



**Year 10  
Creative Writing  
Home Learning Booklet**



Each task requires you to write creatively. Read each task, create a plan and then write your response. Each task is out of 24. 16 marks are awarded for content; 8 marks are awarded for your use of SPAG.

Use the mark scheme below to ensure you write a convincing and exciting piece. Remember to use a range of **vocabulary** and **punctuation** to demonstrate a confident writing style.

AO3, i, ii English AO4 i, ii English Language	
Band 4 'convincing' 'compelling' 13 - 16 marks	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>communicates in a way which is convincing, and increasingly compelling</li> <li>form, content and style are consistently matched to purpose and audience, and becoming assuredly matched</li> <li>engages the reader with structured and developed writing, with an increasingly wide range of integrated and complex details</li> <li>writes in a formal way, employing a tone that is appropriately serious but also manipulative, subtle and increasingly abstract</li> <li>uses linguistic devices, such as the rhetorical question, hyperbole, irony and satire, in a consciously crafted way that is increasingly sustained</li> <li>shows control of extensive vocabulary, with word choices becoming increasingly ambitious</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>employs fluently linked paragraphs and seamlessly integrated discursive markers</li> <li>uses a variety of structural features, for example, different paragraph lengths, indented sections, dialogue, bullet points, in an increasingly inventive way</li> <li>presents complex ideas in a coherent way</li> </ul>
Band 3 'clear' 'success' 9 - 12 marks	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>communicates in a way which is clear, and increasingly successful</li> <li>clear identification with purpose and audience, with form, content and style becoming increasingly matched</li> <li>engages the reader with a range of material, with writing becoming more detailed and developed</li> <li>writes in a formal way, employing a tone that is appropriately serious and clearly chosen, with increasing anticipation of reader response</li> <li>uses linguistic devices, such as the rhetorical question, hyperbole, lists and anecdote, as appropriate, and increasingly to engage and interest the reader</li> <li>shows evidence of a clear selection of vocabulary for effect, with increasing sophistication in word choice and phrasing</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>employs usually coherent paragraphs that are increasingly used to enhance meaning, for example, one sentence paragraphs, and increasingly integrated discursive markers</li> <li>uses a variety of structural features, for example, direct address to reader, indented sections, dialogue, bullet points, increasingly effectively</li> <li>presents well thought out ideas in sentences</li> </ul>



<p>Band 2 'some' 'attempts' 5 - 8 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>communicates ideas with some success</li> <li>some awareness of purpose and audience, with increasingly conscious attempt to suit needs</li> <li>engages the reader by presenting a generalised point of view with some reasoning and reference to the issue, and an increasing variety of ideas</li> <li>register may vary between formal and colloquial or slang, but with some attempt to control tone</li> <li>may use simple devices, such as the rhetorical question, lists and exaggeration, increasingly with some effect</li> <li>shows the beginnings of variety in vocabulary, with increasingly conscious use of vocabulary for effect</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>some attempt to write in paragraphs, gradually beginning to mark a shift in focus, with an increasing use of appropriate, if mechanical, discursive markers</li> <li>shows some evidence of structural features, for example, short paragraphs and dialogue if appropriate</li> <li>presents a number of related ideas in an increasingly logical sequence</li> </ul>
<p>Band 1 'limited' 1 - 4 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>communicates few ideas with limited success</li> <li>limited awareness of purpose and audience</li> <li>engages the reader in a limited way by reference to one or two ideas that may be linked</li> <li>register may vary between formal and colloquial or slang, sustaining neither</li> <li>may use simple devices, such as the rhetorical question and lists, but not always appropriately</li> <li>limited vocabulary with occasional selected word for effect</li> </ul> <p><b>Organisation of Ideas</b></p> <ul style="list-style-type: none"> <li>shows evidence of erratic paragraph structure, with little use of discursive markers</li> <li>shows limited structural features</li> </ul>
<p>Band 0</p>	<p>Nothing to reward</p>

<p>AO3, iii English AO4, iii English Language</p>	<p><b>Q6</b></p>
<p>Band 3 6 - 8 marks</p>	<ul style="list-style-type: none"> <li>uses complex grammatical structures and punctuation with success</li> <li>organises writing using sentence demarcation accurately</li> <li>employs a variety of sentence forms to good effect including short sentences</li> <li>shows accuracy in the spelling of words from an ambitious vocabulary</li> <li>consistently uses standard English</li> </ul>
<p>Band 2 3 - 5 marks</p>	<ul style="list-style-type: none"> <li>writes with control of agreement, punctuation and sentence construction</li> <li>organises writing using sentence demarcation which is mainly accurate</li> <li>employs a variety of sentence forms</li> <li>shows accuracy in the spelling of words in common use in an increasingly developed vocabulary</li> <li>usually uses standard English</li> </ul>
<p>Band 1 1 - 2 marks</p>	<ul style="list-style-type: none"> <li>writes with some control of agreement, punctuation and sentence construction</li> <li>organises writing using sentence demarcation which is sometimes accurate</li> <li>writes simple and some complex sentences</li> <li>shows accuracy in the spelling of some words in common use</li> <li>sometimes uses standard English</li> </ul>
<p>Band 0</p>	<p>Nothing to reward</p>

