



Year 7 Personal Learning Checklist

Autumn term: Class novel & non-fiction: Refugee Boy & representations of the refugee crisis												
I can define the following vocabulary:					Checkpoint 1			Checkpoint 2			Checkpoint 3	
Vocabulary	Technical: novel, writer, narrator, narrative voice, connotation, form, audience, purpose, rhetoric,	R	A	G	R	A	G	R	A	G		
	Critical: suggests, depicts, highlights, emphasises	R	A	G	R	A	G	R	A	G		
	Academic: Refugee, displacement, prejudice, discrimination, stereotype, dehumanise, xenophobia, assimilation, empathy, vulnerability, diatribe, bigoted, perception	R	A	G	R	A	G	R	A	G		
I understand the following:												
Key knowledge	The form and structure of a novel	R	A	G	R	A	G	R	A	G		
	The character arc of Alem	R	A	G	R	A	G	R	A	G		
	Life as a child refugee and media portrayal of refugees	R	A	G	R	A	G	R	A	G		
	Figurative language such as hyperbole, simile and metaphor	R	A	G	R	A	G	R	A	G		
	Rhetorical devices such as repetition	R	A	G	R	A	G	R	A	G		
	Approaching and comprehending articles and letters	R	A	G	R	A	G	R	A	G		
	subjective writing vs. objective writing.	R	A	G	R	A	G	R	A	G		
	The conventions of non-fiction writing	R	A	G	R	A	G	R	A	G		
	Rhetorical devices used in non-fiction such as emotive language, repetition, rhetorical questions and direct address	R	A	G	R	A	G	R	A	G		
I know how to:												
	Correctly use capital letters, commas and full stops	R	A	G	R	A	G	R	A	G		
	Write compound sentences using appropriate conjunctions	R	A	G	R	A	G	R	A	G		
	Write complex sentences using appropriate conjunctions and punctuation	R	A	G	R	A	G	R	A	G		
	Use relative clauses in my writing	R	A	G	R	A	G	R	A	G		
	Correctly use semi colons	R	A	G	R	A	G	R	A	G		
	Find evidence in a text to support my ideas	R	A	G	R	A	G	R	A	G		
	Make inferences from a quotation	R	A	G	R	A	G	R	A	G		
	Explain the effect of language choices in a quotation	R	A	G	R	A	G	R	A	G		
	Write in the first person	R	A	G	R	A	G	R	A	G		
	Use modal verbs in my writing	R	A	G	R	A	G	R	A	G		
	Use connectives and conjunctions to link ideas	R	A	G	R	A	G	R	A	G		
	Correctly use semi colons	R	A	G	R	A	G	R	A	G		
	Create a formal or informal tone in my writing	R	A	G	R	A	G	R	A	G		
	Build a strong argument using multiple points	R	A	G	R	A	G	R	A	G		
	Use a variety of rhetorical devices in my writing	R	A	G	R	A	G	R	A	G		

Spring term 1: Voices and choices: genre studies												
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3		
Vocabulary	Technical: sensory language, epistolary, monologue, structure, flashback, bildungsroman, atmosphere	R	A	G	R	A	G	R	A	G		
	Academic: empathy, traumatic, angst, oppression, totalitarian, dictatorship, utopia/dystopia	R	A	G	R	A	G	R	A	G		
I understand the following:												
Key knowledge	The structure of a story	R	A	G	R	A	G	R	A	G		
	The plan, draft, edit, revise slow writing cycle	R	A	G	R	A	G	R	A	G		
	What the term genre means	R	A	G	R	A	G	R	A	G		
	The conventions of different genres	R	A	G	R	A	G	R	A	G		
	How tone is adapted for different writing purposes	R	A	G	R	A	G	R	A	G		
I know how to:												
Use colons, semi colons and minor sentences for effect		R	A	G	R	A	G	R	A	G		
Use a variety of language devices for effect		R	A	G	R	A	G	R	A	G		
Structure a story and connect my ideas using appropriate discourse markers		R	A	G	R	A	G	R	A	G		
Write in the third person vs. first person voice		R	A	G	R	A	G	R	A	G		
Write in past tense vs present tense		R	A	G	R	A	G	R	A	G		
Correctly punctuate direct speech		R	A	G	R	A	G	R	A	G		
Vary sentence openings using fronted adverbials		R	A	G	R	A	G	R	A	G		
Independently develop a clear topic sentence to explain WHAT point I'm making		R	A	G	R	A	G	R	A	G		
I can cohesively embed textual references to show HOW I came to my opinion		R	A	G	R	A	G	R	A	G		
I can select which technique to zoom in on and analyse HOW language/structure is used to create an effect		R	A	G	R	A	G	R	A	G		
I can use transitional phrases to build my point further and introduce a second textual reference		R	A	G	R	A	G	R	A	G		
I can explore WHY the writer may have made certain choices using intentional verbs		R	A	G	R	A	G	R	A	G		
I can use discourse markers to cohesively link my paragraphs		R	A	G	R	A	G	R	A	G		



