

Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 9 English

Week Beginning	Lesson Title	Lesson Objective	Online Lesson Link	Any additional instructions?
8 th September	<p><u>Lesson 1. Introduction to Creative Writing</u></p> <p><u>Lesson 2. The creative writing task</u></p> <p><u>Lesson 3: Language and Structure</u></p> <p><u>Lesson 4: An introduction to narrative perspective</u></p> <p><u>Lesson 5: Understanding 1st-person narrative perspective</u></p>	<p>1. Can I define creative writing? Do I understand its purpose and key features? Do I understand where it fits into the English curriculum as a whole and can I compare it to other kinds of writing?</p> <p>Lesson 2: What is the nature of the task when it comes to creative writing? How do you start to respond to it; what is a scenario?</p> <p>Lesson 3: To understand the difference between language and structure; to understand that both are needed to develop a scenario into a full piece of creative writing</p>	<p>For each lesson: Link to notes</p> <p>Lesson 4: link to this video: Writing in first or third person guide for KS3 English students - BBC Bitesize</p>	<p>Lesson 1: Copy out the notes provided in SOURCE A</p> <p>Lesson 2: Read through the notes provided in SOURCE D, then choose three of the exam tasks, place in a mind map and come up with 3x scenarios for each</p> <p>Lesson 3: Copy out these notes:</p> <p><u>Language vs. structure</u></p> <p>Language means the words used to create images and describe people, place and things; structure refers to the techniques we use to get the reader to engage with our language at a deeper level.</p>

		<p>Lesson 4: To understand what narrative perspective is and to grasp the difference between 1st and 3rd person narrative perspective</p> <p>Lesson 5: To understand first person narrative perspective through the Jane Eyre extract + activities (SOURCE G)</p>		<p>Structure is trickier to analyse as it's not as instantly obvious as the words on the page. And it's harder to create a good structure for your narrative than it is, say, to write a descriptive sentence. But if you can nail it, your story or description will become much more interesting and get many more marks.</p> <p><u>The different categories for structure:</u></p> <ol style="list-style-type: none"> 1. Narrative perspective <ol style="list-style-type: none"> i. First person narrative voice ii. Third person narrative voice 2. Order of events <ol style="list-style-type: none"> i. Chronological order ii. Time shifts (eg flashback) 3. Change in focus
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				<p>i. calm-chaos-calm (including building atmosphere)</p> <p>ii. Zooming in</p> <p>iii. Frame</p> <p>Lesson 4: use the video to make notes on the difference between the 1st and 3rd person perspective</p> <p>Lesson 5: carefully read the extract twice, then complete the activities that follow. Use an online dictionary to look up words you don't understand.</p>
15 th September	<p>Lesson 1: 3rd-person narrative perspective</p> <p>Lesson 2: Writing about the differences in narrative perspective</p> <p>Lesson 3: Narrative perspective – consolidating my understanding</p>	<p>Lesson 1: To understand 3rd-person narrative perspective through the Oliver Twist extract + activities (SOURCE H)</p> <p>Lesson 2: to consolidate understanding of first- and third-person perspective and the differences between them; to write about those differences, as demonstrated in the Jane Eyre and Oliver Twist extracts</p>	<p>For lesson 1: Link to extracts</p> <p>For Lesson 2: link to extracts (though students should have them already)</p>	<p>Lesson 2: Write a paragraph to summarise how we feel about the two characters – Jane and Oliver – in the two extracts – and how the narrative perspective shapes the way we feel. Do we feel closer to Jane because it's first person? Do we feel more sorry for Oliver because we see him through others' eyes?</p>

