

# Year 7 Homework Booklet

## English – Term 1: Coming of Age

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Homework due on: \_\_\_\_\_



# Homework – Steps for Success

1. Each week your English teacher will set one activity from this booklet for you to complete.
2. These activities won't necessarily be set in order so it is important that you write your homework in your homework diary.
3. The homework in this booklet is designed to complement and consolidate your in class learning.
4. Engaging positively with homework is really important. It will help you to create learning habits, and a strong work ethic; something that you will need throughout Key Stages 3 and 4.
5. If you are ever stuck with a piece of homework, or you aren't sure which homework you have been asked to complete, message your class teacher on TEAMS and they will be able to help you.
6. Your knowledge organiser for this term is located on pages 24 and 25 of this booklet. It's useful to review and revise this information throughout the year, as you will be tested on it at the end of the term.
7. At the very end of this booklet you will find some recommended reads, we really hope that you will read and enjoy them! Complete the review table on the 'recommended reads' page to let us know what you thought!



# Term 1 – Coming of Age - Contents

TASK	TITLE	Page	Date Due in
1	Getting to Know you	4 & 5	
2	The Undead	6 & 7	
3	Gothic Characters	8 & 9	
4	Narrative Structure	10	
5	Influential Gothic Writers	11	
6	Great Expectations	12 & 13	
7	The Raven	14 & 15	
8	Narrative Features	16	
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# 1. Getting to Know You

**In English we enjoy reading and we encourage all of our students to enjoy reading too! Create a book review of your favourite book.**

## **1. Briefly Summarise the Book**

Introduce the book by giving an overview of the plot (but don't give away the best bits!) and telling us a bit about your favourite characters.

## **2. Evaluate the Book's Qualities**

What are the strengths of the book. What do you want other readers to know about this book? Was it easy to read? Why was it so engaging?

## **3. Include Quotes from the Book**

You can include a short well-written passage to showcase the author's talent or an example of some descriptive writing you enjoyed.

## **4. Rate the Book**

You could simply rate your book out of five stars or, like some reviewers, break down ratings into multiple categories. For example, you might give a book five stars for its characters, but only three stars for its plot.

## **5. Give Your Recommendation**

Finish your book review by stating whether or not you would recommend this book to others. That's the main purpose of a book review, after all—to convince readers to read the book. It can be helpful to say exactly what kinds of readers you'd recommend it to. You can also recommend other books in the same genre that you think fellow readers will enjoy if they liked this one.

# 1. Getting to Know You

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	

TEACHER EFFORT GRADE

Excellent	
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Good	
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Satisfactory

Poor	5
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## 2. The Undead

Research and create a fact file about **one of** the following creatures that you may find in gothic literature. Choose from either:

- Witches
- Werewolves
- Vampires
- Ghosts



Your fact file should include:


- What they look like
- Their history (where they originated from, how their legend began)
- Their powers or abilities
- Popular beliefs about them
- Famous texts or films that they have appeared in
- Names they are called around the world
- Any other interesting information


## 2. The Undead – Fact File

Name of Creature/Being: \_\_\_\_\_

 What They Look Like (you can draw it or stick a picture into the box)

 **Their History:** Where did they originate from? How did their legend begin?


 **Powers or Abilities:** What special skills, magic, or traits do they have?


 **Popular Beliefs About Them:** What do people believe about this creature?

 **Famous Texts or Films They Have Appeared In:**

- \_\_\_\_\_  
- \_\_\_\_\_

- \_\_\_\_\_  
- \_\_\_\_\_

 **Names They Are Called Around the World:** Include translations or variations in other cultures/languages.

 **Any Other Interesting Information:** Fun facts, unusual habits, links to festivals, etc.

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

# 3. Gothic Characters

1. Draw your own gothic character.
2. Write a paragraph describing your character. Consider:
  - What they look like (use adjectives to be specific)
  - What their personality is like
  - Using high-level vocabulary to describe them

Here are a list of common characters within the gothic genre:

- **Supernatural Beings**  
Monsters, demons, witches, ghosts, banshees, vampires, etc.
- **Anti-Heroes**  
The Gothic protagonist is often portrayed as a flawed, lonesome, isolated, or outcast figure who has to overcome obstacles in order to rejoin society.

