

Your end of year exam for English is now a couple of weeks away, and ready for your transition to GCSE, we want to ensure your revision is purposeful and effective.

We will complete your revision in stages.

This is Stage 2.

Year 9 Revision Stage 2: Planning and Structure Narrative Writing

Every story needs some sort of secret that impels it forward. Otherwise why would the reader bother to keep on turning the pages?" — Deb Loughead

Task 1: Read the story 'Little Red Riding Hood' by Charles Perrault

Little Red Riding Hood by Charles Perrault

Once upon a time there lived in a certain village a little country girl, the prettiest creature who was ever seen. Her mother was excessively fond of her; and her grandmother doted on her still more. This good woman had a little red riding hood made for her. It suited the girl so extremely well that everybody called her Little Red Riding Hood.

One day her mother, having made some cakes, said to her, "Go, my dear, and see how your grandmother is doing, for I hear she has been very ill. Take her a cake, and this little pot of butter."

Little Red Riding Hood set out immediately to go to her grandmother, who lived in another village.

As she was going through the wood, she met with a wolf, who had a very great mind to eat her up, but he dared not, because of some woodcutters working nearby in the forest. He asked her where she was going. The poor child, who did not know that it was dangerous to stay and talk to a wolf, said to him, "I am going to see my grandmother and carry her a cake and a little pot of butter from my mother."

"Does she live far off?" said the wolf

"Oh I say," answered Little Red Riding Hood; "it is beyond that mill you see there, at the first house in the village."

"Well," said the wolf, "and I'll go and see her too. I'll go this way and go you that, and we shall see who will be there first."

The wolf ran as fast as he could, taking the shortest path, and the little girl took a roundabout way, entertaining herself by gathering nuts, running after butterflies, and gathering bouquets of little flowers. It was not long before the wolf arrived at the old woman's house. He knocked at the door: tap, tap.

"Who's there?"

"Your grandchild, Little Red Riding Hood," replied the wolf, counterfeiting her voice; "who has brought you a cake and a little pot of butter sent you by mother."

The good grandmother, who was in bed, because she was somewhat ill, cried out, "Pull the bobbin, and the latch will go up."

The wolf pulled the bobbin, and the door opened, and then he immediately fell upon the good woman and ate her up in a moment, for it been more than three days since he had eaten. He then shut the door and got into the grandmother's bed, expecting Little Red Riding Hood, who came some time afterwards and knocked at the door: tap, tap.

"Who's there?"

Little Red Riding Hood, hearing the big voice of the wolf, was at first afraid; but believing her grandmother had a cold and was hoarse, answered, "It is your grandchild Little Red Riding Hood, who has brought you a cake and a little pot of butter mother sends you."

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Put the cake and the little pot of butter upon the stool, and come get into bed with me."

Little Red Riding Hood took off her clothes and got into bed. She was greatly amazed to see how her grandmother looked in her nightclothes, and said to her, "Grandmother, what big arms you have!"

"All the better to hug you with, my dear."

"Grandmother, what big legs you have!"

"All the better to run with, my child."

"Grandmother, what big ears you have!"

"All the better to hear with, my child."

"Grandmother, what big eyes you have!"

"All the better to see with, my child."

"Grandmother, what big teeth you have got!"

"All the better to eat you up with."

And, saying these words, this wicked wolf fell upon Little Red Riding Hood, and ate her all up.

Task 2: Write a five part summary of the structure of the story

1. *Little Red Riding Hood is sent to her Grandmother's house*
- 2.
- 3.
- 4.
- 5.

Task 2: Writers use a range of techniques to structure and organise their story. One of these techniques is called time markers, which refer to the sequence of time in a story. Five time markers have been underlined in the story in Task 1. Write them out below:

1. *Once upon a time*
- 2.
- 3.
- 4.
- 5.

Task 3: Complete the gaps in the sentences below with the appropriate time markers.

After Immediately Afterwards Before As soon as Finally Now

1. going to sleep, I like to read for half an hour.
2. Call me you get to the hotel, OK?
3. First we went to watch a film at the cinema. , we went to have a drink together.
4. I didn't look at the answers until finishing the test. I didn't cheat!
5. If you see this book on sale for less than ten dollars, buy it ! It usually costs nearly twenty.
6. following Mrs. Jones for almost an hour, I saw her enter the restaurant so I came back to the office calling you, Mr. Jones.
7. We looked in four stores before finding it in one very near our house!
8. I don't want it in ten minutes. I need it !

Task 4: Rewrite this (very short) narrative with appropriate time markers to improve its structure.

She woke up, turning to check the time on the clock on the wall. She did all the usual things – brushed her teeth, pulled on her uniform, tied up her hair and shoved her phone



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- 1.
- 2.
- 3.
- 4.
- 5.

Year 9 Revision Stage 2: Analysing Literary Texts

During Stage 1, you practiced identifying interesting quotes and techniques in extracts.

You are now going to consider WHOLE poems and begin practicing constructing effective responses.

We will be focusing on C and O from COILER in poetry analysis

C = Content – what is the poem about?

O = Organisation – how is the poem structured and what effect/meaning does this create?

Read the poem below

THEN using the sentence starters, have a go at structuring your paragraphs for C and O in COILER.

CHALLENGE – could you even practice (again) finding interesting quotes in the poem and highlighting them?

To a Daughter Leaving Home

When I taught you
at eight to ride
a bicycle, loping along
beside you
as you wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
path of the park,
I kept waiting
for the thud
of your crash as I
sprinted to catch up,
while you grew
smaller, more breakable
with distance,
pumping, pumping
for your life, screaming
with laughter,
the hair flapping
behind you like a
handkerchief waving
goodbye.

—Linda Pastan