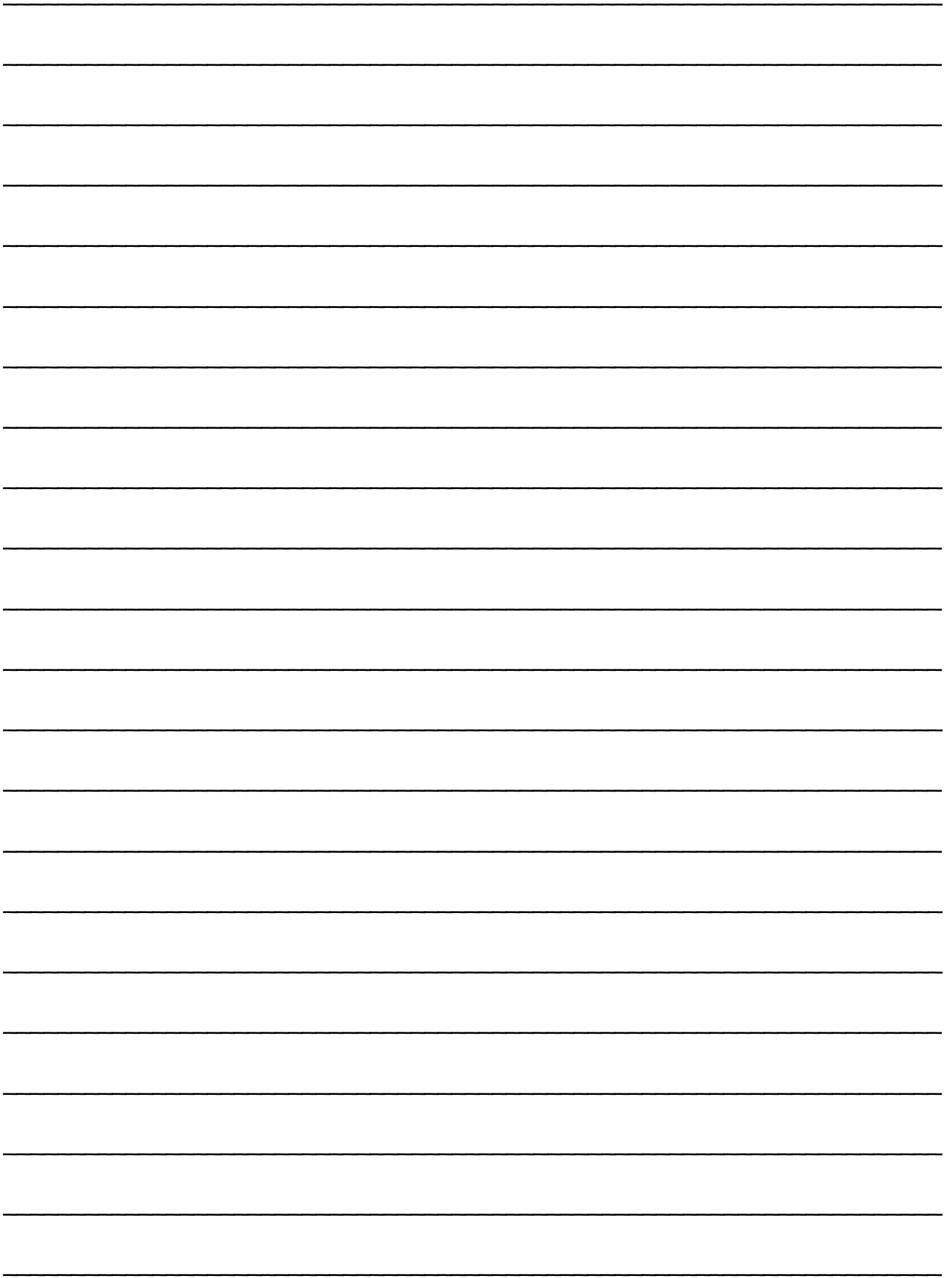
## Task 1 - Character

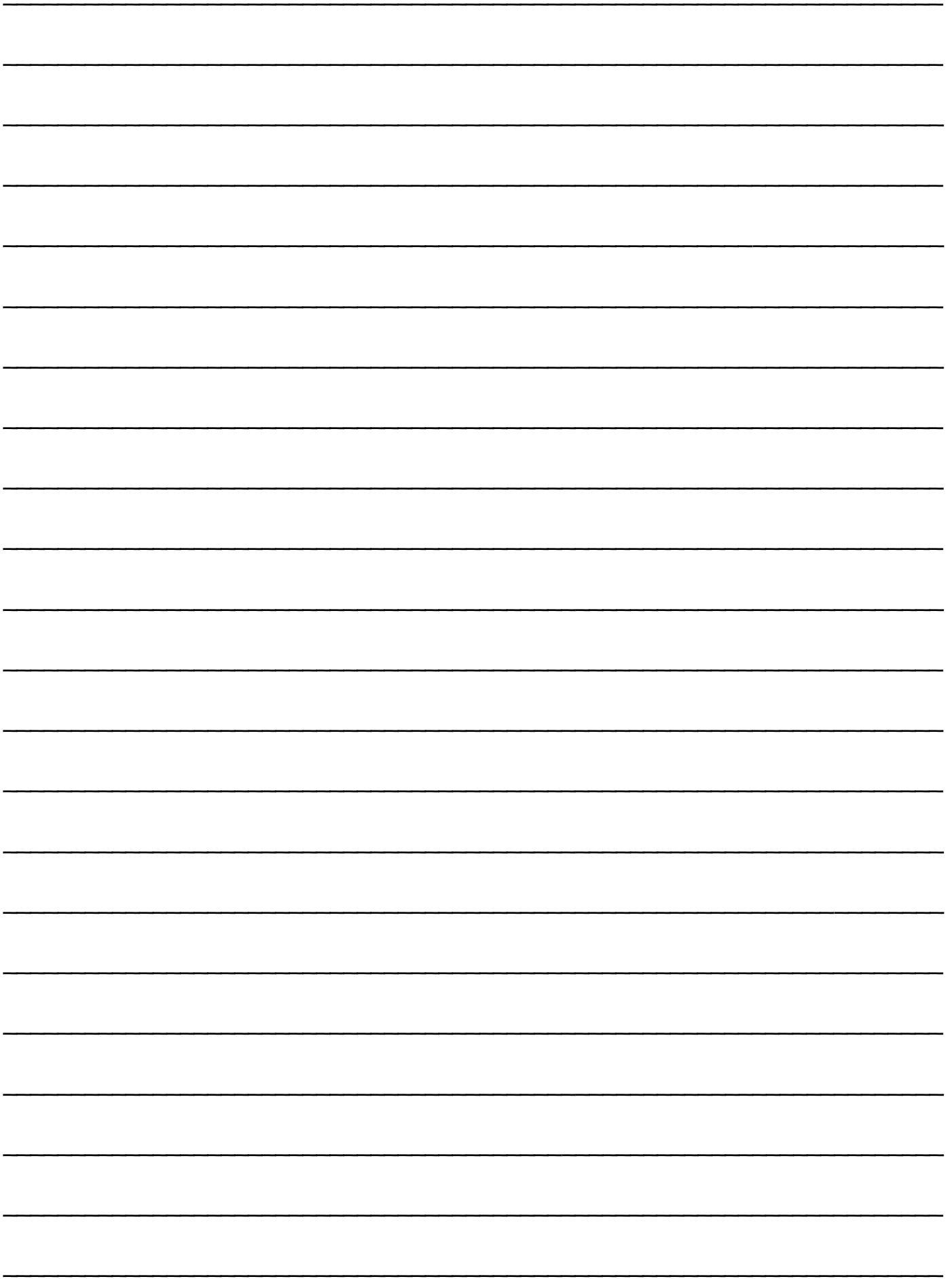
Look at the picture below. Write a story about the image focussing on the character. You could include:

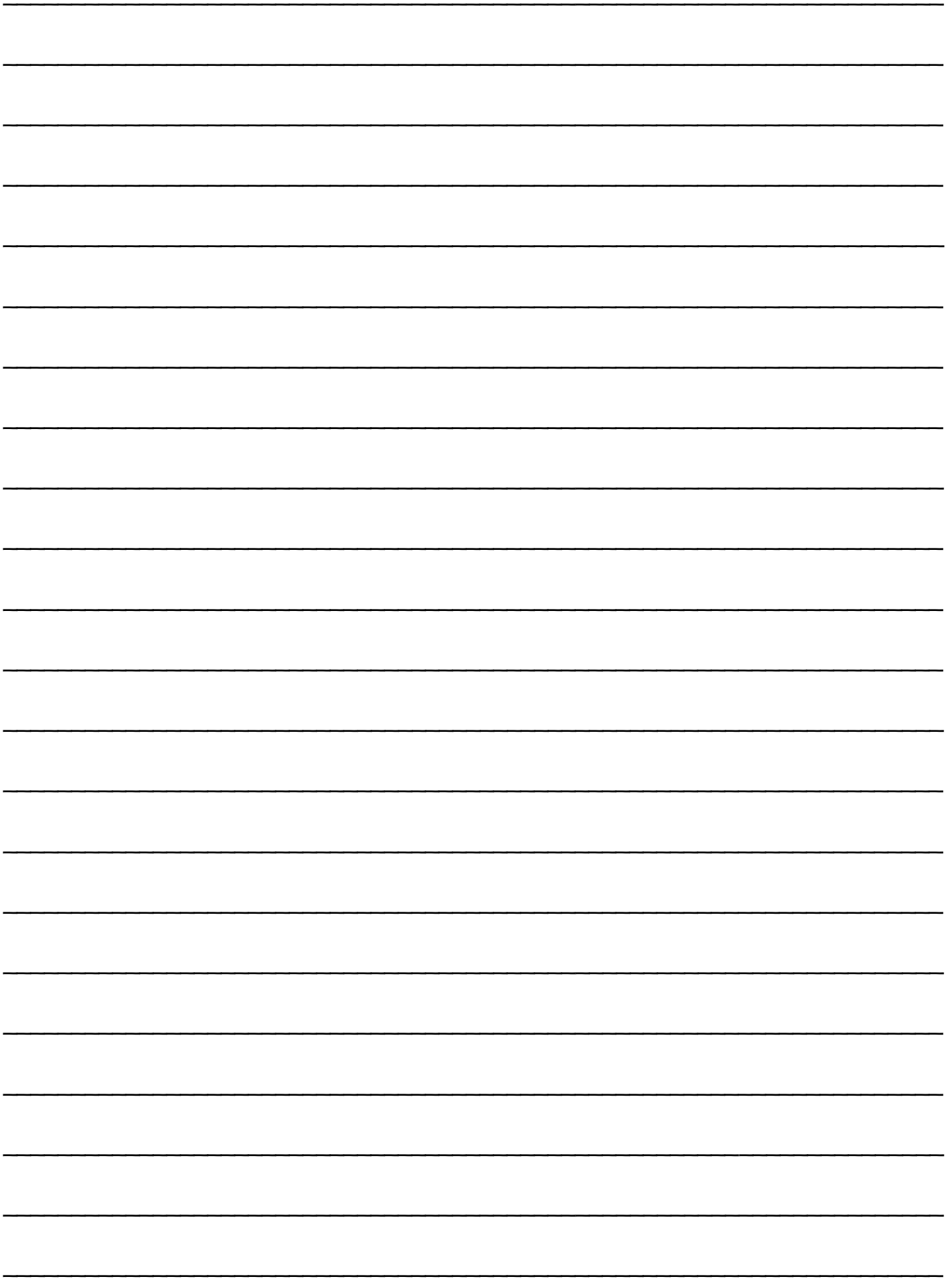
- Who she is
- Why she is there
- What she is doing

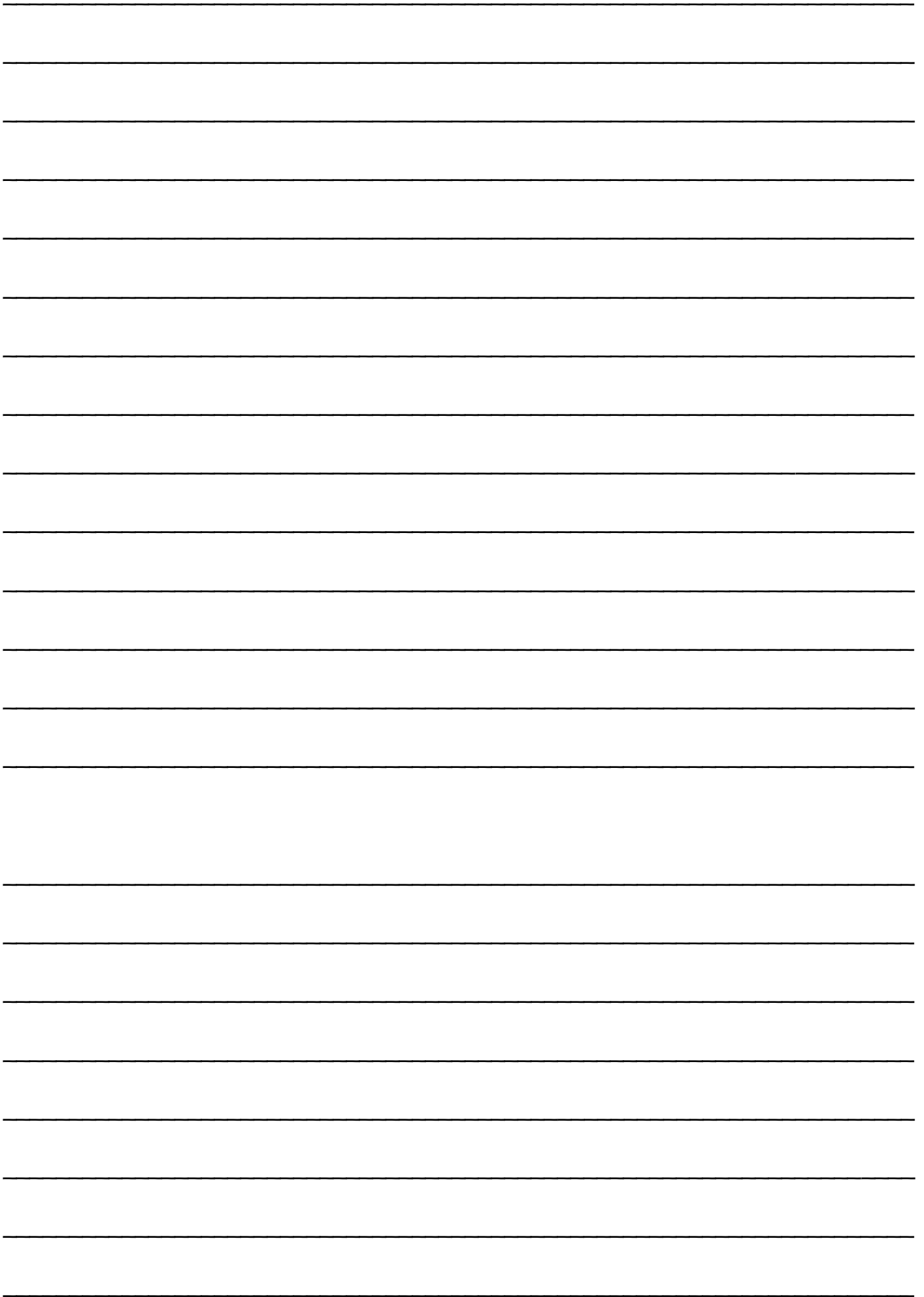


Plan











## Peer/Self-Assessment

What Went Well:

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Focus for next time:

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Mark: \_\_\_\_\_

Reasons for this:

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Teacher Comments:

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## Task 2 - Poem

Read the poem below and use this as the basis of a creative piece. You can decide on whether you use the whole poem, the title or a line from the poem and the genre of the piece.

Again, remember to refer back to the mark scheme.