Make sure to include the following language features:

- Punctuation including . , ; ( )
- Adjectives and adverbs
- Figurative language including a simile and a metaphor
- Alliteration and/or sibilance

Try to include at least two of the follow sentence types:

- A comma sandwich
- A semi-colon split
- Colon clarification
- The writer's aside

Highlight and label where you have included them.



### 3. Gothic Characters

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**Gothic Character Word Bank**

austere, determined, drawn, helpless, hideous, intimidating, looming, menacing, murderous, pallid, sinister, sleepless, surprised, terrifying, treacherous, villainous, vulnerable.

**Gothic Character Word Bank**

austere, determined, drawn, helpless, hideous, intimidating, looming, menacing, murderous, pallid, sinister, sleepless, surprised, terrifying, treacherous, villainous, vulnerable.

TEACHER EFFORT GRADE

Excellent	
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Good	
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Satisfactory

Poor	9
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# 4. Narrative Structure

Choose a novel that you have read recently and identify where you see the 6 elements of the narrative structure. If you are struggling to think of one, you can use a recent film that you have watched.

Name of the novel/film:

3. Rising Action

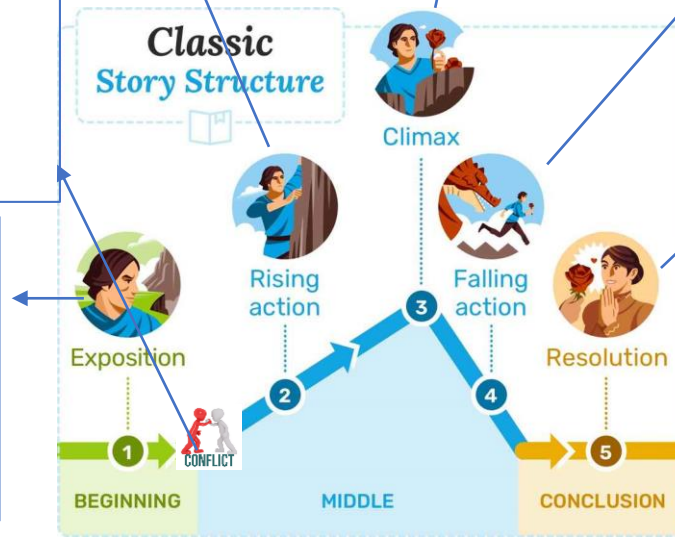
4. Climax

5. Falling Action

2. Conflict

6. Resolution

1. Exposition



TEACHER EFFORT GRADE

Excellent

Good

Satisfactory

Poor

10

# 5. Research Task – Influential Gothic Writers

Research and complete a fact file about a gothic author. You can choose either: Mary Shelley, Bram Stoker, Edgar Allen Poe or The Brontë sisters.

## 1. 📖 Who Are They?

- Full Name: \_\_\_\_\_
- Pen Name (if any): \_\_\_\_\_
- Date of Birth: \_\_\_\_\_
- Country/Nationality: \_\_\_\_\_
- Alive or Deceased?: \_\_\_\_\_

## 2. 🧒 Early Life

- Family or childhood facts: \_\_\_\_\_  
\_\_\_\_\_
- Where they went to school: \_\_\_\_\_
- Any early interest in writing?: \_\_\_\_\_

## 3. ✍️ Writing Career

- First book or story: \_\_\_\_\_
- Most famous book(s): \_\_\_\_\_
- What type of books they wrote (genre): \_\_\_\_\_
- Main themes or ideas in their writing: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 4. 🏆 Achievements

- Awards or prizes they won: \_\_\_\_\_  
\_\_\_\_\_
- How they influenced others: \_\_\_\_\_  
\_\_\_\_\_

## 5. 💬 My Opinion

- What I found most interesting about this writer: \_\_\_\_\_
- Would I like to read more of their work? Why or why not?: \_\_\_\_\_

### TEACHER EFFORT GRADE

Excellent	
Good	
Satisfactory	
Poor	11

## 6. Great Expectations

***In this extract Pip meets an escaped convict in a graveyard.***

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously.

