






**Reading and  
Literacy  
Challenges  
and Activities**

<p><b>1. Write a description suggested by this image.</b> Use the planning structure on pg.4</p> 	<p><b>2.</b> How does the writer use language to create a peaceful setting in this extract? <b>(extract on next page – Of Mice and Men)</b> Please answer using full &amp; complete sentences. - Aim for 3 paragraphs - Use clear quotes - Subject terminology - Explain the effect</p>	<p><b>3.</b> “Young people are too often and too easily blamed for everything that is wrong with society today” <b>Write an article for a newspaper to explain your point of view.</b></p>	<p><b>4.</b> A student having read this section of the text said, “The main character seems dislikeable in this extract. She doesn’t seem to care about much.” <b>(extract on next page – Hunger Games)</b> <b>To what extent to you agree?</b> - Use clear quotes - Subject terminology - Explain the effect - Evaluate the extent you agree with the statement.</p>
<p><b>5.</b> It was cold. The man shivered. He was worried about what had happened. He didn’t know what to do. <b>Write the opening of a story about this man. What has happened to him?</b></p>	<p><b>6.</b> How does the writer use language to present the family relationships in this extract? <b>(extract on next page – Hunger Games)</b> Please answer using full and complete sentences. - Aim for 3 paragraphs - Use clear quotes - Subject terminology - Explain the effect</p>	<p><b>7. Write a description suggested by this image.</b> Use the planning structure on pg. 4</p> 	<p><b>8.</b> The building started to collapse as the storm continued. <b>Write a short story about a storm.</b></p>
<p><b>9.</b> A student having read this section of the text said, “The setting almost seems too good to be true; it’s as though something bad is going to happen.” <b>(extract on next page – Of Mice and Men)</b> <b>To what extent do you agree?</b> - Use clear quotes - Subject terminology - Explain the effect</p>	<p><b>10.</b> ‘School Uniform stifles individuality and should be scrapped.’ <b>Write the text of a speech for an assembly to your peers in which you explain your point of view.</b></p>	<p><b>11.</b> Create a Facebook profile for your favourite fictional character from a book. <i>Remember to include factual information (D.O.B, education, hometown) and also status updates of what they're thinking.</i></p>	<p><b>12.</b></p> 
<p><b>13.</b> How does the writer structure the text to interest the reader? <b>(Hunger Games extract)</b> Aim for 3 paragraphs (focus on start, middle and end) - Use clear quotes - Subject terminology - Explain the effect</p>	<p><b>14.</b> Write a newspaper article relevant to a novel you’ve studied this year: <b>A Christmas Carol or Macbeth (Yr7), Boy in the Striped Pyjamas (Yr8).</b> <i>Include specific, accurate information, with correct English. You could include images and/or quotes. Have a look at a newspaper for some inspiration!</i></p>	<p><b>15.</b> ‘Slowly opening my eyes I seen something...’ <b>Write a short story that starts with the above sentence.</b></p>	<p><b>16.</b> Create your own superhero and write a story with them in it. <b>Finished? Draw a comic strip of what happened in your story.</b></p>
<p><b>17. Write a description suggested by this image.</b> Use the planning structure on pg.4</p> 	<p><b>18. Write your own story about anything you want.</b> <i>It must:</i> – Have a clear structure – Have interesting characters – Use a range of language techniques – Use a range of punctuation</p>	<p><b>19.</b></p> 	<p><b>20.</b> <i>‘The arrival’</i> <b>Write a film script using this title.</b> – Include stage directions – Speech – Set the location and what you expect the characters to look like at the start.</p>

