

Chapter	Reading Tasks	Writing Opportunities	SMSC Discussions	Questions to Consider
1	<ul style="list-style-type: none"> Making a list of unfamiliar vocabulary – can be used in creative writing if appropriate. Continue throughout reading. Understanding of the context – give some brief information about WW2 (it may be a topic already studied). How/Why does it link to Bruno having to move? Focus extract (pg7) How does Bruno feel about moving? Use writing frame to guide analysis. 	<ul style="list-style-type: none"> Preparing for a new start – write a letter to Bruno giving him some advice. Write Bruno’s diary entry about his feelings towards having to move – use analysis of focus extract to help support ideas. 	<ul style="list-style-type: none"> Moving home Fresh start – link to feelings about moving to secondary school Friendships 	<ul style="list-style-type: none"> From which character’s eyes are we seeing the story unfold? What evidence is there to support this?
2	<ul style="list-style-type: none"> Making a list of unfamiliar vocabulary – can be used in creative writing if appropriate. Continue throughout reading. Create a table comparing the new house to the old house in Berlin. Copy quotes from the text (pgs 11-13). Analysing key quotations linked to Bruno’s feelings about the new house. 	<ul style="list-style-type: none"> Write a description of the new house – use images for support. 	<ul style="list-style-type: none"> Adapting to change Family relationships 	<ul style="list-style-type: none"> Why did they have to move? How does Bruno’s mother feel about the move?
3	<ul style="list-style-type: none"> Making a list of unfamiliar vocabulary – can be used in creative writing if appropriate. Continue throughout reading. Bruno’s perception of Gretel – handprint task. Students to draw around their own hand. Write an adjective in each finger to describe how Bruno feels about Gretel. Explain your choice for each in the palm. EXT: Can the pupils find evidence to support the choices? This handprint task can be used with any character. E.g. Bruno’s dad in chapter 5. Extract analysis (pg 28) How does the writer show Gretel’s fear and uncertainty? Use 	<ul style="list-style-type: none"> Write a letter to Bruno’s grandmother telling her about Gretel – use reading tasks for support if needed. 	<ul style="list-style-type: none"> Sibling relationships Fear of the unknown 	<ul style="list-style-type: none"> What type of character is Bruno? What type of character is Gretel?

	writing frame to guide analysis.			
4	<ul style="list-style-type: none"> Making a list of unfamiliar vocabulary – can be used in creative writing if appropriate. Continue throughout reading. Extract analysis – contrasting settings focus on the use of language – use of writing frame. Compare the setting descriptions to the first sighting of the people in the camp. 	<ul style="list-style-type: none"> Write a postcard as Bruno to his friends telling them about the move and the mysterious children he has seen. 	<ul style="list-style-type: none"> Context – concentration camps – what do they know? What were they like? Friendship 	<ul style="list-style-type: none"> What do you notice about Bruno’s use of language? Who are the ‘others’? How do the children perceive these people and where they live?
5	<ul style="list-style-type: none"> Making a list of unfamiliar vocabulary – can be used in creative writing if appropriate. Continue throughout reading. Extract analysis (pg42) How is Bruno’s father presented in the extract? Writing frame. EXT: Does this view link to how he is described earlier in the novel? 	<ul style="list-style-type: none"> Write Bruno’s persuasive speech trying convince his father to move back to Berlin. 	<ul style="list-style-type: none"> Power and authority Obeying rules Friendship 	<ul style="list-style-type: none"> What opinion have we formed of Bruno’s father before we meet him? Does this opinion change after meeting him in this chapter?