	<p>Lesson 4: Order of events</p> <p>Lesson 5: Chronological order continued.</p>	<p>Lesson 3: to further consolidate students' understanding of narrative perspective through a writing activity</p> <p>Lesson 4: Understanding chronological order through the extract from Raising Hare (SOURCE I). Students should read the extract and work through the activities</p> <p>Lesson 5: The aim is for students to complete a narrative, presented in chronological order, in which they describe rescuing a wild animal. They should use the flowchart in SOURCE J to get them in terms of ideas, then write at least three paragraphs of their own</p>		<p>Lesson 3: Write a dairy entry in which you describe the events of your weekend or summer holiday, but instead of writing in the usual first person, write in the third person narrative perspective. Once you have finished the diary entry (it should be about 200 words long) – write three sentences to summarise what it feels like to write about yourself in the third person. What feelings does it evoke? Does it feel strange? What have you discovered?</p> <p>Lesson 5: Once you have completed the flow chart activity, you can either write the story out as a full piece of creative writing OR you can imagine a whole new story involving discovering or rescuing a different animal.</p>
	Lesson 1: Two Turtle Doves	Lesson 1: the aim is to consolidate students' knowledge of chronological	Link to extracts:	Lesson 1: carefully read the extract in SOURCE L twice, then complete the activities

<p>22nd September</p>	<p>Lesson 2: Order of events: time shifts</p> <p>Lesson 3: Order of events: exploring flashback</p> <p>Lesson 4: Change in focus</p> <p>Lesson 5: Introducing calm-chaos-calm</p>	<p>order through the <i>Two Turtle Doves</i> extract and the associated activities; students can also learn the new vocabulary indicated on the worksheet (SOURCE L)</p> <p>Lesson 2: To understand time shifts, notably flashback, through a writing activity based on the previous extract</p> <p>Lesson 3: to consolidate students' understanding of time shifts, in particular FLASHBACK, using the exemplar provided in SOURCE N)</p> <p>Lesson 4: to understand what it means when a writer shifts focus; what the purpose of this is when considering the effect on the reader</p> <p>Lesson 5: to introduce the calm-chaos-calm structure, using an exemplar + worksheet (SOURCE O)</p>		<p>provided. You can use an online dictionary to look up word you don't understand</p> <p>Lesson 2: Re-read the <i>Two Turtle Doves</i> Extract and divide it into 5 parts, summarising each part. Then reorder the parts, as if you were going to tell the story in reverse order – start with the narrator feeling really scared, then flash back to how it was more fun when they started off</p> <p>Lesson 3: Read the exemplar in SOURCE N and complete the activities that follow.</p> <p>Lesson 4: Complete the following activity:</p> <ol style="list-style-type: none"> 1. <u>Notes on focus shifts</u> <p>The focus is what the writer focuses on as the text develops. If a writer focuses on a gloomy landscape, it may be</p>
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			<p>because something unhappy or unpleasant is about to happen. A writer shifts focus to our attention to different things, in turn creating contrast or surprise, tension, mystery, suspense, sympathy, and so on – all of which make the reader feel emotionally invested in the story. A poor narrative draws attention to things which are boring or irrelevant and quickly lose the reader’s interest.</p> <p>2. ACTIVITY - Read the text below and identify where:</p> <table><tr><td>The writer focuses on a time shift</td></tr><tr><td>The focus shifts to atmospheric</td></tr><tr><td>Focus shifts from the landscape</td></tr><tr><td>The writer focuses on the general</td></tr></table> <p>The sun was just beginning to rise over the valley, painting the sky in pink and orange. The surrounding hills were dotted with clusters of ancient oaks</p>	The writer focuses on a time shift	The focus shifts to atmospheric	Focus shifts from the landscape	The writer focuses on the general
The writer focuses on a time shift							
The focus shifts to atmospheric							
Focus shifts from the landscape							
The writer focuses on the general							