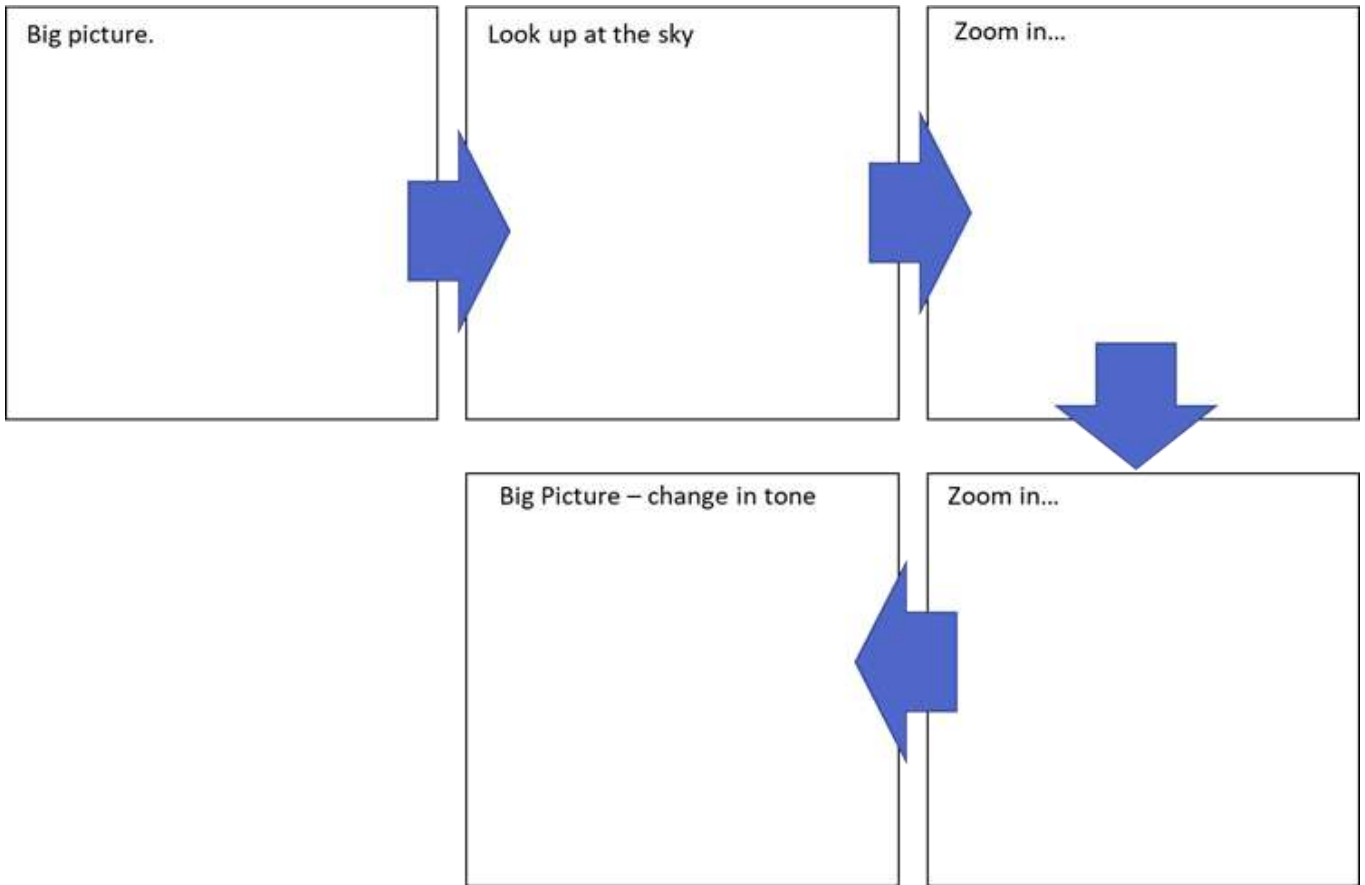
### **Extract from *Of Mice and Men* by John Steinbeck (1937)**

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan mountains, but on the valley side the water is lined with trees—willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of 'coons, and with the spread pads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

