

Curriculum Map – Alternative curriculum – Entry Level English - Year 9

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Y9	Topic Title: Reading modern prose	Topic Title: Narrative writing	Topic Title: The World of Work	Topic Title: Presenting a point of view	Topic Title: Editing and sequencing	Topic Title: Proofreading
	Big questions: <ul style="list-style-type: none"> <input type="checkbox"/> How can I identify and locate facts using retrieval skills? <input type="checkbox"/> What can I infer about ideas, information and opinions within a text? <input type="checkbox"/> What deductions and inferences can I make about characters and situations? <input type="checkbox"/> How can I demonstrate my own understanding of a text by expressing opinions? 	Big questions: <ul style="list-style-type: none"> <input type="checkbox"/> What punctuation can be used to end a sentence in order to create an effect? <input type="checkbox"/> How is a sentence constructed using subject nouns and verbs? <input type="checkbox"/> How can sentences become more complex with the inclusion of adjectives and adverbs? <input type="checkbox"/> What is effective vocabulary for description and how can I use it to create an effect? <input type="checkbox"/> How do you punctuate dialogue to help progress a narrative? 	Big questions: <ul style="list-style-type: none"> <input type="checkbox"/> What is the difference between formal and informal language? <input type="checkbox"/> How can I distinguish between tones set within a range of texts? <input type="checkbox"/> What would be an appropriate tone to apply when responding to questions? 	Big questions: <ul style="list-style-type: none"> <input type="checkbox"/> How can the structure of information / a text impact on what is being presented? <input type="checkbox"/> What does effective communication look like when presenting my opinion? <input type="checkbox"/> What are persuasive devices, and how can I effectively include these in my presentation? 	Big questions: <ul style="list-style-type: none"> <input type="checkbox"/> What language is associated with sequencing? <input type="checkbox"/> How can I apply language for sequencing to help with cohesion of a written piece? <input type="checkbox"/> How can I apply my understanding of adverbials for time to help sequence events/ write instructions? 	Big questions: <ul style="list-style-type: none"> <input type="checkbox"/> What rules can I apply to phonemes/graphemes and their placement within a word? <input type="checkbox"/> What exceptions are there to these rules? <input type="checkbox"/> How can I identify mistakes in a piece of work?

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	<p>Assessment:</p> <p>Rollover: CFU – Retrieval Qs – <i>The Great Plague</i> KS2 text</p> <p>CFU – Test Qs – <i>The Great Plague</i> KS2 text</p> <p>CFU – Retrieval Qs – <i>The sign of the sugar plumb</i> KS2 text</p> <p>CFU – Text Qs – <i>The sign of the sugar plumb</i> KS2 text</p> <p>Aut 1: CFU – Retrieval / Inference – <i>Stone cold</i> extract 1.</p> <p>CFU – Retrieval / Inference – <i>Stone cold</i> extract 2.</p> <p>CFU – Retrieval / Inference – <i>Stone cold</i> extract 3.</p>	<p>Assessment:</p> <p>CFU – Question formation and retrieval practice 1. (Brown / Lime)</p> <p>Application of skills – Instructions</p> <p>CFU – Question formation and retrieval practice 2 (Brown / Lime)</p> <p>Application of skills – narrative structure.</p>	<p>Assessment:</p> <p>CFU – Questions and answer formation.</p> <p>CFU – Formal Vs Informal language 1</p> <p>CFU – Formal Vs Informal 2</p> <p>Application of skills – Practical assessment 2 <i>The world at work</i> Interview (Practice)</p>	<p>Assessment:</p> <p>CFU – language forms and retrieval. (Brown / Lime)</p> <p>CFU - Persuasive devices.</p> <p>Application of skills – Practical assessment 1 <i>Presenting a point of view</i> -presentation (Practice)</p>	<p>Assessment:</p> <p>CFU – Adverbials of time spotter / retrieval</p> <p>CFU – Sequence sorting/ matching</p> <p>Application of skills – guide / instructional writing.</p> <p>Application of skills – Report writing / non – fictional writing.</p>	<p>Assessment:</p> <p>CFU – Spellings Phase 2 / 3/ 5 sounds, patterns and rules.</p> <p>CFU – Spellings KS1 common exception words.</p> <p>Application of skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrative writing <input type="checkbox"/> Report writing <input type="checkbox"/> Letter writing <input type="checkbox"/> Instructional writing.
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	<p>CFU – Retrieval / Inference – <i>Stone cold extract 4.</i></p> <p>CFU – Retrieval / Inference – <i>Stone cold extract 5.</i></p> <p>Application of skill – Perspective writing</p>					
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