Use this extract to help you to complete the tasks on the next page.

## 6. Great Expectations

How does the writer create a frightening atmosphere in the extract?. Write one answer sentence.

Find **2 pieces of evidence** that support your answer sentence.

Make **2 inferences** about **the man** from the quote: “A fearful man, all in coarse grey”

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	13

# 7. The Raven

## Extract from *The Raven* (1897) - Edgar Allan Poe

Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore—  
While I nodded, nearly napping, suddenly there came a tapping,  
As of some one gently rapping, rapping at my chamber door—  
"Tis some visitor," I muttered, "tapping at my chamber door—  
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December;  
And each separate dying ember wrought its ghost upon the floor.  
Eagerly I wished the morrow;—vainly I had sought to borrow  
From my books surcease of sorrow—sorrow for the lost Lenore—  
For the rare and radiant maiden whom the angels name Lenore—  
Nameless *here* for evermore.

And the silken, sad, uncertain rustling of each purple curtain  
Thrilled me—filled me with fantastic terrors never felt before;  
So that now, to still the beating of my heart, I stood repeating,  
"Tis some visitor entreating entrance at my chamber door—  
Some late visitor entreating entrance at my chamber door;—  
This it is and nothing more."

Presently my soul grew stronger; hesitating then no longer,  
"Sir," said I, "or Madam, truly your forgiveness I implore;  
But the fact is I was napping, and so gently you came rapping,  
And so faintly you came tapping, tapping at my chamber door,  
That I scarce was sure I heard you"—here I opened wide the door;—  
Darkness there and nothing more.

Deep into that darkness peering, long I stood there wondering, fearing,  
Doubting, dreaming dreams no mortal ever dared to dream before;  
But the silence was unbroken, and the stillness gave no token,  
And the only word there spoken was the whispered word, "Lenore?"  
This I whispered, and an echo murmured back the word, "Lenore!"—  
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,  
Soon again I heard a tapping somewhat louder than before.  
"Surely," said I, "surely that is something at my window lattice;  
Let me see, then, what thereat is, and this mystery explore—  
Let my heart be still a moment and this mystery explore;—  
'Tis the wind and nothing more!"



Choose either the raven or the man.  
Complete the following three tasks for your chosen character:

1. Draw a picture of the character and write 3 quotations about them around it.
2. Label any techniques in your quotations.
3. What can you infer from the quotation?



# 7. The Raven

Quote:

Inference:

Quote:

Inference:

Quote:

Inference:

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	15

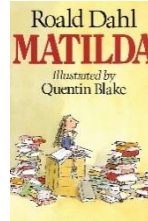
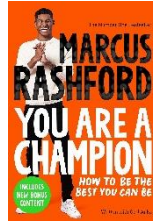
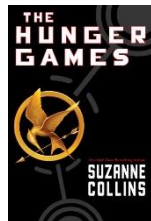
# 8. Narrative Features

Narrative features are the components that make up a story. Understanding these features helps us to analyse, appreciate and craft narratives.

Choose any story that you have read recently (if you are struggling to think of one, you can use a recent film that you have watched) and identify the features of the narrative using the terms below.

<u>Narrative Feature</u>	<u>Example from a story you have read recently</u>
Plot	
Setting	
Narrative voice	
Atmosphere	
Themes	
Protagonist	
Antagonist	

If you need help with any definitions, look at the knowledge organiser on page 25



TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	16



# 9. Key Techniques

Give your own example for each of the key creative writing techniques below:

