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| **Curriculum Map 2023/24** |
| **Pathway** | **Subject** | **Teacher** | The Bridge Short Stay School: Welcome to The Bridge Short Stay School**For each student who enters P1 – they follow a laddered sequence of topics with the same starting point regardless of the term they start.** |
| **P1** | **Reading** | **Neil Laird** |
|  **HT 1** |  **HT 2** |  **HT3** | **Spring HT4** | **Summer HT5** | **Summer HT6** |
| **Topic/s*** **Words in context**
* **Retrieve and record information**
 | **Topic/s*** **Fact and opinion**
* **Inferences**
 | **Topic/s*** **Justifying inferences with evidence**
* **Prediction**
 | **Topic/s*** **The main idea**
* **Features of different texts**
 | **Topic/s*** **Words that enahnce meaning**
* **Themes and conventions**
 | **Topic/s*** **Individualised focus of areas of needed identified by reading programme**
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| **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** | **Composite Knowledge Sequence** |
| 1. Choose words that make sense in a sentence
2. Identify synonyms
3. Understand words that are closely linked
4. Understand malapropisms
5. Finding word for word answers in a text
6. Skim reading
7. Scanning a text
8. Re-reading a text carefully
 | 1.Recodgnising facts2.Recognising opinions3. Recognising the difference between the above1. Discuss a character’s feelings.2. Discuss a character’s thoughts.3. Discuss a character’s motives.4. Discuss a character’s actions. | 1.Justify inferences with evidence2.Use clues from a text to support answers3.Use prior knowledge4.Understand there may be more than 1 possible answer1. Look at what has already happened in a text.2.Look for evidence within the text that supports a prediction.3.Re-read information in the text that supports a prediction. | 1.Identifying the main idea of a paragraph.2.Matching main idea of a text with the appropriate detail.3.Identifying main idea of a full text.4.Highlighting key details of a text using the 5 W’s strategy (who,what, when, where and why).5.Summarise and retell using text features such as tittles, subtitles and headings.1.Identify language. structure and presentation of an information poster.2.As above for an instructional text.3. As above for a persuasive text. | 1. Identify informative and persuasive words.2.Identify persuasive techniques in a text.1.Identify themes and conventions in a variety of texts using a short extract.2.Identify themes and conventions in a Greek Myth. | Individualise personalised targets. |
| **Component Knowledge** | **Component Knowledge**  | **Component Knowledge**  | **Component Knowledge**  | **Component Knowledge**  | **Component Knowledge**  |
| Demonstrates understanding of what they read by discussing their understanding and exploring the meaning of words in context. Being able to check a text makes sense.Retrieve and record information.Identify key details from fiction and non-fiction. | Retrieve and record information from non-fiction. Distinguish between statements of fact and opinion.Draw inferences such as a character’s / author’s feelings thoughts or motives. Recognising how it then influences their actions. | Draw inferences and the then justifying inferences with evidence.Predicting what might happen from details stated and implied. | Identifying main ideas drawn from more than one paragraph.Summarising information and retelling.Identify how language, structure and presentation contribute to meaning.Identify themes and conventions in a wide range of books. | Discuss words and phrases that capture reader’s interest and imagination.Identify themes and conventions in a wide range of books**.** | As above |
| **Key Skills** | **Key Skills** | **Key Skills** | **Key Skills** | **Key Skills** | **Key Skills** |
| Increasing range vocabularyFinding key information | Finding key informationDrawing inferences | InferencesPrediction | Finding the main ideaSummariseRetell5 W’s (who, where,when, why ,what)Identifying specific language techniques that are used in different types of text. | Finding words that interest and capture imagination.Understanding there are a variety of different types of text/book and they have different language features. | As above |
| **Key Vocab** | **Key Vocab** | **Key Vocab** | **Key Vocab** | **Key Vocab** | **Key Vocab** |
| FictionNon-fictionTopic specific vocab | FactOpinionEvidenceInference | InferencePredictionEvidenceImply | Who, where, when, why, whatSummary, factsHeading, sub-heading, title, Active, passive voiceVerb tense | Simile, metaphor, adjective, description, alliteration, humour, engage |  |
| **Assessment** All objectives are for each unit are assessed formatively after each activity in 3 levels – Emerging, Developing and Secure. Each objective has 3 activities that are repeated until the objective as secure | **Assessment** **As previous term** | **Assessment** **As previous term** | **Assessment** **As previous term** | **Assessment** **As previous term** | **Assessment**  |
| **Cross Curricula Link** | **Cross Curriculua Link** | **Cross Curriculua Link** | **Cross Curriculua Link** | **Cross Curriculua Link** | **Cross Curriculua Link** |
| All topic/humanities lessons taught by same staff so every opportunity to link English work and learning into those lessons is incorporated wherever possible. This is done on an individual basis wherever possible as the staff know where each student is on their sequence of learning. Also depending on student interest opportunities to practise English skills in the form of research and presentation projects. This opportunity is available in all topics studied. | As previous term | As previous term | As previous term | As previous term |
| **Careers Link** | **Careers Link** | **Careers Link** | **Careers Link** | **Careers Link** | **Careers Link** |
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