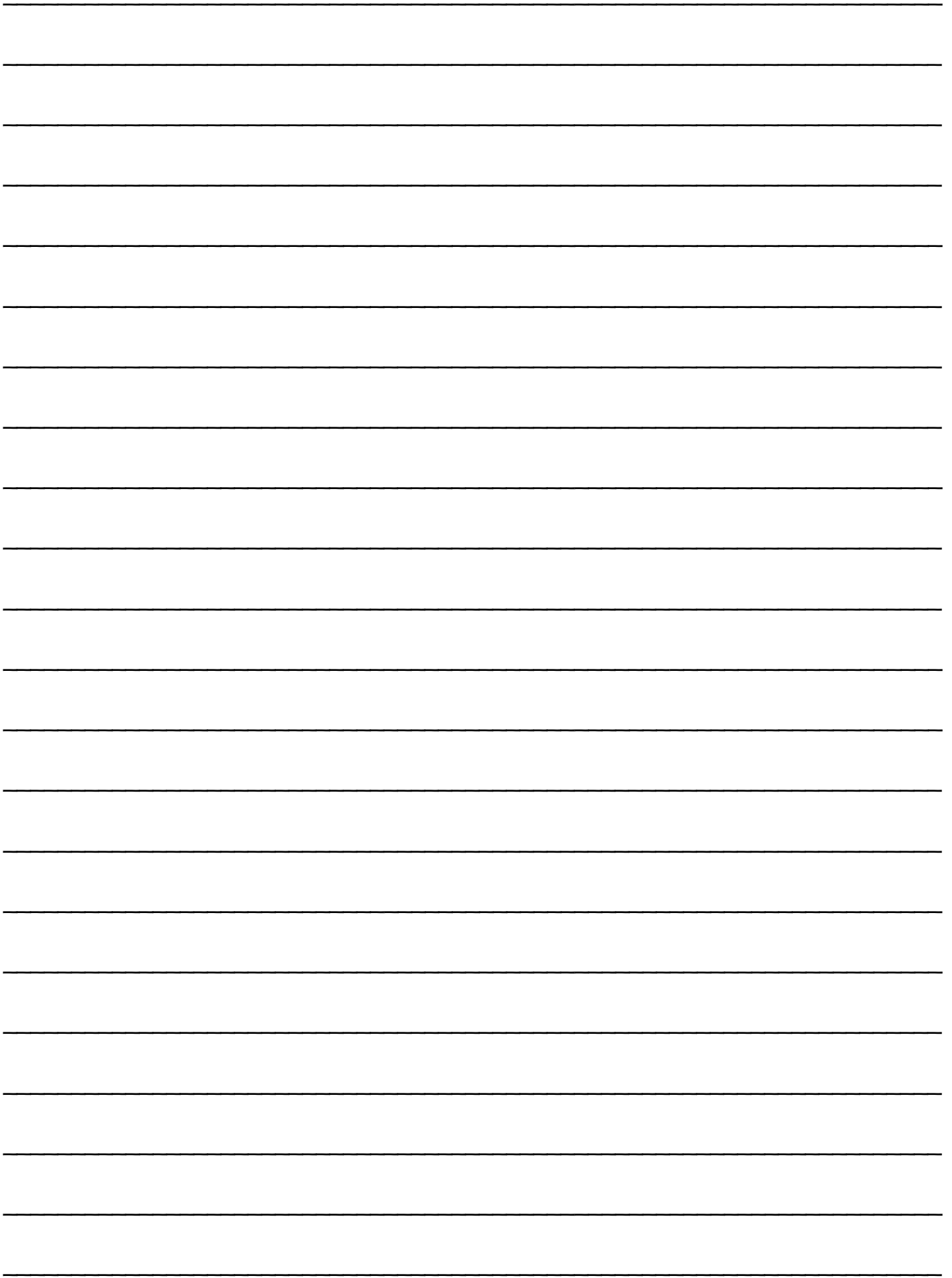
### After Great Pain, A Formal Feeling Comes

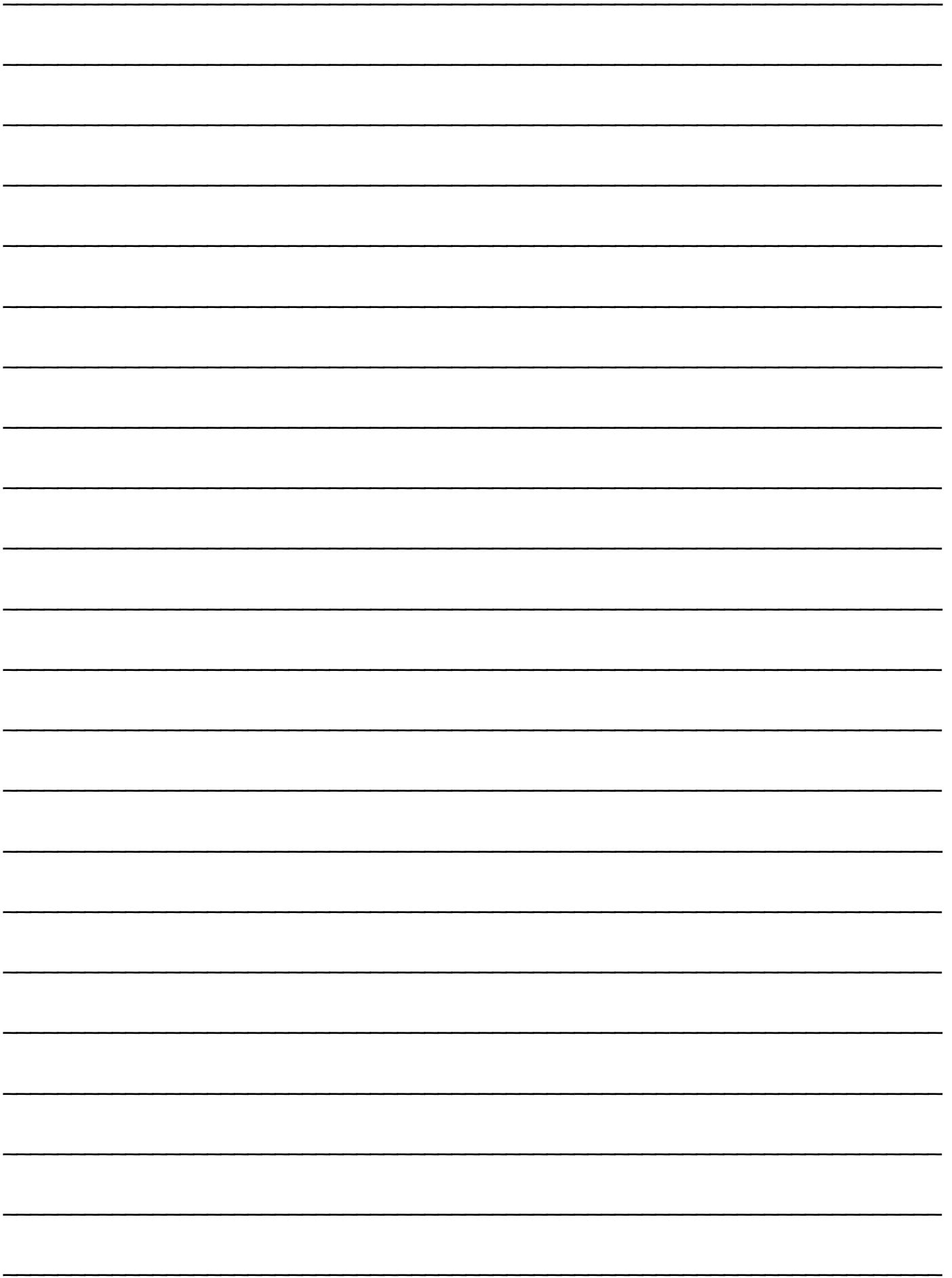
After great pain a formal feeling comes-  
The nerves sit ceremonious like tombs;  
The stiff Heart questions-was it He that bore?  
And yesterday- or centuries before?

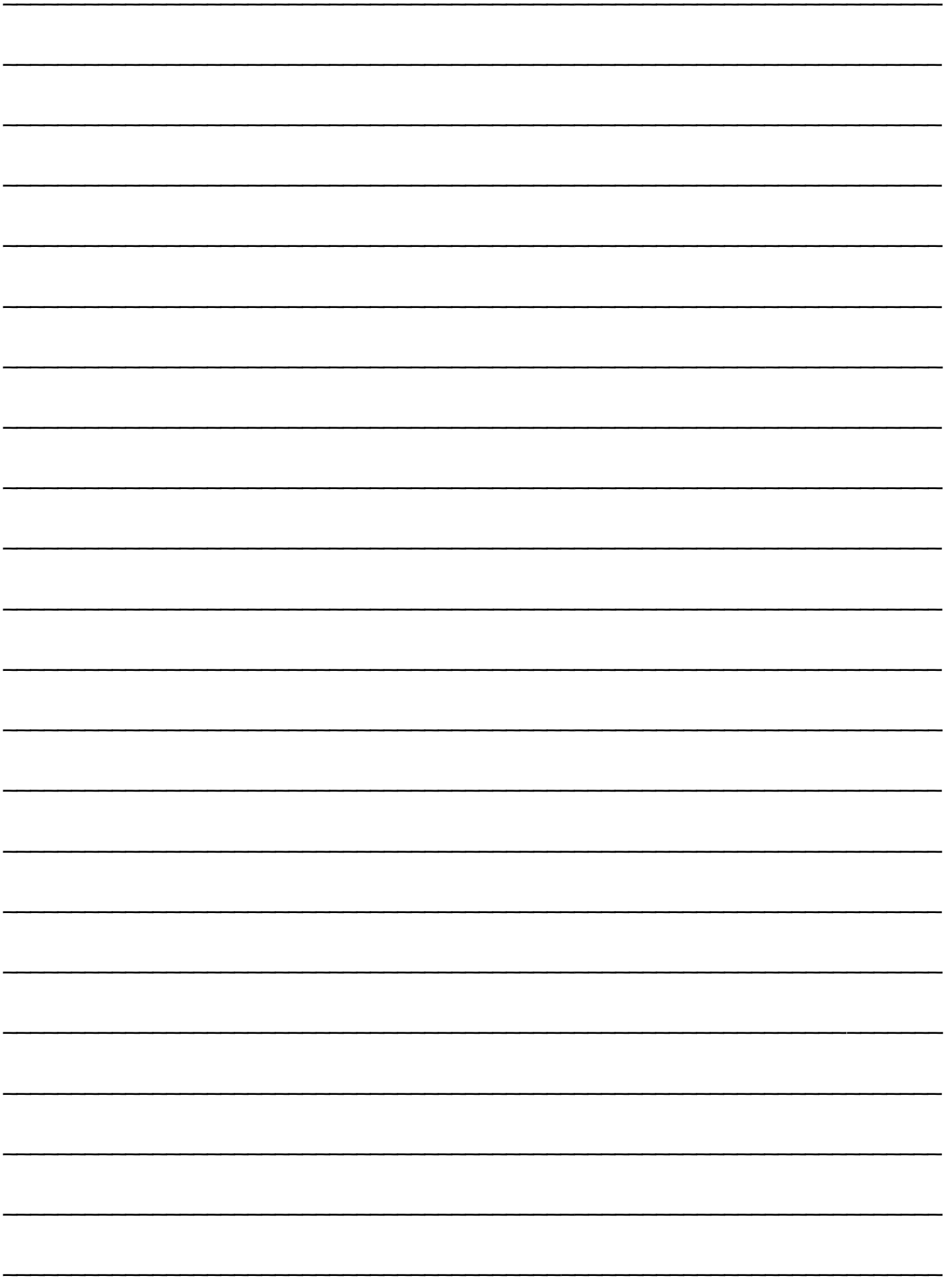
The feet, mechanical, go round A wooden way  
Of ground, or air, or ought,  
Regardless grown,  
A quartz contentment, like a stone.