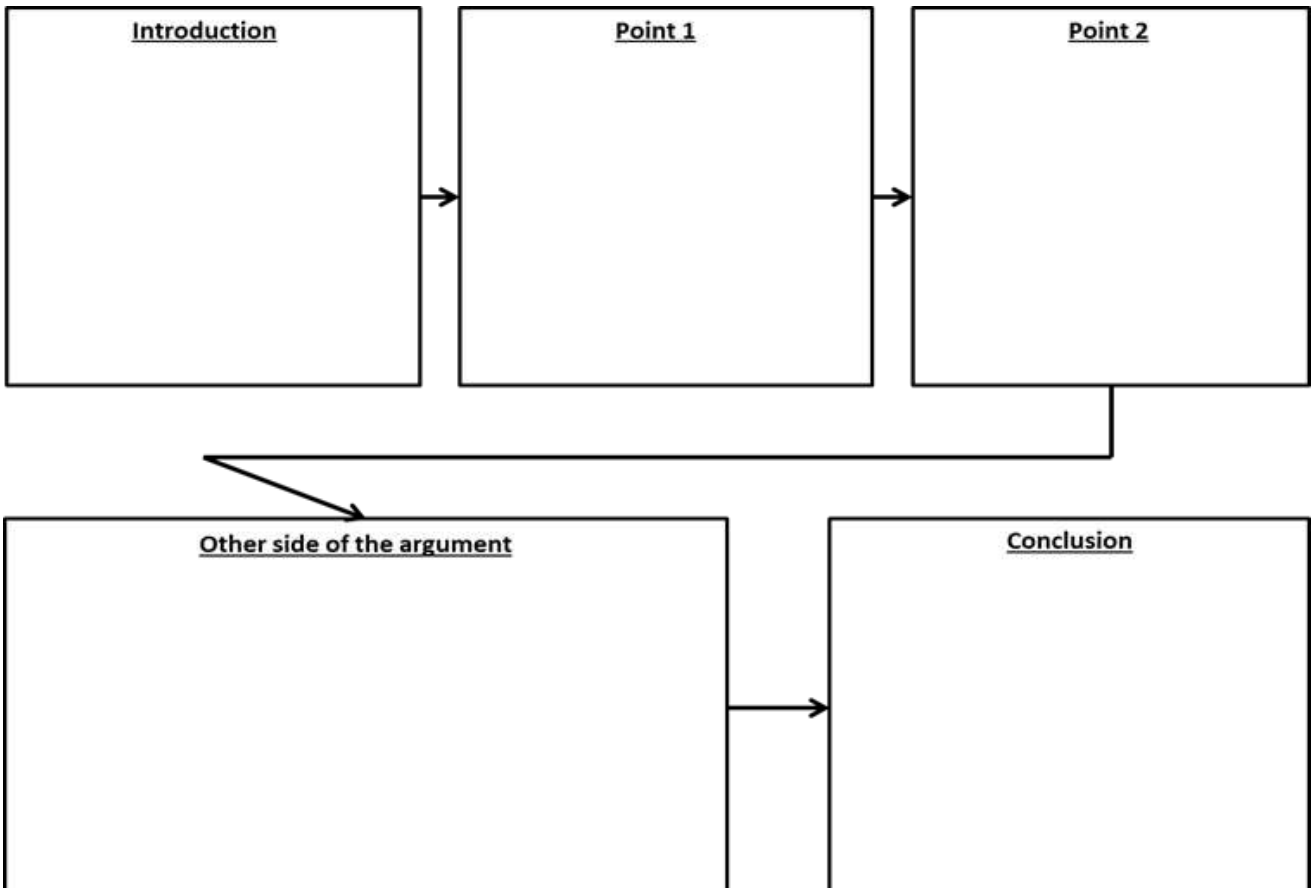
### **Extract from *The Hunger Games* by Suzanne Collins (2008)**





When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim's warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course she did. This is the day of the reaping. I prop myself up on one elbow. There's enough light in the bedroom to see them. My little sister, Prim, curled up on her side, cocooned in my mother's body, their cheeks pressed together. In sleep, my mother looks younger, still worn but not so beaten-down. Prim's face is as fresh as a raindrop, as lovely as the primrose for which she was named. My mother was very beautiful once, too. Or so they tell me. Sitting at Prim's knees, guarding her, is the world's ugliest cat. Mashed-in nose, half of one ear missing, eyes the colour of rotting squash. Prim named him Buttercup, insisting that his muddy yellow coat matched the bright flower. He hates me. Or at least distrusts me.

