

Year 7 Summer Challenge for English

Full name: \_\_\_\_\_

Primary School: \_\_\_\_\_



***'Don't stop until you're proud'***

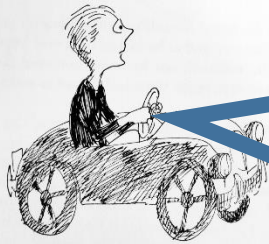
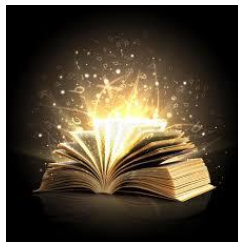
This is the first piece of English work that will be assessed by your English teacher in secondary school, so make sure you produce something you are really proud of!

You will need to print off your English Summer Challenge. You are to complete this challenge on lined paper. Make sure you write your full name carefully on the top of each piece of paper you have worked on. You need to keep your written work together with the Summer Challenge.

**You will be handing this piece of work to your English teacher in your first lesson.**

**Good luck!**

The Archer Academy English Department



Throughout your progress with *The Phantom Tollbooth*, you have seen the character of Milo go from a morose and bored boy, to an adventurous explorer into the realms of literacy and numeracy!

Read through the letter that was sent to Milo after his adventure through the Phantom Tollbooth:

Dear Milo,

You have now completed your trip, courtesy of the Phantom Tollbooth. We trust that everything has been satisfactory, and hope you understand why we had to come and collect it. You see, there are so many other boys and girls waiting to use it, too.

It's true that there are many lands you've still to visit (some of which are not even on the map) and wonderful things to see (that no one has yet imagined), but we're quite sure that if you really want to, you'll find a way to reach them all by yourself.

Yours truly,

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### Writing Activity:

Using Chapter 1 and the letter to Milo as inspiration, write the opening chapter to a story where Milo gives the opportunity for enough boy or girl to go through the Phantom Tollbooth!

Here's a suggestion of how you can plan your writing:

1. Your first paragraph describes who your character is, what they are like, and how they feel towards life.
2. Your second paragraph should further describe what your character is like in everyday situations (Just like Norton Juster's description of Milo in Chapter 1)
3. Use speech (and/or dialogue) to emphasise how much your character needs Milo to give him/her the chance for an adventure!
4. Your character is now at home, and is describing in detail what is in their bedroom.
5. How does your character learn about the Phantom Tollbooth?  
Do they meet Milo?
6. How does your character react? What do they do when they are introduced to the Phantom Tollbooth?

- Using ACOASTMAP correctly and throughout your writing
- Using a full range of sentences and punctuation for effect
- Correct spelling, as well as ambitious vocabulary
- Using paragraphs correctly that change when there's a different time, place, topic or person.
- Using the narrative style of the novel (third person and past tense)

#### HONOURS THINKING:

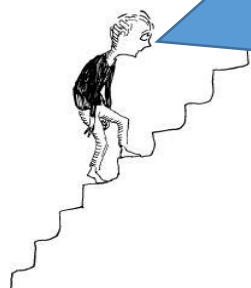
- ★ Using a thesaurus to choose extensive and sophisticated vocabulary for specific effects
- ★ Using *The Phantom Tollbooth* as a point of reference and include other chapters as inspiration for your writing
- ★ Having an established and convincing voice that is similar to Norton Juster's

Please use the lined paper provided with this booklet.

Don't be afraid to be imaginative and explore new ideas! Would you want to include the character that you have created at primary school to make your story more engaging?

#### What is ACOASTMAPS?

Alliteration  
Colour imagery  
Onomatopoeia  
Adverbs  
Simile  
Triplets  
Metaphor  
Adjectives  
Personification  
Sensory language (using your 5 senses to create a rich and detailed description)  
Write 'ACOASTMAPS' vertically in your margin, and make a tally of how many techniques you use!



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Your teacher will mark you against the **Archer English Writing Big Ideas**.



Writing Big Ideas	What will your teachers be assessing you on?	What do you need to achieve?
Big Idea 1	Organise information and ideas effectively, using paragraphs and structural devices for cohesion and sequencing.	I need to use paragraphs correctly and for specific effects.
Big Idea 2	Write imaginative, thoughtful and interesting texts which are appropriate to genre, audience and purpose.	I need to use a wide range of descriptive techniques to keep the reader interested.  I need to use my creativity and imagination to produce exciting plots and narratives for my reader.
Big Idea 3	Vary sentence structures with accurate application of punctuation and grammar for clarity, purpose and effect.	I need to use a wide range of punctuation in my sentences to make my writing clear and purposeful. I need to use a variety of different types of sentence structures to keep my reader interested in my writing.
Big Idea 4	Select appropriate, effective and ambitious vocabulary.	I need to use a wide selection of vocabulary in my writing with confidence; using a thesaurus while writing in order to achieve this.
Big Idea 5	Use correct spelling.	I need to use my spelling rules and apply them to new vocabulary, as well as reviewing my work carefully to avoid mistakes.