This is the hour of lead<sup>[L]</sup><sub>[SEP]</sub>  
Remembered if outlived<sup>[L]</sup><sub>[SEP]</sub>  
As freezing persons recollect the snow-  
<sup>[L]</sup><sub>[SEP]</sub>First chill, then stupor, then the letting go.

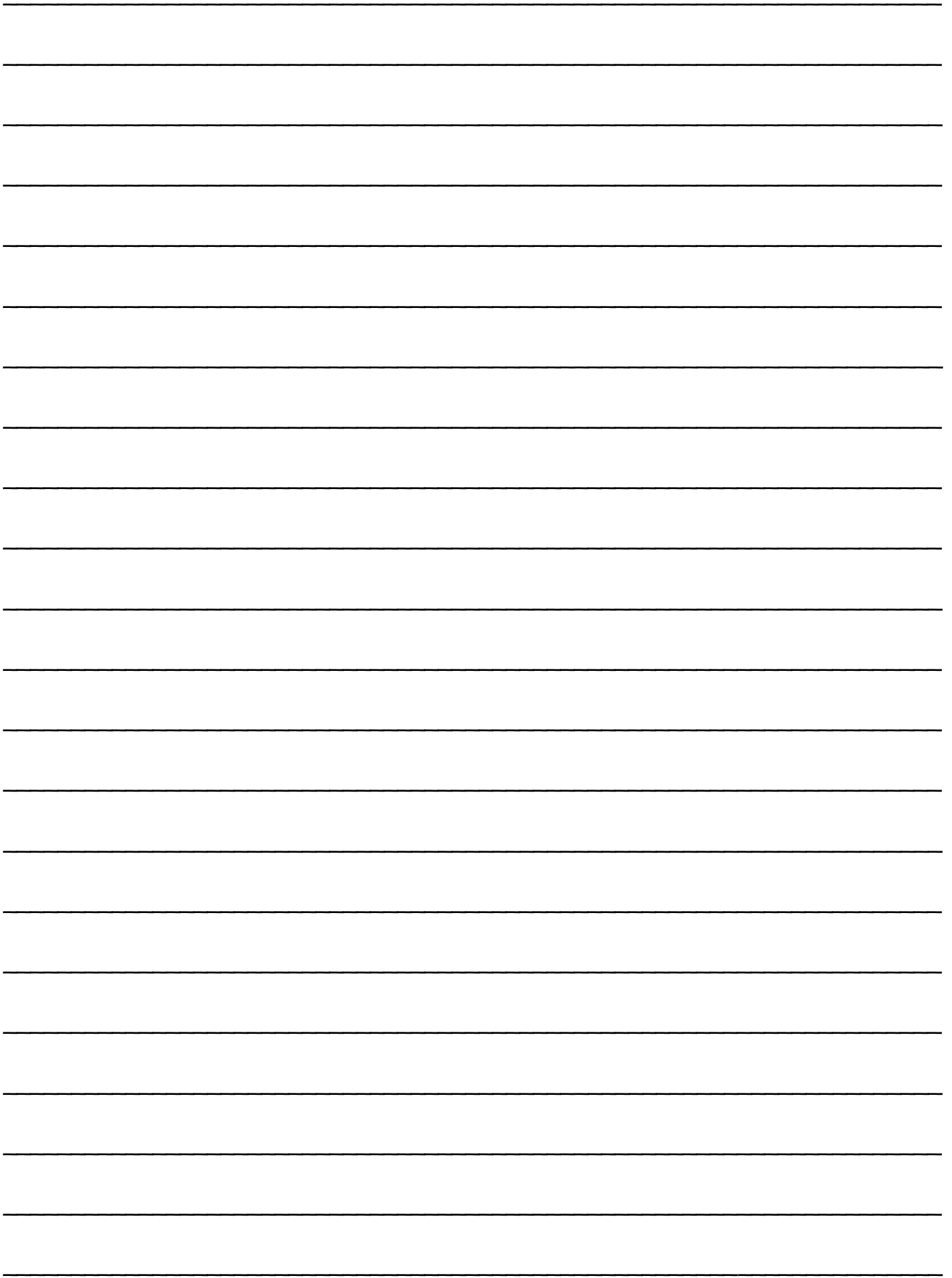
Plan











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What Went Well:

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Focus for next time:

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Mark: \_\_\_\_\_

Reasons for this:

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Teacher Comments:

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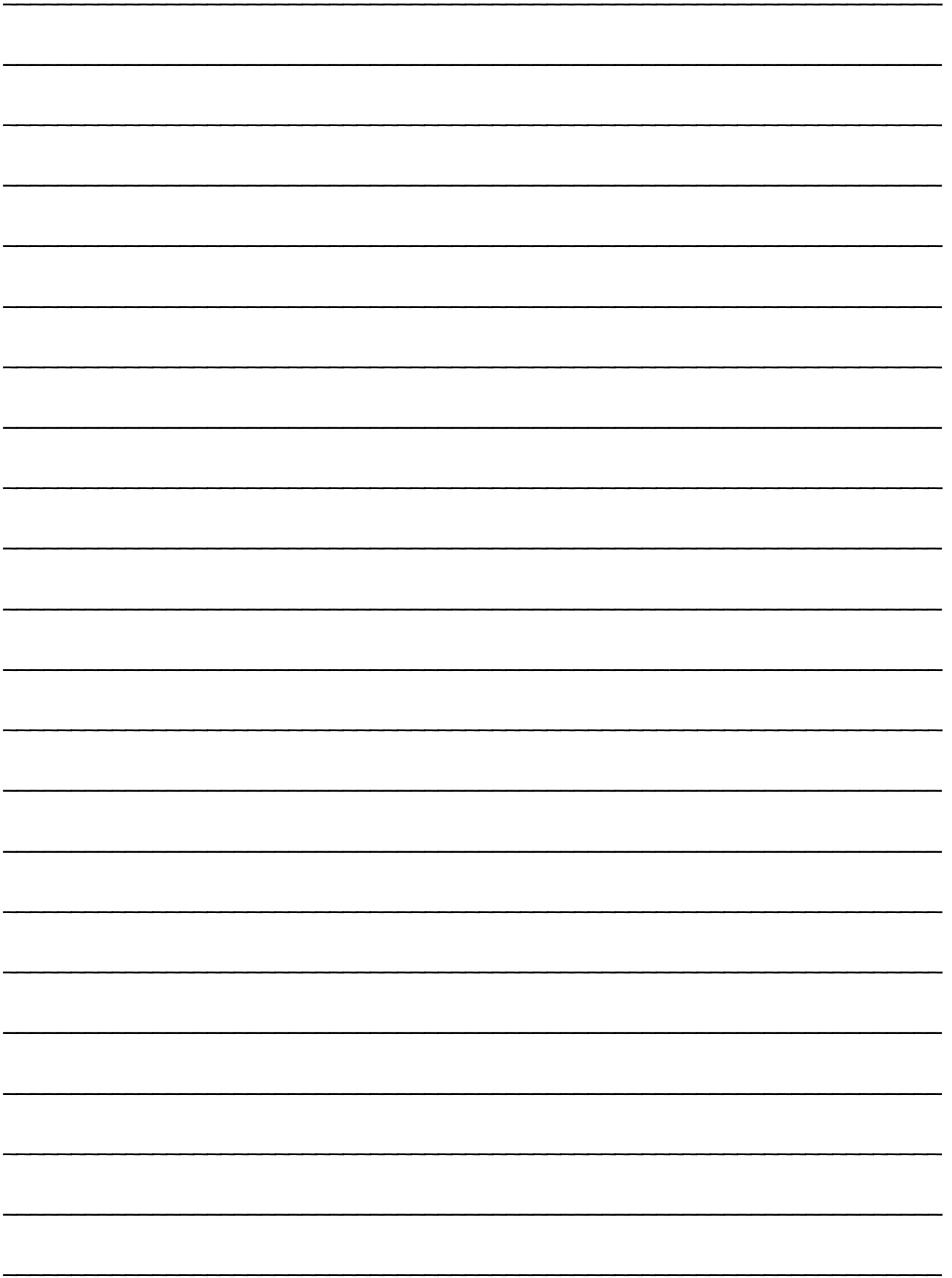
### Task 3 - Diary Entry