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Spring term 2: Poetry: identity and the self												
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3		
Vocabulary	Technical: stanza, rhyme (scheme), figurative language, simile, metaphor, personification, imagery, repetition			R	A	G	R	A	G	R	A	G
	Academic: culture, identity, Alienated, emancipated, disempowered, assertive, restricted, assured			R	A	G	R	A	G	R	A	G
I understand the following:												
Key knowledge	Poetic structures such as rhyme, stanza and blank verse			R	A	G	R	A	G	R	A	G
	Poetic techniques such as metaphor and imagery			R	A	G	R	A	G	R	A	G
	How to analyse a poem independently			R	A	G	R	A	G	R	A	G
	That poems can portray a diversity of experience			R	A	G	R	A	G	R	A	G
	How to follow the development of tone over the course of a poem			R	A	G	R	A	G	R	A	G
I know how to:												
Construct clear topic sentences in response to a question				R	A	G	R	A	G	R	A	G
Identify and use relevant quotations to support ideas				R	A	G	R	A	G	R	A	G
Make clear inferences from evidence				R	A	G	R	A	G	R	A	G
Explain the effect of language choices in a quotation				R	A	G	R	A	G	R	A	G
Use contrasting connectives in my writing				R	A	G	R	A	G	R	A	G
Use simple discourse markers: 'firstly', 'then', 'next'				R	A	G	R	A	G	R	A	G
Use paragraphs to separate ideas				R	A	G	R	A	G	R	A	G

Summer term: Shakespeare: Much Ado About Nothing												
I can define the following vocabulary:				Checkpoint 1			Checkpoint 2			Checkpoint 3		
Vocabulary	Technical: prose, blank verse, iambic pentameter, antagonist, sonnet, rhyming couplet, volta, rhyme scheme, imagery, antithesis, quatrain, aside	R	A	G	R	A	G	R	A	G		
	Academic: Patriarchy, submissive, defiance, undermine, honour, status, ego, deception, fickle, impulsive, masculinity, femininity, chastity, cliché	R	A	G	R	A	G	R	A	G		
I understand the following:												
Key knowledge	The conventions of Shakespearean comedy	R	A	G	R	A	G	R	A	G		
	Gender norms in the Elizabethan age	R	A	G	R	A	G	R	A	G		
	Power dynamics in the relationships between men and women	R	A	G	R	A	G	R	A	G		
	The narrative arc of the two couples in the play	R	A	G	R	A	G	R	A	G		
	The role of an antagonist.	R	A	G	R	A	G	R	A	G		
I know how to:												
Correctly use apostrophes to show ownership or contraction		R	A	G	R	A	G	R	A	G		
Use connectives to build a point or make a contrasts		R	A	G	R	A	G	R	A	G		
Build an analytical argument referencing multiple points of a text		R	A	G	R	A	G	R	A	G		
Use discourse marker to summarise an argument		R	A	G	R	A	G	R	A	G		
Use intentional verbs to explore the writer’s purpose for writing a text		R	A	G	R	A	G	R	A	G		
Analyse the effect of individual words		R	A	G	R	A	G	R	A	G		
Demonstrate the conventions of a Shakespearean sonnet		R	A	G	R	A	G	R	A	G		