



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE
BAHRAIN | البحرين

SCHOOL READINESS PACK

Year 8



WELCOME TO YEAR 8

Moving into Year 8 marks another exciting step in your child's secondary school journey. With the foundations of Year 7 behind them, students are now more familiar with school life and ready to build on what they've learned. This year brings new challenges, broader subjects, and growing independence—both in learning and personal development. It's a time for deepening friendships, discovering new interests, and continuing to grow in confidence as they move further into Key Stage 3.

What will my child do in Year 7?

In Year 8, students begin to deepen their understanding and build on the knowledge they gained in Year 7. In English, they'll study a wider variety of texts—including fiction, non-fiction, and poetry—and continue to refine their writing, grammar, and communication for different audiences and purposes.






In mathematics, students will develop more confidence in core number work while extending into more advanced topics such as algebraic reasoning, geometry, and data analysis. They will be encouraged to apply mathematical thinking to solve problems in real-world contexts.

In science, students will further their knowledge of biology, chemistry, and physics—asking more complex questions and carrying out practical investigations with increasing independence. Other subjects, such as Qur'an, Islamic Studies, Arabic, Humanities, Bahraini Citizenship, Computing, PSHE, Art Tech, Design & Technology, and PE, will offer greater opportunities to apply skills creatively and critically.

Throughout Year 8, students will continue to grow in independence, organisation, and resilience. They will be encouraged to take greater responsibility for their learning, work more collaboratively, and begin to reflect more thoughtfully on their strengths, interests, and goals for the future.

How can I help my child during this transition?

The move from Year 7 to Year 8 is an important step. While students are more settled into secondary school routines, they'll be facing new academic challenges and becoming increasingly independent. Your ongoing support can make a big difference in helping them thrive.





-  **Talk about what's ahead** – Encourage open conversations about what Year 8 might bring, such as new topics, higher expectations, and broader responsibilities.
-  **Keep listening** – Even if they seem more confident, your child may still have worries. Be available to listen and offer reassurance when needed.
-  **Support growing independence** – Help your child manage their time, stay on top of homework, and take more responsibility for organising themselves.
-  **Encourage balance** – Ensure they maintain a healthy routine that includes sleep, exercise, relaxation, and time away from screens.
-  **Stay involved** – Keep in touch with the school through newsletters, events, and parent platforms. Don't hesitate to reach out if you have concerns or questions.

With your guidance and encouragement, your child can approach Year 8 with confidence, resilience, and a positive mindset.

ENGLISH

What students will learn in year 8






As per the England National Curriculum for year 8, students focus on the following:

-  **Reading:** Read and analyse a wide range of fiction, poetry, and non-fiction from different periods and cultures. Explore themes, character development, language, structure, and writer's purpose. Develop skills in inference, deduction, and evidence-based interpretation. Compare texts, including how writers present similar themes or ideas.
-  **Writing:** Write accurately, fluently, and effectively for different purposes and audiences. Develop ideas through planning, drafting, editing, and proofreading. Use varied vocabulary, sentence structures, and literary techniques. Write creatively (stories, poems) and analytically (essays, arguments). Organise writing with clear structure, coherence, and appropriate tone.
-  **Grammar and vocabulary:** Consolidate understanding of grammar, including sentence types, clauses, and punctuation. Use standard English confidently in speech and writing. Expand vocabulary and understand nuances of word choice.
-  **Spoken English:** Participate in structured discussions, debates, and presentations. Use spoken Standard English when appropriate. Adapt speech for audience and purpose, listening and responding effectively.






Expected Year 7 Standards Before Entering Year 8

By the end of Year 7, students should have achieved the following competencies as per the National Curriculum:




Reading

-  Read a range of texts including novels, plays, poems, and non-fiction from different historical periods and cultures.
-  Identify key ideas, themes, and details in texts.
-  Make inferences and support them with textual evidence.
-  Comment on a writer's use of language, structure, and form.
-  Begin comparing texts and recognising different viewpoints.

Writing

-  Write clearly and effectively for different purposes (e.g. to inform, argue, entertain, describe).
-  Use paragraphs and other organisational features to structure writing.
-  Begin to craft sentences with varied length and structure for effect.
-  Use a growing range of punctuation correctly (e.g. commas, speech marks, apostrophes).
-  Edit and improve written work independently.

Spoken English

-  Speak clearly and confidently in discussions and presentations.
-  Listen actively and respond appropriately to others' ideas.
-  Use formal Standard English when required.

Ways to support your child

Encourage regular reading

Support daily reading at home – both fiction and non-fiction – to build vocabulary, comprehension, and imagination.

