

Student's Name: _____ **Teacher:** _____

Subject: English – Core (Levels 4-5)

Year 9 **Date set: 30th January** **Deadline for handing in: 10th February**

Project title: Ghosts and Ghouls

- Write a detailed description of something you are afraid of. Include advice on how to avoid it. (Reading and Writing focus)
- Design a scary house, label it and create an equally scary family who live there! (Writing and imagination focus)
- Imagine you are a magazine reporter – you have to interview the family and write a piece entitled 'The Scariest Family in Britain'. (Writing focus)
- Imagine you are one of the family members. Script the conversation you expect you might have with another family member once you've read the magazine article. (Speaking and Listening focus)

I want to see:

	Checklist
Use of descriptive words	
Logical structure	
Clear presentation	
Clearly scripted work	
Good spelling	
That you have used the success criteria to help improve your work.	
A wide variety of punctuation used in your writing.	

Useful Resources/Guidance:

- *Task 1 – Remember that descriptive words are called adjectives and they tell us more about an object – sight, sound, touch, taste and feel.*
- *Task 2 – Think about the rooms in a house and ensure there is something scary/unusual/present in each of them. Think carefully about which colours you use to help make it seem scarier. Do the same for the family members – but think about the qualities that we usually find scary in people.*
- *Task 3 – Read some magazine articles to familiarise yourself with content and style before you write your own.*
- *Task 4 – Make sure you lay your script out correctly, if you're unsure ask your teacher to remind you.*

Extra things you could do:

- *Imagine you live next door to the scary house. Write a letter of complaint to the local newspaper about the scary house on the street.*

**THIS SHEET AND YOUR EVALUATION SHEET MUST BE ATTACHED TO
YOUR PROJECT WHEN YOU HAND IT IN**

Success Criteria:

Level	Speaking and Listening	Reading	Writing
5a	<i>I talk and listen confidently.</i>	<i>I understand a range of texts and can select essential points from them.</i>	<i>My writing is both varied and interesting.</i>
5b	<i>I think carefully about who I am speaking to, making sure what I say is appropriate.</i>	<i>Where appropriate I am able to read between the lines.</i>	<i>I vary my writing to that it suits purpose and audience.</i>
5c	<i>I interest my listeners by varying my expression and vocabulary.</i>	<i>I can identify key features, themes and characters and select sentences and phrases to back up my opinion.</i>	<i>My sentences and paragraphs are clear and well developed.</i>
4a	<i>I can talk and listen in a range of different situations.</i>	<i>I am able to find the information I need.</i>	<i>My ideas are often sustained and developed in interesting ways.</i>
4b	<i>I can develop my ideas when I speak.</i>	<i>I can refer to the text when explaining my views.</i>	<i>I can use complex sentences to extend meaning.</i>
4c	<i>I listen carefully.</i>	<i>I understand how texts reflect the time and culture in which they were written.</i>	<i>I am beginning to use some punctuation within my sentences, e.g. commas.</i>