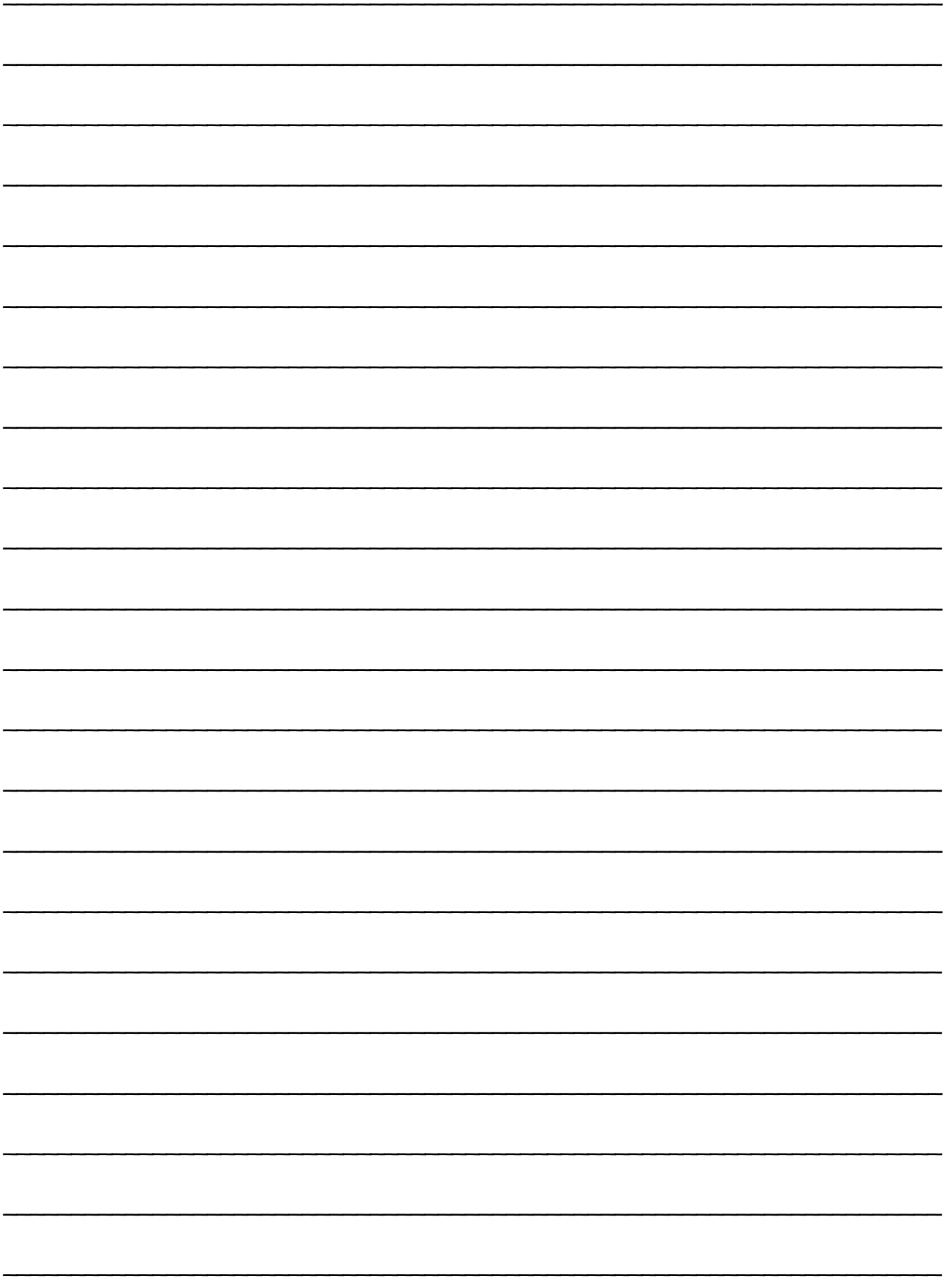
Using ONE of the images below, write the diary entries of both characters.

Remember to use the mark scheme as a reference.

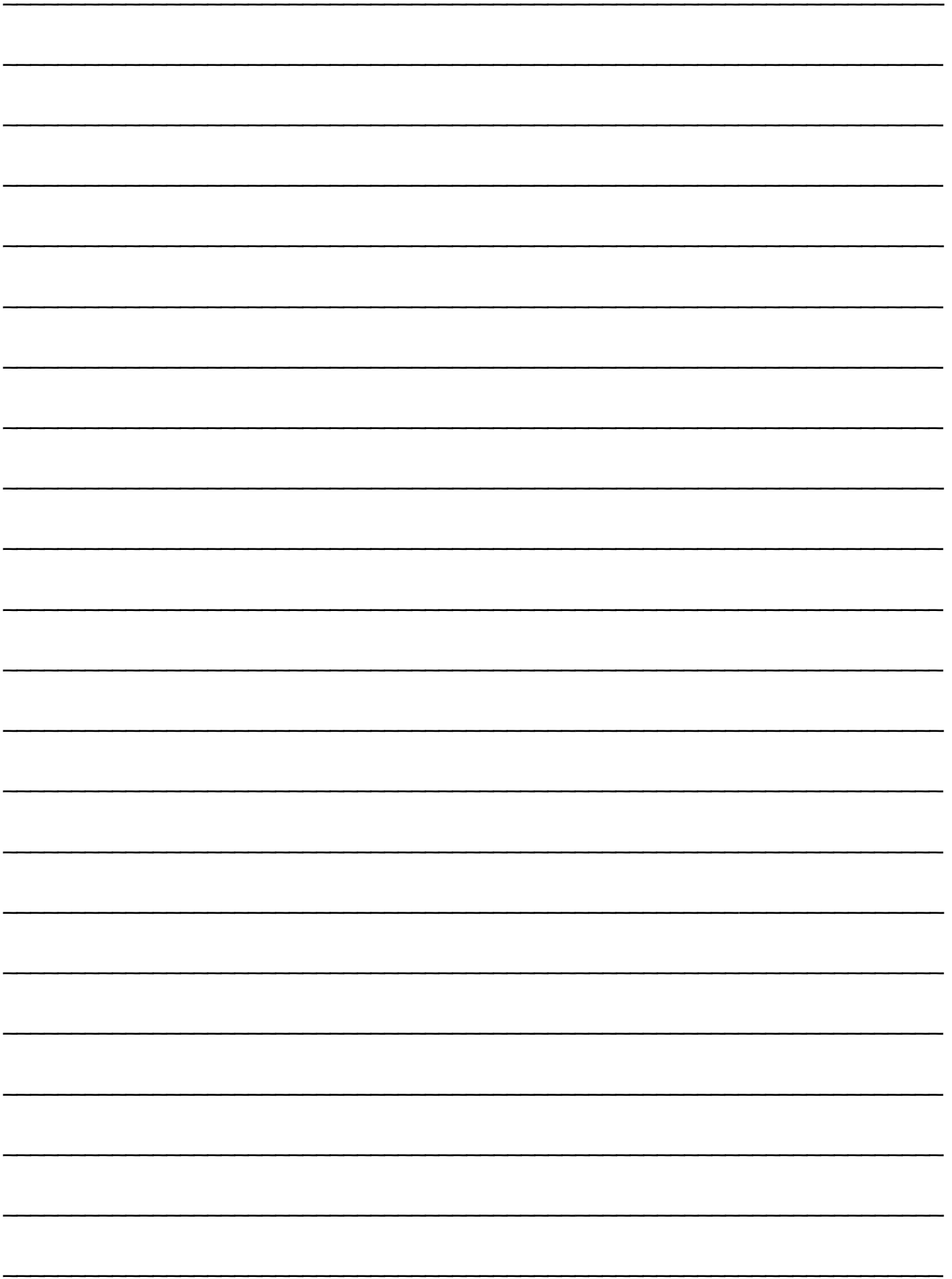


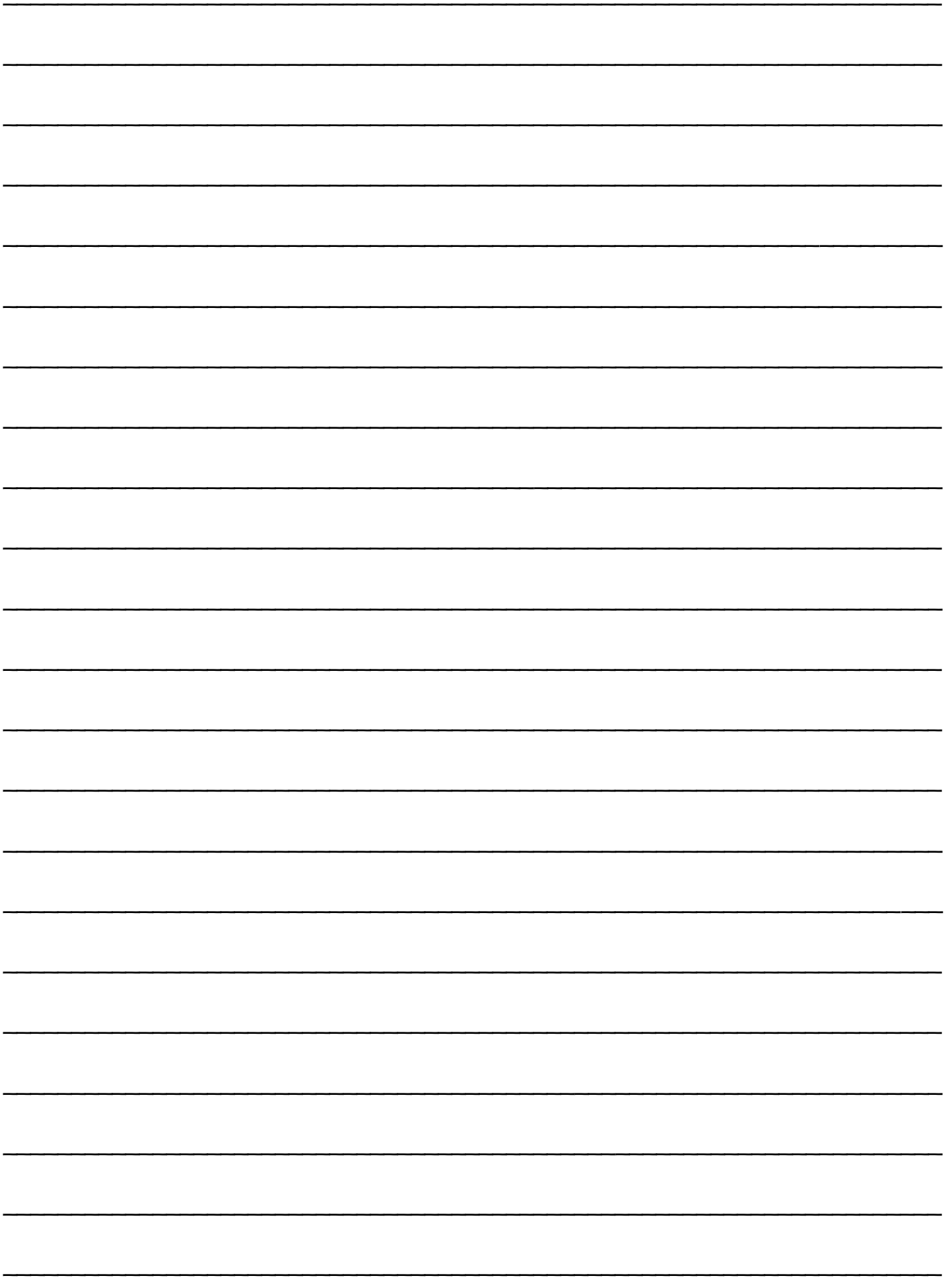
A large, empty rectangular box with a light blue gradient background, intended for writing the diary entries.











