



YEAR 7 SUMMER: The Bone Sparrow

Intent: At the end of Year 7 pupils build on their knowledge and skills through the study of “The Bone Sparrow” to broaden their understanding of how stories are told and whose voice is heard. By encountering new perspectives through a challenging novel, pupils will develop the ability to listen to and express their own opinions as well as developing empathy for others.

Substantive Knowledge		Common misconceptions
<p>Pupils know:</p> <ul style="list-style-type: none"> What context is and how it influences Human Rights The conventions of opinion writing Writers’ intentions A range of language features Structural features Features of a newspaper article <p>Pupils can:</p> <ul style="list-style-type: none"> Form an opinion based on a stimulus Justify ideas and arguments with factual detail Write, considering vocabulary, grammar and structure, for voice, coherence and effectiveness Craft rhetorical devices for specific effects. Make connections between the texts they have studied throughout Year 7. 		<p>The refugees are beggars / negative views of refugees</p> <p>Article writing needs no planning and thought.</p> <p>Writing your point of view by simply stating ‘I think that...’</p>
Tier 2 and 3 language 		Links to previous topics 
<ul style="list-style-type: none"> Empathy Refugee Migration Immigrant Internment Perspective Audience Viewpoint Symbolism 	<ul style="list-style-type: none"> Motif Narrative voice Intent Justice Tolerance Equality Democracy Liberty Entrapment 	<p>The idea of the use of story – from Greeks to Shakespeare and now for a moral and political purpose to raise awareness of a cause.</p> <p>Moving from previous topics on creative writing to non-fiction writing and how you communicate your own voice and views.</p>

Literary Studies	Composition	Rhetoric	Linguistics
World Literature – Australian author Zana Fraillon’s novel has won an Amnesty International Award for its portrayal of refugees.	Non-fiction article writing - - looking at models to recreate own piece thinking about sentence level composites – persuasive task – opinion	Introduction to ethos/pathos/logos as a means to communicate with your audience.	Word classes: Subjunctive verbs Superlatives Quantitative, demonstrative and interrogative adjectives Adverbials

Form: dual / unique narrative perspective	<p>article based on human rights.</p> <p>Closing linking to opening.</p> <p>Links between paragraphs: structure, subheadings and paragraphs (non-fiction article features).</p>	<p>Aristotle's three parts of oratory: judicial, epideictic and deliberative.</p> <p>Counterargument and rebuttal.</p> <p>Consider form, audience and purpose to ensure that the purpose intent is met in the execution of the assessment.</p> <p>DAFOREST.</p>	<p>Modal and auxiliary verbs, and perfect verb forms</p> <p>Pronouns, prepositions, determiners, articles.</p> <p>Commas, inverted commas and apostrophes</p> <p>Subject-object-verb agreement</p> <p>Double negatives</p> <p>Use of 'I' vs. 'me'</p> <p>Homophones and homonyms</p> <p>Appropriate vocabulary choice; dictionary and thesaurus skills</p> <p>Register: formality</p> <p>Flair in vocabulary choices</p>
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Retrieval	Assessment	Links to future topics
Spellings of key words	<p>Opinion writing: Which is the most important Human Right? Write an article.</p> <p>Reading: End of Year 7 exam. How does the writer present Subhi as a hero?</p> <p>Comprehension?</p> <p>Writing: End of Year 7 exam. Write a description suggested by the picture.</p> <ul style="list-style-type: none"> - Do we want both writing ass? - Is the reading question too broad? Change to smaller comprehension – like the others? 	<p>Voices of outsiders – in poetry and prose.</p> <p>Important moral questions that link to wider life.</p>