Year 7 English HLA 4: Producing a spooky piece of descriptive writing

Checklist for pupils and parents (all timings are approximate):

Shaded Activities should be completed by all of SET 1/2 and students in SET 3/4 should attempt what they can.

<table>
<thead>
<tr>
<th>All pupils should....</th>
<th>Most pupils should.........</th>
<th>Some pupils will.......</th>
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<tr>
<td>Complete a spooky description that is at least a side and a half of A4 (hand written) one side (word processed- maximum size 14). NB. This is obviously dependent on handwriting size, etc.</td>
<td>Include the power of three, similes and onomatopoeia</td>
<td>Provide an extended description using figures of speech, adjectives and adverbs that create tension and atmosphere.</td>
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☐ Task 1: complete the table of vocabulary definitions that will be needed for this task (10 minutes)
☐ Task 2: complete the 4 steps to guide you through using personification (20 minutes)
☐ Task 3: read the passage and underline spooky vocabulary that may be of use when writing your description (10 minutes)
☐ Task 4: (set 1 and 2 only) Re-write the passage so it is no longer first person (I) (10 minutes)
☐ Task 5: plan out your description, using the table to help you. At this point it’s also a good idea to look at the success criteria for your level: this can be found on the final page. Try to meet all bullet points in that row! (20 minutes)
☐ Task 6: write up the description in paragraphs (50 minutes approximately). See above for guidance on length. Please ensure you have left enough time for this: your English teacher knows how much you are capable of writing in this length of time.

Task 1: Key Words and Phrases (15 minutes)

First, spend some time revising the key terms you will need: you will have covered these in class in year 6. If you need help, look at dictionaries or online (www.dictionary.com is a useful site); if you still need help, ask your English teacher. Write down its meaning below each term.

<table>
<thead>
<tr>
<th>adverbs</th>
<th>adjectives</th>
<th>nouns</th>
<th>verbs</th>
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</table>
The Monster crawled through the winding streets groaning as it chugged uphill. Its yellow eyes dimly peered out of the driving rain and he slowly turned to face the oncoming traffic. Its heart began to falter and he screeched to a halt...

2. I think it is ___________________ because________________________________

3. Underline the key words that show a type of personification which appears in the passage blow and label it - gender, body parts, feelings and actions.

   The mist was back, settling in the streets as if she had never left, laying her damp touch upon the stones, her foggy fingers outstretched. The moon, directly above, was hidden behind his own cloud, and had disappeared from view. London was anxious tonight, waiting for the dawn, hoping that the things that crept undercover of the mist would have disappeared by then.
4. Write your own short paragraph of personification below. You may choose any object, but if you're stuck for ideas you could use the wind or a rat- (then you can re-draft it to include in your final piece of descriptive writing!) Remember to use:

1) Actions/Verbs

2) Body Parts

3) Name

4) Gender

Task 3: planning for effective use of vocabulary

Read the passage below and underline the adjectives, adverbs and figures of speech that add to the eerie mood of the description.

The mouldy, rotting, brown house stood in front of the boy, with only fear keeping his feet planted to the ground. He could hear the moaning and creaking noises project from the house, as it settled into the soft earth. The grass was damp from the evening fog, and the swirling mist taunted the youngster. He approached the front steps with his breath growing quicker and shorter. The bottom step squeaked as he applied pressure with his foot. He let out a long sigh as he was relived that the old rotten structure hadn’t swallowed him up, once contact was made. He took another step, then another, and another, until finally, he was at the door. The door was slightly off colour from the rest of the house and it loomed over him like a menacing giant. He knew that it was now or never - to open the door, and enter inside.

Task 4: getting the right perspective

I stood in silence where I was, for I did not know what to do. Of bell or knocker there was no sign. Through these frowning walls and dark window openings it was not likely that my voice could penetrate. The time I waited seemed endless, and I felt doubts and fears crowding upon me. What sort of place had I come to, and among what kind of people? What sort of grim adventure was it on which I had embarked? ...I began to rub my eyes and pinch myself to see if I were awake.
The silence was perplexing. There was no sign of a doorbell or knocker. The frowning walls and dark window openings would not allow any sound to penetrate. Time rolled on endlessly and fears and doubts came crowding the shadow-ridden doorstep as if to warn off curious intruders. ....