Key Techniques:		Your Own Example:
<b>Imagery</b>	When the writer creates a vivid picture in the reader's mind through their description. E.g. "Glittering white, the blanket of snow covered everything"	
<b>Personification</b>	Giving human features to non-human things. E.g. "The moon watched over us"	
<b>Foreshadowing</b>	When the writer hints at events that could happen later in the text.	
<b>Symbolism</b>	When objects or characters are used to represent bigger ideas.	
<b>Simile</b>	Comparing two things using 'like' or 'as'. E.g. "The snake moved like a ripple on a pond"	
<b>Metaphor</b>	Describes something by saying it <b>is</b> something else. It's not literal, but it helps create a vivid image or understanding. <b>DOES NOT</b> use "like" or "as". E.g. "The world is a stage"	
<b>Zoomorphism</b>	Giving animalistic features to non-animal things. E.g. "The wind howled"	
<b>Pathetic fallacy</b>	Using the weather to set the tone and mood of the text.	
<b>Onomatopoeia</b>	Words that are also sounds. E.g. bang, drip, crash.	

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	17

# 10. PPOSSAM – Descriptive Writing Techniques



The sky growled, low and menacing, like a beast disturbed. Clouds marched across the heavens, thick and heavy, smothering the sun in a blanket of grey. The wind shrieked through the trees, pulling at their branches with wild, invisible hands.

A sudden *crack!* of lightning split the sky, followed by the *boom* of thunder that shook the ground. Rain hammered down in sheets, each drop slapping the earth with a cold, sharp sting. The air was filled with the scent of wet soil and the metallic tang of the storm.

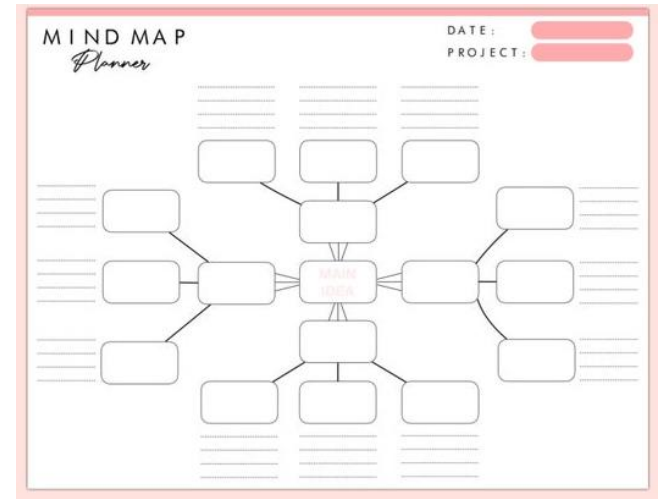
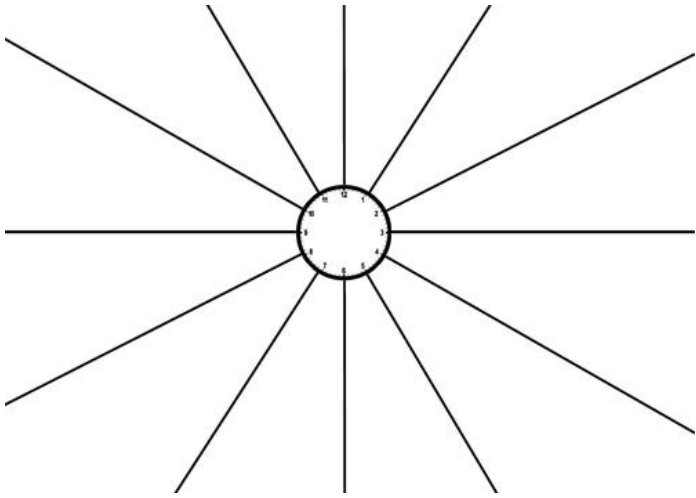
The trees twisted and thrashed, their limbs flailing like dancers in panic. The storm roared like a lion, fierce and untamed, clawing at the world with every gust. Darkness pressed in, thick and heavy, swallowing sound and light alike.

Yet, even in its rage, the storm had beauty. The sky lit up in silver flashes, the air thrummed with energy, and the world held its breath beneath the storm's angry song.