## Writing to describe structure



## Writing your opinion structure

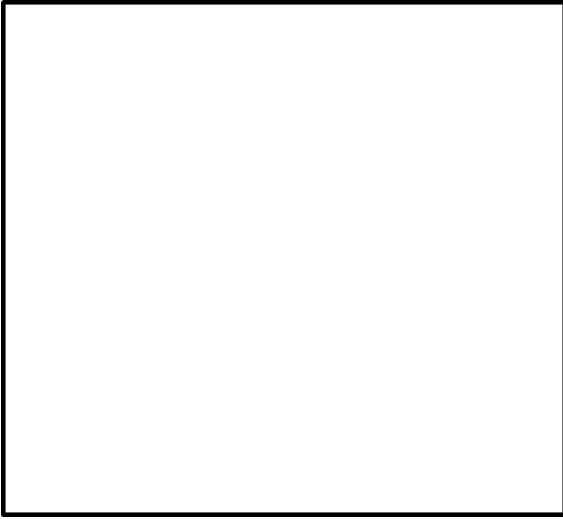


<p><b>21. Imagine your favourite character 10 years after the book ends.</b></p> <p><i>Write a piece about what their life might be like.</i></p> <p>What has happened in that time? What might have changed?</p>	<p><b>22. Research the author of your favourite book.</b></p> <p><i>Write a fact file about them.</i></p> <p>Have they written anything else you could try? Where did they get their inspiration from?</p>	<p><b>23. Design a poster for a film of a book.</b></p> <p>Would you use a key moment from the book? What mood or atmosphere are you trying to capture? What characters will you include?</p>	<p><b>24. Write an alternative ending to a story</b></p> <p>What might have happened if the hero hadn't been there to save the day or if things had ended differently?</p>
<p><b>25. Plan a book trailer.</b></p> <p><i>Use the storyboard template on pg.6 to create a design plan.</i></p> <p>You can find some examples here:  <a href="#">The One by Kiera Cass</a>  <a href="#">Young Bond by Steve Cole</a></p>	<p><b>26. Redesign the front cover of your favourite book</b></p> <p>What would you change about the cover? How would you make it more appealing to readers your age?</p>	<p><b>27. Write a short story based on this image</b></p> 	<p><b>28. Write a postcard from the perspective of a book character</b></p> <p>Think about:</p> <ul style="list-style-type: none"> <li>- Where you are</li> <li>- What has happened</li> <li>- Who you would send it to</li> <li>- Where you might go next</li> </ul>
<p><b>29. Reimagine your story in a different setting or time period</b></p> <p>What if <i>Harry Potter</i> was set in the Wild West or <i>A Christmas Carol</i> was set in the 21st Century?</p> <p>Write about what may change</p>	<p><b>30. Write a book review</b></p> <p>Write a review of the book you have read most recently.</p> <p>Read top tips for writing a book review on pg.7, or use the template (pg.8)</p>	<p><b>31. Create a mood board inspired by a book you have read.</b></p> 	<p><b>32. Draft a letter to an author</b></p> <p>Tell them what you think about their book - what you liked, what you didn't like, any questions you might have</p>
<p><b>33. Imagine your book was being turned into a play</b></p> <p><i>Design a stage set for a scene of the book and write a brief description and explanation to go with it.</i></p>	<p><b>34. Write a pitch for a book adaptation you would like to see</b></p> <p>What book would you like to see made into a film or TV series? <i>Write a proposal for a producer persuading them to create your movie/series.</i></p> <p>Why not include your dream cast list.</p>	<p><b>35. Create or design a fictional world</b></p> <p><i>Draw or describe a new fictional setting for a story.</i></p> <p>Think about:</p> <ul style="list-style-type: none"> <li>- the landscape</li> <li>- technology</li> <li>- climate</li> </ul>	<p><b>36. Write a chapter of a book from another character's point of view</b></p> <p>How does this change the story? How do they see/experience things differently?</p>
<p><b>37. Write a short story based on this image</b></p> 	<p><b>38. Blackout Poetry</b></p> <p><i>Using the extracts on pg.9, create your own poem by blacking out /covering the words you do not want</i></p> 	<p><b>39. Tweet a Tale</b></p> <p><i>Write a story in the space of a Tweet (280 characters - which includes spaces and punctuation)</i></p> 	<p><b>40. Draw a character or place from a book</b></p> <p><i>Use only the description given in the book to draw the character or setting</i></p>

## Book Trailer: Storyboard

In each box sketch out or make notes about the kind of pictures you would want to look for. On the lines, write the text that will go with the picture.

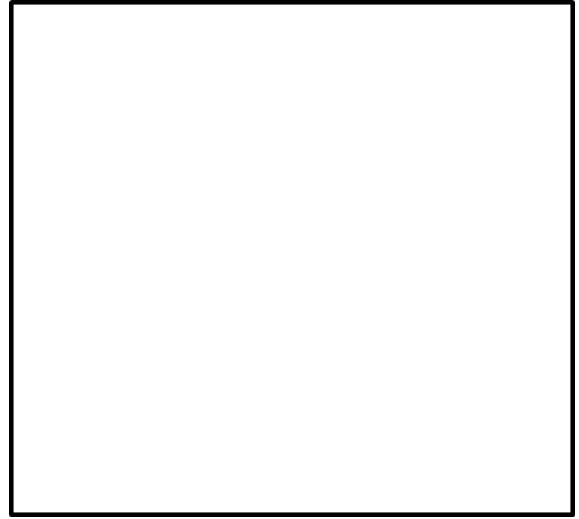
*Think about important events, characters etc. that will leave the audience wanting to read the book.*



