



KS2-3 Bridging Task

From all the staff in the English department, we look forward to welcoming you to Co-op Academy Priesthorpe in September. In order for us to get to know your strengths and areas for development, we would like you to complete a short creative writing project.

Your final piece of creative writing should be between 1 to 2 pages of A4. If you are typing your work, please use font 12.

Where can I find help?

- We want you to show off your writing skills so try and use a variety of sentence styles, sentence openers and descriptive techniques.
- Here is a link to the Bitesize website where you will find lessons and revision on writing skills <https://www.bbc.co.uk/bitesize/topics/zywfbk7>
- Attached to this project is a writing techniques and sentence starter sheet that we use in KS3. Try and use some of the different sentence types in your writing.

Optional Research

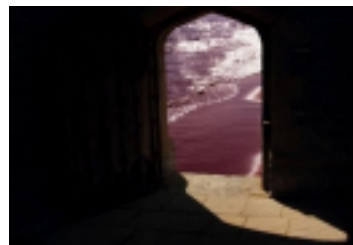
Many stories involve characters finding a secret door or portal into another world. For example:

- *The Secret Garden* by Frances Hodgson Burnett
- *The Lion, the Witch and the Wardrobe* by C.S. Lewis
- *Alice in Wonderland* by Lewis Carroll
- *Phantom Tollbooth* by Norton Juster
- *A Wrinkle in Time* by Madeleine L'Engle
- *Elidor* by Alan Garner
- *The Lives of Christopher Chant* by Diana Wynne Jones.

examples from film and TV shows.

2. Add notes to the following images. Include your own ideas about where the doors might lead. Your notes could also include questions about the images.





KS2-3 English Bridging Task

Your main task: write between 1 and 2 pages of A4. Use font 12 if you are typing your work.

Write a story where you imagine that you (or a character) have found a hidden door *into* a magical world. This could be based on a story or a film you know, or a world of your own imagination. You could use the images from the last activity as inspiration.

- Describe the room or place in the 'real' world in detail before moving on to describe the hidden door or portal.
- Next describe your journey through the door and the world that you find on the other side.
- Then continue the story ...

Focus on detailed description with vivid and imaginative vocabulary.

Use paragraph changes to clearly show the different places

Use a range of writing techniques from the sheet which is included and tick off the ones you have used.

Challenge yourself: use similes, metaphors and ambitious vocabulary to upgrade your writing.





KS2-3 Bridging Task

Tick the ones you have used.	Sentence Type	Example	
	2A Sentences	He was a tall, awkward man with an old, crumpled jacket.	A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture or t the reader.
	Emotion, comma	Desperate , she screamed for help.	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.
	With a(n) action, more action	With a smile , Greg waved goodbye.	This two-part sentence starts with a subordinate clause which starts with the phrase ' With a(n)... ' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.
	Simile	The huge, green monster chased after the children like a tornado.	A simile creates a picture in the reader's mind. It compares one thing with another, using ... like a ... and ... as a
	Noun, which/who/where	Tom, who was a little shorter than the others, still made it into the football team.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where .
	2 pairs sentences	Exhausted and worried, cold and hungry , they didn't know how much further they had to go.	Begins with two pairs of related adjectives. Each pair is: ○ Followed by a comma ○ Separated by <i>and</i>
	De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims.	Two independent clauses (they make sense on their own) are separated by a colon (:): ○ The first clause is descriptive ○ The second adds further detail
	The more, the more	The more it rained, the more depressed he became.	This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action .

	Some; others	Some dogs were running around happily; others looked tired.	Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. There is <u>no</u> capital letter after the semi-colon.
	Tell: show 3 examples; sentences	It was a sleepy town: shops shuttered; cats lazing in the hade; dogs snoozing in the sun.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.