Task: Highlight and label the following PPOSSAM techniques:

Pathetic Fallacy  
Onomatopoeia  
Senses  
Alliteration  
Metaphors  
Personification

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	18



# Revision



# End of Term Revision 1

Create a revision resource covering all of the knowledge that you have learned this term about the theme of “Coming of Age”

You can either create a mind map using the spare sheets on the next page **or** you can create flash cards.

Make sure your revision covers:

The Characters in the Haunting of Aveline Jones

The Themes in the Haunting of Aveline Jones

Other Coming of Age extracts

What Coming of Age means

The Gothic genre and conventions

Use the Knowledge Organiser on the next page to help you.

# End of Term Revision 1

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	21

# End of Term Revision 2

Create a revision resource covering all of the knowledge that you have learned this term about narratives

You can either create a mind map using the spare sheets on the next page **or** you can create flash cards.

Make sure your revision covers:

Narrative features

Key techniques

Sentences and Grammar

Narrative Structure

PPOSSAM Descriptive Writing techniques

Use the Knowledge Organiser on the next page to help you.

# End of Term Revision 2

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	23

# Term 1 - KO

## Year 7 Term 1: Coming of Age

### M

Everybody, young or old, experiences a coming of age as they develop from child to adult. A **common coming of age theme revolves around how a teenager finds their own identity.**

The literature we will be studying deals with aspects of coming of age including: **characters discovering their purpose in life, learning to accept themselves and others, experiencing life-changing moments, confronting their fears, taking responsibility for their actions, and coming to terms with the unfair nature of the world.**

**BILDUNGSROMAN** - The combination of two German words: Bildung, meaning "education," and Roman, meaning "novel." A bildungsroman is a novel that deals with the formative years of the main character, and in particular, with the character's personal development and moral education.

## The Haunting of Aveline Jones - Characters

<b>Aveline Jones</b>	Curious, brave, empathetic and bookish protagonist. Her journey into the supernatural marks a transition from innocence to awareness.
<b>Harold</b>	Mr. Lieberman's nephew who Aveline befriends. His help is vital in unravelling the mystery.
<b>Mr. Lieberman</b>	Kindly and eccentric bookshop owner with a passion for stories who encourages Aveline's interest in spooky tales. Good-natured, knowledgeable and a symbol of wisdom.
<b>Primrose Penberthy</b>	Mysterious girl who vanished. Her presence haunts the town—central to the novel's suspense.
<b>Aunt Lilian</b>	Seemingly cold and distant aunt who Aveline finds intimidating at first. Aunt Lilian and Aveline learn from each other and grow closer as the novel progresses.
<b>Aveline's Mum</b>	Represents safety and the mundane world. Her absence gives Aveline independence.

## Gothic Genre & Conventions

Gothic fiction was a very popular genre in the 19th century. It explored the **darker side of human nature & the theme of the supernatural.**

**Conventions** include:

- ☐ Strange or abandoned places
- ☐ Death
- ☐ Good vs evil
- ☐ Supernatural
- ☐ Darkness
- ☐ Innocent victims

Influential gothic writers include: **Mary Shelley, Bram Stoker, Edgar Allan Poe and the Bronte Sisters.**

## Themes in The Haunting of Aveline Jones

<b>Supernatural</b>	<p><b>Ghosts and Spirits:</b> Aveline uncovers the story of a girl named Primrose Penberthy, who disappeared mysteriously. As Aveline investigates, she encounters signs of a ghostly presence. This literal haunting drives the plot and builds suspense.</p> <p><b>Folklore:</b> The stories Aveline reads and the strange symbols and warnings she finds are steeped in supernatural lore. They hint at dark forces beyond the physical world.</p> <p><b>Atmosphere:</b> The persistent stormy weather, cold wind, and setting of Halloween all add to the supernatural atmosphere.</p>
<b>Coming of Age</b>	<p><b>Growth Through Challenge:</b> Aveline evolves from a curious, naïve girl into someone courageous and resilient through facing danger and the supernatural.</p> <p><b>Loss of Innocence:</b> A safe seaside trip turns dark, revealing themes of loss and mystery, marking Aveline's shift from innocence to awareness.</p> <p><b>Emotional Maturity:</b> Aveline learns to face fear, trust herself, and grapple with memory, grief, and the weight of choices.</p> <p><b>Independence and Identity:</b> She takes charge of the haunting investigation, showing a growing independence and self-definition.</p> <p><b>Symbolic Journey:</b> The seaside trip mirrors her inner transformation—she returns changed, marking her coming-of-age.</p>
<b>Curiosity &amp; Knowledge</b>	Aveline's thirst for truth drives the plot - highlighting the value of knowledge.
<b>Friendship, Family &amp; Trust</b>	Aveline develops several strong and trusting relationships within the novel. These human connections are vital; her family and friends serve as emotional anchors, giving Aveline the support and strength she needs to face the supernatural.