Discuss books, news, and ideas

Talk about what they're reading or watching to help develop their analytical thinking and ability to express opinions.

Build vocabulary together

Introduce new words in everyday conversation and explore their meanings, spellings, and uses.

Practice writing for different purposes

Encourage creative writing, journaling, or writing letters/emails to improve fluency and structure.

Help with proofreading and editing

When your child completes homework, support them in checking grammar, punctuation, and clarity.

Watch and discuss stories in different forms

Films, documentaries, and theatre productions (live or online) can help with understanding plot, character, and structure.

Create a supportive reading environment

Make sure books, dictionaries, and writing materials are easily accessible at home.

Encourage independent learning

Help your child manage homework and revision by building good study habits and time management skills.

Model strong speaking and listening skills

Support confidence in speaking by encouraging debate, discussion, and clear explanations.

Stay in touch with school

Attend parent evenings and check school communications to stay informed about progress and curriculum focus.

Here are some activities for your child to complete before starting Year 8:**Activity 1: Fiction text****Extract from 'Oliver Twist' by Charles Dickens**

The room in which the boys were fed was a large stone hall, with a copper at one end, out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites.

Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next to him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said, somewhat alarmed at his own temerity:

"Please, sir, I want some more."

Use the text to answer the following questions:

1. Select two phrases that suggest the boys are hungry.

2. 'The boys never wanted washing.' What does this choice of language suggest?

3. Explain what impression you get from the character mentioned in paragraph 2. Support your answer with a quotation from this paragraph.

4. How does Charles Dickens describe the setting of the first paragraph?

- Support your answer with a quotation from this paragraph.
- Comment on the use of literary devices.

5. After reading the text, give your overall opinion of the condition of Oliver Twist. Support your answer with a quotation from this paragraph.

Activity 2: Descriptive writing

ISCS Bahrain is collecting creative writing for the school newspaper. Choose ONE of the following tasks:

Either: Write a description suggested by the picture below:



OR: Write a story in which something tense happens.

[illegible]

Activity 3: Poetry

William Wordsworth: 'Daffodils'

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

1. What poetic device does Wordsworth use in line 1?

2. Find three words to describe the movement of the daffodils.

3. Find two words that mean 'happy'.

4. How does the sight of the daffodils make the poet feel? Use words and phrases from the poem to support your answer.

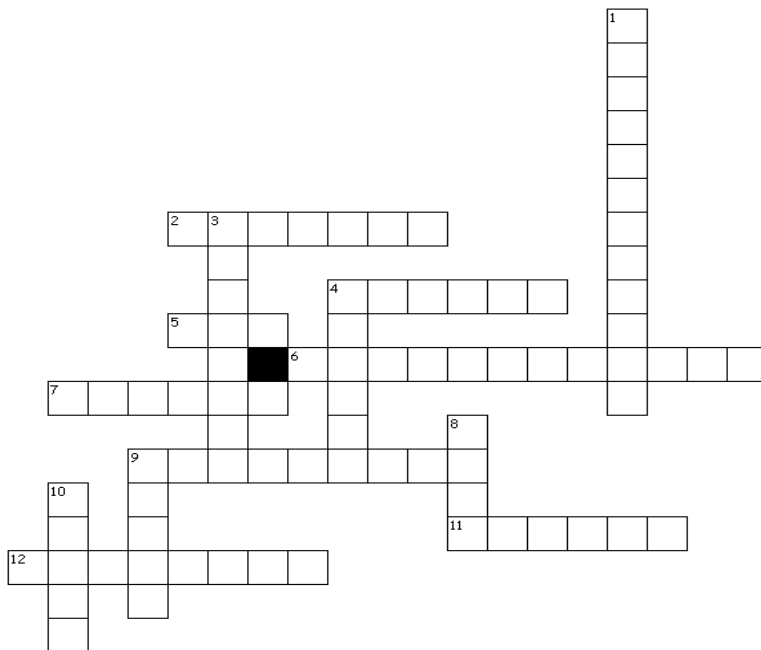
5. Find five things from nature that the poet mentions.