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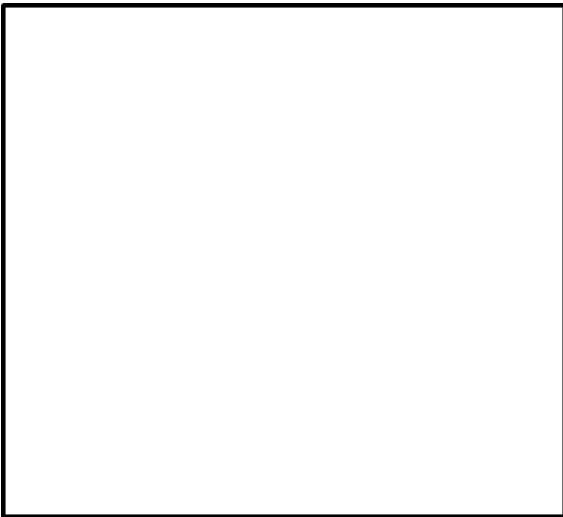
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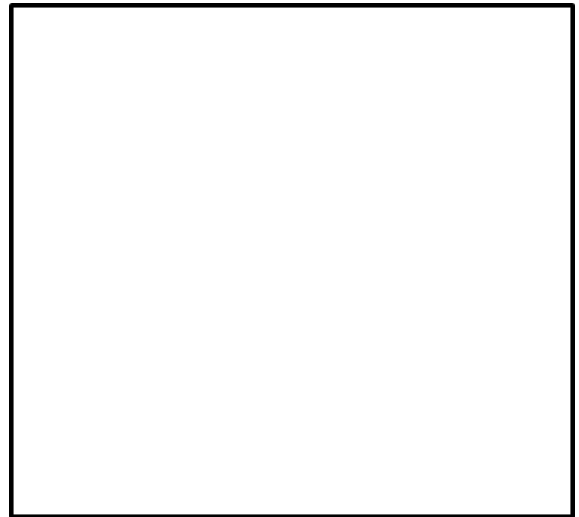
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## Top Tips fro writing a book review



### **1) Start with a couple of sentences describing what the book is about**

But without giving any spoilers or revealing plot twists. As a general rule, try to avoid writing in detail about anything that happens from about the middle of the book onwards. If the book is part of a series, it can be useful to mention this, and whether you think you'd need to have read other books in the series to enjoy this one.

### **2) Discuss what you particularly liked about the book**

Focus on your thoughts and feelings about the story and the way it was told. You could try answering a couple of the following questions:

- Who was your favourite character, and why?
- Did the characters feel real to you?
- Did the story keep you guessing?
- What was your favourite part of the book, and why?
- Were certain types of scene written particularly well - for example sad scenes, tense scenes, mysterious ones...?
- Did the book make you laugh or cry?
- Did the story grip you and keep you turning the pages?

### **3) Mention anything you disliked about the book**

Talk about why you think it didn't work for you. For example:

- Did you wish the ending hadn't been a cliffhanger because you found it frustrating?
- Did you find it difficult to care about a main character, and could you work out why?
- Was the story too scary for your liking, or focused on a theme you didn't find interesting?

### **4) Round up your review**

Summarise some of your thoughts on the book by suggesting the type of reader you'd recommend the book to. For example: younger readers, older readers, fans of relationship drama/mystery stories/comedy. Are there any books or series you would compare it to?



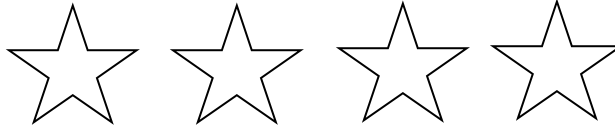
# Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Genre: \_\_\_\_\_

Rating:



The Characters:	The Setting:
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What happened:

My favourite part was:

The story could be better if:

You should read this story because:



picnic blankets on the grass in front of the giant movie screen in the middle of the field. Then we went to the row of food trucks parked at the edge of the field to load up on snacks and sodas and stuff like that. There were concession stands there, too, like at a farmers' market, selling roasted peanuts and cotton candy. And up a little farther was a short row of carnival-type stalls, the kind where you can win a stuffed animal if you throw a baseball into a basket. Jack and I both tried—and failed—to win anything, but we heard Amos won a yellow hippo and gave it to Ximena. That was the big gossip that went around: the jock and the brainiac.