				<p>whose leaves rustled in the morning breeze. A river snaked through the bottom of the valley, its water reflecting the sky above as it flowed steadily towards a distant lake. Wildflowers of blue, yellow, and white peppered its grassy banks, adding bursts of colour to the expanse of green. As the sun climbed higher, a faint mist that had lingered in the low areas began to lift, revealing the rocky outcrops and patches of heather that decorated the hillsides and making the valley glow in the warm light. Suddenly, a strong wind swept down from the mountains, carrying the fresh scent of pine and stirring the grasses into waves. In the distance, a figure appeared – a man carrying a worn leather satchel, following a path leading down the valley. He moved steadily, pausing occasionally to look behind him. After a while, he reached the riverbank, where he knelt down and, with one last look</p>
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				<p>behind, dipped his head into the water.</p> <p><i>Now rewrite the text, incorporating the correct paragraphing.</i></p>
29 th September	<p>Lesson 1: The calm-chaos-calm structure continued</p> <p>Lesson 2: Calm-chaos-calm skills practice</p> <p>Lesson 3: Understanding atmosphere</p> <p>Lesson 4: Understanding atmosphere, continued</p> <p>Lesson 5: SPAG interlude</p>	<p>Lesson 1: the aim is to review the calm-chaos-calm structure using a further text; to be able to describe a focus shift and identify them in a text</p> <p>Lesson 2: Students should use Sources O and P to create their own story whereby a setting is disrupted by an unexpected event and then things go back to normal. They should aim to plan and write a narrative of around 400 words and should choose between a mountainous or seaside setting.</p> <p>Lesson 3: students consolidate their understanding of mood (atmosphere) and how it's created.</p> <p>Lesson 4: students create a text transformation, based on SOURCE O – they should</p>	<p>Link to SOURCE VI</p>	<p>Lesson 1: Read and complete the worksheet at SOURCE P</p> <p>Lesson 2: N/A</p> <p>Lesson 3: Refer back to SOURCES O and P; draw a table with two columns and in the first write all the words which help create a scary atmosphere in SOURCE O; in the second column, write all the words which help create a bright and blissful atmosphere in SOURCE P</p>

		<p>rewrite the beginning of the text (up to the part where the 'silence is interrupted'), replacing the bleak, ominous atmosphere with a bright, blissful one. Use words from the table compiled in the previous lesson.</p> <p>Lesson 5: students to complete the grammar exercises provided in SOURCE VI</p>		
<p>6th October</p>	<p><u>Lesson 1: text transformation</u></p> <p><u>Lesson 2: Continuing to focus on creating atmosphere</u></p> <p><u>Lesson 3: Changes in focus: zooming in</u></p> <p><u>Lesson 4: zooming in continued</u></p> <p><u>Lesson 5: Hardy extract, continued</u></p>	<p>Lesson 1: students create a second text transformation, this time based on SOURCE P – they should rewrite the beginning of the text (up to the part where the character is sunbathing peacefully on the rock, replacing the bright, blissful atmosphere with a bleak, ominous one. What might an eerie, overcast beach look and feel like? Use words from the table compiled in the previous lesson to help .</p> <p>Lesson 2: students further consolidate their ability to create atmosphere in their writing, using an exemplar and corresponding activities (SOURCE Q)</p> <p>Lesson 3: students should understand the principles of a</p>	<p>Link to SOURCE Q</p> <p>Link to SOURCE R</p> <p>Link to SOURCE S</p>	

		<p>'zooming in' structure, using the definitions provided and the extract/ activities in SOURCE R</p> <p>Lesson 4: students consolidate their understanding of a 'zooming in ' structure using the extract and activities in SOURCE S</p> <p>Lesson 5: students have the opportunity to continue working on the Hardy extract and worksheet</p>		
<p>13th</p> <p>October</p>	<p>Lesson 1: Creating a surprise</p> <p>Lesson 2: Creating a surprise part ii</p> <p>Lesson 3: SPAG interlude</p>	<p>Lesson 1: students learn how to create a surprise using the zooming in technique, using SOURCE T</p> <p>Lesson 2: using SOURCE T as inspiration, students should describe a room in detail, then introduce an element of surprise</p> <p>Lesson 3: students practice their grammar using the activities in SOURCE VII</p>	<p>Link to SOURCE T</p> <p>Link to SOURCE VII</p>	<p>Lesson 2: use the postcard you wrote at the beginning of term to help you write your description of a room, as you could write about the classroom</p>
<p>20th</p> <p>October</p>	<p><u>Lessons 1 – 5</u></p> <p><u>Students will be working independently on a piece of</u></p>			<p>Make sure you have asked your teacher for the task, so you plan and write a full piece of creative writing, focusing on</p>

	<u>creative writing. The task will be provided by the teacher.</u>			the skills of using structural techniques to create interest
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