Activity 4: Wordsearch

U D N J S F Q L P E B X M P O S B R E C R I
M K F O A P A N N D T R A E F P W N Q O G M
E L Y T I N E O W Z M W V R J O M U G M R N
F X N S G T H L N U O N G S Y T E T N M R K
N D C U P P A T L G Z M E O Z S T W I A O T
F W A L O Z W U C I Q N Y N T L A B D J S C
I G O M A I D C T C N Q U I M L P R A M L H
E P O H O M I K L C A G O F S U H D E R E X
S H R A M M A R G V N N D I M F O D R Y J E
G I M P I M X T I F M U T C S H R P E Y H S
R D M T E Y M O I A E H P A D J E C T I V E
R I A I M B J Y R O T G J T A D X Z G M Y D
R X R F L V G K N P N D K I Y F F N V T K R
R V Y V A E R W A O W M C O A Q I E X P D Q
A I E O P O T A M O N O A N C T R R D H K D
U K I Y P L D C Y I W Y U R I B A D V E R B
M F C X U J P V G T H E S R K D O R D E V D
A X V X S V C A W M H K W X R U T R K X X Z

ADJECTIVE
ADVERB
COMMA
EXCLAMATION MARK
FULLSTOPS
GRAMMAR
SPELLING
SYNONYM
VERB
WRITING
HOMOPHONE
LANGUAGE
METAPHOR
NOUN
ONOMATOPOEIA
PERSONIFICATION
PUNCTUATION
QUESTIONMARK
READING
SIMILE

Activity 5: Crossword



Across

2. Painting pictures using words
4. Comparing two things using "like" or "as"
5. A spoken poem that comes from Afro-Caribbean culture
6. When a word sounds like its meaning
7. The beat of the poem
9. The type of poem that tells a story
11. A verse
12. A funny poem with rhyme








Down

1. When words close to each other repeat the same sound
3. Coming two things without using "like" or "as"
4. The type of poem that Shakespeare wrote
8. The highwayman's daughter
9. The poet who wrote "The Highwayman"
10. A japanese poem with only three lines

MATHEMATICS







What students will learn in Year 8

As per the England National Curriculum for year 7, students focus on the following:

-  **Proportional Thinking:** Understanding ratios, scale, and proportional relationships
-  **Fractional and Percentage Skills:** Working with fractions, decimals, and percentages
-  **Algebraic Thinking:** Solving equations, using brackets, and recognising sequences
-  **Number Sense:** Using powers, standard form, and improving mental calculation
-  **Geometrical Reasoning:** Calculating angles, areas, symmetry, and reflection
-  **Working with Data:** Collecting, showing, and analysing data using averages and probability
-  **Graphical Skills:** Using coordinates and plotting points in four quadrants

Expected Year 7 Standards Before Entering Year 8

By the end of Year 6, students should have achieved the following competencies as per the National Curriculum:

-  **Algebraic Thinking:** Understanding sequences, expressions, and equations.
-  **Place Value and Proportion:** Deepening knowledge of number systems and proportional reasoning.
-  **Applications of Number:** Applying arithmetic skills in various contexts.
-  **Directed Number:** Working with positive and negative numbers.
-  **Fractional Thinking:** Operating with fractions and mixed numbers.
-  **Lines and Angles:** Investigating geometric properties and reasoning.

Ways to support your child

Review Key Year 7 Topics

Go over essential concepts like fractions, percentages, basic algebra, and number operations.

Encourage Regular Practice

Use workbooks or online platforms like HegartyMaths, MyMaths, or White Rose to reinforce learning.

Talk About Maths Positively

Help build confidence by speaking about maths as useful, manageable, and rewarding.

Use Real-Life Maths

Involve your child in measuring, budgeting, shopping, or cooking to show maths in everyday life.

Practice Times Tables and Mental Maths

Fluency in number facts supports success in more complex problems.

Support Homework Routines

Encourage a quiet space, regular time, and checking for understanding.

Use Visual Aids

Diagrams, number lines, and drawing problems out can help with understanding.

Ask Them to Explain Their Thinking

Talking through problems helps deepen understanding and spot mistakes.

Attend Parent Information Evenings

Find out what's expected in Year 8 and how to support at home.

Stay in Touch with Teachers

Ask for feedback or resources if your child needs extra help or challenge.

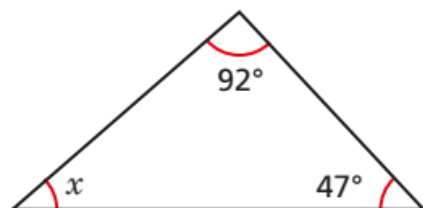
Here are some activities for your child to complete before starting Year 7:

Activity 1: Sum of angles in a triangle

Work out the sizes of the unknown angles.