From the food trucks, you could see the cornstalks in back of the movie screen. They covered about a third of the entire field. The rest of the field was completely surrounded by woods. As the sun sank lower in the sky, the tall trees at the entrance to the woods looked dark blue.

By the time the other school buses pulled into the parking lots, we were back in our spots on the sleeping bags, right smack in front of the screen: the best seats in the whole field. Everyone was passing around snacks and having a great time. Me and Jack and Summer and Reid and Maya played Pictionary. We could hear the sounds of the other schools arriving, the loud laughing and talking of kids coming out on the field on both sides of us, but we couldn't really see them. Though the sky was still light, the sun had gone down completely, and everything on the ground had turned deep purple. The clouds were shadows now. We had trouble even seeing the Pictionary cards in front of us.

Just then, without any announcement, all the lights at the ends of the field went on at once. They were like big bright stadium lights. I thought of that scene in *Close Encounters* when the alien ship lands and they're playing that music: *duh-dah-doo-da-dummn*. Everyone in the field started applauding and cheering like something great had just happened.



'But – but –'

'My sons and daughters do not harm Hagrid, on my command. But I cannot deny them fresh meat, when it wanders so willingly into our midst. Goodbye, friend of Hagrid.'

Harry spun around. Feet away, towering above him, was a solid wall of spiders, clicking, their many eyes gleaming in their ugly black heads ...

Even as he reached for his wand, Harry knew it was no good, there were too many of them, but as he tried to stand, ready to die fighting, a loud, long note sounded, and a blaze of light flamed through the hollow.

Mr Weasley's car was thundering down the slope, headlamps glaring, its horn screeching, knocking spiders aside; several were thrown onto their backs, their endless legs waving in the air. The car screeched to a halt in front of Harry and Ron and the doors flew open.

'Get Fang!' Harry yelled, diving into the front seat; Ron seized the boardround round the middle and threw him, yelping, into the back of the car. The doors slammed shut. Ron didn't touch the accelerator but the car didn't need him; the engine roared and they were off, hitting more spiders. They sped up the slope, out of the hollow, and they were soon crashing through the Forest, branches whipping the windows as the car wound its way cleverly through the widest gaps, following a path it obviously knew.

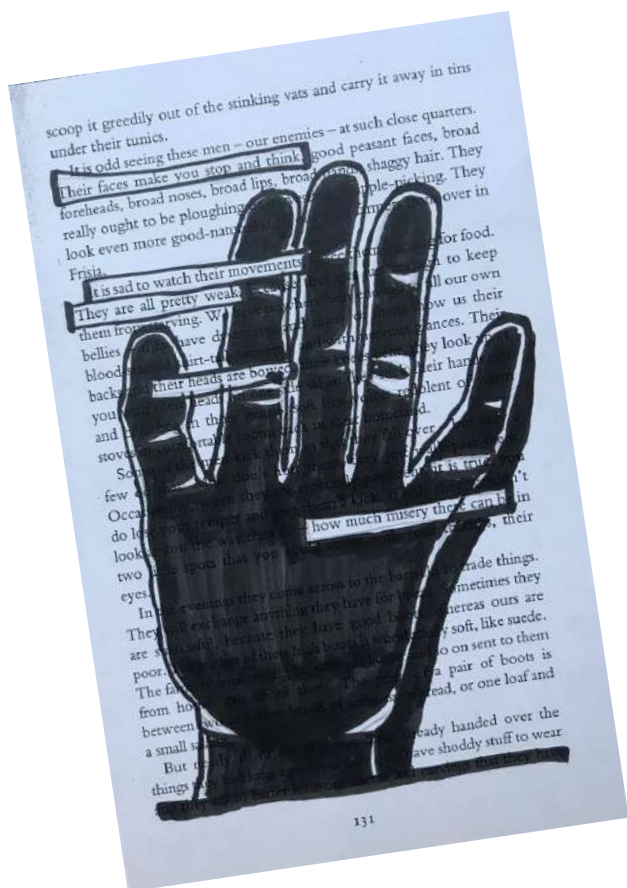
Harry looked sideways at Ron. His mouth was still open in the silent scream, but his eyes weren't popping any more.