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Focus for next time:

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Mark: \_\_\_\_\_

Reasons for this:

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Teacher Comments:

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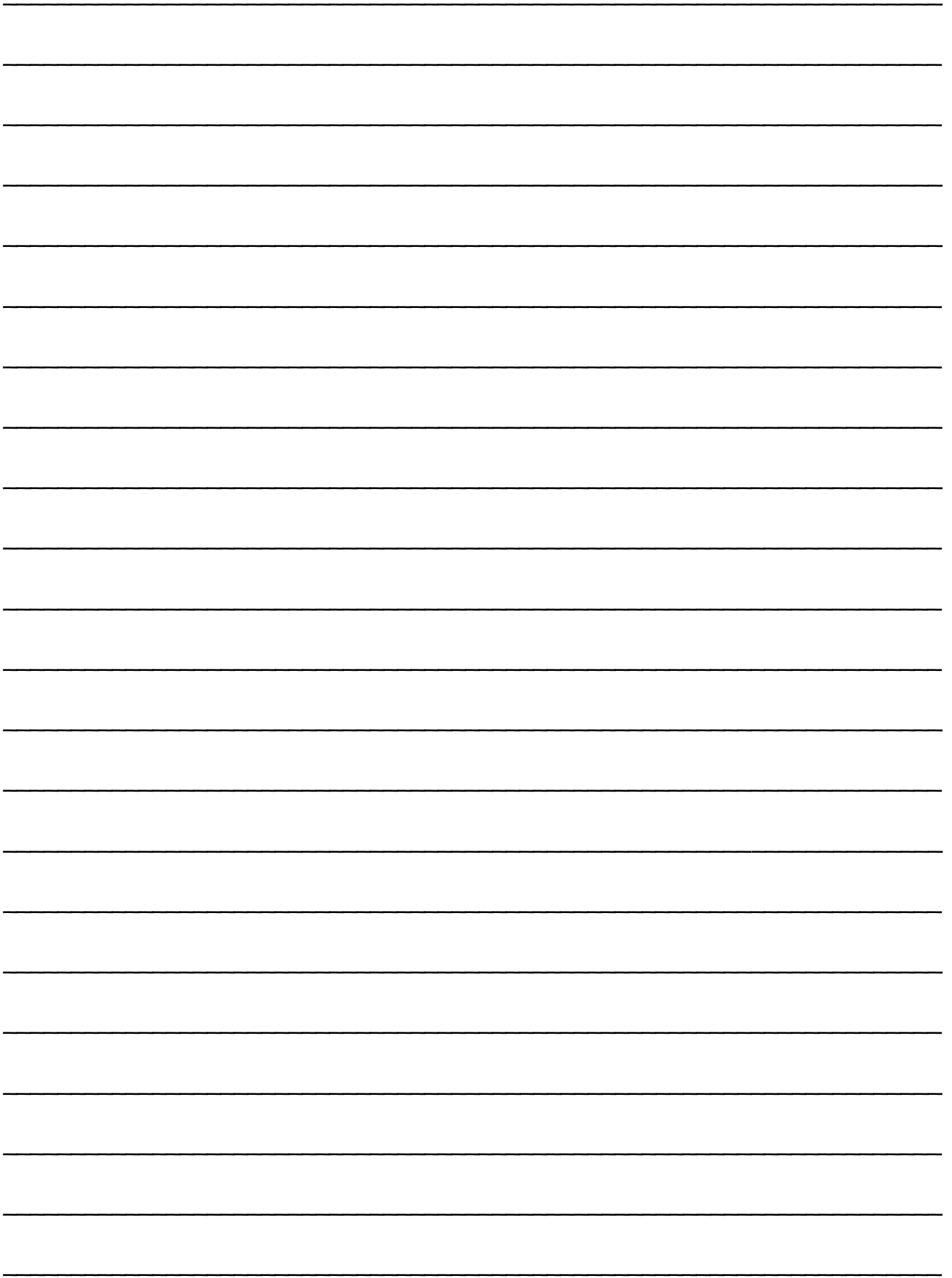
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## Task 4 - Emotions

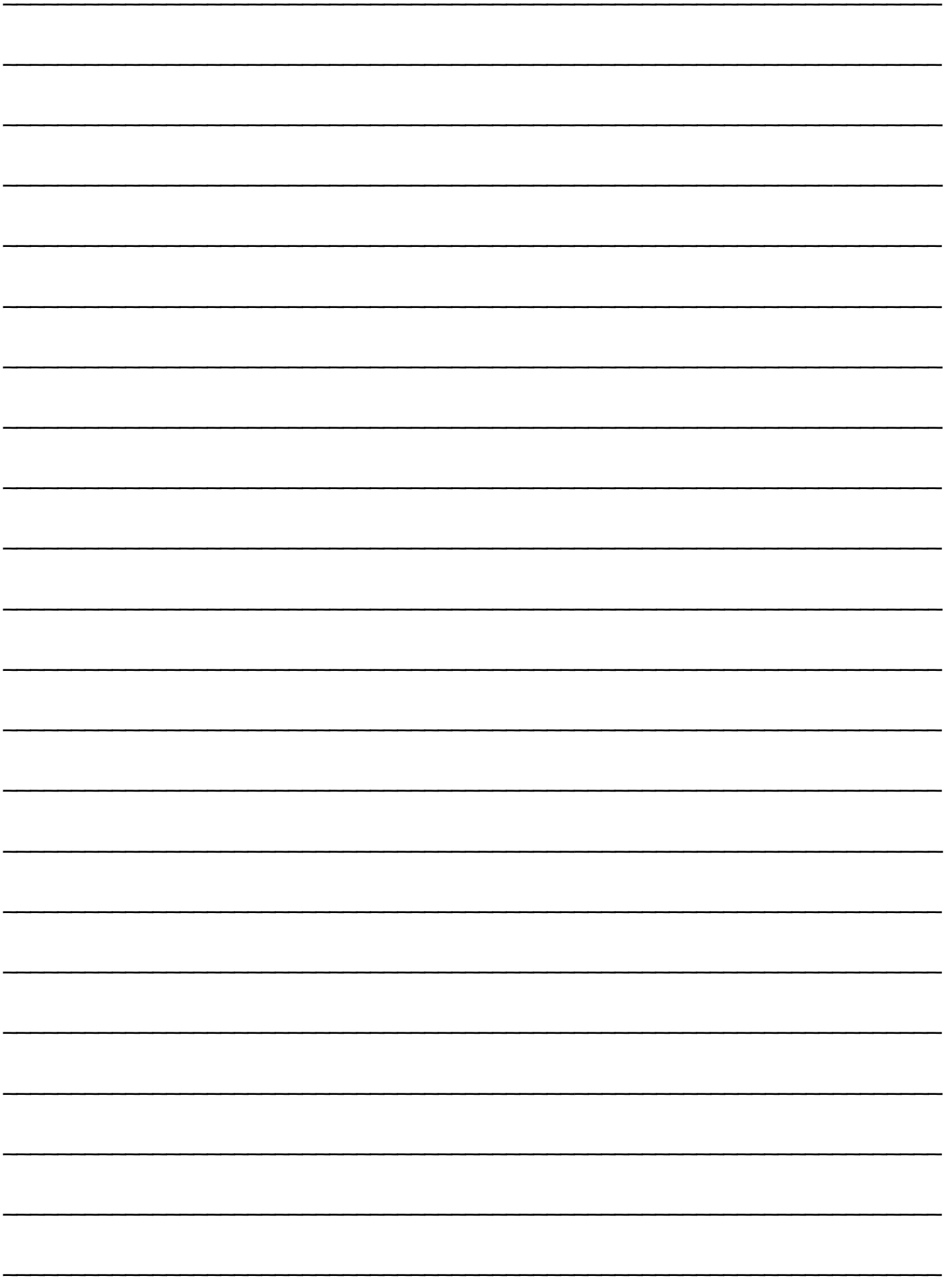
Write a creative piece based on the feelings and emotions of the character in the picture. Remember to vary sentences and vocabulary for effect but also engage the reader with an exciting story.