## Must Do:

### Descriptive Writing Techniques

### PPOSSAM

### Pathetic fallacy

### Paragraphs

### Onomatopoeia

### Senses

### Sentences

### Alliteration

### Metaphors & personification



## Coming of Age Extracts

**Charles Dickens: Great Expectations** – Both Pip and Aveline experience mystery, emotional growth, and learn the importance of trust and relationships as they face challenges that help them mature. Includes the strange character of Miss Havisham who symbolises how the past can haunt the present.

**Charlotte Bronte: Jane Eyre** - Gothic atmosphere, mysterious houses, and a female protagonist facing fear and self-discovery. Like Aveline, Jane grows in independence and emotional strength.

**Daisy Johnson: Sisters** - Both books use gothic settings—a stormy coastline, an old house, and a haunting atmosphere. The protagonists are young girls coping with loss, fear, and the unknown. The sisters, just like Aveline, deal with family tension, and the presence of something not quite explainable.



# Term 1 - KO

## Narrative Features

<b>Plot</b>	The main events of a novel or play, devised and presented by the writer as an interrelated sequence.
<b>Setting</b>	The location and time frame in which the action of a narrative takes place.
<b>Character</b>	A person, animal, being, or thing in a story. Writers use characters to perform the actions and speak dialogue, moving the story along a plot line.
<b>Narrator/ Narrative Voice</b>	A narrator is the person telling the story, and it determines the point of view that the audience will experience.
<b>Atmosphere</b>	The overall mood of a story or poem, achieved through description.
<b>Themes</b>	The central ideas, topics, or points of a story.
<b>Tension</b>	The sense that something ominous (bad) is right around the corner.
<b>Protagonist</b>	The main character. The story circles around this character's experiences, and the audience is invited to see the world from his or her perspective.
<b>Antagonist</b>	The opposite of the protagonist. Typically, this is a villain of some kind, but not always! It's just the opponent of the main character, or someone who gets in their way.
<b>Confidant</b>	A secondary character in the story, often a friend or authority figure, whose role is to listen to the protagonist and advise them on their actions.

## Narrative Structure

**Exposition** - The start of the story where the **characters**, setting and basic information are introduced.

**Conflict** - A clash between two opposing forces in the story. Conflict occurs when the main character struggles with either an external conflict or an internal conflict.

**Rising Action** - The conflict begins to affect the characters, complicating their lives.

**Climax** - The highest point of tension or **drama** in a **narrative's** plot. Often, the climax is also when the main problem of the **story** is faced by the protagonist.

**Falling action** - The story begins to slow down, showing the results of the climax.

**Resolution / denouement** - The very end of a story, where all the plotlines are finally tied up and all remaining questions are answered.

## Key Techniques:

<b>Imagery</b>	When the writer creates a vivid picture in the reader's mind through their description. E.g. "Glittering white, the blanket of snow covered everything"
<b>Personification</b>	Giving human features to non-human things. E.g. "The moon watched over us"
<b>Foreshadowing</b>	When the writer hints at events that could happen later in the text.
<b>Symbolism</b>	When objects or characters are used to represent bigger ideas.
<b>Simile</b>	Comparing two things using 'like' or 'as'. E.g. "The snake moved like a ripple on a pond"
<b>Metaphor</b>	Describes something by saying it <b>is</b> something else. It's not literal, but it helps create a vivid image or understanding. <b>DOES NOT</b> use "like" or "as". E.g. "The world is a stage"
<b>Zoomorphism</b>	Giving animalistic features to non-animal things. E.g. "The wind howled"
<b>Pathetic fallacy</b>	Using the weather to set the tone and mood of the text.
<b>Onomatopoeia</b>	Words that are also sounds. E.g. <i>bang</i> , <i>drip</i> , <i>crash</i> .