'Are you OK?'

Ron stared straight ahead, unable to speak.

They smashed their way through the undergrowth, Fang howling loudly in the back seat, and Harry saw the wing mirror snap off as they squeezed past a large oak. After ten noisy, rocky minutes, the trees thinned, and Harry could again see patches of sky.

The car stopped so suddenly that they were nearly thrown into the windscreen. They had reached the edge of the Forest. Fang flung himself at the window in his anxiety to get out and when Harry opened the door, he shot off through the trees to Hagrid's house, tail between his legs. Harry got out too, and after a minute or so, Ron seemed to regain the feeling in his limbs and followed, still stiff-necked and staring. Harry gave the car a grateful pat as it





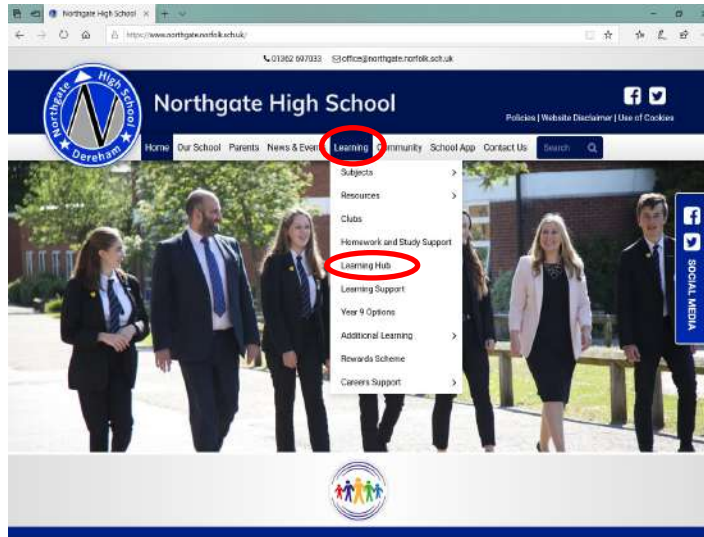
# Taking an Accelerated Reader Quiz

**Step One:** Open either Google Chrome or Microsoft Edge (internet browser)

**Step Two:** Type 'Northgate High School Dereham' into the search bar and click enter

**Step Three:** Click on the link to the school website (it should be the top result) and close any pop-ups which may open

**Step Four:** On the menu bar, hover your mouse over Learning, then click on Learning Hub in the menu that appears

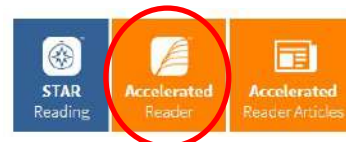


**Step Five:** On the Learning Hub page, scroll about half way down until you see the Accelerated Reader logo

**Step Six:** Click on the Accelerated Reader logo, then select 'I am a Student'

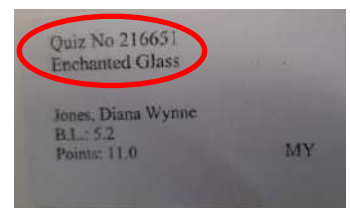
**Step Seven:** Your username should be the same as it is to log into the computer e.g. 18jsmith  
Your password is individual to you then click Log In

**Step Eight:** Click on the middle orange box labelled Accelerated Reader



**Step Nine:** Search for your book via the title, author or quiz number  
(if there is one in your book)

**Step Ten:** When you have found your book, click take quiz (be aware that the front cover photo may be different)



**Step Eleven:** Select whether you have read by yourself or read with someone and then click take quiz.

Each quiz is 5 or 10 questions. We encourage you not to use your book to find the answers.

When you have completed your quiz, you will be able to rate the book (this does not effect your score) and then you will be shown your result. You are able to look back and see which questions you got wrong.

**If you have any problems with logging in, please email me at [slynn@ng6.unity-ed.uk](mailto:slynn@ng6.unity-ed.uk)  
(from your school email address)**

# Genre Taster

Use the links below to read extracts of books of different genres.

Why not give a new genre a try?