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**Final Homework Unit Task**

Task: To write a vivid description of a haunted deserted mansion

**Writing to Describe**

*Planning your description of 'The Haunted Mansion' (about 20 minutes)*

1.) The most effective method is to carefully plan your ideas - focusing on the senses. There are planning boxes below to help you with this; use your books and do extra research to fill in any gaps or extend areas that you are interested in - make it appropriate for your audience!

<p>| Information about what you can see throughout the haunted mansion. The drive, entrance and different rooms. | What power of three, figures of speech and exciting vocabulary can you use? |</p>
<table>
<thead>
<tr>
<th>Information about what you can smell.</th>
<th>What power of three, figures of speech and exciting vocabulary can you use to bring the smells to life for the reader?</th>
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<tr>
<td>Information about what you can hear as your description guides the reader through the haunted mansion.</td>
<td>What power of three, figures of speech and exciting vocabulary can you use to bring the sounds to life for the reader?</td>
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<tr>
<td>Information about how items within the haunted mansion feel. (Furniture, cobwebs, walls, floor etc)</td>
<td>What power of three, figures of speech and exciting vocabulary can you use to bring the touch of items within the haunted house to life for the reader?</td>
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- 1. Information that adds to creating a tense and intriguing mood
  - Short sentences for impact
- 2. Appeal to the senses
- 3. Well chosen verbs
- 4. Showing not telling
- 5. Personification
- 6. Suggestive weather
- 7. Simile / metaphor

Now you're ready to write your description! Keep looking at the criteria for your target level as you write and don't forget to proof read afterwards. Good luck! ☺️
<table>
<thead>
<tr>
<th>Level</th>
<th>AF2 - To produce texts which are suitable for the task, reader and purpose</th>
<th>AF6 - To write accurately in terms of punctuation and word order</th>
<th>AF7 - To select appropriate and effective vocabulary</th>
<th>AF8 - To use correct spelling</th>
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<tr>
<td>6</td>
<td>• Your writing is imaginative, interesting and enjoyable to read&lt;br&gt;• You use similes, metaphors, personification and onomatopoeia very effectively</td>
<td>• You use simple and complex sentences, and you're beginning to create the spooky atmosphere this way&lt;br&gt;• You use lots of different sentence structures and punctuation accurately</td>
<td>• You use a range of interesting spooky vocabulary&lt;br&gt;• You use sophisticated, ambitious vocabulary, although it is not always correct</td>
<td>• Your spelling is mostly accurate throughout, including some more ambitious words</td>
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<tr>
<td>5</td>
<td>• You are using lots of adjectives, adverbs, similes and metaphors&lt;br&gt;• Your writing is becoming more interesting to read and is generally spooky</td>
<td>• You use different types of punctuation, such as commas, apostrophes, etc&lt;br&gt;• Your punctuation and word order is mostly very accurate</td>
<td>• You have chosen some vocabulary that helps to create a spooky atmosphere&lt;br&gt;• You have a reasonably wide vocabulary</td>
<td>• Spelling of common words is mostly correct&lt;br&gt;• You sometimes make mistakes when words aren't spelt as they sound</td>
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<td>4</td>
<td>• You use describing words, though you sometimes stick to the same few and repeat them&lt;br&gt;• You're starting to use some similes to add more interest and the overall effect is spooky</td>
<td>• You use full stops and capital letters properly, with other punctuation sometimes as well&lt;br&gt;• You can use commas in lists and sometimes to separate clauses</td>
<td>• You have made some deliberately spooky vocabulary choices</td>
<td>• Most common words are correct&lt;br&gt;• Plurals are mostly correct&lt;br&gt;• There are some homophone errors</td>
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<tr>
<td>3</td>
<td>• You're starting to be able to use some spooky words&lt;br&gt;• You mainly stick to what can be seen in the place you're describing</td>
<td>• You can write straightforward sentences&lt;br&gt;• There are errors in common punctuation being used</td>
<td>• You've used simple vocabulary that is sometimes spooky, though you don't use many different words</td>
<td>• Common words are starting to be mostly spelt correctly</td>
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