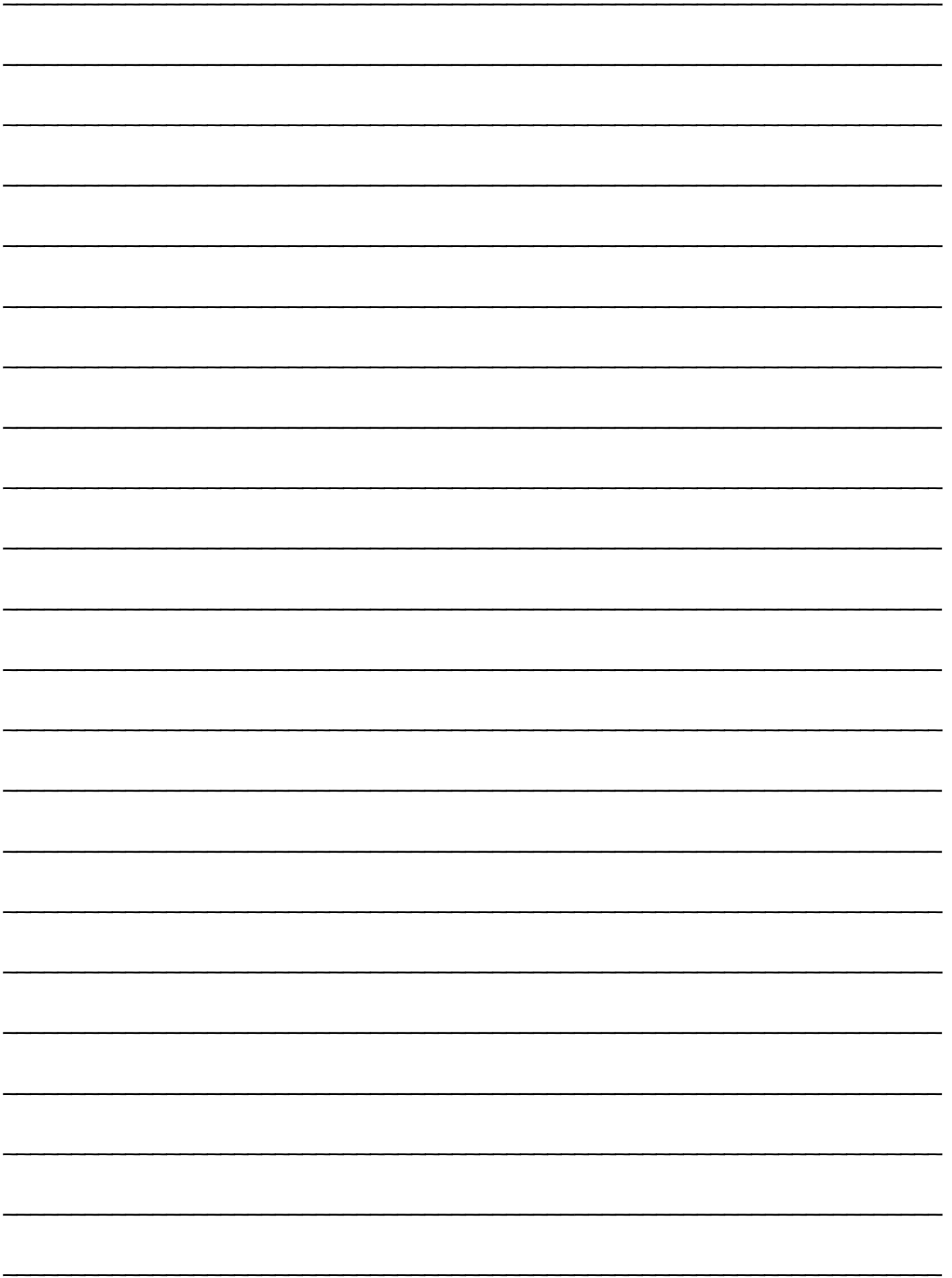


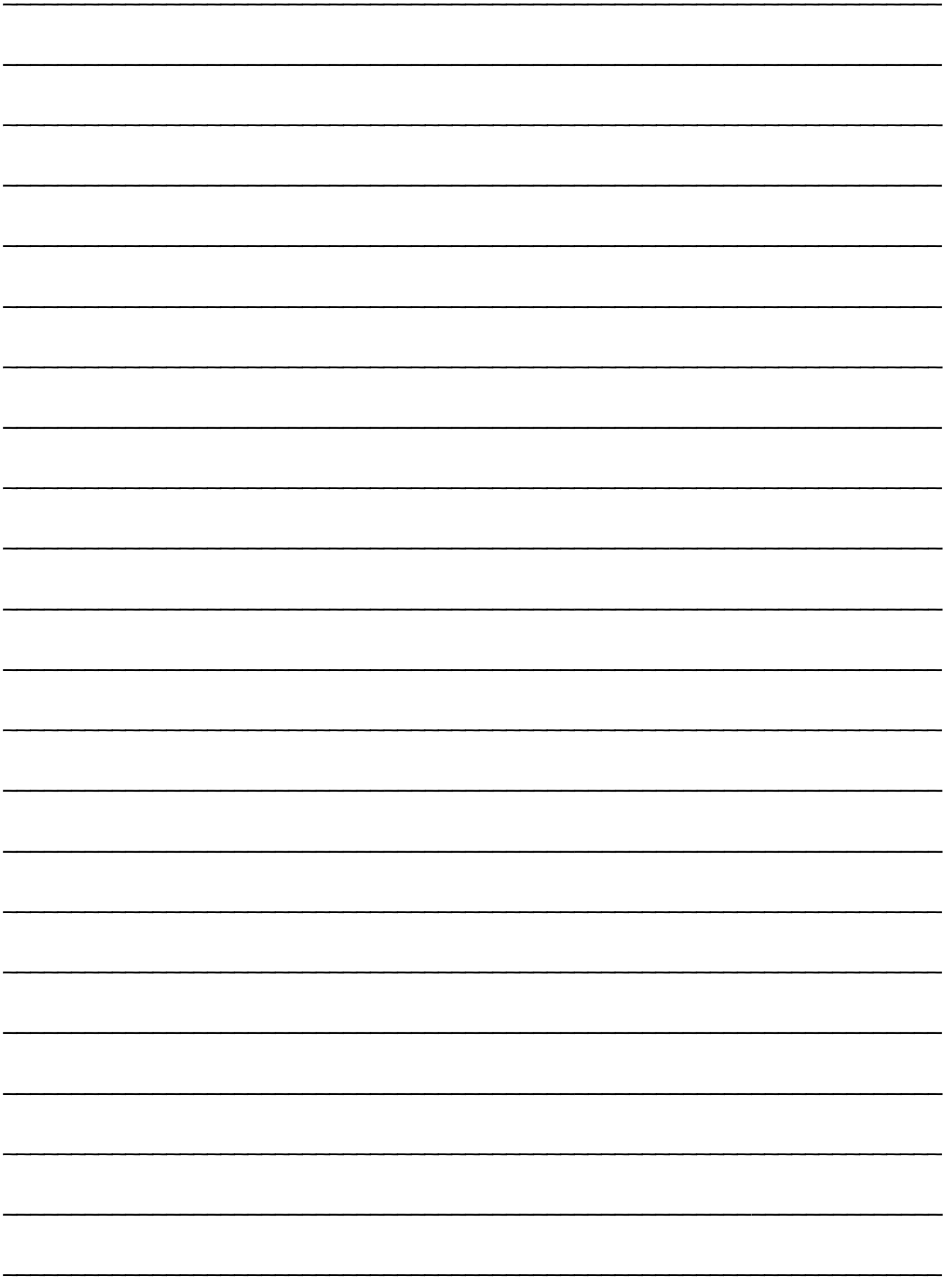
Plan











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Focus for next time:

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Mark: \_\_\_\_\_

Reasons for this:

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Teacher Comments:

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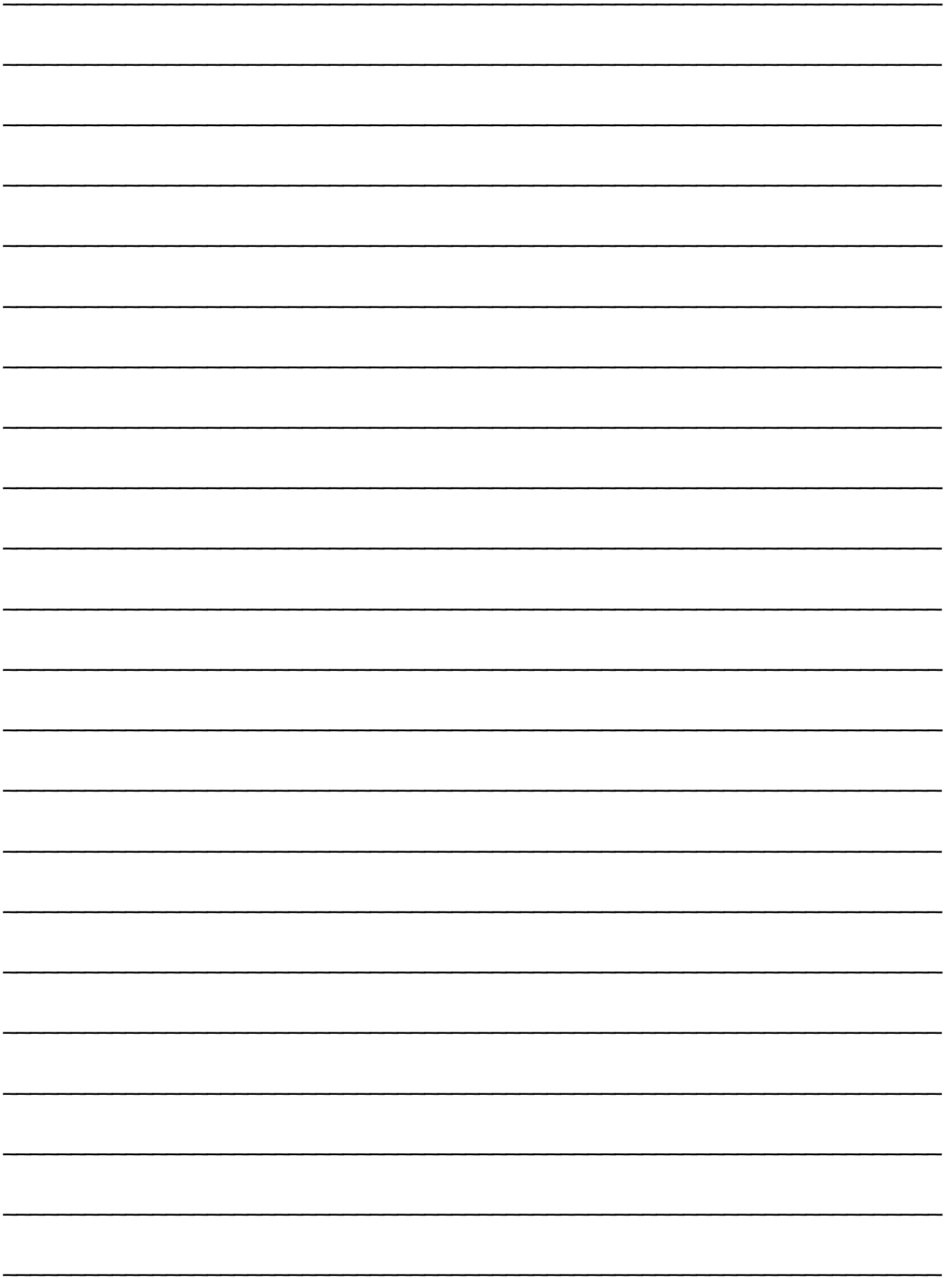
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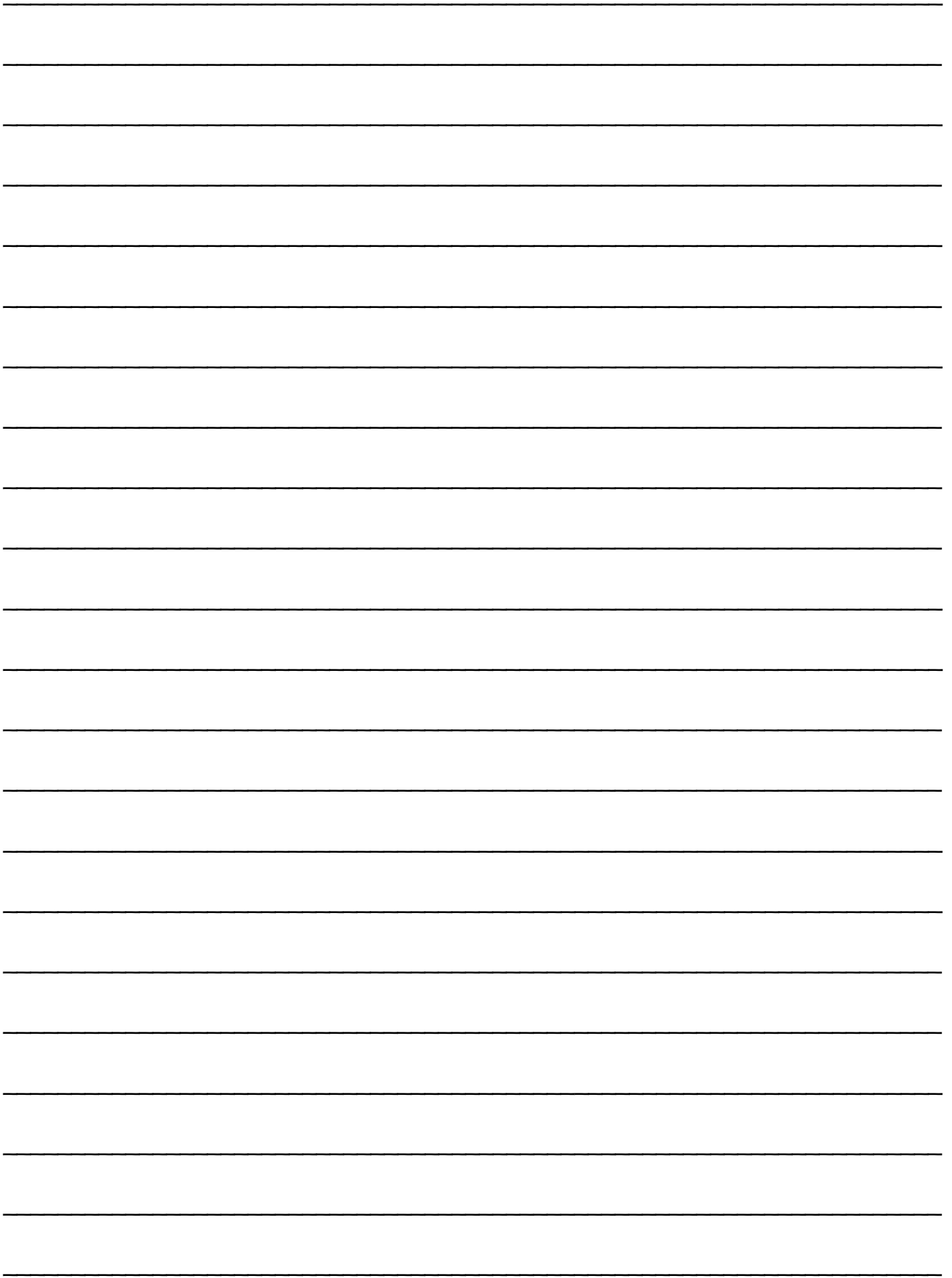
## Task 5 - Mood and Setting