<p><b>Science Fiction</b></p> <p><a href="#">Examination Day by Henry Slesar</a></p> <p><a href="#">Endgame: The Calling by James Frey</a></p> <p><a href="#">Kid Normal and the Shadow Machine by Greg James and Chris Smith</a></p>	<p><b>Mystery</b></p> <p><a href="#">Curse of the Werewolf Boy by Chris Priestly</a></p> <p><a href="#">The Leap of Death by Andrew Clover</a></p>
<p><b>Horror</b></p> <p><a href="#">A Curse So Dark and Lonely by Brigit Kemmerer</a></p> <p><a href="#">Messenger of Fear by Michael Grant</a></p>	<p><b>Fantasy</b></p> <p><a href="#">Evernight by Ross MacKenzie</a></p> <p><a href="#">Harry Potter and the Chamber of Secrets by J.K. Rowling</a></p> <p><a href="#">The Dragon in the Library by Louie Stowell</a></p>
<p><b>Historical Fiction</b></p> <p><a href="#">Cuckoo Song by Frances Hardinge</a></p> <p><a href="#">Half a Man by Michael Morpurgo</a></p> <p><a href="#">All Fall Down by Sally Nichols</a></p>	<p><b>Classics</b></p> <p><a href="#">The Boy who Cried Wolf by Aesop</a></p> <p><a href="#">A Midsummer's Nights Dream Retelling</a></p>
<p><b>Non-Fiction</b></p> <p><a href="#">Tiny Plastic, Big Problem by Alison Pearce Stevens</a></p> <p><a href="#">What's Chemistry All About? by Alex Frith</a></p>	<p><b>Comedy</b></p> <p><a href="#">Barry Loser: Holiday of Doom by Jim Smith</a></p> <p><a href="#">I, Cosmo by Carlie Sorosiak</a></p> <p><a href="#">You Won't Believe This by Adam Baron</a></p>
<p><b>Realistic Fiction</b></p> <p><a href="#">Unstoppable by Dan Freedman</a></p> <p><a href="#">Girl Online by Zoe Sugg</a></p> <p><a href="#">Jemima Small Versus the Universe by Tamsin Winter</a></p>	<p><b>Action and Adventure</b></p> <p><a href="#">Cloudburst by Wilbur Smith</a></p> <p><a href="#">Dust Road by Tom Huddleston</a></p>

## Other Resources

<https://norfolk.spydus.co.uk/cgi-bin/spydus.exe/MSGTRN/OPAC/GEN?HOMEPRMS=OVPARAMS>

Did you know that if you are a member of the Norfolk library, they also have e-books and audiobooks available

[https://www.wimpykidclub.co.uk/teachers-resources/?fbclid=IwAR3FxsypAEpMX5oia3ntR\\_w5ZvED1lQvwmZZGoC10FPryeKnoBHubYLj6rw](https://www.wimpykidclub.co.uk/teachers-resources/?fbclid=IwAR3FxsypAEpMX5oia3ntR_w5ZvED1lQvwmZZGoC10FPryeKnoBHubYLj6rw)

Resources and activities relating to Diary of a Wimpy Kid series, including create your own character and design a comic strip

[https://www.worldofdavidwalliams.com/schoolzone/?fbclid=IwAR06ZkZGWR9mnzoL7aBM8Yg4ycK57tT51bGd4rOaQlloDUx\\_BG43LCiiOnl](https://www.worldofdavidwalliams.com/schoolzone/?fbclid=IwAR06ZkZGWR9mnzoL7aBM8Yg4ycK57tT51bGd4rOaQlloDUx_BG43LCiiOnl)

Resources and activities relating to books by David Walliams, including a make your own spitfire template and creative writing prompts

<https://authorfy.com/masterclasses/>

Masterclasses by well known authors, which include videos of them reading extracts, activities and writing challenges

<https://www.chickenhousebooks.com/schools/?filter=ks3&sort=>

A variety of resources including writing prompts and activities from authors

<https://www.worldbookday.com/resources/extracts/>

A variety of extracts from children's and YA books, as well as a variety of activities for all age groups

<https://literacytrust.org.uk/family-zone/9-12/>

free reading and writing resources, audiobooks, competitions, videos, and challenges

<https://www.bl.uk/childrens-books>

Activities and stories including learning to illustrate videos and how to make a miniature book instruction

<https://www.gutenberg.org/>

Project Gutenberg offers over 50,000 free e-books in various formats

<https://thereadingrealm.co.uk/wp-content/uploads/2020/03/Creative-Writing-Prompts.pdf>

A variety of creative writing prompts

<https://www.readingzone.com/home.php>

Book reviews, competitions and activities for all ages.

<https://toppsta.com/>

Giveaways and hundreds of book reviews and activities for a wide variety of ages.