Give reasons for your answers.

a)



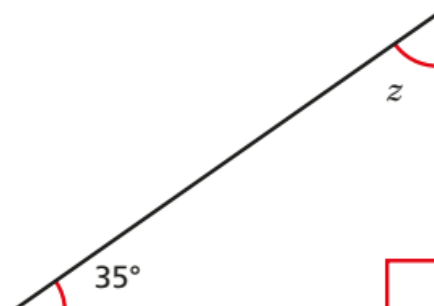
$x =$ because _____

b)



$y =$ because _____

c)



$z =$ because _____

Activity 2: Percentages

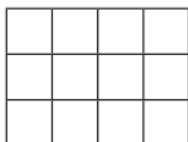
Find

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1). 28% of 50 | 2). 20% of 400 | 3). 15% of 240 | 4). 36% of 125 |
| 5). 16% of 250 | 6). 4% of 150 | 7). 40% of 600 | 8). 75% of 440 |
| 9). 15% of 300 | 10). 35% of 200 | 11). 45% of 720 | 12). 2% of 500 |
| 13). 7% of 400 | 14). 96% of 900 | 15). 21% of 720 | 16). 54% of 400 |
| 17). 31% of 720 | 18). 34% of 340 | 19). 39% of 960 | 20). 17% of 730 |
| 21). 16% of £240 | 22). 92% of £18 | 23). 23% of £26 | 24). 66% of £42 |
| 25). 24% of £89 | 26). 19% of £72 | 27). 41% of £84 | 28). 5% of £63 |
| 29). 52% of £63 | 30). 88% of £140 | 31). 63% of £12 | 32). 28% of £8 |
| 33). 29% of 56 Kg | 34). 53% of 500 Kg | 35). 43% of 400 Kg | 36). 35% of 6 Kg |
| 37). 37% of 7 Kg | 38). 8% of 3 Kg | 39). 83% of 9 Kg | 40). 94% of 7 Kg |
| 41). 69% of 2 m | 42). 27% of 37 m | 43). 14% of 4 m | 44). 46% of 210 m |
| 45). 12% of 170 cm | 46). 58% of 1800 m | 47). 34% of 16 m | 48). 62% of 4 m |
| 49). 33% of 9 m | 50). 13% of £72 | 51). 45% of 38 Kg | 52). 79% of 94 m |
| 53). 72% of £130 | 54). 74% of 20 cm | 55). 59% of £96 | 56). 91% of 104 Kg |
| 57). 44% of 78 m | 58). 32% of 230 cm | 59). 72% of £13 | 60). 4% of 63 Kg. |

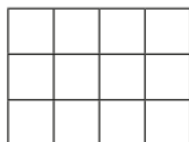
Activity 3: Fractions

Shade the grids to match the given fractions.

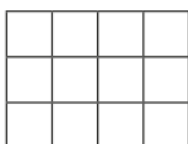
a) $\frac{5}{12}$



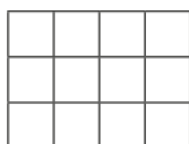
c) $\frac{3}{4}$



b) $\frac{1}{3}$

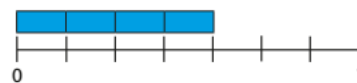


d) $\frac{1}{6}$



Match the numerical expressions to their fractional representation.

0.4



0.375



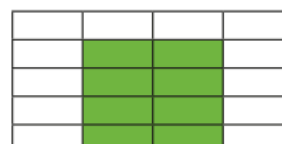
$3 \div 10$



$4 \times \frac{1}{7}$



$\frac{1}{3}$



Activity 4: Sudoku

	9				3	6		
			1			2		
3		2			6		9	8
					4	1	2	5
		4	5			8		
5	2	9			8			
2	4		7			5		3
		3		2				
		8	3				1	

		6	2					5
8					9			4
			1	8			2	
3				7		5		9
5							7	
	6			9			4	
								6
		1		3	4	9	8	
9	2		6	5				3

Activity 5: Brain teasers

The Missing Number Puzzle

What number comes next in the sequence?

2, 6, 12, 20, 30, ____

The 24 Challenge

Use the numbers 2, 4, 6, and 8 once to make 24. You can use +, -, ×, ÷.

Crossing the River

A farmer has a fox, a chicken, and a bag of grain. He must cross a river with only one item at a time, but can't leave the fox alone with the chicken, or the chicken with the grain. How does he do it?

Digit Swap

I am a 2-digit number. If you reverse my digits and subtract the smaller from the larger, the answer is 27. What number am I?

Make the Equation True

Move just one digit to make this true:

$$62 - 63 = 1$$

The Clock Problem

How many times do the hands of a clock overlap in a 12-hour period?

Magic Squares

Fill a 3×3 grid with the numbers 1 to 9 so that every row, column, and diagonal adds up to 15.

Riddle Me This

I am a number. I am a multiple of 3. I am greater than 20 but less than 30. My digits add up to 6. What number am I?

Triangle Numbers

How many matches would you need to make 10 triangles in a row using only matchsticks?

Coin Problem

You have £1 made up of exactly 10 coins. What are they?