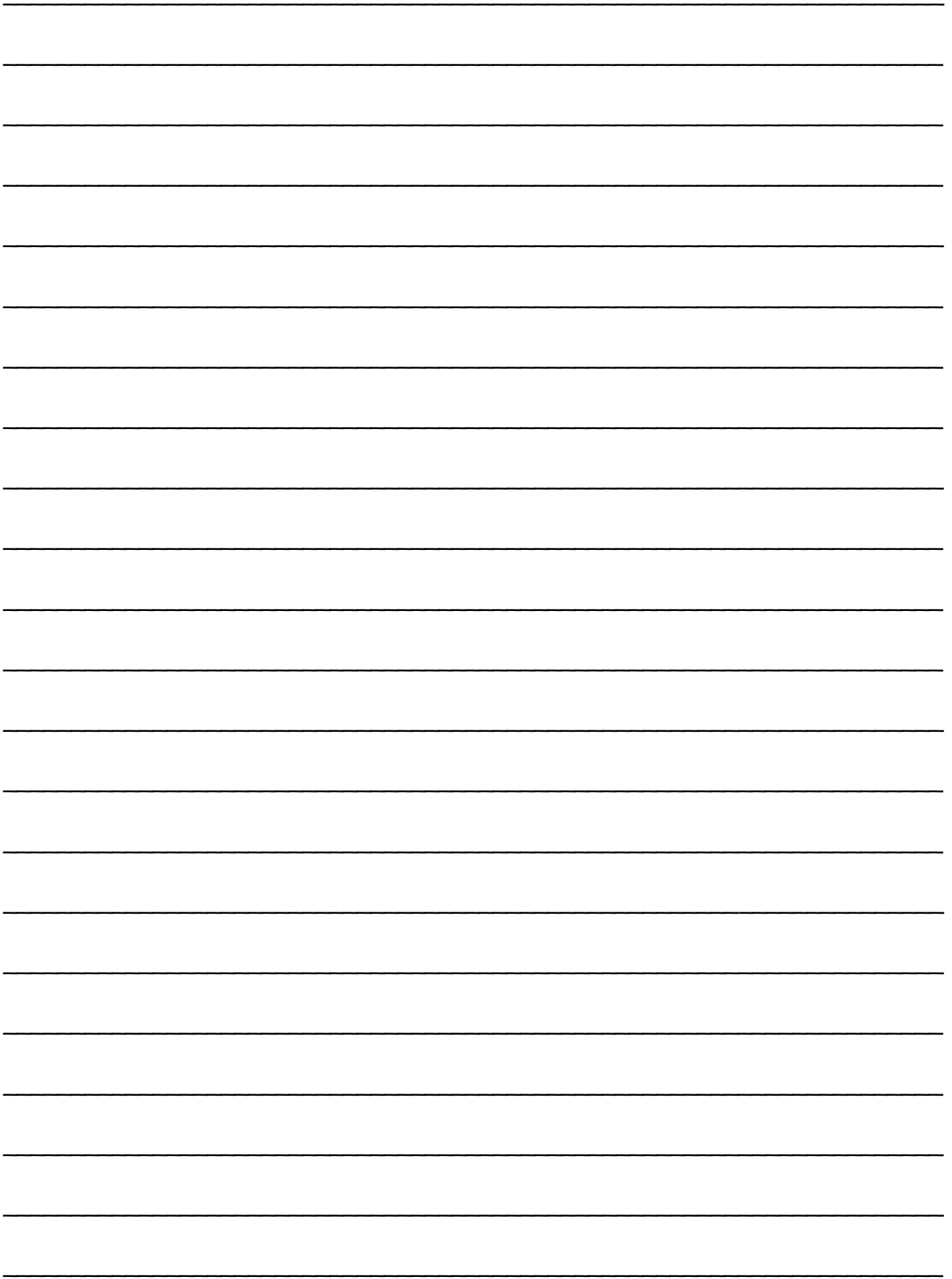
Select one of the images below and describe the place focussing on the mood of the setting. Use the features of the image to help you. Remember to include a range of techniques to create imagery for the reader. Refer to the mark scheme to help guide you.



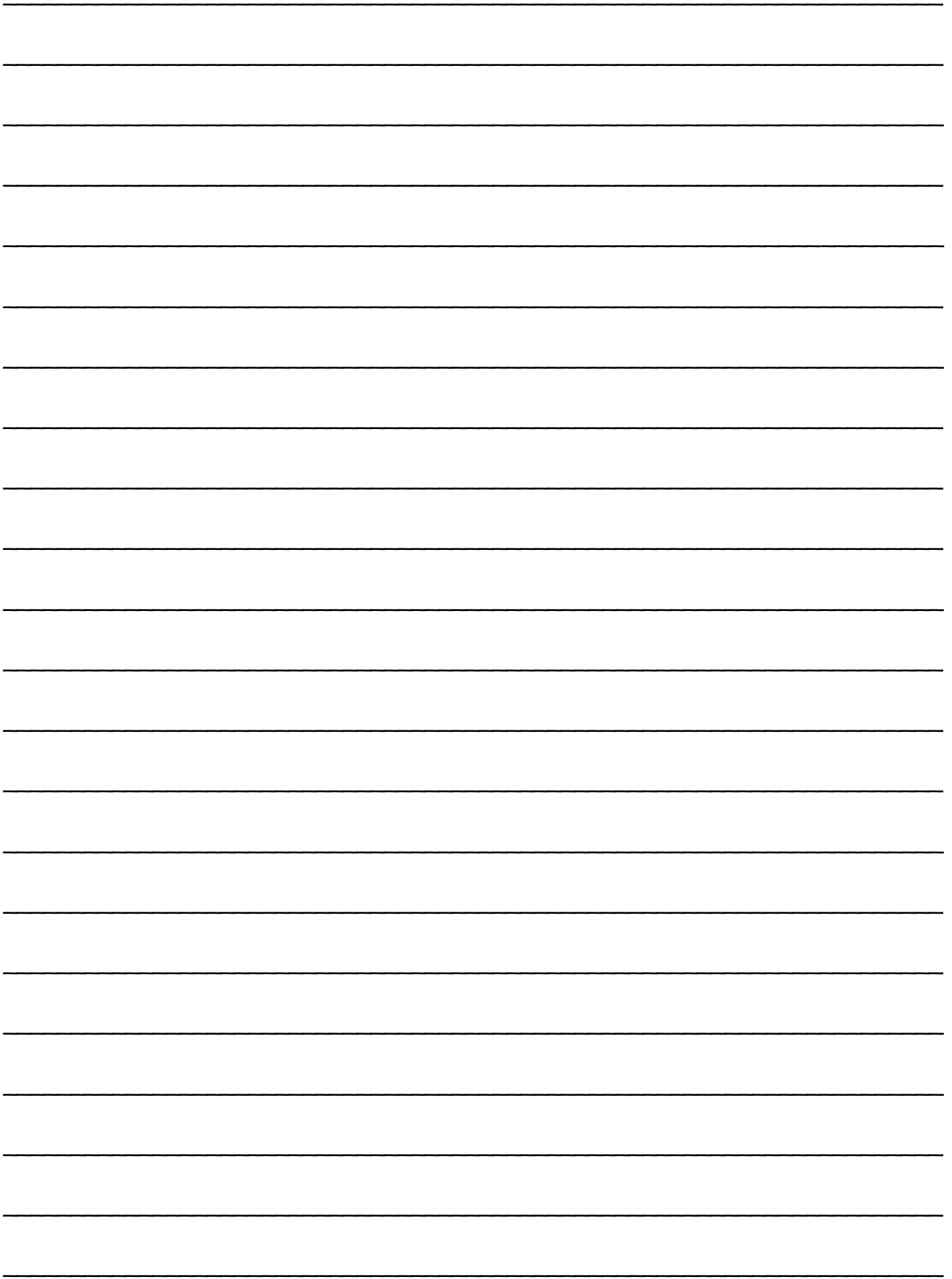
Plan











## Peer/Self-Assessment

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Focus for next time:

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Mark: \_\_\_\_\_

Reasons for this:

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Teacher Comments:

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## Additional Creative Writing Tasks:

1. Write a paragraph about this entrance as if it is going to be the start of a novel...

- Who enters here?
- Why?
- What do they want?
- Where is it?



	Noun	Verb	Adjective
Imagery			
Senses			
Metaphor			
similie			

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Senses			
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similie			

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Imagery			
Senses			
Metaphor			
similie			

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	Noun	Verb	Adjective
Imagery			
Senses			
Metaphor			
similie			