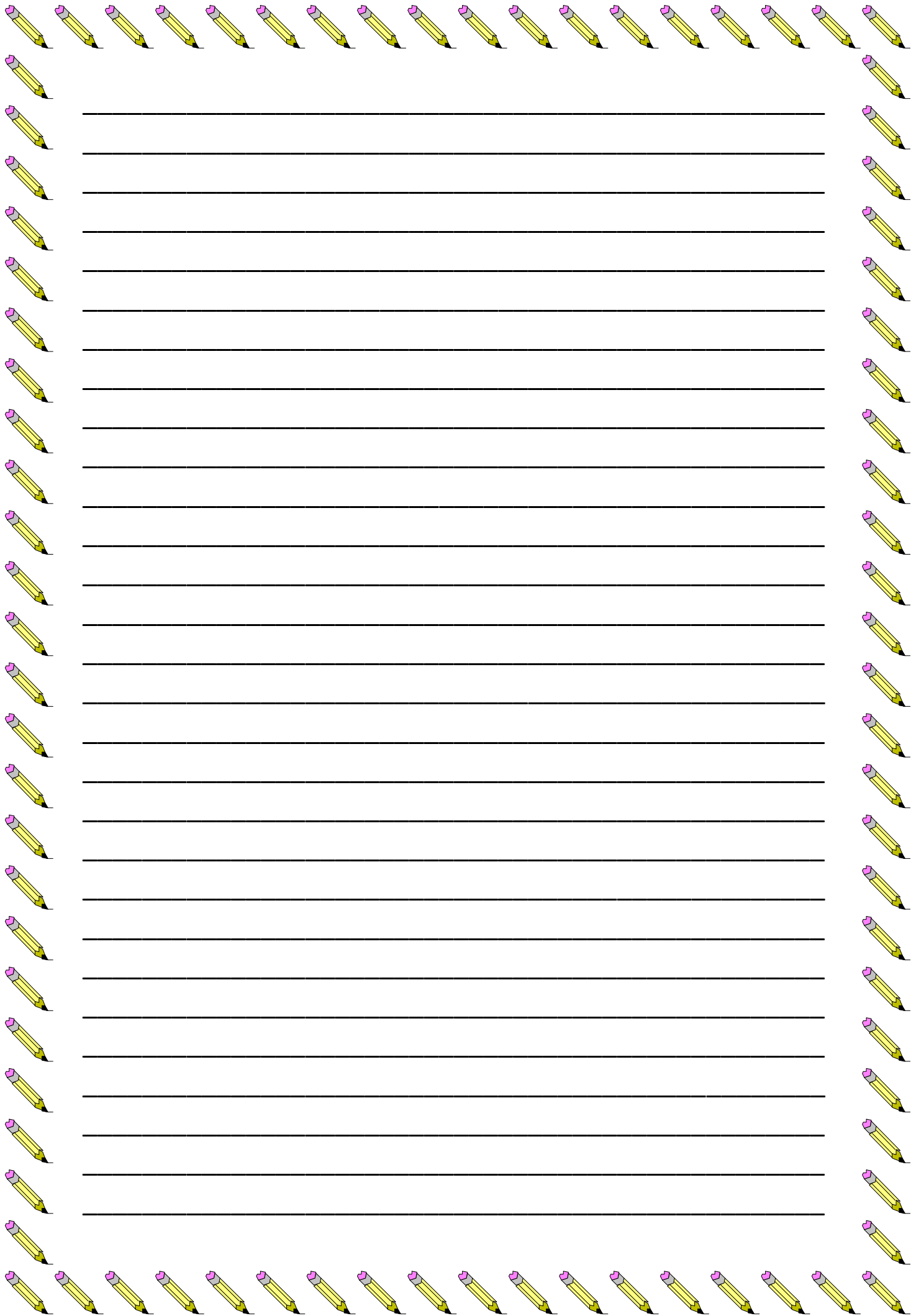
Paragraph 2

Paragraph 3

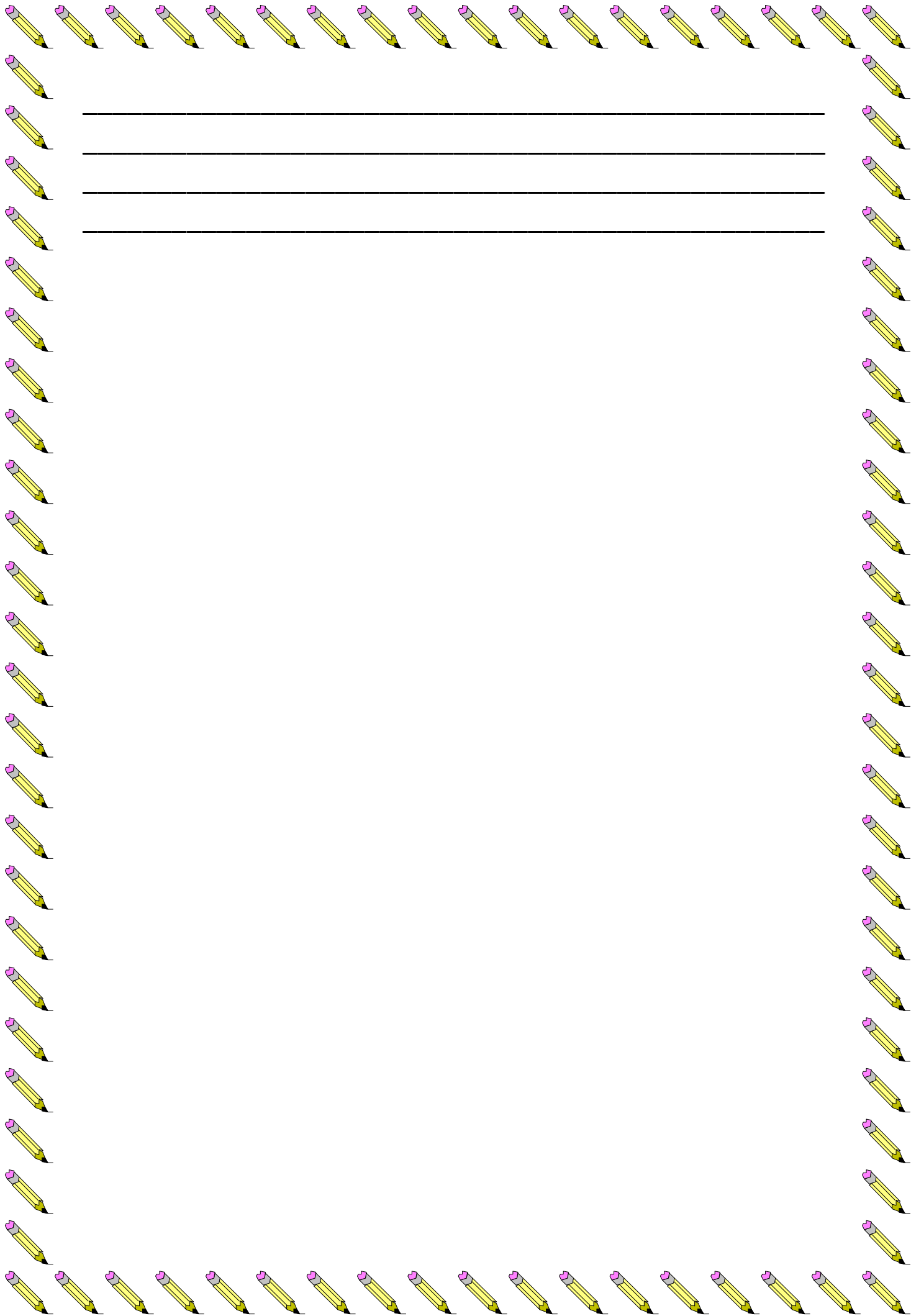
Paragraph 4

Paragraph 5





A series of 20 horizontal black lines, evenly spaced, providing a writing area for text or drawings.





Answers

Skill 1 – Punctuation

1) Contractions into two words

- a) Is not
- b) I have
- c) Cannot
- d) We have
- e) Does not
- f) I am
- g) I will
- h) What is

