

A Journey through Time...

Year 8

Reading Scheme

Name:

Form Group:

English Teacher:

Introduction

As part of your learning in English in Year 8, you are going to be taking part in a reading scheme. The aim of this reading scheme is to encourage you to read a wide range of texts from different eras.

Your English teacher will expect this to be an ongoing homework for the year. You will work on the reading scheme at home and in your regular reading lessons. Your aim is to travel through time by reading texts from different periods. Each time you read a book, you will complete an activity to share your thinking about the book with your teacher and others in your class. Throughout the year there will be opportunities to bring your reading scheme in to share it with the rest of your class and to share reading recommendations. At the end of the year- you should produce evidence of what you have read. This can take whatever form you choose but you can use the ideas in this booklet to help you. We will also award some prizes and certificates to recognise the quality, breadth and depth of your reading.

Frequently Asked Questions

Do I have to read a book from every decade?

No – but you will be trying to read something from almost every century from 900AD onwards. The minimum you will be expected to read across the year is six texts, but you may well wish to read significantly more than this and you may find that you want to become a specialist in texts from a certain era.

Try to read at least one text from the following eras and make sure there's a good spread across your timeline! There are some suggestions on a later page in this booklet.

Does it count if a text is a modernised version of an early text?

For texts from the very earliest eras, a translated modern version is acceptable, as the originals will be in Old/Middle English; however, any text from 1800 onwards should be read in an unabridged, original form. If reading a pre-1800 text in its original form, it is acceptable to read and reflect on an extract of approximately 4-5 pages/a chapter/a scene in length.

Why is there a blank timeline at the end of this booklet?

The blank timeline is for you to annotate with your text titles (either by hand or on the computer), so that you can show which texts you have read from which eras.

I am a very slow reader. How will I be able to do this?

Think about balancing the length of the books that you choose; challenge yourself with a longer text from one era and some poetry from another. Consider listening to audiobook versions of some texts (check that they are unabridged); many audiobook recordings are available free online.

Reading/Author suggestions:

The British Library's timeline is a very useful resource for finding texts:

<http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html>

pre 950

- **The Epic of Gilgamesh**- Unknown (new English Version by Stephen Mitchell)
- **The Golden Ass**- Apuleius
- **Theogony**- Hesiod
- **Metamorphosis**- Ovid

950-1200

- **Beowulf** – any translation e.g. Rosemary Sutcliffe, J.R.R Tolkien, Michael Morpurgo, Seamus Heaney

1200-1400

- Chaucer's **The Canterbury Tales**
- **Gawain and the Green Knight**

1400-1500

- **The Legend of King Arthur** – any re-telling (e.g. The Sword in the Stone by T.H. White or Kevin Crossley-Holland's Arthur series)

1500-1600

- **Dr.Faustus** by Christopher Marlowe
- **The Taming of the Shrew** by William Shakespeare

- **Romeo and Juliet** by William Shakespeare
- **The Merchant of Venice** by William Shakespeare

1600-1700

- **Macbeth** by William Shakespeare
- **The Three Musketeers** (set in 1625) by Alexandre Dumas
- John Donne poetry
- Samuel Pepys' Diary

1700-1800

- **Robinson Crusoe** by Daniel DeFoe
- **The Interesting Narrative of the Life of Olaudah Equiano**
- **Gulliver's Travels** by Jonathan Swift
- William Blake poetry

1800-1900

- **Pride and Prejudice** by Jane Austen
- **Sherlock Holmes stories** by Arthur Conan Doyle
- Wordsworth poetry
- Keats' Poetry
- **'Cyrano de Bergerac'** by Edmund Rostand
- **The Importance of Being Earnest** by Oscar Wilde
- **Frankenstein** by Mary Shelley
- **The Mill on the Floss** by George Eliot
- **Jamaica Inn** (set in 1820) by Daphne Du Maurier
- **Alice in Wonderland** by Lewis Carroll