## Sentences & Grammar

### • Comma Sandwich

*The expanse of trees, which shifted in darkness, fully surrounded me.*

### • Semi-colon Split

*The birds had long since disappeared; there was no open space for even the smallest of birds.*

### • Colon Clarification

*There was the faintest of sounds that seemed to touch the space between the trees: it was my own breathing.*

### • The Writer's Aside

*The familiar world – as you can imagine – was a million miles away.*

**Subject:** Does the action in a sentence or clause

**Verb:** a word used to describe an action or state. E.g.

Action: The girl was jumping.

State: The girl knew the answers.

**Main clause** - A clause which would make sense on its own as a full sentence.

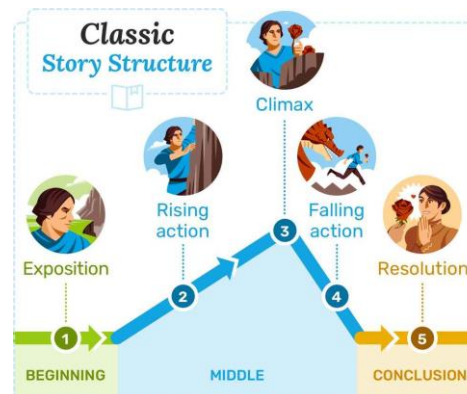
e.g. When I get home, I will have my dinner.

**Subordinate clause** - A clause which would **not** make sense on its own as a full sentence.

e.g. When I get home, I will have my dinner.

## Perfect Paragraph

- Answer sentence
- Embedded evidence
- Inferences & connotations
- (Challenge) Techniques



# Revision Models

## FLASHCARDS

### FRONT = QUESTION

How could 'The Haunting of Aveline Jones' be seen as being a coming of age story (A Bildungsroman)?

### BACK = ANSWER

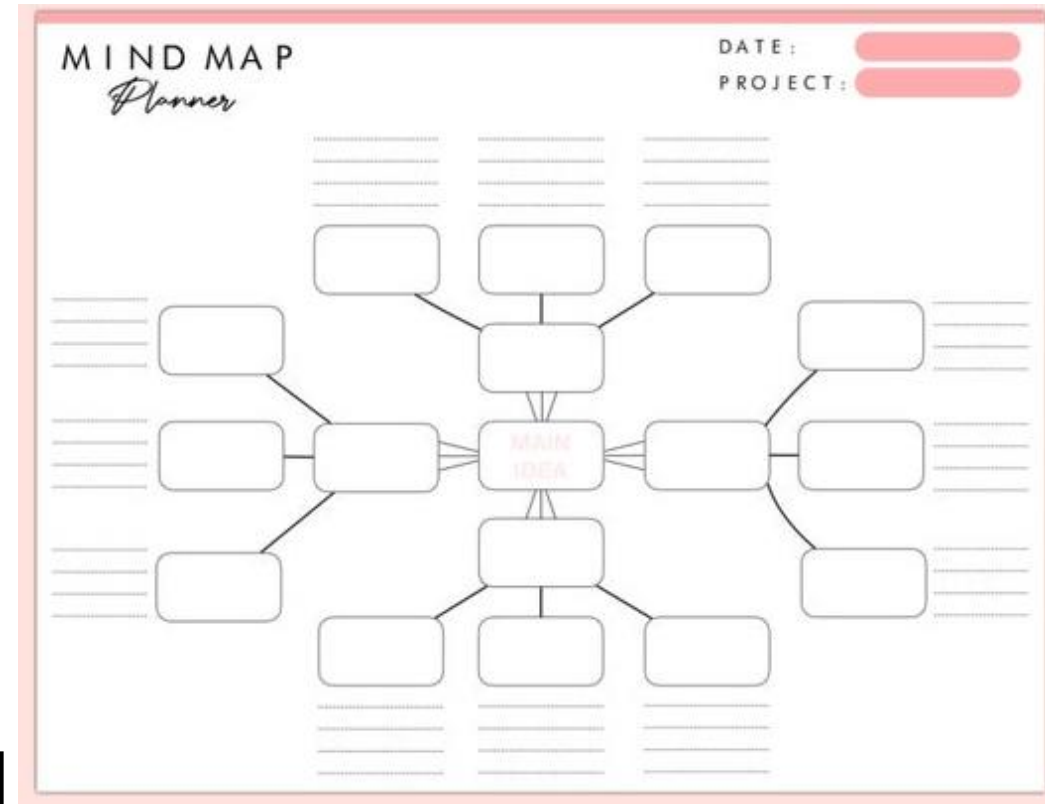
Aveline's journey into the supernatural marks her transition from innocence to awareness. She becomes braver and more independent.