2) Two words into contractions

- a) I've
- b) Don't
- c) We'll
- d) I'm
- e) We've
- f) We're
- g) They're

3) Apostrophes for possession

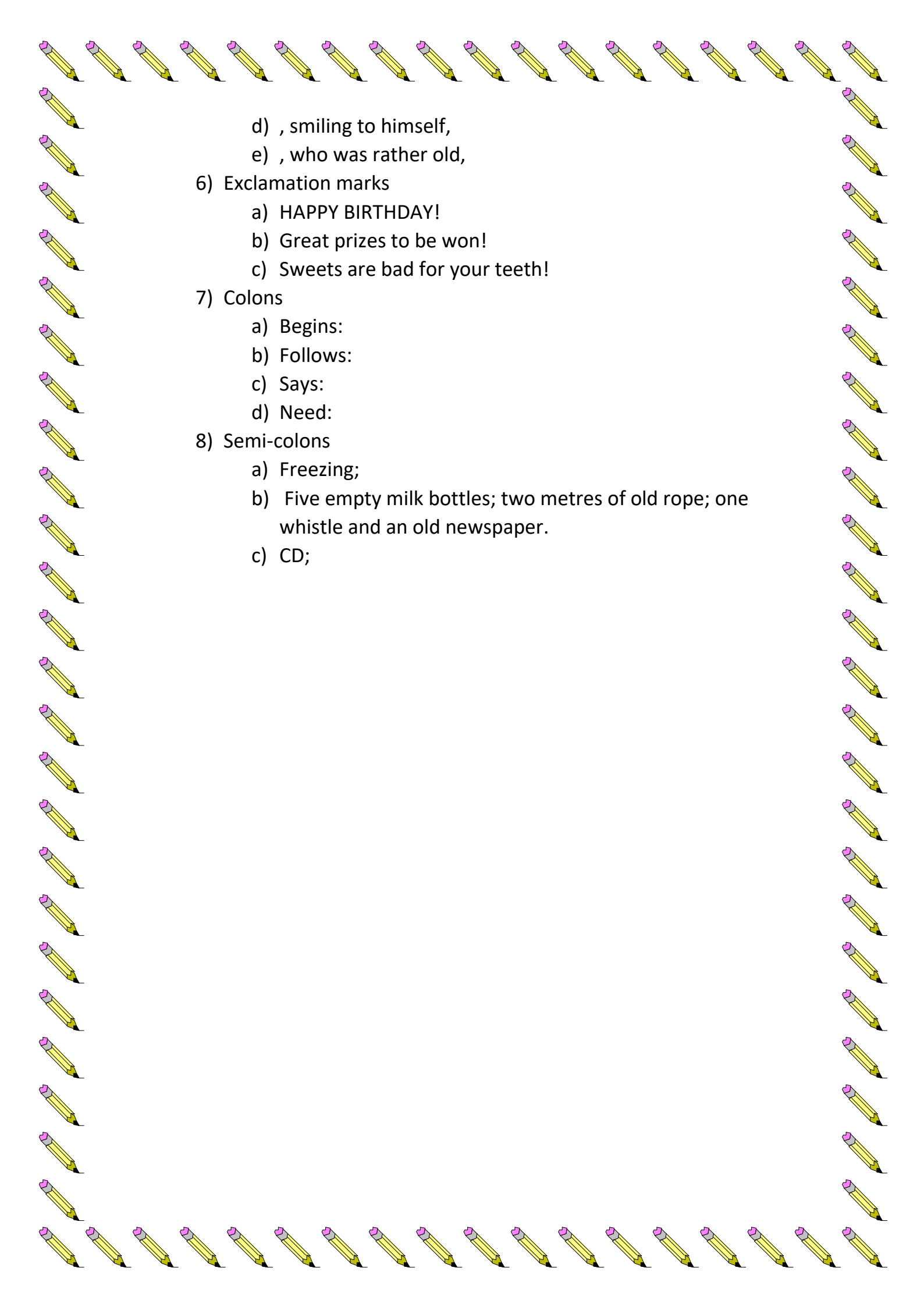
- a) Mrs Moseley's
- b) Fred's
- c) James's
- d) Jenny's
- e) Friends' (after the 's' to show there is more than one friend)

4) Commas in lists

- a) James, Tarik, Lucy and Ellie.
- b) Glue, felt pens and a pair of scissors
- c) Peppers, mushroom, chopped ham and sweetcorn
- d) Nina Bawden, Michael Morpurgo, Rose Impey and Joan Aiken.
- e) Fruit, juice, cereal, toast and some fresh juice.

5) Commas in pairs

- a) , the headteacher,
- b) , realising he was late,
- c) , aged 50,

- 
- d) , smiling to himself,
 - e) , who was rather old,

6) Exclamation marks

- a) HAPPY BIRTHDAY!
- b) Great prizes to be won!
- c) Sweets are bad for your teeth!

7) Colons

- a) Begins:
- b) Follows:
- c) Says:
- d) Need:

8) Semi-colons

- a) Freezing;
- b) Five empty milk bottles; two metres of old rope; one whistle and an old newspaper.
- c) CD;