- **The Jungle Book** by Rudyard Kipling

2000

1900-2000

- **The Secret Garden** by Frances Hodgson Burnett
- **Buddenbrooks** by Thomas Mann
- War poetry e.g. Wilfred Owen
- **The Great Gatsby** by F.Scott Fitzgerald
- **The Chronicles of Narnia** by C.S.Lewis
- **The Princess Bride** by William Goldman
- **A Kestrel for a Knave** by Barry Hines
- **The Hitchhiker's Guide to the Galaxy** by Douglas Adams
- **Animal Farm** by George Orwell
- **Lord of the Flies** by William Golding
- **To Kill a Mockingbird** by Harper Lee
- **A Horse Called Hero** by Sam Agnes
- **The Boy in the Striped Pyjamas** by John Doyne
- **Swallows and Amazons** by Arthur Ransome
- **Harry Potter** by J. K. Rowling
- **Henderson's Eagle Day** by Robert Muchamore
- **Miss Peregrine's Home for Peculiar Children** by Ransom Riggs
- **First Class Murder** by Robin Stevens
- **The Wonderful Wizard of Oz** by L. Frank Baum
- **Little House in the Big Woods** by Laura Ingalls Wilder
- **Hetty Feather** by Jacqueline Wilson

- **The Thief Lord** by Cornilia Funke
- **Twilight** by Stephanie Meyer
- **Billionaire Boy** by David Walliams
- **What Could Possibly Go Wrong?** By Jeremy Clarkson
- **Rock War** by Robert Muchamore
- **The Trap** by Alan Gibbon
- **Artemis Fowl** by Eoin Colfer
- **The One Memory of Flora Banks** by Emily Barr
- **Wonder** by P. J. Palacio
- **The Messenger of Fear** by Michael Grant
- **The Goldfish Boy** by Lisa Thompson
- **Shadow** by Michael Morpurgo
- **The Forsaken saga** by Sophia Sharp
- **Thirteen Reasons Why** by Jay Asher
- **Alex Rider: Point Blank** by Anthony Horowitz
- **Girl Online** by Zoe Sugg
- **Noughts and Crosses** by Malorie Blackman
- **Emerald Star** by Jacqueline Wilson

Future

- **The Hunger Games** by Suzanne Collins
- **Doctor Who** by Collin Drake
- **Sword Art Online Progressive One** by Reki Kawahara
- **The Maze Runner** by James Dashner
- **The Knife of Never Letting Go** by Patrick Ness
- **Monsters of Men** by Patrick Ness



Reading Review Template

Name of book:

Author:

Date:

What interested you about this text?

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Was this text similar to any others that you have read? How? If not, what made it so different?

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What seemed to be the main and underlying themes and ideas in the text?

How did the author present these ideas/themes e.g. through depicting certain types of character/through symbolism etc?

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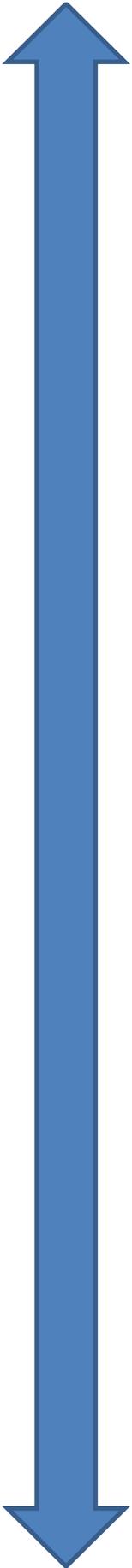
.....

Would you recommend this text? Why? Why not?

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Creative response tasks:	Date Completed
• Book review using the attached template.	
• Write a page which could have appeared in the book that you have read and added something to the plot. Your narrative style should mimic that of the original text.	
• Write a letter to the author expressing your views and posing any questions which you have in relation to their text	
• Write an alternative ending to your text. Your alternative ending must demonstrate that you have read the text itself by maintaining the author's style/themes/characterisation etc.	
• Write the text for a persuasive speech arguing that your text should/should not be included as compulsory reading in the Year 9 English curriculum	
• Imagine that you were commissioned to turn your text into a graphic novel. Create 2-3 pages of the text in graphic novel form.	
• Select 10 quotations from the text which interest you and annotate them with your close analysis of the language used	
• Create a poster with a series of 10 images which you think best represent your response to the text. Annotate each image to explain.	
• Write a diary or series of diary entries from the perspectives of the characters in the text	
• Mind-Map – Create a mind-map with main branches for: Themes/Characters/Setting/Underlying message/Plot summary and sub branches with information.	
• Create a board game based on one of the texts you have read.	
• Create a prop that could be used in a film production of your book.	
• Encourage a friend or family member to read your book and interview them to see if they enjoyed it.	
Use the following boxes to add your own creative response tasks!	

When you have read a book from a particular time period, write the name in the appropriate box below:



Pre 950

950-1200

1200 -1400

1400-1500

1500-1600

1600-1700

1700-1800

1800-1900

1900-2000

2000 - the future