### FRONT = QUESTION

Where do we see examples of the supernatural in the novel?

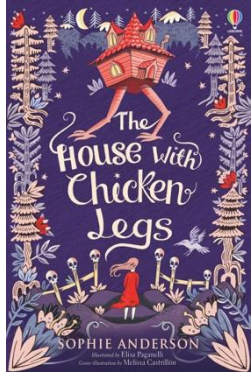
### BACK = ANSWER

Ghosts and Spirits (Primrose Penworthy)  
Folklore read by Aveline  
The Atmosphere (stormy, and set at Halloween)





# Recommended reads!

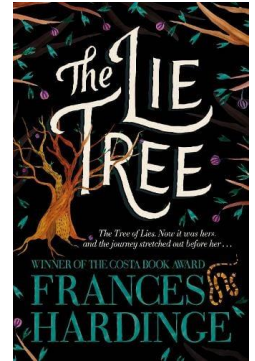


1. *The House with Chicken Legs* transports readers to a world of spells and spirits bound by ancient rules and one girl who longs to break free.

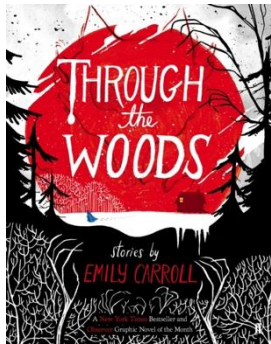
Marinka dreams of a normal life, she dreams of standing still, but her house has chicken legs and a will of its own and moves on without warning. For governing Marinka's world is the powerful and feared Baba Yaga. To some she is a witch, to others the Goddess of Death who guides spirits between this world and the next and she is also Marinka's grandmother. Marinka longs to change her destiny and sets out to break free from her grandmother's footsteps, but her house has other ideas...

2. Faith is clever, curious and interested in everything around her - but because she is a girl, no-one pays her any attention, so she's learned to exist in the background.

Faith's father is a famed natural scientist, who is forced to flee to a remote island under a cloud of scandal, dragging his family with him. When he dies in mysterious circumstances, Faith links his death to a strange plant in her father's possession, the Lie Tree. This tree, when fed lies, bares fruit that reveal deep secrets to whoever eats them.



3. *Through the Woods* by Emily Carroll is a graphic novel featuring five interconnected short stories, all revolving around the themes of the woods and the darkness within them. Haunting and creepy, with amazing illustrations!



If you have enjoyed any of our recommended reads, let us know by giving them a rating out of 5 here!

<i>The House with Chicken Legs</i>	
<i>The Lie Tree</i>	
<i>Through the Woods</i>	
<i>The Bewitching of Aveline Jones</i>	
<i>The Vanishing of Aveline Jones</i>	

Try out the other Aveline Jones books in the series:  
The Bewitching of Aveline Jones and the Vanishing of Aveline Jones!

